Annual Report
2006-2007

सत्यमेव जयते

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

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Contents

List of Annexures

Abbreviations

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

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

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

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

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Overview

OVERVIEW

At a time when nearly 40% of India's population is in the age group of 6-24 years and when education has been identified as the singular, most important element in the national developmental effort, the activities of the Ministry of Human Resource Development are of crucial importance. Policies, programmes and schemes of the Ministry, consequently, have been wrought keeping this in view. This Annual Report endeavours to present the highlights of what has been attempted in 2006- 2007, to take stock of the present stage of major programmes and schemes and to give some indication of our proposals for the future.

The National Policy on Education (NPE), 1986, as updated in 1992, envisages improvement and expansion of education in all sectors, elimination of disparities in access and laying greater access on improvement in the quality and relevance of education at all levels, including technical and professional education. It also emphasizes that education must play a positive and interventionist role in correcting social and regional imbalances, empowering women and in securing a rightful place for the disadvantaged, linguistic groups and minorities.

With the vigorous implementation of the Sarva Shiksha Abhiyan (SSA) and the cooked Mid Day Meal (MDM Scheme), the number of out of school children has come down to less than 5% of the total population in the age group of 6 to 14 years i.e. from 4.4 crores in 2001-02 to 70 lakhs in 2006.

The Mid Day Meal Scheme was revised in mid 2006. Under the revised scheme nutritional norms have been raised from the existing 300 calories and 8-12 grams of protein to minimum 450 calories and 12 grams of protein per child. To facilitate this, Central assistance towards cooking cost, has been raised from existing Rs. 1 to Rs.1.50 per child per school day with mandatory contribution of Re.0.50 per child by States, making the overall cost norm of Rs.2 per child per day. In the case of North-Eastern States, the sharing pattern is 90:10 between the Centre and States.

Kasturba Gandhi Balika Vidyalaya Scheme, under which 1000 new schools have been approved in the year 2006, besides the 1180 approved earlier, provides residential education to girls predominantly belonging to the SC, ST, OBC and minority communities. Kendriya Vidyalayas (KVs), and Jawahar Navodaya Vidyalayas (JNVs) have been recognized as setting the standards for the secondary education in the country. 50 new KVs and 28 new JNVs have been approved in 2006-07, in addition to the 919 existing KVs and 539 JNVs.

Following the decision of the Central Advisory Board of Education (CABE) in July 2005, two Standing Committees have been set up, on "Literacy and Adult Education" under the Chairmanship of Prof. Basudeb Barman, MP and on "Inclusive Education for Children and Youth with Special Needs" under the Chairmanship of Shri Vasant Purake, Minister of School Education, Government of Maharashtra.

In the field of adult education and literacy, out of 600 districts in the country 597 have since been covered under various programmes – 101 under total literacy campaigns, 171 under post literacy programme and

325 under continuing education programme. About 120.39 million persons have been covered under literacy programmes as on 31.3.2006. About 60% of the beneficiaries are women while 22% and 12% belong to Scheduled Castes and Scheduled Tribes respectively.

Access to education is of utmost importance for educational advancement of disadvantaged sections. The Central Educational Institutions (Reservation in Admission) Act has, therefore, been enacted and has been notified in January, 2007 in pursuance of the 93rd Amendment to the Constitution of India, to provide statutory reservations to SCs, STs and OBCs in Central Educational Institutions. Necessary resources have been provided to the Central Educational Institutions, to augment their intake capacity by 54% in a maximum staggered period of three years in accordance with the Act, ensuring that reservations would not lead to any reduction in the seats as were available to unreserved categories before the coming into force of this Enactment.

The University Grants Commission had been given a Plan Budget of Rs.1269 crore in 2006-07, which was a substantial increase of over 68% over 2005-06 allocations, enabling increased assistance to Universities in general and the Central Universities in the North East in particular.

Four new Central Universities have been created during 2006 through Acts of Parliament. Arunachal Pradesh (Rajiv Gandhi National University) and Tripura University have been converted from State Universities into Central Universities, while a new University of Sikkim has been created. The Central Institute of English and Foreign Languages is being converted into a Central University. Now all States in the North East have a Central University each. A total of six Central Universities have been created (including the Allahabad University and Manipur University which were created by converting the existing State Universities) since 2004.

The seven IITs and six IIMs have served the country extremely well and have done us proud. It is now proposed to establish 3 new IITs in the states of Andhra Pradesh, Bihar and Rajasthan. It has also been decided to establish a 7th IIM at Shillong in the North East.

Two new Schools of Planning and Architecture are also proposed to be started at Vijayawada and Bhopal. In addition to the existing Indian Institute of Information Technology at Gwalior, Allahabad and Jabalpur under the Government of India, a new IIIT (Design and Manufacturing) has been approved to be established at Kanchipuram in Tamil Nadu. Proposals have been submitted to the Planning Commission for starting 20 new IIITs so as to cover each major State. Planning Commission has suggested that these could be considered under the Public-Private Participation mode.

Erstwhile Regional Engineering Colleges/ Government Engineering Colleges have been converted into National Institutes of Technology (NITs) with changes in their governance structure. There are 20 NITs at present. In order to bring all of them under umbrella legislation, the NIT Bill had been introduced in Parliament.

In order to build scientific research institutions of the highest standards in which teaching and research at the under-graduate and post-graduate levels will be undertaken in an integrated manner, two Indian Institutes of Scientific Education and Research (IISERs) have been set up at Kolkata and Pune. A third IISER is being set up at Mohali (Punjab) and two more have been proposed at Bhopal and Thiruvanathapuram. It is hoped that over a period of time, IISERs will attain the eminence of IISc, Bangalore and put India in the forefront of scientific research in the world.

There is an urgent need to revamp Polytechnic education in the country. The annual intake in polytechnics is approximately 50% of the intake in the degree level engineering institutions, though this ratio should be many more times the other way around. An in-principle approval has been obtained from the Planning Commission to start 54 new polytechnics in the districts without any polytechnics at present. Also there is a proposal to strengthen the existing polytechnics in the Special Identified Districts (SID).

"Sakshat," a free one-stop portal for education has been launched by His Excellency, the President of India in October 2006, to address education and learning needs of students, scholars, teachers and

lifelong learners. There has been a very good response to the "Talk to your Teacher" facility even upto 11 PM in the night which has been started since 26th January 2007, to clarify the doubts of the students who are preparing for their Board Examinations.

Access to education through the Open and Distance Learning system is expanding rapidly. The Indira Gandhi National Open University (IGNOU) now has a cumulative enrollment of about 15 lakh. The University introduced 16 new programmes during 2006-07. The Distance Education Council (DEC), an authority of IGNOU, is coordinating the activities of 13 State Open Universities and 119 Institutes of Correspondence Courses in conventional universities. It is proposed to give independent status to this Council. National Institute of Open Schooling (NIOS) has registered 14 lakh learners since inception.

India has been accorded the Guest of Honour Presentation (GHP) status at the prestigious Frankfurt Book Fair (FBF), Germany, held in October 2006. The Fair, largest of its kind in the world and held annually in Frankfurt partners with one country or region for a special presentation. India has become the only country to be chosen for this honour twice, the earlier occasion being in 1986. The FBF gave a lot of visibility to India with the Indian pavilion showcasing nearly 200 publishers and 75 authors from the country, as also giving an opportunity to the world at large to discover and debate different aspects of the a vibrant, dynamic and contemporary India.

The subsequent chapters will give a more exhaustive and elaborate account of the activities of the Ministry and its two constituent departments, the Department of School Education and Literacy and the Department of Higher Education during the year 2006-07.

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Administration

Organisational Set up

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

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

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

Education Wings in Indian Missions Abroad

Education Wings were established in the Indian Missions / Embassies in New York, Washington, Moscow and Berlin. In addition, the office of the Permanent Delegation of India to UNESCO has also been functioning at Paris.

The Education Wings were established with a view to developing good relations in the field of Science, Education and Culture with friendly countries and for looking after the welfare of Indian student community and Indian diaspora. At present only the Education Wing of Consulate General of India, New York and Permanent Delegation of India to UNESCO, Paris are functional.

Training Cell

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

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the DOP&T and Department of Economic Affairs of the Ministry of Finance for short term and long term training courses abroad under the Colombo Plan and Bilateral Technical Assistance Programmes respectively.

HRM's Discretionary Grant

The Scheme of HRM's Discretionary Fund is intended to provide financial assistance to Institutions, Organisations and individuals doing useful work in the field of Education, Culture, Sports, Media and also to the meritorious students. This Fund is also intended to give relief to the families of the needy and poor journalists, workers employed in film industry and artists when such families are in need of financial assistance due to demise of their only bread earner. Disbursements out of this fund are made in accordance with the prescribed rules.

Vigilance Activities

The vigilance set up for the Department is under the overall supervision of the Secretary, who in turn, is assisted by the part-time Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other subordinate staff. Shri Sunil Kumar, Joint Secretary, has been functioning as Chief Vigilance Officer for both the Departments of Higher Education and School Education and Literacy.

During the period under report, sustained efforts were continued to tone up the administration and to maintain discipline amongst the staff of the Departments at Headquarters and in the Subordinate/attached offices. Eight new disciplinary cases were initiated during the year of which two were completed. Of the 10 old disciplinary cases brought forward from previous years, six cases were concluded during the year.

Vigilance Awareness Week was observed from November 6th-10th, 2006. Banners and posters were displayed and an oath taking ceremony was also held, wherein an oath was administered to the officials of both the Departments to maintain honesty in all public dealings. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week.

Chief Vigilance Officers were appointed in various Autonomous Organisations under the administrative control of the Department, wherever the post of CVOs fell vacant, with the prior approval of Central Vigilance Commission.

During the year CVC has issued several instructions for improving vigilance administration by leveraging technology, increasing transparency through effective use of websites in discharge of regulatory, enforcement and other functions of Govt. organizations and other vigilance related matters and all such instructions have been brought to the notice of all the officers and offices concerned for compliance.

As per the directions of the Hon'ble High Court of Delhi, a massive effort is in progress to verify the authenticity of certificates of employees who have obtained employment on the basis of ST certificates.

Emphasis was continued on the observance of discipline and punctuality in the Department of Higher Education and Department of School Education and Literacy through surprise inspection by teams appointed for this purpose.

A specific grievance redressal machinery also functions under the CVO, who also functions as the Director of Grievances/Director, Staff Grievances in both the Department of Higher Education and School Education and Literacy. The Director of Grievances is accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 A.M. to 1 P.M. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, autonomous/subordinate organizations and PSUs under the Department of Higher Education and School Education and Literacy have also designated officers as Director of Grievances. The grievances have been computerized by using the PGRAMS software devised by NIC.

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

Computerised Management Information System (CMIS)

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

- to identify areas for computerization;

- to conduct feasibility studies for the development of computer based management information system;

- design and develop database methodologies

- to develop know how for day to day processing of information;

- maintenance of software packages developed as per varying needs of the users in the Department;

- act as a resource unit and to provide training to the officials of the Department; and

- to liaise with National Informatics Centre (NIC) and other agencies on matters related to Information Technology (IT).

As a nodal unit for computerization in the Department, this Unit has prepared an overall IT roadmap for the

Department with specific plans and targets. As per the strategy, computer with local area network has been provided to all officers of both the Departments of the Department of Higher Education and Department of School Education and Literacy. Office automation software has been installed and network and e-mail facility are now available in all Sections. As a result e-mail facility is widely used in the Department to send\receive letters, documents etc.

All major developments of the Department are being put in the website of the Department regularly. All new announcements, guidelines and major decisions are also made available at the website for the benefit of public at large. Application forms and other relevant materials related to the schemes/programmes etc. of the Department are available at the website for online submission. The contents of the website of the Department are being updated from time to time. Parliament Questions and Answers of the Department are electronically transferred to the Lok Sabha and Rajya Sabha Secretariats regularly during Parliament sessions. Besides, a database on Parliament Questions answered by both the Departments is made available in the network to enable all the Sections to access it easily.

The Unit has also developed database packages for various Bureaus of the Department. Monthly pay bills and related recovery schedules are generated through pay roll accounting system and payments are being made through Electronic Clearing System (ECS). The budgeted expenditure of the Departments is monitored and outputs generated on various parameters through data processing. Training programmes are being organized from to time to enhance the computer awareness among the officials of the Departments. The Unit also monitors the maintenance of all computers, laptops, printers, UPS, Scanners, Projectors etc., installed in both the Departments.

National Informatics Centre

National Informatics Centre (NIC) is a premier science and technology organisation under the Department of Information Technology, Government of India actively working in the area of Information and Communication Technology (ICT) applications in the Government Sector for the past three decades. A NIC cell, attached to each Ministry, provides technical consultancy, IT solutions and Internet support to the Ministry, attached offices and organizations under it as required from time to time. In the case of the Ministry of HRD, the NIC cell has been providing technical support and requisite expert guidance for website design and development, audit, launch and remote updation facilities to CBSE, NCERT, CSTT, RSKS, etc, on specific requirement basis.

Major activities undertaken and accomplished by NIC on behalf of the Ministry of HRD during the year under report are as follows

NIC has designed and developed a one-stop education portal, SAKSHAT, a prototype of which was launched by His Excellency, the President of India on 30th October 2006. The prototype has the following features:

- Scholar identification and distribution of scholarships through payment gate way after creation of individual scholar bank accounts

- Validated inputs from Institutions on credentials of students on their educational performances

- Educational content - as per the requirements of the student

- Interactive question bank and online performance evaluation and communication of test results online.

- Online testing and certification of skill sets for vocational streams

- Collaboration services like online meetings with experts, formation of user groups on various themes, talk to teachers, etc.

- Links to various related sites for advanced information

Preparation of System Requirement Specification (SRS) for Sarva Shiksha Abhiyan for the development of web portals for managing the operations of the portals and the project has been approved by the Ministry.

Redesign, development and launching of education portal with URL: http://education.nic.in., has been done.

Home Page of Sakshat, the one-stop Education Portal

Seventh All India Educational Survey coordinated by NCERT for the Ministry has been successfully completed with active cooperation and assistance of various NIC State Units.

System Requirement Specification (SRS) reports have been prepared and submitted to the Ministry for Mid Day Meal Scheme Operations and All India Teacher Information Management System.

Information & Facilitation Centre

A NICNET based Information and Facilitation Centre was set up in the Ministry in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the officers in the Ministry of Human Resource Development. 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 and Indian and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services is supplied through Brochures, Booklets and Reports. The guidelines of various Schemes/Programmes of the Department and

Application forms are also available in the internet. The address of the common website for the Departments of School Education and Literacy and the Department of Higher Education is http:/www.education.nic.in. The Information Centre also facilitates and assists those seeking information under the Right to Information Act as and when received.

Right to Information Act, 2005

In compliance with Section 5(2) of the Right to Information Act, 2005, the Ministry of HRD had designated Public Information Officers (PIOs) alongwith Appellate Authorities. Details of the PIOs and the Appellate Authorities have been posted on the website of the Ministry (http://www.education.nic.in/). The Ministry also prepared detailed guidelines as per provisions of Section 4(1)(b) of the Right to Information Act, 2005 and posted the same on its website (http://www.education.nic.in/). As the Act does not prescribe any formal application form for acquiring assess to information, necessary directions have been issued to CPIOs to accept the applications even on plain paper. Besides, the CPIOs have also been directed that applications under RTI Act can be received by any CPIO whose duty it would be to direct it to the concerned CPIO.

The details of the applications and appeals received under RTI Act and replied as on 31st December, 2006 are as follows:

No. of Applications received under RTI Act, 2005:	339
No. of Applications replied:	291
No. of Appeals received:	27
No. of Appeals disposed of:	14

Planning & Monitoring Unit

Annual Plans and Five year Plans

Formulation of Annual Plans and Five Year Plans, review of programmes & schemes, timely monitoring of Plan expenditure vis-à-vis outlays in Budget Estimates, and analysis of actual expenditure as against the targets, are the important activities of the Unit. The approved Tenth Plan (2002-07) outlay was Rs. 34,325 crore: Rs. 9500 crore for the Department of Higher Education and Rs. 34,325 crore for the Department of School Education & Literacy. The approved Annual Plan outlay (2006-07) is Rs. 34,325 crore for the Department of School Education & Literacy and Rs. 2550.50 crore for the Department of Higher Education.

The Annual Publication brought out by this Unit viz. " Analysis of Budgeted Expenditure on Education for 2003-04 to 2005-06" provides an analysis of the trend of public expenditure on education during the period 2003-04 to 2005-06. For this, data from various States, Central Ministries/ Departments are collected, compiled, analysed and published with break-up of expenditure incurred by Education Departments, other Departments for different sectors in education separating Plan, Non-Plan, Revenue and Capital. This Unit also publishes "Annual Financial Statistics of Education Sector" which gives statistics in respect of Plan Outlays and expenditure on different sub-sectors of education from the First Five Year Plan to Sixth Plan together with the scheme wise outlays and expenditure during Seventh to Ninth Plan and Annual Plans of the ongoing Tenth Five Year Plan.

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

Statistics Unit

The Statistics Unit of the Department of Higher Education is the nodal agency for collection, compilation, processing and dissemination of educational statistics in the country. The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from over 10 lakh institutions, covering all levels of education from pre-primary to higher education through mailed questionnaires in collaboration with the State Education Departments. On the basis of data collected from states, the Statistics Division brings out annual publications. Efforts have been made to improve the quality of educational statistics and to reduce the time lag in their production.

To revamp the existing system of collection of educational statistics, the Department of Higher Education has constituted a Review Committee on Educational Statistics under the Chairmanship of Shri S. Sathyam, former Secretary to the Government. The report of the Committee is awaited.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organized by Organization for Economic Cooperation and Development (OECD)/United Nations Educational Scientific and Cultural Organization (UNESCO). Necessary support in the form of supply of national statistics is being provided to the international institutions like UNESCO/OECD every year.

Elementary Education

Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary education with community-ownership of the school system. It is a response to the demand for quality basic education all over the country and seeks to ensure supervision with accountability to the local community for the elementary school system in the country.

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

National Mission of SSA

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

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

- Provision of basic minimum conditions including physical infrastructure and teachers.

- Training of teachers and strengthening of academic support institutions (and other aspects of quality improvement).

- Defining learning outcomes and assessment/ monitoring of students' achievement levels.

- Capacity building for planning, management, monitoring and research/evaluation.

- Education of disadvantaged groups including girls, SC/ST/minorities/urban deprived children and disabled children.

- Social mobilisation, community involvement and role of PRIs.

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

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

SSA Goals

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2005

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010

- Universal retention by 2010

- Focus on elementary education of satisfactory quality with emphasis on education for life

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

Community Mobilisation

SSA emphasizes decentralisation and community ownership of schools. The community based approach is adopted for planning at habitation level and monitoring of school activities. Participation of the

Major Components of SSA

- Opening new schools

- Alternative schooling facilities for out-of-school children

- School grant @ Rs.2000/- per annum

- Teacher grant @ Rs.500/- per teacher per year

- Teaching Learning Equipment for new schools

- School maintenance grant @ Rs.5000/- per annum

- Civil works (school buildings, additional classrooms, drinking water & toilet facilities, boundary walls, Block Resource Centres, Cluster Resource Centres etc.)

- Teachers for new schools and additional teachers in existing schools to improve teacher pupil ratios

- Inclusive education for children with special needs

- In-service teacher training

- Community participation & training

- Innovations/initiatives for SC, ST children, promotion of girls education & early childhood care and education/computer aided learning

- Free text books for SC, ST & girls

- Remedial Teaching

- Decentralised academic resource centers at block and cluster level

- Monitoring, Evaluation and research

community is sought effectively through a series of school-based activities that open up the school as a social institution to the community. Funds for the programme flow through local community based bodies for all school related expenditures, which constitutes more than 50% funds for SSA.

School Infrastructure

Creating basic infrastructure is an important part of SSA. 33% of the total funds invested in the district

are provided for the purpose during the programme period to create a supportive environment for learning in schools. Innovation in terms of qualitative design, technology, functionality as well as implementation has been carried out to make the schools child friendly. School buildings, classrooms, toilets, drinking water facilities, rain water harvesting techniques, boundary walls etc. are carried out through the local bodies.

Focus on Girl's Education

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

Mission Statement

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

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

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

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

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

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

Achievements of SSA	
Activity	**Achievement**
Access	94% of the rural population has a school within 1km. 181169 new schools opened till Nov. 2006. EGS opened for all other habitations without a school within one Km. radius. 99-100% universal access at primary level achieved.
Gross Enrolment Ratio	GER rises in the 6-14 age group to 108.56 in 2004-05 from 96.30 in 2001-02 at the primary level and to 70.51 from 52.09 at the upper primary level.
Gender Parity Index (GPI)	Improves from 0.89 in 2002-03 to 0.92 in 2005-06.
Dropout Rate at the primary level	Reduced by 10.54% to 28.49% in 2004-05 from 39.03% (2001-02). Dropout rate for girls declines
(SES)	by 15.08% points.
Pupil-Teacher Ratio	Improves to 36:1 in 2005-06 at elementary level. 7.38 lakh teachers recruited by December 2006.
Enrolment of Children with Special Needs	22 lakh children enrolled in school by Dec. 2006.

Ensuring Access & Equity

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

Towards Inclusion

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

Improving Quality

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

SSA National Mission

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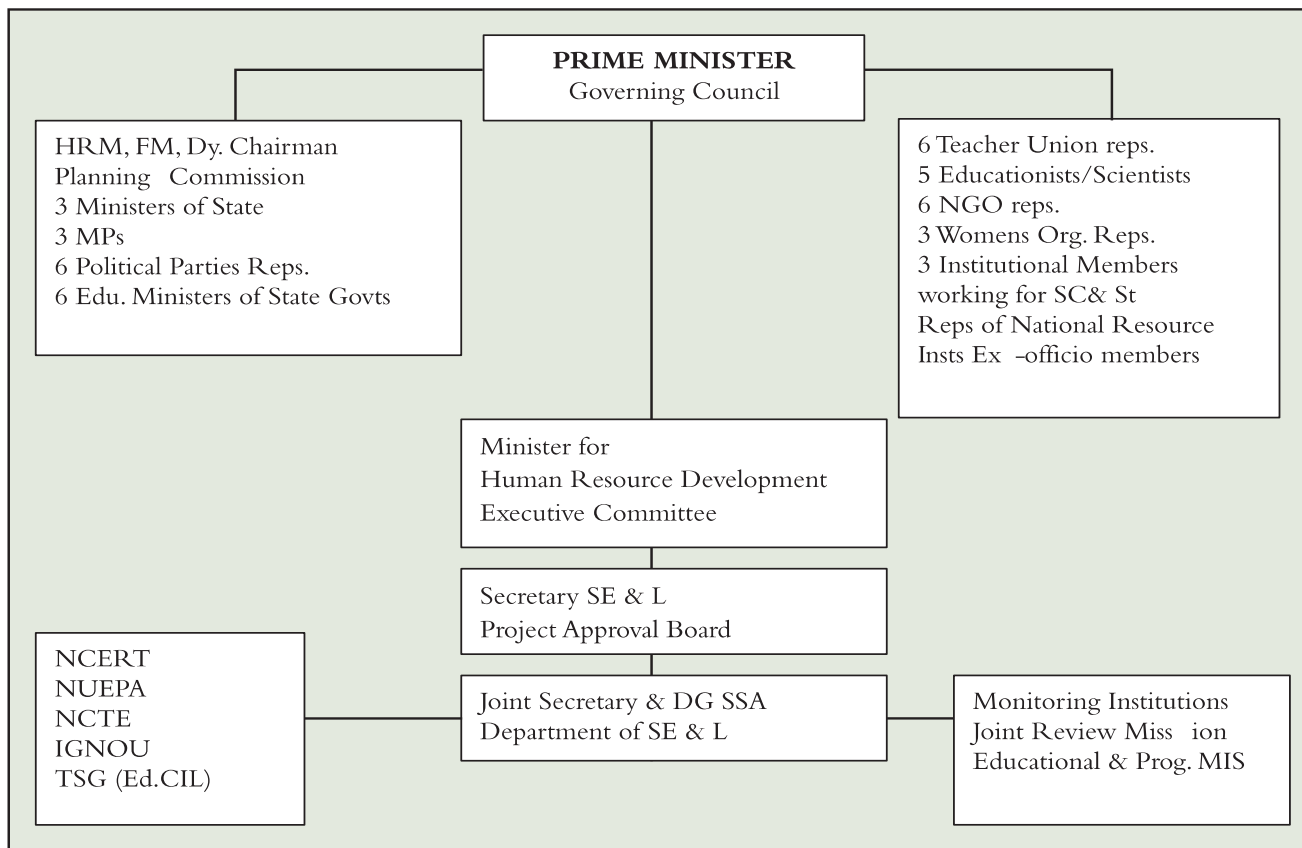
Enhancing Infrastructure

The physical infrastructure of the school is a critical element in attracting and retaining children in schools. Sarva Shiksha Abhiyan (SSA) emphasizes the provision of basic physical infrastructure to all schools in a time bound manner. Civil Works include construction of school buildings, additional rooms, toilets, drinking water provisions etc., and is therefore a major component under SSA, consuming 33% proportion of programme allocations.

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

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

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

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

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

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

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

Educational Guarantee Scheme and Alternative & Innovative Education

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

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

Provision of Civil Works till 31.12.06 (Primary & Upper Primary Level)

	Work Completed	Work in Progress	Total
Schools	107539	42144	149683
Additional Classrooms	309005	270581	618010
Drinking Water Facilities	138999	13303	152302
Toilets	186879	16726	203605

EGS & AIE Component of SSA

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

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

Till March 2006, 55196 EGS centres have been upgraded to primary schools.

In 2005-06 over 1.11 lakh EGS centres provided educational facilities to cover 40.42 lakh children.

For 2006-2007 the number of children to be covered under EGS are 47.71 lakh.

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

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

In 2005-06 over 30.78 lakh children benefited under AIE facilities of SSA.

For 2006-2007 the total number children targeted for coverage under AIE is 56.11 lakh.

Financial Norms

- Amount spent per child for a primary EGS is Rs.1535/- per annum and that of an Upper Primary EGS is Rs.2960/- per child per annum.

EGS

- Till March 2006, 111416 EGS (primary) centres were functioning
- 4042239 children have been enrolled.
- For 2006-07, 100654 EGS centres have been sanctioned for 4771395 children.
- EGS centres are upgraded to primary schools if they run successfully for 2 years. 85924 EGS centres have been upgraded into primary schools till 31st December 2006. (15428 in Bihar & 13303 in Rajasthan)
- Enrolment in EGS centres reduced to 24.1 lakhs by December 2006, as more and more children mainstreamed to regular schools or EGS centres which got upgraded to primary schools.

AIE support to Madarsa/Maktab

- Under AIE, provision for supporting community run unrecognized/ unregistered Madarsa/Maktabs to introduce formal curriculum in areas where children in these institutes are not going to regular schools.
- The teachers of these Madarsas are trained.
- If the teacher is not qualified to teach formal curriculum, community provides a teacher wherever necessary, who is trained under SSA.
- Till 2005-06, 4867 such Madarsas have been supported under AIE.

AIE interventions - some examples

- Hard to reach children centre (Assam)
- Residential Bridge Course for Domestic Child Worker (Andhra Pradesh)
- Boat School for fishermen community (Andhra Pradesh)
- Learning Centres and Residential Bridge Course for street and working children (Delhi)
- Residential Camp for Older Children (Gujarat)
- Special schools for Migrating Community (Jammu & Kashmir)
- Flexi schools, tent schools, mobile schools & Sandhya Kalika (Karnataka)
- Mobile Schools & Shiksha Ghar for Migrating Children (Madhya Pradesh)
- Human Development Centre for Urban Deprived Children (Madhya Pradesh)
- Seasonal Schools and Residential Camps for Migrating Children (Maharashtra)
- Seasonal Hostels for Migrating Children (Orissa)
- Drop in Centres and Special Residential Camps for older children (Tamil Nadu)
- Residential Camps and Transportation Facility for slum areas (Rajasthan)
- Residential Bridge Courses (Uttar Pradesh)
- Multigrade Learning Centre for children in forest areas (Kerala).

Working together for a common cause - Orissa and Andhra Pradesh … to ensure continuation of education of migrating children

Ora kaaj karey Deshe deshantarey, Anga banga kalinger samudra-nadeer ghatey ghatey, Punjabey Bombai-Gujratey. Ora kaaj karey. Tagore, 1941 (They work. They work in the country and overseas. They work in all the seashores and riversides of the country. They work in Punjab, Bombay and Gujarat).

Debraj continues his education:

Twelve-year-old Debraj Gahir, a resident of drought-stricken Bolangir district in Orissa, can hardly believe that he can go to school again. 'My dream of pursuing education was shattered when my parents started migrating. I lost hope that I would be able to go to school again', says Debraj. What adds to his problem is that he is physically challenged. Debraj's parents migrate to Hyderabad for about seven months a year to work in the brick kilns as drought has made their farm unproductive.

Two years ago, Orissa, SSA Andhra Pradesh and Action Aid India (a non-government organisation) started a collaborative project to address the educational need of children like Debraj and set up residential & non-residential bridge courses around the brick kilns. The primary aim of the project was to ensure that the children who were forced to migrate along with their parents would not loose the other half of their academic year. Teachers were brought from Orissa to teach the children in these bridge camps. Once the children finish their schooling here, they get a certificate of passing for the year, which is in turn submitted in their local schools ensuring promotion to next class and continuation of education. One of these bridge camps was set up near the brick kilns where Debraj's parents were working. He was admitted in the Vth standard, when he went back to his native village he was promoted to the next class. Now Debraj is confident that his education will continue without any hindrance.

Quality Control under EGS & AIE

- EGS & AIE centre would function for at least 4 hours
- Textbooks and other teaching learning material and equipment for the centre should be provided prior to starting the centre
- Induction training of Education Volunteers for 30 days should be completed prior to starting the centres.
- The induction training to be followed by regular refresher training
- Headmaster of the local school should be involved in regular supervision

Involvement of NGOs

- NGOs encouraged to support.
- Almost all States have constituted Grants-in Aid Committee to facilitate engagement and funding of NGOs.
- 2785 NGOs are involved in EGS & AIE.
- CRCs and BRCs to provide regular academic support and monitoring to the centers
- Regular evaluation of children to be carried out
- Quarterly monitoring of EGS/AIE component.

Bhonga Shala

….. bringing the schools to the children

Bhonga shala is an innovation to provide education to children from brick kilns in Thane district of Maharashtra. In Marathi 'Bhonga' means temporary hut and 'Shala' is school. So Bhonga Shala is a 'school run in a temporary hut'. Vidhayak Sansad, a local NGO started five Bhonga Shalas in 1995 in two blocks of the district. Today, with support from SSA Maharashtra, there are as many as 250 such centres in 7 blocks of Thane district. These are catering to the educational needs of more than 5000 children from the brick kilns. Bhonga shalas ensure that education continues, and is not hampered due to migration. For the entire brick kiln season (December to May) primary level (standard I-IV) education is provided at the brick kiln site through these centres. The syllabus covered is the same as the mainstream schools, but taught in a non-formal, open atmosphere, using songs, dance and play-way activities.

So, the teachers make Bhonga Shala a success: Balu Diwa has no palms or fingers in his hands, same is true for his legs. Being from the most backward tribe of Katkaris he faught with several odds apart from abject poverty to continue his education till class 10. But he became uncertain about his future when he failed in class 10 and there were no means to continue. Fortunately his determination was recognized by Vidhayak Sansad and after a two month rigorous training he was ready to teach in a Bhonga Shala. Things did not become any easy for him though. In his second year as a teacher he was deputed to Bhonga Shala at Medhaphata. As it was desired of him, he started with construction of the centre. He collected bomboos from brick kiln owners and villagers and completed the school. But during one night some unscrupulous elements destroyed the school. He could not believe his eyes when he saw his school in the morning. To construct the school again was a herculean task but he accepted the challenge and started afresh. Balu went to the forest, cut wooden sticks, brought grass and collected other material and constructed the school again only to find it destroyed again next morning. Eventually, he had to construct the school for the fourth time before his enemies gave up.

Girl's Education under SSA

The National Policy on Education, 1986, as revised in 1992, is a path breaking policy document which 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 in favour of women… This will be an act of faith and social engineering…. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring….."

SSA clearly recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has therefore been adopted, to make the education system responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls' education through training and mobilisation.

The targeted provision for girls under Sarva Shiksha, Abhiyan include:

- Free textbooks to all girls upto Class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% 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

Non-Residential Bridge Courses :

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

Children like Priya are helped to prepare for mainstreaming through non residential bridge courses (NRBC) throughout the country. Since the beginning of DPEP and consequently in SSA both residential (RBC) and non residential bridge courses have been the most important strategy to mainstream the never enrolled and dropped out children. Never enrolled & dropped out children of 6-7 years can be mainstreamed directly in class I. But the never enrolled & dropped out children in older age group (8-14 years) need time for preparation to get mainstreamed in respective classes as per their age. The bridge courses provide facilities of accelerated learning through condensed course to prepare the dropped out and never enrolled children of older age group to get mainstreamed in regular schools. While residential bridge courses are mainly long term and for older and most 'difficult-to-reach' children, the non residential bridge courses are usually run for shorter duration for preparing all dropped out and never enrolled out-of-school children. But NRBCs are also run for 'difficult-to-reach' like Priya and older children as per local needs. In case of Priya, she cannot attend a day-school since she works during that time.

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

Efforts are being made to generate a community demand for girls' education and enabling conditions for people's and women's participation, to create the push factors necessary to guarantee girls education. Motivation and mobilisation of parents and the community at large, enhancing the role of women and mothers in school related activities and participation in school committees, and strengthening the linkages between the school, teachers and communities are some of the ways in which the enabling conditions are being created.

Early Childhood Care and Education (ECCE) is a critical and essential input in freeing girls from sibling care responsibilities, leading to their regular attendance in school and in providing school readiness skills to pre-school children. The SSA works in a convergent mode with the Integrated Child Development Services (ICDS) programme to promote pre-school education by providing for training of Anganwadi workers, primary school teachers, and health workers for a convergent understanding of pre-school and ECCE. The SSA, like other programme in the past, provides

funds under Innovative head (Rs. 15 Lakh per district) and under the NPEGEL component (for 3000 educationally backward blocks) to support pre-school component of ICDS or an interim pre-school centre where ICDS does not exist but is needed.

In addition, to target pockets where girls education is lagging behind, the Government has launched two focused interventions for girls - the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from marginalized social groups in over 3,000 educationally backward blocks in the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average.

National Programme for Education of Girls for Elementary Level (NPEGEL)

The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It provides additional provisions for enhancing the education of underprivileged/ disadvantaged girls at elementary level through more intense community mobilisation, the development of model schools in clusters, gender sensitisation of teachers, development of gender sensitive learning

materials, early child care and education facilities and provision of need-based incentives like escorts, stationery work books and uniforms etc. for girls.

All Educationally Backward Blocks have been included under NPEGEL.

Achievements under NPEGEL

- 31,450 Model Schools developed
- 1.97 lakh teachers gender sensitized in EBBs.
- Skill building for girls on diverse trades and life skills.
- 10,419 additional rooms constructed for being used as space for bridge courses, teacher training and skill building activities for girls.
- Over 50,000 ECCE centres are being supported in non ICDS areas and 3.54 lakh Anganwadi centres, to help free girls from sibling care responsibilities, in order to attend schools.

NPEGEL coverage has steadily expanded:

	2004-05	2005-06	2006-07
Block	2157	3164	3122*
Clusters	19575	28917	38748
Fund allocation	653.93 cr.	686.54 cr.	813.36 cr.

* Adjusted to 2001 census findings.

- 9.33 lakh girls benefited from remedial teaching upto October 2006.
- 80,183 girls benefited through bridge courses (till October, 2006).
- Free uniforms to about 2 crore girls in EBB blocks as a direct educational incentive.

For 2006-07, NPEGEL coverage has expanded to 38,748 clusters in 3,122 blocks for which a fund of Rs. 813.36 crores has been allocated.

State Initiatives for promoting girls education

- **UP: Meena Manch**- Forum for adolescent girls to discuss their own issues and motivate girls to attend school.

- **Haryana:** Bicycles are given to girls on joining class VI in a Govt. school located outside the village to prevent dropout at the end of class V and help girls to complete 8 years of schooling 16,171 girls in 2004-05 and more than 21,000 girls 2005-06 benefitted from the programme:

- **Uttar Pradesh:** Intensive campaign for community mobilisation in selected villages; 21 days training of instructors; use of TLM; residential arrangement for girls and instructors; arrangements for sports, cultural programmes, life skills.

- **MP:** Decentralised provisioning of additional incentives, e.g.: school uniforms, by the local bodies, to motivate girls retention in schools.

- **Uttarakhand:** Provisioning ECE in a convergent mode with ICDS; SSA supporting with additional TLM; capacity building; honorarium; constructing rooms in primary schools for running ECE centres; relocation of ICDS centres in/near primary schools; synchronized timings office and primary school

- **Orissa - Kalasi Ohana (carrying earthen vessel)** - An initiative to mobilise the community and Mother Teacher Associations to monitor the attendance of teachers and children, cleanliness of the school compound, regularity of classes being held. The designated mothers are also required to bring to school those children found to be absent by motivating their parents etc.

- **Bihar:** Summer Camps for Remedial Teaching, provided to girls.

- **Madhya Pradesh:** Open Learning for many girls who are unable to complete elementary education due to poor access. A tie up with State Open School where there is a 50:50 cost sharing between SSA & State Open School for the girls fees.

Kasturba Gandhi Balika Vidyalaya (KGBV)

The KGBV, launched in July 2004, is designed to encourage greater participation of girls in education at the upper primary level. Under the scheme, 2075 residential schools at upper primary level have been sanctioned for girls belonging predominantly to SC, ST, OBC and minority communities in educationally backward blocks having high gender gaps and low female literacy. A minimum of three-fourths of the seats are reserved for girls from marginalized or minority communities and the remaining are made available to girls from families below the poverty line. 428 KGBVs have been set up in blocks having predominance of Muslim population and 441 in ST blocks. Upto Dec. 2006, 64,00 (appx.) girls have been enrolled in 1039 KGBV schools opened of which 27% are SCs and 30% are STs. This scheme will be working as part of SSA w.e.f. 1.4.2007.

SC, ST and Minority Girls in KGBC school

- Targeted at 3073 EBBs

- 63921 girls enrolled - 27.3% SC, 30.8% ST, 27.2% OBC, 5.15% Muslim, 10.2% BPL

- Spatial distribution of 2077 KGBVs : 428 (19.46%) in Minority, 441 (22%) in ST and 222 (10.68%) in SC dominant blocks

- 60.6% of EBBs are in special focus districts of SSA.

The Government of India has sanctioned 1000 (March 07) KGBV schools. Thereby, 2180 EBBs will get covered with residential facilities for girls at upper primary level, as a direct measure to help girls continue and complete their elementary education up to class VIII.

KGBV in Bihar : a success story

Smiling with challenge

In the KGBV in Bochha, Muzaffarpur, Bihar, there are 5 girls who are role models for many others who are struggling with physical disabilities. They have become eligible for merit scholarships in the school where they are studying. This is an outcome of the opportunity they got here after giving up hope that they will ever be able to get educated. These girls living in distant villages in the block had their first taste of 3Rs in the Jagjagi centres and camps of Mahila Samakhya. When the opportunity to join the KGBV came their parents got motivated to send them here. Today they are regular students despite being doubly challenged- both physically and socially. Lalita and Nagina who are Musahars are in class 4 and so is Rekha who is class 6. Sheela and Kanti in class 6 are afflicted with polio belong to SC and OBC families respectively. One walks with crutches and the other has a wheelchair. They were able to get these from the Social Welfare department besides the monthly stipend of Rs. 200. Being here has been a boon for them – getting educated, getting their entitlements by way of scholarships and a feather in the cap to be a part of a KHBC school. The last is through their hard work and determination along with the loving care and academic support from teachers at KGBV. Their sunny smiles and confidence radiate throughout the environs of the hostel.

The National Evaluation of the KGBV Scheme

A National evaluation of the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was conducted by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India in 12 States. Main findings of the Evaluation are as below :

- It was found that the programme has been very well received by the community and it has been able to respond to the felt needs of families in diverse poverty situations, including the remote/inaccessible locations. However, it needs to be reiterated that this programme needs to be seen as being an intrinsic part of the broader strategy of SSA to reach out of school girls and hence due attention needs to be paid to ensure that programmatic linkages across the various components of SSA is maintained.

- Across the States, girls in most of the KGBVs seemed to have settled down well, were happy and confident. The teachers and parents reported that they have grown and developed well and have become more articulate. The sheer joy of being in a school and studying was evident in all the KGBVs that were visited by the Evaluation Team. This was an opportunity that many of the girls and their parents never dreamed of and having got a chance – they are making the best of it. The teachers and all those involved in the management of the KGBVs have shown high levels of commitment. The 'success' observed in the KGBVs visited is related to the commitment, vision and understanding of issues among individuals who helped set up systems of operation and continue to guide local level implementation strategies.

Public Private Partnership At Work in Implementing KGBVs

A Case Study of Arunachal Pradesh

KGBVs in Arunachal Pradesh are being implemented in partnership with NGOs that are catering to the educational needs of nearly a thousand girls. In implementing the KGBV scheme, the NGOs are placing them within thier larger socio-development engagement in the region. Both partners in this relationship have contributed significantly to fructify the partnership.

Citing the example of the KGBV at Barap in Arunachal Pradesh, *Arun Jyoti* has brought with it its vast experience in the education sector as also its networks with the local community in Lajo block. Associated with the Vivekananada Kendra of Kanya kumari, *Arun Jyoti* has the backing of a established system of school education, teacher training based on learner centered methods. Through their approach and activities, they seek to develop the human potential holistically and thus they go beyond the textbook teaching learning. This is complemented by its experience and capacities in sectors such as health, livelihoods, women's empowerment, and promotion of local culture and handicrafts. Girls in the school are a happy lot, and are comfortable in communicating with strangers in languages that were unknown to them a few months ago, curious to explore and learn. The teachers and students share a relationship of mutual respect and affection, which has helped the girls, settle down. Along with regular studies, fun activities such as storytelling sessions, picnic, games for educational purposes are taken up outside school hours.

The state government has on its part provided the infrastructure for setting up the KGBVs, not only this, the buildings have been repaired and renovated to a ready to use condition. In the sprawling campus the government has provided a block of classrooms, spacious office space, which also houses a children's library, separate room for vocational training, hall for assembly and functions, teachers' quarters, store, shed for firewood. Further it has constructed a large dormitory with attached set of bathrooms and toilets. In appreciation the community has responded by giving large stretches of land adjacent to the KGBV which is proposed to be used by the NGO for several other community development activities with prospects of a long term impact on the girls.

This KGBV is an island of hope in the remote and difficult to access Barap and the girls graduating from this school are potential change agents.

Outcomes – The impact of these integrated strategies is beginning to be evident in terms of increased enrolment, decrease in drop outs and improved learning achievement and overall reduction in the gender gaps.

Educational Indicators

☐ Girls enrolment to total enrolment has increased by 8.67% at the primary level from 86.91% in 2001-02 to 105.48% by 2004-05.

☐ Reduction in dropout rate by 15.08% points from 39.9 in 2001-02 to 24.82% points in 2004-05.

☐ Gender and social differentials in learning achievements of pupils have also shown that the gender and social differences in achievement levels in Math and Language has been brought down to below 5%.

☐ Out of 400 districts for which data for 2005-06 is available, 30 districts had gender gap>10% in 2004-05 which has further reduced to 22 districts in 2005-06

Gender Gap	Primary		
	2002-03	2003-04	2004-05
Districts with gender gap more than 10% DISE	63	53	48

Trends in GPI (Primary)

3 States have achieved Gender Parity in 2005-06

13 States/UTs have GPI > 0.90

Year	Primary
2003	0.89
2004	0.90
2005	0.92
SES	

Special Focus Groups

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

Identification of districts where disparities are high:

Sarva Shiksha Abhiyan resolutely targets geographical areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of allocation of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far. Over 200 such districts have been identified as special focus districts for targeted interventions under Sarva Shiksha Abhiyan.

☐ 51 districts with high SC population

☐ 75 districts with high ST population

☐ 99 districts with high Muslim population

☐ Over 3000 blocks with low female literacy and highest gender gap called educationally backward blocks (EBB) have also been identified to focus on girls education.

School Infrastructure allocations to Special Focus Districts (2006-07) in SSA

	Total SSA Sanctions	In Spl. Focus districts	% age in Spl. Focus districts
Primary Schools	46045	28514	60%
Upper Primary Schools	17907	9883	55%
Classrooms	358390	251863	70%
Teachers	236558	151075	64%

Multi Lingual Education (MLE) for Tribal Areas

A national workshop on Multi Lingual Education for Tribal Areas was organized by MHRD in collaboration with the Pedagogy Unit, TSG on 14-15 February 2007 at New Delhi. The participants included Education Secretaries, State Project Directors, State Tribal Education Coordinators, State Pedagogy Coordinators, SCERT representatives, linguists, NGO representatives etc. from 10 tribal majority States along with representatives from MHRD, TSG, NCERT, UNESCO and MLE experts from universities, national and international resource agencies, etc. This workshop discussed the major research findings on MLE, approaches to MLE in India and abroad, methods of facilitating transition from children's home language to the regional language and English and also development of state plans to effect changes in learning strategies.

Focus on SC & ST Children

- Providing adequate infrastructure for elementary schooling in districts with concentration of SC, ST population.

- Education Guarantee Scheme in remote, sparsely populated region otherwise ineligible for schools.

- Free textbooks to girls, SC & ST students.

- Provision of Rs.15 lakhs to each district for special innovative activities to support education for SC & ST students.

- Teachers' sensitisation programme to promote equitable learning opportunities and address social biases.

- Local recruitment of teachers, especially in tribal areas, who have a better understanding and rapport with children having tribal language as mother tongue.

- Reservations for SC & ST in recruitment of teachers.

- Preparation of materials in tribal languages, bridge materials to transit from home to school language.

- Preference to SC & ST girls in KGBV residential schools at upper primary levels.

Educational Indicators:

Enrolment data for class I to VIII for the academic year 2005-06 shows that out of total students 19% SC children at primary level and 20% at upper primary level and 9% ST children at primary level and 8% at upper primary level are enrolled in schools.

(Source DISE data).

Provision for Minorities:

SSA has given special focus by way of investments to districts with more than 20% Muslim population:

- Targeted sanctions to meet educational infrastructure gaps in schools, classrooms & teachers. (21% primary schools, 14% upper primary schools, 38% additional classrooms and 28% teachers of total SSA sanctions in 2006-07).

- Provision for meeting educational needs of 22 lakh children who are out of school, through EGS/ Alternative Innovative Education.

- Support for Madarsas/Maktabs under AIE component to teach formal school curriculum, for children not going to schools after religious education (over 10,000 Madarsas and Maktabs covered so far)

- Over 428 KGBV residential schools exclusively for girls, sanctioned to educationally backward

blocks with predominance of Minority population.

- Publication and distribution of Urdu textbooks.
- Training of Urdu teachers.

The Sub-Mission for SSA on education of disadvantaged groups including girls, SC/ST/ minorities/urban deprived children and disabled children has been set up in 2006 to review:

- The performance of states on education of disadvantaged groups including Girls, ST/ST/ Minorities/Urban Deprived Children and Disabled Children as delineated under framework for implementation of Sarva Shiksha Abhiyan.

- Suggest and facilitate capacity building exercises that may be state-specific or in the nature of cross-state sharing workshops to promote best practice.

- Facilitate Government and NGO partnership in promoting elementary education for disadvantaged groups.

- Prepare a half yearly report that would be discussed in the Executive Committee of the National Mission for SSA.

Inclusive Education

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

Components

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

- The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement,

preparation of Individualised Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.

- Residential bridge courses for CWSN with the main objective of preparing CWSN for schools, thereby ensuring better quality inclusion for them.

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

Identification and enrolment

Household surveys and special surveys have been conducted by all states to identify CWSN. 30.38 lakh CWSN have been identified in 33 States/UTs.

20.30 lakh CWSN (66.84 percent of those identified) are enrolled in schools.

Further 88009 CWSN are being covered through EGS/ AIE in 15 states and 77083 CWSN are being provided homebound education in 19 states.

In all 72.27% of the identified CWSN in 2006-07 have been covered through various strategies.

EGS Centres run for CWSN

Assam

Bihar

Haryana

Jharkhand

Kerala

Maharashtra

Punjab

Tamil Nadu

Uttaranchal

West Bengal

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

- To develop skills of readiness for successful integration in regular schools
- To equip with required skills among students with severe disabilities to use special equipment independently
- To develop adequate 3R's skills as well as academic competencies required for immediate inclusion in the regular classroom appropriate to the child's grade level
- To develop sense of independence, self-confidence and motivation for personal growth
- To orient the children with various environments, not only for school inclusion, but also community and social inclusion.

Barrier-free access

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

All new schools to be barrier free in order to improve access for CWSN, is incorporated in the SSA framework. 4.44 lakh schools here ramps for CWSN. Focus is now on improving quality, monitoring of services provided to and retaining CWSN in school.

Teacher Training & Resource Support

- 24.52 lakh teachers have been covered through regular teacher training programmes, which includes a 2-3 day capsule on inclusive education.
- 14 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education.
- 39816 teachers have been trained in 22 States with Rehabilitation Council of India for 45 days and act as Resource Persons in districts/blocks.
- 23 States have appointed 6147 resource teachers and 671 NGOs are involved in the IE programme in 31 States.
- Schools are being made more disabled friendly by incorporating barrier free features in their designs. 4.44 lakh schools have been made barrier-free and the work is on.
- 5.75 lakh CWSN have been provided the required assistive devices.

Simulation Park in Tamil Nadu

In Tamil Nadu to facilitate inclusion, local schools has been involved in building low cost 'Simulation Park' by using local low-cost material, which can be used by all children. The main aim of this simulation park is to give CWSN and their peers a chance to be able to experience various kinds of play equipment jointly. Since this playground is for the benefit of both disabled and able-bodied children, each BRC in the State has this playground at a low cost. The play equipment can be designed depending on the child's abilities.

Provision of aids and appliances

Many children with special needs are not able to attend school for lack of essential aids and appliances. Required aids and appliances are being provided to these children in convergence with the Ministry of Social Justice and Empowerment. Besides this, charitable organizations, NGOs, Corporate sector, etc. are also providing assistance. So far 5.75 lakh CWSN have been provided Assistive devices under the SSA.

NGO involvement

671 NGO's across 31 States are involved in providing support to Inclusive Education.

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

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

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

The outcome

- *Better Identification:* From 6.83 lakh CWSN identified in 2002-03, 30.38 lakh stand identified by 2006-07.

- *Higher Enrolment:* From 5.66 lakh CWSN enrolled in schools in 2002-03, the enrolment of CWSN currently in SSA stands at 22 lakh (Dec. 2006).

- The target for 2006-07 include enrolment of 30.38 lakh CWSN in 34 States.

Innovative programmes for CWSN in

Andhra Pradesh
Assam
Karnataka
Kerala
Orissa
Tamil Nadu
Madhya Pradesh
Uttar Pradesh
Uttaranchal
West Bengal

About the IE Newsletter

The Inclusive Education Unit of SSA publishes a bi-annual newsletter *"Confluence."* The newsletter mainly comprises technical articles on inclusion, new developments taking place in inclusive education, news from the States, workshop reports, progress and issues in inclusive education, best practices and media clippings related to inclusion. Uptil now, 2 editions of this newsletter have been published. The first edition of the newsletter was published in July 2006 and the second in January 2007. Each edition is on a particular theme related to inclusive education. The two themes selected so far are *Concept and Meaning of Inclusion* and *Effective Teaching Strategies for Children with Special Needs.* The Newsletter is disseminated to all SSA States and District project offices, National Institutes, Government Departments and organizations involved with education of the disabled children and NGOs engaged in inclusive education in SSA.

Improving Quality

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

National Resource Group for Quality Education

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

Two Sub-Missions for Quality Education have been set up in 2006

- To define learning outcomes and assessment/ monitoring of students' achievement levels

- To review strategies for teacher training, strengthening of academic support institutions and other aspects of quality improvement under SSA

These are task force of experts and implementers to review, provide resource support and guide SSA implementation.

Teacher Placement and Teacher Support

To improve teacher presence in all schools, around 7.38 lakh teachers out of the 10.12 lakh sanctioned teachers have been recruited till December 2006. Significant progress in teacher recruitment has been made in Uttar Pradesh, Bihar, Orissa, Jharkhand, Madhya Pradesh, Andhra Pradesh, Rajasthan and Chhattisgarh. This has contributed to reduction in high pupil teacher ratio (PTR) in several states. **In 2005-06 the PTR at the national level stands at 42:1 for primary and 31:1 for upper primary level.**

To upgrade skills of teachers, the **Sarva Shiksha Abhiyan provides for annual in service training up to 20 days for all teachers**, condensed courses

Free textbooks to children

Under SSA, all SC, ST children and girls are provided free textbooks up to class VIII. Upto December 2006 about 6.28 crore children received free textbooks. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity classroom processes and to supplement learning processes.

Grants to schools/teachers

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

In addition a School Grant @ Rs. 2000 p.a. is provided to each primary and upper primary school separately, to meet the cost of school consumables, Rs. 5000 per school is given to each school for maintenance purposes, as well.

For new schools, a one time grant @ Rs. 10,000 per new primary school and @ Rs. 50,000 per new upper primary school is provided for school equipment and setting up expenses.

Academic Support Structures

Sarva Shiksha Abhiyan envisages establishment of Block Resource Centres (BRC) and Cluster Resource Centres (CRC) as resource centres catering to a group of schools for conducting various in-service training programmes and also extending regular academic support and supervision to schools. Academic support to teachers is being provisioned through establishment of 7201 BRCs and 66,140 CRCs across the country. Some of their key activities include planning at local level for overall quality improvement, regular school visits, monthly teachers' meeting for peer learning, finding local solutions and overall quality monitoring.

for untrained teachers already employed as teachers, for 60 days and orientation training for 30 days for freshly trained recruits. Annually nearly 40 lakh teachers are trained under SSA. Basic guidelines for Teachers Training in SSA have been framed, though each State defines its own priorities, teacher training modules, follow-up programmes and a decentralized training calendar.

Under, the programme for "Advancement of Educational Performance through Teacher Support" a set of performance standards are being designed to assess the performance of teachers and teacher support mechanisms at different levels for assist teachers to perform better.

Renewal of Curriculum, syllabus and textbooks

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

Encouraging Computer Aided Learning Programme in Sarva Shiksha Abhiyan

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

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

- The States of Andhra Pradesh, Rajasthan, Orissa, Uttar Pradesh, Bihar, Nagaland and Assam have adopted a BOOT (Build on Operative and Transfer) model. Private firms have been given the responsibility to install hardware/software and provide approved e-learning material and teachers training for a fixed period, mutually agreed upon.

- In Delhi, the Earnest and Young Foundation has offered to voluntary support the pilot phase of Education Department of NCT of Delhi's efforts to introduce a complete set of animated learning and study material called CALtoonZ. This has helped for innovative learning and teaching practices in the schools of Delhi.

- The Rajya Shiksha Kendra, Madhya Pradesh in association with Bhoj University has developed interactive lessons for students at Elementary School level in Video CDs titled 'Headstart' in Hindi. These CDs are also being used by other Hindi speaking States in the country.

- In Uttarakhand and Tamil Nadu, training on CAL has been done in partnership with Microsoft.

- Teachers training is being imparted with the help of HARTRON in Haryana, INTEL in Gujarat, Himachal Pradesh, Kerala and Tamil Nadu.

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

27,627 primary/upper primary schools covering 58.78 lakh children have benefited under CAL component of SSA during the year.

Classroom practices and contextual interventions

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

Students' Learning Achievement Surveys

National surveys on learning achievement of students are done by NCERT at the end of classes III, V and VII/VIII every three years for a cross state study to assess the level of achievement of children in different subject areas including factors affecting students' learning differentiated by category, area and gender. Base line studies for the above classes have been completed in 2005-06. The sample survey on learning achievement at the end of class V reveals that the mean achievement of student in Language, Mathematics & EVS at the national level is 58.57%, 46.51% and 50.30% respectively. Class III survey has found the mean learning achievement in Mathematics and Language

to be 58.25% and 63.12% respectively. Mean achievement for class VII in Mathematics, Language, Science and Social Science is 29.87%, 53%, 36% and 33% respectively. Class VIII students have scored on an average of 38%, 52%, 41% and 45% in Mathematics, Language, Science and Social Science respectively. This serves as a base line for states to design their quality improvement plans and to provide useful and relevant quality education to all children as per the stated objective of the Sarva Shiksha Abhiyan. Change will be measured ever 2-3 years by in-depth national testing.

Distance Education Programmes for teachers

Capacity building of institutions and personnel at the national, state, district and sub-district levels is being facilitated with assistance of IGNOU in SSA. The programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials training of untrained teachers, thus facilitating training of professionally untrained teachers in the states. Nearly 50,000 untrained teachers have been registered for the distance mode training so far.

Learning Improvement Programmes designed by States

- Gujarat Achievement Profiles (GAP)
- Children's Language Improvement Programme (CLIP) in Andhra Pradesh
- Karnataka School Quality Assessment Organisation (KSQAO)
- School Performance Monitoring in Uttaranchal
- Learners' Achievement Tracking System (LATS) in Orissa
- Educational Quality Improvement Programme (EQIP) in Maharashtra

NEGAEE

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

Teleconferences

The following 2 National Teleconferences were held through the Distance Education Programme of SSA (DEP-SSA), IGNOU during 2005-06.

- The 1st National Teleconference was held on 4.2.2006 for utilization of EDUSAT in which a panel of experts led by Joint Secretary (EE.II) interacted with State Education Secretaries and SPDs of SSA.

- The 2nd National Teleconference was held on 11.3.2006 on Teachers' Training under SSA: Need of a Blended Approach. A panel of experts led by Joint Secretary (EE.II) interacted with State Education Secretaries, SPDs of SSA and those in charge of training in the States.

- Six other Teleconferencing have been conducted for SSA. Two of these were in collaboration with the NCERT to train State functionaries on Quality Monitoring tools for BRS/CRC/DIET"s. The medium was also used for review and dialogue with States on Gender issues; Planning and Appraisal preparedness for 2007-08; Civil Works issues and; on Research and Evaluation matters, in the SSA.

Quality Monitoring Tools

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

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

Monitoring Quality Dimensions in Elementary Education Under SSA

In 2005 a set of 14 formats and 3 analytical sheets were finalized in consultation with MHRD, various states and RRIEs across the country. Five regional workshops were organized in 2005-06 to orient the filed level functionaries in all the states. The workshops were organized in Gujarat, Punjab, Assam, Andhra Pradesh and Orissa. All 35 states in every region participated. A team of 10-15 members attended the workshops, which included members from SPOs, SCERTs, DIETs and identified RRIEs. The teams were trained on the nned for monitoring quality dimensions, issues in quality and the kind of information to be collected and analysis required. Issues pertaining to the translation of tools in local language were also discussed and the states had agreed to translate them immediately in their local language.

As a follow up of this, many states conducted trainings of their BRCs, CRCs, DPCs and SPO staff. NCERT teams went to many states to facilitate these trainings programmes. In order to deliberate further upon the kind of academic problems that the states were facing the NCERT organized two teleconferences in collaboration with DEP-SSA-IGNOU. One workshop was organized for Hindi speaking states and the other was held for English speaking states. After some time NCERT again organized two videoconferences using its own EDU-SAT facilities. Many states had started using and implementing the formats by then thus NCERT again provided academic support to the states by participating in the workshops organized by various states individually. Many States in North-eastern region also organized such training cum analysis workshops. These workshops helped the district and field level functionaries to analyze the collected information and the data.

A total of 18 States have sent the information on State level formats by now for one quarter each. Implementation of this monitoring exercise has helped the States extensively in identifying the issues which they need to focus upon in order to improve quality in elementary education under SSA. The states have been able to recognize their own bottlenecks, problems in planning and implementation. There are many states, which could relate poor learner achievement in select subjects with problems in classroom transaction. This is helping the States to plan in a focused manner and improve their trainings and teacher functioning. This exercise has empowered the States to focus on quality dimensions as per their specific needs and requirements. NCERT is now organizing Level II workshops to help the States in analysis and to draw better learning from the collected information and data.

Independent Assessment in SSA

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

- Study of teacher absence in primary and upper primary schools in five States.
- Study of students' attendance in primary and upper primary schools in 21 States.
- Time on Task study for students (6 States)
- Study on para teachers (12 States)

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

Public Private Partnerships

A number of states have entered into partnerships with NGOs and other civil society organizations for school quality improvement. Some major public-private partnership for quality improvement have led to Learning Guarantee Programmes (with Azim Premji Foundation in Karnataka), Reading Promotion

Programmes (with Pratham in MP, Bihar, UP), Capacity Building of teacher educators (Naandi Foundation in Andhra Pradesh), Resource Enhancement Programme (with Digantar, Eklavya, Vidya Bhawan Society, Delhi University in UP, MP, Haryana, Himachal Pradesh, Bihar, Jharkhand, Orissa), Computer aided learning programmes, (Assam, Sikkim etc).

Documentation and Dissemination of good practices

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

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

☐ An innovation for improving retention and learning achievement of children in Kolhapur district of Maharashtra.

National Seminar on Science & Mathematics Education at the Elementary Level

A National Seminar on Science & Mathematics Education at the Elementary Level was organized by MHRD at Delhi on 21-22 February 2007. Participants for the Seminar included State Project Directors, SCERT Directors and State Pedagogy Coordinators from states. After an initial round of exposure to the salient features of the NCF 2005 especially in the area of teaching of science, socials science and mathematics, the participants were briefed about the content and approach of the Hoshangabad Science Teaching Programme of Eklavya, Science Teaching Kit of NCERT, approach of Homi Bhabha Centre for Science Education and role of Department of Science & Technology in promoting science clubs in schools.

Good practices related to Science & Mathematics Education from Andhra Pradesh, Karnataka, Kerala, Gujarat, Himachal Pradesh, and Chhattisgarh were also discussed. Innovative teaching learning materials developed by several educational resource agencies from different parts of the country were looked at for enabling the state representatives understand and prepare for quality science and mathematics education under SSA. Authorities from MHRD, NCERT and several experts from universities and research institutions helped in the envisioning process.

Advancement of Educational Performance through Teacher Support (ADEPTS)

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

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

Presently the States are in the process of using selected performance standards in their Annual Plans for the coming years that they plan to track over the year trough planned measures to see improvement in the classroom processes and school performance.

Innovative practices for enhancing learning achievement:

☐ Maharashtra: '3 Rs Guarantee Programme' of 60 days remedial teaching for learning enhancement of 8 lakh children, followed by Educational Quality Improvement Programme (EQIP)

☐ Gujarat: Gujarat Achievement Profile (GAP); 4 studies in collaboration with universities; identification of learning needs; teacher training and remedial support for learning enhancement

☐ Andhra Pradesh: Children's Language Improvement Programme (CLIP) followed by

⬜ Children's Learning acceleration Programme (CLAP)

⬜ Orissa: Learners' Achievement Tracking System (LATS)

⬜ West Bengal; Integrated Learning Improvement Programme (ILIP)

⬜ Assam: *Bidya Jyoti* and Learning Assurance Programme (LAP)

⬜ Karnataka: Trimester System, Karnataka State Quality Assessment Organisation (KSQAO)

⬜ Tamil Nadu: Activity Based Learning (ABL) programme in 10 schools of each block of the state other than the Municipality Corporation schools in Chennai

⬜ Kerala: Quality Improvement in Class Rooms – Kerala (QICK-2006); self learning materials to be used for identified learners who have not reached desired levels in Maths, MT, English from standard III to VII (45 days)

⬜ Punjab: Preparation for Learning achievement test followed by school grading and remedial support for overall performance enhancement

⬜ Uttar Pradesh: 'School Grading' basing on school infrastructure, teacher performance and learning achievement

⬜ Uttaranchal: 'School Performance Monitoring' for identifying needs of poor performing schools and developing strategies for their improvement

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

Outcome Indicators

Promising Results

⬜ **Gross Enrolment Ratio (Primary)** 108.56 - boys 111.41; girls 105.48
  Gross Enrolment Ratio (Upper Primary) 70.51 boys 74.84 girls 65.76 (2004-05)

⬜ Primary **girls enrolment increased** by 19.8% from 2001-02 to 2004-05 at primary level and 13.67% from 2001-02 to 2004-05.

⬜ The number of out-of-school children has come down from 3.2 crore in 2001 to 70 lakh in 2006-07.

⬜ **Reduction in out of school children**

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07 July, 2006
3.20	2.49	1.16	1.35	0.95*	0.70*

* As per State Reports October 2005

An independent study – July/August 2005, by SRI-IMRB, estimates 1.34 crore children out of school. 6.94% children in 6-14 age group are out of school and in that 2.1% are dropouts 4.8% never enrolled.

⬜ Drop out rates have fallen by 10 percentage points between 2001-02 and 2004-05 as compared to a decline of 3 percentage points over the previous decade.

Significantly, the decline in dropout rate for girls is higher than that for boys. At the primary level, the dropout rate among girls has come down by 15 percentage point, from around 39% in 2001-02 to 24% in 2003-04.

⬜ Share of **SC student** to total enrolment – 19% at primary and 20% at upper primary

⬜ Share of **ST student** to total enrolment – 9% at primary and 8% at upper primary

⬜ **Transition Rate from Primary to Upper Primary 83%.**

Measurement of Students' achievement

NCERT has undertaken a national sample survey on Learner Achievement across States for Classes III, V and VII/VIII and the following base lines have been established. The studies are repeated every 2-3 years to track progress.

Learning Achievement at the end of Class III (29 States/UT's)

	Math	Language
Mean achievement	58.25	63.12

Learning achievement at the end of Class V (31 States/UTs)

	Math	Language	EVS
Mean achievement	46.51	58.57	50.3

Learning achievement at the end of Class VII (31 States/UTs)

	Math	Language	Science	Social Science
Mean achievement	29.87	53	35.98	32.96

Learning achievement at the end of Class VIII (17 States/UTs)

	Math	Language	Science	Social Science
Mean achievement	38.47	5245	40.54	45

Monitoring of SSA

Outcome Indicators:

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

Educational Development Index

The National University of Educational Planning & Administration has developed an **Educational Development Index (EDI)** to track progress of the States towards Universal Elementary Education (UEE), for Primary and Upper Primary levels as well as for a composite look at Elementary Education. The EDI ranking will encourage the States to improve their performance and have a closer look at both the inputs and the outputs of the parameters that affect elementary education. It is expected that the EDI will also enable more effective targeting of Sarva Shiksha Abhiyan (SSA) to the most backward districts.

The EDI has been developed keeping in mind four broad parameters of access, infrastructure, teacher related indicators and outcomes. The index takes into account 22 variables for calculating EDI. These variables are for **Access** (Percentage of habitations not Served, Availability of Schools per 1000 Population), **Infrastructure** (Average Student-Classroom Ratio, School with Student-Classroom Ratio greater > 60, School without Drinking Water Facilities, School with Boy's Toilet, School with Girl's Toilet), **Teachers** (Percentage of Female Teachers, Pupil-Teacher Ratio, School with Pupil Teacher Ratio > 60, Single- Teacher Schools (in schools with more than 15 students), Percentage of Schools with 3 or less Teachers, Teachers without Professional Qualification), **Outcomes** (Gross Enrolment Ratio – Overall, Scheduled Castes : Gross Enrolment Ratio, Scheduled Tribes: Gross Enrolment Ratio, Gender Parity Index in Enrolment, Repetition Rate, Drop-out Rate, Ratio of Exit class over Class 1 Enrolment (Primary stage only), Percentage of Passed Children to Total Enrolment, Percentage of Appeared Children passing with 60 per cent and above Marks).

EDI State-wise Ranking 2005-06

Name of State	Composite EDI	Name of State	Composite EDI
Kerala	1	Rajasthan	19
Delhi	2	A & N Islands	20
Tamil Nadu	3	Manipur	21
Pondicherry	4	Chattisgarh	22
Chandigarh	5	Haryana	23
Karnataka	6	Dadra & Nagar Haveli	24
Himachal Pradesh	7	Tripura	25
Andhra Pradesh	8	Meghalaya	26
Mizoram	9	Nagaland	27
Lakshadeep	10	Orissa	28
Sikkim	11	Madhya Pradesh	29
Maharashtra	12	Assam	30
Gujarat	13	Uttar Pradesh	31
Punjab	14	West Bengal	32
Uttarakhand	15	Arunachal Pradesh	33
J&K	16	Jharkhand	34
Daman & Diu	17	Bihar	35
Goa	18		

School Report Cards

The National University of Educational Planning and Administration (NUEPA) has created a comprehensive database on elementary education known as, District Information System for Education **(DISE).** The project covers both Primary and Upper Primary schools of all the districts of the country. DISE has completely eliminated the time lag in availability of educational statistics which has come down drastically from 7-8 years to less than a year at the national and only a few months at the district and state levels.

NUEPA has developed School Report Cards of more than **1.04 million** Primary and Upper Primary schools. The purpose of the School Report Cards is to disseminate information to students, parents and interested community members. The School Report Cards provide users comprehensive information on the vital parameters of student, teacher or school on 26 different variables. It enables to extract concise and accurate information on the above variables, about each school in a standard format. The format is easy to understand and allows meaningful comparisons to be made among schools. In addition to quantitative information, the School Report Cards also provide qualitative information and a descriptive report about individual schools. These report cards can be accessed on the URL www.ssa.nic.in. Basic users can search schools by unique school Identification Code and also by State, District, Block Cluster & Village name. Advanced users can search by 21 different categories like school management, enrolment, building status etc. and extract the information.

- A computerized Education MIS system gives annual school based data. Data available up to 2005 at www.niepa.org. School wise educational data and State/district outcome indicators, are covered, as also trend analysis.

Independent Review of field processes:

- Pupil achievement level sample surveys are conducted every three years by NCERT to check increase in learning levels. (Baseline for class III,V & VII completed by NCERT).

- 41 National Social Science Institutions have been tagged to all States/UTs to make independent & regular field visits to monitor performance.

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

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

Monitoring Institutes

40 Social Science institutions of national stature have been assigned the work of monitoring of implementation of Sarva Shiksha Abhiyan (SSA) in States/UTs. These Monitoring Institutions (MIs) are required to make field visit and report on progress of SSA at the ground level, every six months. In larger states, more than one MI have been assigned the task of monitoring. The MIs is expected to cover 25% of the Districts allotted to them in a period of six months, so that in their two year engagement, all districts are covered.

The 4th Joint Review Mission of SSA (17-27 July 2006) Its main findings are:-

- In the light of the successes in increasing access, the focus needs to shift from universal enrolments to universal retention.

- The focused investment in the special focus districts concentrates resources and attention on pockets of multiple deprivation. For effective results to flow from this investment complementary measures are required to strengthen the administrative and managerial capacity.

- Given the magnitude of urban deprived children and children who migrate with their families, it is suggested that illustrative guidelines and a frameworks of action be developed at the national level. Because of the variety of administrative functionaries that operate in the urban areas convergence with the Urban Renewal Mission and concerned departments in the urban sector along with greater public-private partnership is necessary

- Greater use of Innovation Funds should be encouraged for interventions to boost the performance of first generation learners, especially SC and ST children and older girls.

- The Department of SE&L, GOI may consider a clearer articulation of "education of satisfactory quality" under SSA and develop a framework at the national level for identifying verifiable indicators of quality at the state and sub State levels, using a participatory mode and involving all categories of stakeholders. These indicators would need to take into account differing contexts and learning conditions and should inform all provisions for quality enhancement.

- In the context of the low levels of learning of basic skills across the country and high drop outs in early grades, Grades I and II should be given special focus in terms of teachers and other provisions, with the objective of facilitating school readiness and adjustment and guaranteeing of attainment of basic literacy and numeracy skills by Grade 2.

- The focus of the program should shift in a decentralized mode to the individual school and the teacher and its needs, within a decentralized framework, with district level initiatives and innovations being promoted. Convergence of all quality initiatives under SSA could move towards encouraging, enabling and empowering the teacher to be able to better deliver her role in guiding children's learning. For this capacities need to be built at the district and sub-district levels to think locally while they face the challenge of autonomously attaining broad goals of quality in education adopted at the state level.

- Given the availability of this large cadre now available, it is desirable to undertake an valuation of the functioning of the institutions of BRCs and CRCs from a perspective that recognizes the primarily academic role of the resource persons; teacher training; distance education modules for untrained teacher and the Kasturba Gandhi Balika Vidayala scheme.

Major findings of the 5ᵗʰ JRM [16-31 January, 2007]

(i)   The review mission noticed a considerable success in providing access to primary education. At primary stage, several States reported universal access through formal schools and EGS centres. For instance MP, Uttarakhand, UP, Gujarat and Jharkhand reported having provided universal access as per norms. In Bihar however, there are still eligible habitations without a primary school, but the State was rapidly setting up new schools.

(ii)   **Civil works**- while the quality of civil works across the States has been reasonably good, the mission had recommended that both the national level evaluation as well as third party evaluation in States be taken up at the earliest. During appraisal process of AWP&B 2007-08 a careful assessment be done.

(iii) **Out of school children**- There is need for a more directed efforts regarding out of school children in both Delhi and Arunachal Pradesh.

(iv)   The mission recommended more comprehensive strategy for urban areas as well as children in the 11-14 age group.

(v)   The mission recommended monitoring of children's attendance, and that a pilot system for such monitoring be developed.

(vi)   **Equity**- There is significant increase in the GER of girls in 2003-04, in districts and areas where gender gap is wide, and where a large number of 11-14 age group girls are out of school, area specific strategies be undertaken. There should be proper distribution of female teachers. The mission has endorsed the policy of recruiting 50% female teachers. The mission has recommended that a continued focus and State sharing on the education of children from ST communities. A more disaggregated data by districts and blocks on out of school Muslim children is needed for formulating strategies to bring them to schools. A more rigorous monitoring and building of professional capacities at the State level to support children with special needs.

(vii) **Quality of education** – Measures to improve basic literacy and numeracy at the class I and II level should be taken up by all States. A renewed focus on improving classroom processes. Good practices of States should be shared with other States. State should formulate the vision of educational outcomes and generate three years plans to realize this mission. An action plan for computer-aided learning be developed.

- Independent evaluation of SSA components e.g. Out of School Study, 2005. 9 other studies commissioned.

- Independent concurrent financial reviews commissioned by SSA. 14 States covered so far. Further review in 21 States/UTs going on.

- A set of quality monitoring tools, developed in collaboration with NCERT, to provide quarterly and annual information on several quality related indices of SSA is being rolled out, covering:

- Student enrollment and actual attendance
- Pupil achievement levels
- Teacher availability and teacher training
- Classroom practices
- Academic supervisions of schools by Cluster and Block Resource Centres.

- Community perceptions of school functioning.

GOI Reviews:

- National level meetings conducted by Secretary SE&L with State Education Secretaries and State Project Directors including Directors of State Council for Education Research & Training twice a year and other regional reviews.

- Executive Committee of SSA met on 10ᵗʰ July 2006 to review the SSA programme.

- A review of the SSA programme was conducted by Prime Minister on 22.9.2006.

Capacity Building in SSA

To help districts and States/UTs prepare good quality plans, the MHRD with the help of various national level institutions, has developed materials in the form of manuals and guidelines and has conducted capacity building exercises for SSA functionaries at district and state level. Capacity building personnel engaged in

Capacity Building

Number of programmes organised/supported for SSA since July 2006

Functional Area	National Level	State/Region level
Inclusive Education	1	6
Research & Evaluation	2	17
Planning	2	22 (14 by NIAR)
Gender	1	2
Alternative Schooling	2	18 (1 NE Cell)
Community Mobilization	0	12 (by NIAR)
Financial Management	2	1
Civil Works	3	3
Pedagogy	3	23 (4 NE Cell)
MIS	2	5 (4 NE Cell)
Appraisal & Supervision	1 (CAL)	1
Monitoring (MI + Secy. Conf.)	1	9 (Reg. Review)
Total	**16**	**119**

the planning process at various levels is very important because they are the designers and developers in this process. The capacity building exercise that MHRD has carried out with the help of national level institutions like National University of Educational Planning and Administration (NUEPA), National Council of Educational Research and Training (NCERT), Technical Support Group (TSG) and the National Institute of Administrative Research (NIAR).

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

- National Resource Groups for major functional areas such as Quality, EGS/AIE have been set up to help as think tanks for strategic planning.

- NGOs support capacity building activities at State, District and Sub-District levels. More than 4500 NGOs involved in SSA.

- Several 'not for profit' organisations are working with Sarva Shiksha Abhiyan initiatives.

- Special capacity building measures for NE States, Punjab, Jammu & Kashmir, are in place, as these States did not gain exposure under the DPEP programme.

Innovative & Experimental Projects under SSA

To encourage exceptional experiments and innovations in elementary education a small residual component is administered by the Government of India for projects under I&E Scheme through a Grants in-aid Committee chaired by Secretary (SE&L). The GIAC includes non-official members of eminence in the field of education, girls education, alternative schooling, etc.

The NCERT conducts a desk appraisal to assess the innovative nature of the project proposal, a field appraisal is carried out by a team of two independent members to assess capacity and standing of the NGO in the field and the State Governments' views are invited in respect of the proposal. The period of funding an NGO is restricted to 2 years, by which time the relevance of the innovation should be discernable. The State SSA programmes could continue the effort through its support to the NGO or incorporate the innovation into its larger strategies for universalization of elementary education.

During 2006-07, 18 NGOs received a total fund of about Rs.4,30,16,645/- till 24.1.2007 under this scheme.

Mahila Samakhya (MS)

The Mahila Samakhya programme recognizes the centrality of education in empowering women to achieve equality. It seeks to bring about a change in women's perception about themselves and the perception of society with regard to women's traditional roles.

The core activities of the MS programme center around issues of health, education of women and girls, accessing public services, addressing issues of violence and social practices which discriminate against women and girls, gaining entry into local governance and seeking sustainable livelihoods. The enabling activities of the programme are: -

- Formation of women's collectives (Sanghas) by women facilitators (Sahayoginis) for mobilizing women.

- Dissemination of information, awareness building and facilitating collective action on core themes.

- Development of supportive structures (such as Mahila Shikshan Kendras) for the education of older girls and young women who have never been enrolled or have dropped out of school, setting up Nari Adalats for addressing issues of violence against women, etc.

Thus, it is evident that the scope of the word "Education" in this scheme is very wide. Under this programme, education is understood as a process of learning to question, critically analyze issues and problems and activities and seek solutions. The MS programme endeavors to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become empowered.

The Mahila Samakhya (MS) programme was started in 1989 to translate the goals mentioned in the National Education Policy into action. The programme was initially started with Dutch assistance. From 2005-06, the programme is being funded by the GOI from domestic resources.

The Sangha or women's collective at the village level is the nodal point where all activities are planned. The Sangha provides the space where women meet, and begin the process of reflection, asking questions, voicing their opinion fearlessly, thinking, analyzing and articulating their needs and finding solutions through corrective action. The programme is now forging solidarity amongst Sanghas to provide support for autonomous functioning of Sanghas. Federations of Sanghas are being formed in older areas.

Sangha women as contractors

It is not unusual to see men laying roads, building homes and repairing drains. There is also a mindset that these are 'men's jobs'. However, Sangha women in 4 villages in Chamarajanagar, Karnataka have changed this. Having taken the contract to build two roads, construct one drain, and one soak pit, the women have proved their capability beyond doubt. Without indulging in any malpractice or adopting shortcut methods the Sangha women have completed the work and earned the appreciation and respect from the entire community.

The Sahayogini, is the key link as well as motivator, supporter and guide for ten villages. She mobilizes and organizes women into Sanghas and is the link between the ten villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level educational processes. MS has provided specialized inputs for vocational and skill development, as well as for the educational needs of girls in general and adolescent girls in particular. Mahila Samakhya endeavors to develop gender-sensitive pedagogical and learning material.

One of the major impacts of the MS programme has been on Girls Education. Sangha women are not only

sending their daughters to schools but are also ensuring that other girls in the village also attend schools. The Mahila Shikshan Kendras (MSKs) set up under the MS Scheme, provide a unique learning opportunity for adolescent girls and young women. The MSKs have been especially designed to provide condensed quality education courses with innovative methodology and skills development programs to equip the women and adolescent girls to continue their education and attain life-skills. The objective is to create a cadre of adolescent girls who are aware, educated, trained for their self development and who would be able to play an effective role in the development of educational activities in the village. There are 54 MSKs functioning at present and 7835 girls have passed out of these MSKs, so far. The effectiveness of the Mahila Samakhya strategy has resulted in its being adopted by other basic education projects.

Chaku Becomes Chandni

Sumitraben of Nizanphalia, Gujarat had not enrolled her daughter in school. Little Chaku was however keen to go and cried everyday when all the other children went to school. When the Sangha women went to find out why Chaku was not sent to school they learnt that Chaku had no Birth Certificate. Sumitraben was a divorcee and her husband had refused to give the child a name and so she was known as "Chaku" by her family members. The Sangha women got her admitted to Mahila Shikshan Kendra. The other girls gave her the name "Chandni". Today Chandni is happily studying at MSK. She is a quick learner and although she had never been to school earlier, is currently studying in grade 3. Chaku's father finally got her name 'Chandni' registered in the records of his village. Thus Chaku became Chandni.

MSK not only gave the girl an opportunity to study, but also gave her, her identity!

More and more Sangha women are entering the political sphere and many women have been elected to the Panchayats. For instance, 5552 Sangha women have been elected at various levels in the Panchayat elections.

In Manvi taluka of Raichur district, Karnataka alone 192 women have been sent to grama Panchayats. Perhaps a record!

The Mahila Sanghas have also been very active in their endeavor to provide legal literacy and facilitate the provision of accessible, timely, inexpensive and gender sensitive justice through alternative justice system run exclusively by the village women in the form of Nari Adalats. The legal awareness programs have fructified in the formation of 87 Nari Adalats functioning in the 9 programme States. These Nari Adalats have emerged as effective informal courts and have gained both community respect and acceptability. The Nari Adalat comprises of a group of village women who are

Becoming Literate, Teaching Others

Pratibha is 28 years old and a member in Dharani Mahila Sangham at Venkateswarapalli in Saidapur mandal of Karimnagar district, Andhra Pradesh. She attends the sangham meetings regularly and updates her information on the advantages of literacy and education.

After participating in a literacy camp at the village, her interest in literacy increased. She attended the month-long short-term MSK in Husnabad mandal and had learned to read and write well. She also went for another 10-day short term MSK at mandal level. She took a 5th standard exam conducted by the Mandal Literacy Officer for women showing interest in literacy, and passed in flying colours. Now she is active in teaching other women at the Adult Literacy Centre in the village. She strongly believes all women should access education!

respected in the community and are selected by Sangha members for help in resolving disputes, locally. They sit at a specified place at fixed timings and on designated dates, each month. People can seek justice in these Nari Adalats in a gender-just and non-judgemental atmosphere where they can speak without fear or shame. The Nari Adalats take up cases of family and social violence, amongst others, and have proved to be effective.

In Medak district, Andhra Pradesh, the issue committee members are trained cluster wise. Jnanamma, Nyaya committee member from Andole mandal was the Resource Person to the trainings at Pulkal and Sankarampet mandals. Apart from outlining important measures to be taken while filing rape cases in Police Stations, basic rights of women, procedure of FIR, she spoke on the need for women to come together and fight for social justice. Being a member of Mahila court, she also advocated for setting up more such alternative legal redressal mechanisms to reach more women. On giving legal literacy trainings as Resource Person, she felt that their personal information and articulation skills have increased greatly and she can now confidently address more cases during Mahila court meetings.

Kishori Mancha's Initiative Against Child Marriage

Rangagarha is a village under Dolgaon Block in Darang District, Assam. Amena was the 14 year-old daughter of Md. Jabbar Ali of this village. Her marriage was fixed with Md. Mustafa Ali of the same village. Amina often attended the meetings of Kishori Manch and so was quite aware of the ill effects of early marriage. She was worried and shared her feelings regarding the family's decision over her marriage with the Manch members. The members of Kishori Manch and Sangha jointly requested Amena's father to stop his daughter's marriage. But he did not pay any heed and was determined to solemnise the marriage. Ultimately, the women took help of a teacher of the local school, who told the adamant father about the bad effects of child marriage. Besides, the women warned Amena's father that if he got Amena married now, they would take help of law and the necessary action would be taken against him by the court.

At last Md. Jabbar realized his fault and changed the decision. In this way, the timely action of Sangha and Kishori Manch saved Amena's life.

A National Resource Group (NRG) has been constituted by the Department to advise and guide the programme. The NRG provides a vital interface for the programme with the voluntary sector, the women's movement as well as with resource and training institutions. This body debates various conceptual issues and concerns, advises on evaluation of the programme and also advises the Government of India on policy matters concerning women's education.

A National Project Director and support staff heads a National Project Office at the Centre. In the States, the programme is implemented through autonomous registered MS Societies. The State Education Secretary is the Chairperson of the Executive Committee of this Society. The EC is an empowered body and takes care of administrative and financial decisions, including an in-depth examination of specific interventions. A full-time State Project Director (SPD) is the Member Secretary of the EC and is responsible for financial management, administrative matters, programme planning and implementation. The District Implementation Unit (DIU) administers the project at the district level & consists of a District Programme Coordinator (DPC), Resource Persons and support staff. In places where the MS Sanghas are strong, block-level units are also set up for extending resource support after the withdrawal of Sahayoginis.

Some MS societies are also involved in implementation of the National Programme for Education of Girls at Elementary Level (NPEGEL) programme as well as

Change In Life

Four years ago, Shilpa was in a regular school. She wanted to continue studying but had to leave school when her parents migrated to Maharashtra in search of a livelihood. Being the eldest, she had to look after the younger siblings while her parents were at work. Two years later, the family returned to Raichur, but Shilpa was too shy to go back to school. Moreover, her parents had become used to her helping out at home and grazing cattle. Shilpa's neighbours and Mahila Samakhya functionaries had a difficult time convincing her father to send her to the KGBV School.

Just a year ago, Shilpa had to be taught to stop biting her nails, wear clean clothes and comb her hair every day. She was shy and would not respond to the teachers' efforts to get her to mix with the other girls in the school.

Today, Shilpa is a bubbly girl. She is the 'health minister' in the parliament at KGBV, Raichur, Karnataka. She is dressed neatly, is responsible, and communicates well with adults and peers. The entire village is proud of Shilpa's achievements. Parents are now sending their girls to school because of the change they have seen in Shilpa.

the Kasturba Gandhi Balika Vidvalaya (KGBV) scheme in their States. The NPEGEL programme involves the selection of one lower primary school within a cluster of schools that cater to girl children in rural areas. This school is to be developed as a model, in terms of girl child education, in which all the girls in the village are enrolled and attend school regularly. Mahila Samakhya is implementing 1407 centers of NPEGEL in their programme areas. Mahila Samakhya programme has also been directed to implement the KGBV Scheme in their areas. The objective of KGBVs is to provide innovative and alternate education opportunities for girls from disadvantages sections of society in the Educationally Backwards Blocks (EBBs). A total no. of 104 KGBVs have been covered under the Mahila Samakhya programme.

The Tenth Plan outlay for the scheme is Rs.98.47 crores. Currently, the Mahila Samakhya programme

is operating in 83 districts covering more than 20,380 villages in 9 States of Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh and Uttaranchal. From the current year i.e. 2006-07, the programme is expanding to 2 new States viz. Madhya Pradesh and Chhattisgarh.

The experience of the programme since its inception has validated the MS approach as an effective means to mobilize and organize women and enable them to take charge of their lives. Several evaluation studies including National evaluation, which was conducted in December 2004 have re-affirmed the objectives and strategies of the programme and has shown that the MS programme have been successful in design and implementation. The major findings of the National Evaluation are that;

- The programme has reached the poorest women in its project areas;

- A ripple effect is evident in that a demand for expansion of the programme to neighbouring blocks and villages has emerged;

- The reach of the programme and its objectives has also widened considerably through a growing focus on adolescent girls through the formation of Kishori Sanghas;

- Expansion of the MS programme needs to be taken up on a much larger scale.

Prarambhik Shiksha Kosh

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

- In order to receive the proceeds of this Education Cess, this Ministry had proposed the creation of a dedicated, non-lapsable fund called Prarambhik Shiksha Kosh (PSK).

- Creation of PSK in the public Account was approved by Government on 6.10.2005. The amount under PSK would be non lapsable and would be spent exclusively on SSA and Mid-Day-Meal scheme.

- Formal orders constituting PSK were issued on 14.11.2005.

- A provision of Rs.8746 crores for the initial transfer to the newly created PSK has been made in the Union Budget 2006-07 against estimated receipts of Education Cess. During the year 2006-07, the Schemes of SSA and MDM will be financed from PSK to the following extent:-

    SSA   Rs. 5831 crores
    MDM   Rs. 2915 crores

- The accounting modalities/procedure for operation of PSK has been agreed to by the Office of the Comptroller & Auditor General of India.

Notification/Resolution dated 30th August, 2006 regarding setting up of PSK has been published in the Gazette of India.

District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP) is a centrally sponsored scheme for holistic development of primary education covering class I to V. The three major objectives of the DPEP are to (i) reduce drop-out rate to less than 10%, (ii) reduce disparities among gender and social groups in the areas of enrolment, learning achievement etc. to less than 5% and (iii) improve the level of learning achievement compared to the base-line surveys.

The programme components include construction of classrooms and new schools opening of Alternative Schooling Centres, appointment of new teachers, setting up early childhood education centers, strengthening of State Councils of Educational Research and Training (SCERTs) / District Institute of Educational Training (DIETs), setting up of Block Resource Centres / Cluster Resource Centres, teacher training, development of Teaching Learning Material, special interventions for education of girls, SC/ST, working children etc. Initiatives for providing integrated education to disabled children and distance education for teacher training have also been incorporated in the DPEP Scheme.

Funding of the Project

DPEP is an externally aided project. 85% of the project cost is met by the Government of India and the remaining 15% is shared by the concerned State Government. The Government of India share is resourced through external assistance. Since inception External Assistance of about Rs. 6938.00 crores, comprising Rs. 5137.00 Crores as credit from IDA and Rs. 1801.00 Crores as grant from EC/DFID/UNICEF/Netherlands has been tied up for DPEP.

Coverage of DPEP

DPEP at its peak was operational in 273 districts in 18 States. However, with the progressive closure of the programme, it is now in existence in only 17 districts in the 2 States viz. Rajasthan & Orrisa.

Monitoring & Evaluation of DPEP

The programme is periodically reviewed through the mechanism of Joint Review Missions, Project Management Information System (PMIS), Educational Management Information System (EMIS), programme impact studies etc. a mid-term In-depth Review of DPEP Phase-I, II and III States have also been carried out by the Joint Review Missions. The reviews and various evaluation studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates / drop-outs with increased community involvement, improvements in classroom processes, etc.

Allocation of Funds under DPEP

The cumulative expenditure on DPEP upto 31st March, 2006 works out to Rs.7850.50 crores and the cumulative re-imbursement to Rs. 6193.40 crores. Expenditure incurred during the financial year 2006-07 upto 31.12.2006 is Rs. 82.34 crores and reimbursement Rs. 69.17 crores.

Major Achievements of DPEP

Details of the Physical and Financial Targets, fixed and achieved during 2006-07 (upto 30.9.2006) are given in the Tables attached.

District Primary Education Programme Physical and Financial Targets for Orissa (2006-07) (As on 30.9.2006)

(Rs. in lakhs))

S. No.	Activities	Physical Progress Targets	Achieved	Financial Progress Allocation	Expenditure
1.	BRC	70	47		
2.	CRC	561	400		
3.	Building less schools	468	278		
4.	Additional Class Rooms	1318	1041		
5.	New Primary School	667	577	6922.60	6075.47
6.	Major Repairs		321	281	
7.	Minor Repairs		89	87	
8.	Child Friendly Element	4161	3463		
9.	MIS	8	8		
10.	Training Hall	7	7		
11.	Toilets	742	208		
12.	Tubewell	1910	1480		
13.	Electrification	149	50		

District Primary Education Programme Physical and Financial Targets for Rajasthan (2006-07) (As on 30.9.2006)

(Rs. in lakhs))

S. No.	Activities	Physical Progress Targets	Achieved	Financial Progress Allocation	Expenditure
1.	BRC	54	30	12633.59	11523.70
2.	CRC	678	655		
3.	Building less schools	878	702		
4.	Additional Class Rooms	3876	3304		
5.	Toilets	5070	4700		
6.	Hand Pumps	1707	1491		
7.	Water Connections	847	785		
8.	Major Repairs	3263	3195	12633.59	11523.70
9.	Minor Repairs		3130	3082	
10.	Alternative School (Small)	250	243		
11.	Alternative School (Big)	48	47		
12.	ECE Room	564	563		
13.	Play Element	400	399		
14.	Maintenance of BRC	9	9		
15.	Maintenance of CRC	415	396		
16.	Construction of Ramps	45	-		
17.	Kitchen Shed	87	-		

Mid Day Meal Programme

The Mid-Day Meal Programme undoubtedly exerts a positive influence on enrollment and attendance in schools. Hunger drains children of their will and ability to learn. A hungry child is less likely to attend school regularly. Chronic hunger delays or stops the physical and mental growth of children, and leads to malnutrition. A malnourished child finds it difficult to concentrate on and participate in teaching-learning activities in school.

Apart from enhancing school attendance and child nutrition, mid-day meals have an important social value and foster equality. As children learn to sit together and share a common meal, there is erosion of caste prejudice and class inequality. Moreover, cultural traditions and social structures often mean that girls are much more affected by hunger than boys. Thus, the Mid-Day Meal programme is critical to reduction of gender gap in education, since it enhances female school attendance. Briefly, the Mid-Day Meal Scheme (MDMS) is effective in:

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

- *Preventing classroom hunger*: Many children reach school with an empty stomach. Even children who have a meal before they leave for school get hungry by afternoon and are not able to concentrate, especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid day meal can help to overcome this problem by preventing "classroom hunger".

- *Facilitating the healthy growth of children*: Mid day meal can also act as a regular source of "supplementary nutrition" for children, and facilitate their healthy growth. For instance, mid day meals rich in iron can help to prevent "anaemia", a widespread cause of weakness and poor growth among children.

- *Intrinsic educational value:* A well-organised mid day meal can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating), and to educate them about the importance of clean water, good hygiene and other related matters.

- *Fostering social equality*: Mid day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid day meal can help to break the barriers of caste and class among school children. Appointing cooks from Dalit communities is another way of teaching children to overcome caste prejudices.

- *Enhancing gender equity:* The gender gap in school participation tends to narrow, as MDMS helps erode barriers that prevent girls from going to school. MDMS also provide a useful source of employment for women, and helps liberate working women from the burden of having to feed children at home during the day. In these and other ways, women and girl children have a special stake in MDMS.

- *Psychological Benefits*: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The MDMS can help address this and facilitate cognitive, emotional and social development.

The Mid-Day Meal Scheme was originally launched as a Centrally Sponsored programme in August, 1995

to support universalization of primary education and to improve the nutritional status of children at primary stage. In the light of certain directives of Supreme Court as also the policy pronouncements contained in the National Common Minimum Programme of the Government, the programme was revised in September, 2004 to ensure provision of cooked mid-day meal of minimum 300 calories and 8-12 grams of protein for children studying at primary level in government, local body and government-aided schools as also children studying in Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) Centres. To achieve this, an important component of assistance to States towards cooking cost was introduced.

Revision of Mid-Day Meal Scheme in June, 2006

Though the States had moved towards better management and had added variety and value to the mid-day meal, there were certain critical issues which needed urgent redressal: (i) inadequacy of nutritional value of MDM i.e. 300 calories and 8-12 grams of protein, (ii) inadequacy of Central Assistance towards cooking cost, and (iii) provision for necessary infrastructure, particularly kitchen sheds. These critical issues were examined by a Sub-Committee of the National Steering-cum-Monitoring Committee (NSMC) constituted in August, 2005: based on the Committee's recommendations the scheme was revised in June, 2006 to provide mid-day meal with enhanced nutritional content of 450 calories and 12 grams of protein.

The main components of Central Assistance as revised in June 2006 are.

☐ Free foodgrains (wheat/rice) @ 100 grams per child per school day through Food Corporation of India.

☐ Assistance for cooking cost @ Rs. 1.50 per child per school day with mandatory contribution of 50 paise by States to arrive at overall cost norm of Rs. 2. In the case of NER States, the minimum contribution was fixed at 20 paise, and Central Assistance at Rs 1.80 per child per school day.

☐ Reimbursement of transportation charges up to a maximum of Rs. 100 per Quintal for special-category States and up to Rs. 75 per Quintal for other States and UTs.

☐ Assistance for Management, Monitoring and Evaluation of the programme.

☐ Assistance for construction of kitchen-cum-store @ Rs. 60,000 per unit; simultaneously stressing the need to ensure convergence with other development programmes for construction.

☐ Assistance for cooking/kitchen devices @ Rs. 5,000 per school.

☐ Assistance for implementation of MDM Scheme during summer vacation in drought-affected areas.

Implementation of the programme in 2006-07

Some of the highlights of the progress are as follows:

☐ The scheme reached out to 12 Crore children enrolled over 9.50 lakh schools/EGS centres.

☐ Weekly menus have been prescribed by States.

☐ Some States introduced eggs, fruits etc. [Andhra Pradesh, Tamil Nadu, Chhattisgarh, Orissa, Uttaranchal & Puducherry].

☐ Other States introduced essential micronutrients and de-worming medicines [Chhattisgarh, Gujarat, Karnataka & Madhya Pradesh].

☐ Management structures were set up with designated nodal officers / agencies at State, District, Block and School level.

☐ Centralized kitchens run by NGOs have come up mainly in urban areas.

☐ The programme has generated employment opportunities, mostly for women of disadvantaged sections.

Studies conducted in 2005

Evaluation studies conducted by independent agencies in 2005 reported that the programme is a functioning

programme and has helped in the daily attendance and enrolment of children, particularly girls. They also report improvement in retention, learning ability and achievement.

☐ The findings of a study conducted by Prathichi Trust in Birbhum district of West Bengal suggest that the mid-day meal has made a positive intervention in universalisation of Primary Education by increasing enrolment and attendance specifically with respect to girls and SC and ST students. The programme has also enhanced about teacher regularity.

☐ A situational analysis of the mid-day meal programme conducted by University of Rajasthan indicates that apart from enhancing enrolment and school attendance, the programme has contributed to social equity as children sit together to share a common meal. This has further contributed to gender equity by providing employment opportunities to women thereby allowing space and time for poor, working mothers.

☐ The findings of a survey carried out in seventy most backward villages of Madhya Pradesh, by Samaj Pragati Sahyog, indicate that the meals were provided regularly and most parents felt that the scheme should continue. The learning levels among children had shown improvement. The findings also report a substantial improvement in quality of the meal.

Best Practices adopted by States

There have been several instances of best practices that have been adopted by States. In Tamil Nadu, Health Cards are issued to all children and School Health Day is observed every Thursday. Curry leaves and drum stick trees are grown in the school premises. In Karnataka all schools have gas based cooking. In Puducherry, in addition to the mid-day meal, the Rajiv Gandhi Breakfast Scheme provides for a glass of hot milk and biscuits. Children are also given a glass of milk after school. In Bihar a Bal Sansad (Child Cabinet) is actively involved in many schools to oversee the distribution of the mid-day meal. In Koriya district of Chattisgarh, *Mithanins,* mobilized by the State

Health Resource Centre, are involved in day-to-day school level monitoring of the programme. In Gujarat, Chhattisgarh and Madhya Pradesh children are provided micronutrients and de-worming medicines under the mid-day meal scheme.

Achievements

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

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

Some Important Information

Outlay for 2006-07	:	Rs. 5348 Crore
Foodgrains allocated	:	20.94 lakh MTs
Foodgrains lifted up to Dec, 06	:	56.88% of total allocation
Central assistance released to States/UTs (As on 17.1.07):		
(i) Cooking Cost	:	Rs. 2366.24 Crore
(ii) Transport Subsidy	:	Rs. 101.05 Crore
(iii) MME	:	Rs. 39.81 Crore
(iv) Kitchen sheds	:	Rs. 567.00 Crore for 94,500 schools
(v) Kitchen Devices	:	Rs. 129.87 Crore for 2.60 lakh schools

State-wise coverage of children, foodgrains allocated, Central assistance released towards Cooking Cost, Transport Subsidy, Management, Monitoring & Evaluation, Construction of kitchen sheds and purchase of kitchen devices is given in the next pages.

Children covered, Foodgrains allocated and Central Assistance released to States/UTs under Mid-Day Meal Scheme during 2006-07 (as on 17.1.07)

(Rs. in lakhs)

Sl. No.	State	Children covered	Foodgrains allocated (in MTs)	Cooking Cost	Transport Subsidy	MME @ 1.8%	Kitchen sheds @ Rs. 6000 per unit	Kitchen devices @ Rs. 5000 per unit
1	2	3	4	5	6	7	8	9
Non-NER States								
1	Andhra Pradesh	6700878	131002.17	16289.84	400.55	135.90	5993.61	1164.08
2	Bihar	13493393	248029.83	21876.75	11.81	256.26	5591.75	838.97
3	Chhattisgarh	3104473	69222.56	8668.74	153.36	98.67	1940.68	525.98
4	Goa	67686	1317.51	84.14	3.29	2.37	0.00	15.84
5	Gujarat	5392225	75470.66	8782.18	274.72	177.30	2201.16	525.50
6	Haryana	1872490	32895.18	2801.83	59.06	84.70	1109.69	155.89
7	Himachal Pradesh	555378	11424.13	1206.14	104.97	6.14	0.00	177.30
8	Jammu & Kashmir	1093617	18757.93	1147.29	0.00	63.20	0.00	262.71
9	Jharkhand	4280489	84905.33	10097.31	455.13	108.35	1928.94	351.69
10	Karnataka	4653694	96517.61	12282.26	849.24	317.88	3346.81	720.05
11	Kerala	2281187	32308.22	4248.07	19.45	51.18	157.15	73.65
12	Madhya Pradesh	9425240	188693.84	23508.25	847.81	314.48	8093.88	1359.87
13	Maharashtra	9258736	164135.22	20032.34	1126.88	368.32	0.00	995.91
14	Orissa	5002269	91938.20	11681.42	502.99	197.27	5257.53	806.70
15	Punjab	1488412	29401.81	1964.70	75.23	75.20	1592.39	217.37
16	Rajasthan	7696898	133312.81	15285.46	255.93	349.51	2816.18	339.33
17	Tamilnadu	4875103	73115.37	9122.80	204.03	74.76	159.10	406.17
18	Uttaranchal	795423	14535.96	1796.72	0.00	6.99	1450.52	198.00
19	Uttar Pradesh	18719628	281543.20	36584.00	3966.69	812.78	7985.41	1473.28
20	West Bengal	10879355	174499.36	20397.56	681.90	280.07	0.00	936.70
	Total	**111636574**	**1953026.91**	**227857.80**	**9993.04**	**3781.33**	**49624.80**	**11544.99**
NER States								
21	Arunachal Pradesh	252589	4558.70	261.37	0.00	11.70	707.27	63.89
22	Assam	4700623	78617.92	6277.43	55.86	98.81	5533.76	883.28
23	Manipur	299859	5665.84	400.48	0.00	11.72	0.00	72.85
24	Meghalaya	627596	10543.61	659.73	28.16	26.56	0.00	72.48
25	Mizoram	123872	1624.98	107.20	8.34	2.83	112.45	36.34
26	Nagaland	175689	3541.40	100.00	20.01	12.40	322.44	49.93

(Rs. in lakhs)

Sl. No.	State	Children covered	Foodgrains allocated (in MTs)	Cooking Cost	Transport Subsidy	MME @ 1.8%	Kitchen sheds @ Rs. 6000 per unit	Kitchen devices @ Rs. 5000 per unit
1	2	3	4	5	6	7	8	9
27	Sikkim	101670	1960.70	39.40	0.00	0.79	147.23	22.32
28	Tripura	544185	10787.04	741.00	0.00	16.42	177.05	98.91
	Total	**6826083**	**117300.18**	**8586.61**	**112.37**	**181.22**	**7000.20**	**1300.00**
UTs with Legislature								
29	Delhi	1144712	19579.14	0.00	0.00	9.17	0.00	112.10
30	Pondicherry	55200	879.54	63.34	0.00	1.77	0.00	15.40
	Total	**1199912**	**20458.68**	**63.34**	**0.00**	**10.94**	**0.00**	**127.50**
UTs without Legislature								
31	A&N islands	31704	668.25	38.88	0.00	1.29	0.00	6.35
32	Chandigarh	65000	1228.66	77.03	0.00	3.86	0.00	2.28
33	D&N Haveli	32251	610.20	0.00	0.00	1.88	59.57	4.09
34	Daman & Diu	27800	302.94	0.00	0.00	0.18	15.43	1.62
35	Lakshadweep	0	0.00	0.00	0.00	0.40	0.00	0.66
	Total	**156755**	**2810.05**	**115.91**	**0.00**	**7.59**	**75.00**	**15.00**
	GRAND TOTAL	**119819324**	**2093595.82**	**236623.66**	**10105.41**	**3981.09**	**56700.00**	**12987.49**
	Or Say, Rs. in Crore	**11.98 Crore**	**20.94 lakh MTs**	**2366.24**	**101.05**	**39.81**	**567.00**	**129.87**

Teacher Education

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

☐ Setting up of District Institutes of Education and Training (DIETs);

☐ Strengthening of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (lASEs)

☐ Strengthening of State Councils of Educational Research and Training (SCERTs)

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

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

☐ Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) upto the IX Plan period, optimally functional and operational.

☐ Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.

☐ Improvement in the quality of programmes being undertaken by DIETs, etc. especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievement.

The actual operationalization of the revised Scheme was envisaged at two levels – the first part to be undertaken by State Governments, and the second to be coordinated at the national level, with support of apex institutions like National Council for Teacher Education (NCTE), National University for Educational Planning and Administration (NUEPA), National Council for Educational Research and Training (NCERT), and Universities. States were required to formulate Plans for the Tenth Plan period as per their actual needs under the Tenth Plan. Central assistance for teacher education was based on these plans which were approved by the Teacher Education Approval Board, headed by Secretary (School Education & Literacy).

Since the inception of the Scheme in 1987, a total of 568 DIETs/DRCs and 135 CTEs/ lASEs had been sanctioned upto 31.12.2006 under the Scheme: -State-wise break-up of DIETs and CTEs/IASEs is given in the Table, in the next page.

The Budget Estimates approved for the year 2006-07 is Rs.180.00 crore.

Scheme of Restructuring and Reorganisation of Teacher Education- Position of DIETs/DRCs, CTEs & IASEs (As on 31.12.2006)

No.	State/UT	No of Distts.	No of DIETs. DRCs Upgraded	No. of DIETs/ DRCs New	No. of DIETs/DRCs sanctioned	Number Sanctioned	
1	Andhra Pradesh	23	23	-	23	8	2
2	Arunachal Pradesh	15	1	10	11	0	0
3	Assam	23	15	8	23	8	2
4	Bihar	37	24	-	24	4	0
5	Chhattisgarh	16	12	4	16	1	1
6	Goa	.2	1	-	1	0	0
7	Gujarat	25	16	10	26	8	2
8	Haryana	19	12	5	17	0	1
9	Himachal Pradesh	12	2	10	12	1	0
10	Jammu & Kashmir	14	14	-	14	2	0
11	Jharkhand	22	19	3	10	1	0
12	Karnataka	27	19	8	27	9	2
13	Kerala	14	13	1	14	3	1
14	Madhya Pradesh	45	34	11	45	6	2
15	Maharashtra	35	27	7	34	12	2
16	Manipur	9	2	7	9	1	0
17	Meghalaya	7	3	4	7	2	0
18	Mizoram	8	8	-	8	-	1
19	Nagaland	8	2	5	7	1	0
20	Orissa	30	26	4	30	10	2
21	Punjab	17	10	7	17	2	1
22	Rajasthan	32	22	10	22	9	2
23	Sikkim	4	1	2	3	0	0
24	Tamil Nadu	30	14	15	29	5	2
25	Tripura.	4	2	2	4	1	0
26	Uttar Pradesh	70	54	16	70	3	3
27	Uttarakhand	13	8	5	13	3	1
28	West Bengal	10	15	3	18	4	2
29	A & N Islands	2	1	-	1	0	0
30	Delhi	9	2	7	9	0	2
31	Puducherry	4	-	1	1	0	0
32	Lakshadweep	1	-	1	1	0	0
33	Daman & Diu	2	0	0	0	0	0
34	Dadra & N Haveli	1	0	0	0	0	0
35	Chandigarh	1	0	0	0	0	0
	Total	**599**	**402**	**166**	**568**	**104**	**31**

National Council for Teacher Education (NCTE)

The National Council for Teacher Education (NCTE) was established on 17th August, 1995 by an Act of Parliament, namely, the NCTE Act, 1993 (No.73 of 1993). The NCTE Act has given a broad mandate to the Council to achieve planned and coordinated development of teacher education and to regulate and maintain norms and standards in the teacher education system. Section 12 of the NCTE Act defines in explicit terms the broad functions of NCTE for achieving the goal of planned and coordinated development of teacher education. NCTE Act makes provisions for laying down norms and procedures of regulation, establishment and recognition of courses in teacher education institutions. At the same time, it provides direction as to how these regulations will ensure quality improvement in teacher education. So far norms and standards of 12 courses have been prescribed by the Council.

NCTE functions through four regional committees as given below:-

Name of the Regional Committee (RC)	Headquarters	States falling within RCs - Jurisdiction
Eastern Regional Committee	Bhubaneshwar	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura and West Bengal.
Western Regional Committee	Bhopal	Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli. Daman and Diu, and Chattisgarh.
Northern Regional Committee	Jaipur	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi, Uttarakhand.
Southern Regional Committee	Bangalore	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshwadeep, Andaman and Nicobar Islands and Pondicherry.

Major activities performed by NCTE

Recognition of Teacher Education Institutions

Regional Committees are empowered to grant recognition to Teacher Education Institutions. As on 1st January, 2007, 7,461 Teacher Education Institutions offering 9,045 courses were recognized. by NCTE with an approved intake of 7,27,155 teacher trainees.

Collaboration with the Distance Education Council (DEC) of IGNOU

In pursuit of excellence in Teacher Education through distance mode, the NCTE renewed the MOU on 30th April, 2004 with the Distance Education Council of IGNOU, which was initially entered into in May, 2001, for a further period of three years.

A Joint Committee comprising nominees of both organizations has been constituted to oversee the implementation of the MOU and for studying and drafting regulatory mechanisms for effective usage of distance education as a strategy for preparing skill-oriented qualified teachers for school education.

The last meeting of the Joint Committee of NCTE - DEC was held on 12th May, 2006 when proposals were considered in the light of MOU and norms for Diploma in Education through distance mode were developed.

Curriculum Renewal

In pursuance of the National Policy on Education, 1986 to periodically review the curriculum framework, NCTE constituted a committee to prepare a discussion document entitled "Some Specific Issues and Concerns of Teacher Education". Based on accumulated inputs, the document was brought out in the form of a draft Curriculum Framework for Teacher Education, 2005.

The draft was further sent to eminent educationists including Chairman and Vice-Chairman, UGC; Director, NCERT; Ministry of HRD, and Head/Dean of various Universities for their comments. It was also hosted on NCTE's website for comments from the general public and opinion makers. With the finalization of National Curriculum Framework 2005, NCERT also initiated discussion with NCTE to jointly prepare the draft "National Curriculum Framework for Teacher Education, 2006". This document was also placed on the websites of NCTE and NCERT for comments. Thus the process of revising the Curriculum Framework for Teacher Education will be carried forward in the next year.

Peace Education

Realising the crucial and important role of teachers and teacher educators in the area of Peace Education, NCTE in collaboration with UNESCO introduced the concept of Peace Education in the curriculum of Teacher Education both in pre-service as well as in in-service teacher training programme. As a first step in this direction, a pilot project was launched in DIET, Erode in Tamil Nadu and College of Teacher Education, Jodhpur, Rajasthan. An Expert Committee was also constituted to examine the specifics relating to inclusion of Peace Education and to suggest strategies to strengthen Peace Education through pre-service and in-service teacher training programmes. The suggestions made by the Committee and the results of the pilot project are being considered for incorporation of Peace Education in Curriculum Framework of Teacher Education.

Research Scheme in Teacher Education

With a view to promoting and motivating quality research in Teacher Education, a Research and Programme Advisory Committee was constituted by the NCTE in June 2004. A Sub-Committee, of this Research and Programme Advisory Committee prepared Guidelines for research in Teacher Education which was considered by the Committee in its meeting held on 19th February, 2005. Subsequently, a Scheme and Guideline of financial support in research and innovation in teacher education was formulated in March, 2005. The scheme was considered by the Council in its, meeting held on 2nd May, 2006 and was approved for implementation. Further action is being taken to create a corpus fund out of the funds available with NCTE from its internal sources to make the scheme self-sustaining in the long run.

In order to achieve quality enhancement in Teacher Education, the Scheme will have the following objectives:

- To promote quality research activities in teacher education in the country;

- To commission research and innovative programmes and projects;

- To undertake and conduct in-house research projects;

- To disseminate research findings and innovative practices.

Initiative towards ICT in Teacher Education

The launching of EDUSAT dedicated fully to education has provided a tool for quality education by creating possibilities of opening virtual class-rooms in the country wherein each student can have access to the most competent teachers and transactional mechanisms. NCTE's concern is how to enable Teacher Education institutions to prepare a workforce of trained teachers who are fully conversant with the technology for reaching the remote corners of the country through EDUSAT, particularly in a classroom situation. Necessary action is being taken by NCTE towards networking of NCTE Hqrs. and its Regional Committees with institutions like CTEs and lASEs under EDUSAT.

NCTE has signed an MOU with INTEL Technology India Pvt. Ltd., Bangalore on 20th December. 2006 with a view to achieving the objectives of imparting

sustained professional development to all teacher educators from all recognised institutions and making ICT a part of Teacher Education Curriculum.

Review of Regulations

The NCTE notified on 13th January, 2006 new regulations for matters relating to processing of applications for recognition of various Teacher Training Programmes, namely the "National Council for Teacher Education (Recognition Norms & Procedure) Regulations, 2005." These norms have been framed to bring in transparency and expediency in the processing of applications and giving complete information to stake holders.

The NCTE also issued new norms and standards for various teachers training programmes like C.Ed, D.Ed, B.Ed, M.Ed, CPEd , DPEd and MPEd These new norms have been introduced to improve the quality of teacher training programmes and to strengthen infrastructure and other facilities in teacher training institutions.

National Bal Bhavan

The National Bal Bhavan is an autonomous organisation fully funded by the Ministry of Human Resource Development, Government of India. The first Prime Minister of India, late Pt. Jawahar Lal Nehru, dreamt of a place for children where they could come and participate in activities of their choice and learn at their own pace. From its humble beginnings the National Bal Bhavan Movement has grown by leaps and bounds and has spread to nearly all corners of the country. The National Bal Bhavan has been contributing to enhancing, sustaining and nurturing creativity amongst children in the age group 5-16 years. The focus point of all the activities is the child and the programmes are so designed that all round personality development is taken care of. Learning by doing and hands down excercises make the centre very popular with children.

Children pursue a variety of activities such as creative arts, integrated activities, performing arts, science education, library & literary activities, photography,

physical education, home management, publication museum techniques etc. in a joyful and conducive environment. The inner potential and hidden talents are of children given full opportunity to flourish. The National Bal Bhavan opens doors to all children irrespective of caste, gender, creed and economic status.

A large number of activities are specially conducted wherein children from weaker sections of society are giver an opportunity. There are 73 affiliated Bal Bhavans and Bal Kendras across the country and 53 Bal Bhavan Kendras and one Rural Bal Bhavan at New Delhi.

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

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

Since 1995 the National Bal Bhavan has been honouring the most creative children of the country involving all children who are members of the affiliated Bal Bhavans and the National Bal Bhavan. On 15th May, 2006, 22 children from four areas namely creative performance, creative arts, creative scientific innovations and creative writing were given the National Bal Shree Awards by the Hon'ble President of India Dr. A.P.J. Abdul Kalam at an impressive ceremony at Rashtrapati Bhavan in the presence of the Hon'ble Minister for Human Resource Development, Sh Arjun Singh. This year after careful selection at six zonal centres across the country 117 children have been selected and they participated in the national level Bal Shree selection camp.

During the Golden Jubilee year new programmes were initiated . A quaterly newsletter "Bal Prasang"

has been launched which gives all the news about the Bal Bhavan. "Barahmasa" - Manch Kala Utsav , a theatre festival was organised in July. Thirteen theatre groups from all over the country participated in the weeklong programme. The different performances gave the spectators a clear view about the diverse Indian culture. Children from Delhi schools came in large numbers to Bal Bhavan to witness the performances. A symposium on - "Values in Nation Building", is being organised on every second & fourth friday at Bal Bhavan. This special programme offers an opportunity to school children to express their ideas through a two way interaction. They come forward with positive suggestions and Bal Bhavan intends to compile these ideas in the form of a document.

Golden Jubilee Celebrations

- Launching of NBB Website in Hindi
- Launching of NBB News Letter 'Bal Prasang'
- Symposium on "Values in Nation Building"
- Barahmasa - Manch Kala Utsav

The International Children's Assembly and Integration camp was organized from 14th-20th Nov. 2006. The theme of this year's assembly was "Values in Nation Building". The assembly was inaugurated by the Hon'ble Minister for Human Resource Development,

Sh Arjun Singh on 14th November, 2006. The Minister of State for Human Resource Development Sh. M.A.A. Fatmi also graced the occasion.

In the evening children put up a cultural fiesta at the Teenmurti which was witnessed by the Hon'ble Prime Minister of India, Dr. Manmohan Singh, Smt Gursharan Kaur, Smt. Sonia Gandhi, Lt. Governor and Chief Minister of Delhi and other prominent personalities.

International Children's Assembly and Integration Camp

- 14th-20th November, 2006
- Theme "Values in Nation Building"
- 61 teams participated in the Assembly (58 teams from across India and 3 teams from abroad)
- Honourable Minister for Human Resource Development, Sh. Arjun Singh inaugurated the Assembly
- Honourable Minister of State for HRD, Sh. M.A.A. Fatmi presided
- One hour long cultural fiesta put up at Teen Murti by the NBB children (witnessed by Honourable Prime Minister of India, Dr. Manmohan Singh and other diginatries)

This year 58 teams of children from affiliated Bal Bhavans accross the country and 3 International teams from Russia, Sri Lanka and Mongolia participated. During the assembly several special programmes and activities were organised for the children such as creativity fair, film shows, puppet show, magic show, rangoli making, yoga, creative sports, educational visits, wall painting, scroll painting, exhibitions, symposium and interaction with the eminent personalities like popular theatre personality Smt. Sushma Seth, vocalist Pt. Madhup Mudgal, children's writer Smt. Surekha Panandikar who also screened the film Chhota Sipahi which is a film from the children's film society made on a book written by her. On each day of the programme there was a Value which was displayed and the children worked on that value. A large number of cultural shows were put up during the programme.

The Bal Shree Scheme has been initiated to encourage creative, innovative and talented children with an objective of providing right kind of soil for germination of seeds of creativity in them. It is a unique scheme as creativity is very relevant to developing countries like India.

Bal Shree Honour

☐ All the affiliated State Bal Bhavans organised Local Camp at their centres

☐ Six zonal camps were organised at Chandigarh, Vadodara, Hyderabad, Kolkata, Chennai and Allahabad Bal Bhavans

☐ 117 participants took part in National Level Camp

Budget provision and grants sanctioned to National Bal Bhavan during 2006-07 are as under:

	BE	RE	Grants sanctioned till 31.12.2006
Plan	540	733	405
Non Plan	261	300	195.75

Model Right to Education Bill, 2006

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

"21A. Right to Education

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

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

Based on the suggestions and comments received during the CABE meeting, a complete version of the draft legislation was prepared and sent to Chief Secretaries of all States/UTs and placed on the website for comments from the public at large. In the meanwhile, the PM constituted a small group on the Bill to examine its legal, constitutional and financial implications, comprising HRM, Finance Minister, Dy. Chairman, Planning Commission and Chairman of the PM's Economic Advisory Council. Based on further consultations in the matter, it was proposed that instead of Central Legislation, a Model Right to Education Bill should be formulated and circulated as a framework to States. Accordingly, a Model Bill on Right to Education has been drafted and sent to the states for their comments.

4

Secondary Education

Sector Overview

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigour of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way. The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2004 was 9.29 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e, at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011. The Gross Enrolment Ratio for classes IX-XII in 2004-05 was 39.91%. The figure for classes IX and X was 51.65% whereas that for classes XI and XII was 27.82%. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

Main Statistics

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

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

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

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

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

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

Gross Enrolment Ratio is defined as the percentage of the enrolment in secondary stage (classes IX-XII) to the estimated child population in the age group of 14 to 18 years. Enrolment in this stage includes underage and overage children.

Policy

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

It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. Pace setting residential schools called Navodaya Vidayalayas, intended to serve this purpose, have been established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim will continue to be to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential, and, most importantly, to become catalysts of a nationwide programme and school improvement.

Improving access to secondary education

Steps have been taken in the last few years to universalize elementary education. Towards that end Sarva Siksha Abhiyan (SSA) is being implemented all over the country in collaboration with the State Governments. Mid-day Meal Scheme is a part of this campaign. As a result of these steps, the number of "out of school" children (6-14 years) has come down to less than 5% of the total population in that age group. The Sarva Shiksha Abhiyan at the elementary level to universalize elementary education for the age group 6-14 has already set the stage for an exponential growth of demand for secondary education. While the growth of enrolment in the secondary school, had increased at an annual rate of 2.83 per cent during 1990s, it increased at 7.4 per cent, per annum between 2000 and 2003. The full impact of SSA is likely to be reflected during the terminal years of the Eleventh Plan. If the goal of universal retention at the elementary level is achieved by 2010, steps will have to be taken to expand facilities for secondary education in a big way.

CABE Committees

A committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on Education in the country, was therefore constituted in September 2004 with the following term of reference:

"To prepare a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education".

The committee submitted its recommendations in June, 2005. Their major recommendations are as follows:

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

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

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

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

- The pressure on secondary education is already being perceived. It will not be wise to wait till 2010 when the pressure may become unbearable.

Besides the Committee on Universalisation of Secondary Education, another Committee of the Central Advisory Board on Education (CABE) was also constituted in September 2004 to examine the following issues:

- Girls' Education

- Common School System

- Inclusive Education including Education for Children with Disabilities/Special Needs.

The report of the Committee was received in June 2005. The Committee has inter-alia recommended that "there is no alternative acceptable to regular schooling of good quality to all the girls". The Committee also felt that "incentives offered for promotion of girls education need to be revisited and measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles posed by factors such as poverty, domestic/sibling responsibilities, girl child labour, low preference to girl's education, preference to marriage over the education of girl child, etc."

The Committee, inter alia, recommended the following,

- Making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System

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

The Government recognizes the need to make secondary education of good quality available, accessible and affordable to all young persons and is working towards achieving this objective.

Tenth Plan-2002-07 (Targets, Priorities and Outlays)

The key issues relating to secondary education highlighted in the Tenth Plan are: greater focus on improving access; reducing disparities by emphasising the Common School System; renewal of curricula with emphasis on vocationalisation and employment-oriented courses; expansion and diversification of the Open Learning System; reorganization of teacher training and greater use of ICT. The Tenth Plan objectives for secondary education are in consonance with the broad parameters and strategy of the National Policy on Education (NPE) of 1986 and the Programme of Action of 1992. These include:

- Extending access in un-served areas and educationally backward areas with concentration of SC/ST population.

- A uniform educational structure of 10+2+3, with the first 10 years envisaged as a stage of general education with undifferentiated courses providing basic knowledge in languages, science (including social and natural science) and mathematics.

- The higher secondary stage to provide for diversified courses with emphasis on vocationalisation.

- Vocational education is to become a distinct stream, intended to prepare students for identified occupations spanning several areas of activity, at the +2 stage.

The social, gender based and regional disparities need to be addressed. Educationally backward districts should receive greater support for school infrastructure. Besides providing new schools need-based up-gradation of upper primary schools will have to be given greater priority. The quality of education needs to be improved with investments in teacher education, training laboratories, libraries and encouraging parents

to invest in their children's education. The State Boards of Secondary Education needs to be strengthened.

The approved outlay for secondary education (including vocational education) in the Central Sector in the Tenth Plan is Rs.4,325.00 crore. The actual expenditure in 2003-04 was Rs.639.08 crore, which increased to Rs.653.60 crore in 2004-05 and Rs. 885.83 crore in 2005-06.

Annual Plans 2005-06 and 2006-07

The Budget Estimate for 2005-06 was Rs.895.00 crore against which Rs.885.83 crore was spent The Budget Estimate for 2006-07 is Rs.1087.00 crore against which Rs.695.09 crore has already been spent by the end of December 2006. At present, the centre's intervention in secondary education is at two levels:

☐ Through apex national level bodies like Navodaya Vidyalaya Samiti (NVS), Kendriya Vidyalaya Sangathan (KVS), National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS) and Central Tibetan School Administration (CTSA).

☐ Through three Centrally Sponsored Schemes – Access and Equity, ICT in Schools and Integrated Education for Disabled Children.

Scheme-wise allocation during Tenth Plan and expenditure during 2005-06 are given in the following table:

(Rs. in crore)

S.No	Name of the Scheme	X Plan (2002-07) Allocation	Annual Plan (2005-06) Approved Outlay	Annual Plan (2005-06) Revised Estimate	Expenditure 2005-06
Centrally Sponsored Schemes					
1.	Access and Equity	305.00	10.00	6.40	3.90
2.	Quality improvement in Schools (QIS)	110.00	10.00	4.00	3.72
3.	ICT in Schools	800.00	50.00	47.50	45.10

4.	Integrated Education for Disabled children (IEDC)	200.00	45.00	42.40	41.47
5.	Vocationalisation of Education	350.00	20.00	14.50	10.94
6.	**Grants in-aid to Institutions in School Education**				
i.	N.C.E.R.T.	60.00	19.00	19.00	19.00
ii.	National Institute of Open Schooling	65.00	4.00	3.60	3.60
iii.	Navodaya Vidyalaya Samiti	2000.00	550.00	474.00	571.00
iv.	Kendriya Vidyalaya Sangathan	420.00	183.00	183.00	183.00
v.	Central Tibetan School Administration	15.00	3.99	3.60	3.60
7.	Joint Indo- Mongolian School	-	0.01	0.50	0.50
	Total	**4325.00**	**895.00**	**798.50**	**885.83**

Scheme of Incentive to Girls for Secondary Education

Disparity in enrolment and retention of girls in secondary schools is a matter of concern. Whereas attempts have already been made under Sarva Shiksha Abhiyan to improve the gender parity ratio at the elementary level, there is a need to bridge the gender gap at the secondary stage also. This points to a need for an incentive scheme to overcome obstacles inhibiting girls access to, and retention in, secondary school after completion of elementary education. The Finance Minister's budget speech for the year 2006-07 states as follows:

"para 38. The initial results of the Kasturba Gandhi Balika Vidyalaya Scheme launched in 2004 are encouraging. 1,000 new residential schools for girls from SC. ST, OBC and minority communities will be opened in 2006-07. I have provided Rs. 128 crore, and I have agreed to provide an additional sum of Rs. 172 crore during the year. I propose to provide a further incentive to the girl child who passes the VIII Standard Examination and enrolls in a secondary school. A sum of Rs. 3000 will be deposited in her name, and she would be entitled to withdraw it on reaching 18 years of age."

Universalization of Access to and Improvement of Quality of Secondary Education
Preparatory activities by the Department of School Education & Literacy and the State Governments: The Government recognizes the need to make secondary education of good quality available, accessible and affordable to all young persons and is working towards achieving this objective. In this regard all the State Governments and UTs have been requested to take certain preparatory steps for Universalisation of Access to and Improvement of Quality of secondary education in the country: This includes to constitution of a high level Task Force to work out comprehensive policies, plans and programmes for the respective states. A concept paper has been prepared by the Ministry of Human Resource Development on the strategy to be followed to enhance access to secondary education while assuring quality along with equity.

National Council of Educational Research & Training (NCERT)

Objective

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

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

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

- Organizes extension services for institutions, organizations and agencies engaged in educational reconstruction;

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

- Collects, compiles, processes and disseminates educational information;

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

Overview

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

The NCERT continued to carry out its major on-going programmes such as Jawaharlal Nehru National Science Exhibition for Children, Support to state level science exhibitions, National Talent Search Scheme, National Awards for Innovations in Teacher Education and School Education, National Awards for Best Practices in Vocational Education, Innovative pre-service teacher education and counselling courses, All India School Education Survey, Survey of Research in Education and transmission of Educational

Programmes through Doordarshan and All India Radio. The new initiatives undertaken during 2006-07 include Dissemination of NCF-2005 in states, academic and financial support to States/UTs for revising their syllabi and textbooks in tune with NCF-2005, Preparation of guidelines, syllabi and textbooks in different subjects for all stages of school education, teachers' training on new text books through Teleconferencing etc.

The highlights of programmes proposed for and being carried out during 2006-07 in different areas of school education are given below:

Curriculum Review and Renewal

Following the approval of National Curriculum Framework (NCF)-2005, the Curriculum Group has initiated a series of activities for the dissemination of NCF-2005. Considering the prevailing diversity and the federal character of our nation, serious involvement of all the States and UTs in translating NCF-2005 ideas into reality becomes an essentiality. In addition to the academic and technical support, NCERT has initiated a programme of financial support of Rs.10 lakhs to each State/UT so that they undertake systematic review of syllabi and textbooks keeping in view States'/UTs' specific needs.

Currently, the States/UTs are engaged in this task. Audio-video teleconferencing through EDUSAT to orient around 4000 teacher educators from 13 States/UTs on NCF-2005 and orientation programme for senior level heads of DAV schools on NCF-2005 were taken up as part of the dissemination activity. Formulation of the syllabus on Health Physical Education in tune with the ideas of NCF-2005 is at the final stage. Studies on the process perspective engaged in the development of NCF-2005 and critical appraisal of interventions and strategies emerging from researches on the education of scheduled caste children are completed. English and Hindi versions of NCF-2005, a folder on NCF-2005, both in Hindi and English, and also the position papers (English) have been brought out in print form. Meeting of National Steering Committee and National Focus Groups were also organized to discuss the issues related to dissemination of NCF-2005. Road maps for offering a short course on Curriculum Analysis and Development, and a seminar on Curriculum Policies and Practices among SAARC nations are drawn up.

Elementary Education

In the area of Elementary Education, NCERT deals with three focal areas namely, Early Childhood Care

and Education (ECCE), Non Formal Education i.e. Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE) and Elementary Education (formal). The studies undertaken included: Study of the problems and Issues in the Admission process of pre-schoolers in Delhi; Case study of motivating factors in S.T. Children Meghalaya; Study of factors associated with low retention and achievement among SC children at primary stage; An exploratory study of good practices on community participation in the context of UEE; Status study on the implementation of competency based teaching learning at the primary stage; Case studies of innovations for improving the retention and learning achievement in children. The material being developed include: Book "Khel Khel Mein" with emphasis on Thematic Approach; Source Book on assessment of pupils at the primary level based on the NCF-2005; Mathematics textbooks for classes II & IV; Teaching Learning Material in Environmental Studies (EVS) for class IV; New instructional material in Hindi for classes II & IV; Documentation of Local Tribal Dialect/ language usages at the primary level in various states of India and development of data base of Elementary Education and Teacher Educators. Several programmes related to capacity building of key resource persons/ key functionaries through training and orientation are being organized in the area of ECCE and EGS & AIE for North Eastern states. Six months diploma course in Early Childhood Care and Education has been launched this year. The other activities undertaken include: Regional Conferences for analysis and follow up action on the quality monitoring tools; Capacity building of state and district level functionaries of North-Eastern states in promoting Research Activities under SSA; International Conference on quality issues in Elementary Education under SSA; Academic support to states/ UTs to Monitor Quality dimensions under SSA; Publication of Journals of "Primary Teacher" and "Prathmic Shikshak"; Assessment of the project proposals for MHRD assistance of experimental and innovative programmes for the education at the elementary stage including EGS & AIE and adoption of KV, NCERT Campus for academic, resource and quality support or improving pupil/ School performance at primary level etc.

Education of Groups with Special Needs

To ensure development of cohesive society and achieve national targets of Education for All, NCERT continued to cater to specific educational needs of children from groups with special needs such as SC/ST, Minorities and children with disabilities. The main focus is on studying: Emerging shape of inclusive classrooms at pre-primary and primary level; Effectiveness of innovative teaching strategies for promotion of inclusive schooling; Review of existing instructional adaptations (general & specific) being used in integrated/ inclusive classrooms; Small group meeting on Review of IEDC revised scheme; Indian workshop on multilingual education with special focus on tribal education; Causes of inter-district disparities in literacy of SC Children; Community involvement and participation of parents of SC children; Role of Panchayati Raj institutions in promoting education of SC Children under SSA; Load of non-comprehension on tribal children. The developmental activities being undertaken include: Treatise on policy perspectives of education of SC Children in India; Certificate course in inclusive education through distance mode and Training package on educational management for minority run institutions. The activities have been initiated on the requirements of the action plan developed by MHRD for implementation of the new scheme of inclusive education for children and youth with disabilities and areas identified by NCF 2005 developed by NCERT. These areas include: Exploratory study of sign language, Development of an index for inclusive schools as well as training guidelines for addressing diverse learning needs of children with special needs from the view point of promoting inclusive education, Orientation of functionaries of minority institutions on quality related issues and capacity building programme on multilingual education in tribal context.

Education of the Girl Child

In the area of Girls Education the focus has been on development of syllabus for Senior Secondary Level in the area of Home Science; Training of teacher educators from rural areas on action research related to gender issue with focus on upliftment of SC girls; National consultation on the burning issues affecting

status of Women in India i.e. female foeticides; An exhibition in collaboration with CWDS on Representing Indian Women 1875-1947; Development of promotional material for the promotion of girl education and women empowerment; Status study of incentive schemes like mid day meal and free text books in the North-Eastern states and the Study to assess the impact of the Mahila Samakhya Programme for promoting rural girls' education.

Education in Science and Mathematics

In the area of Science and Mathematics education, the main focus has been on development of textbooks in Science and Mathematics on the basis of NCF- 2005. The textbooks are being developed in Science and Mathematics for class VII and X and in Biology, Chemistry and Physics for Class XII. Teachers from CBSE affiliated schools at primary, secondary and Higher Secondary stages were oriented through face –to-face and teleconferencing mode towards the implementation of new syllabus in the light of NCF – 2005. Teachers and Laboratory staff in science labs

for North East region has been oriented. Orientation of Key Resource Persons (KRPs) in Science from North Eastern Region at the Secondary stage has been conducted. The 33 Jawaharlal Nehru National Science Exhibition for Children (JNNSEC) was held in collaboration with Government of Maharashtra at Pune from 13-19 November 2006. Other regular activities of capacity building, State level Science Exhibitions, Quarterly journal of 'School Science' and production of Science kits etc. are continuing.

Environmental Education

Environmental Education as per the NCF 2005 will be imparted in the infusion model. The detailed syllabi of different subjects for all stages of school education have components of environment infused in them. In this area several meetings including extended brain storming sessions were held at different parts of the country to finalize the outlines for the development of project based EE syllabus for higher secondary stage. The syllabus has been finalized. States of Meghalaya, Tamil Nadu and Pondicherry were visited as an activity towards physical monitoring of the implementation of the Environmental Education Project.

Education in Social Sciences and Commerce

In the area of Social Sciences and Commerce the main focus is on preparation of textual and supplementary materials as per the guidelines of NCF–2005. The textbooks prepared include textbooks in Social Sciences and its Hindi Versions for classes VII & X and textbooks in History, Political Science, Geography, Economics, Sociology, Business Studies and Accountancy for class XII. Supplementary reading material on aspects of South Asian History is being developed. The studies undertaken include: Field studies in Sociology of Education in India; Study of Linkages of school curriculum in the area of Commerce with Business and Industry; In-depth study of Teaching Learning Practices and Evaluation Procedures in Art Education at Upper Primary and Secondary stages across the states, Promoting Entrepreneurial spirit among Upper Primary Stage students: An Experimental study. Teacher Handbooks in History, Geography, Political Science, Economics, Sociology, Business Studies (Senior Higher Secondary Stage) are being developed. The syllabus for Art education for elementary stage has been prepared. Also the preparation of syllabus in Music, Visual Arts, Dance and Theatre is under preparation.

Education in Languages

Textbooks have been developed for classes II, IV, VII, X and XII in Hindi, English, Urdu and Sanskrit languages during 2006-07. Development of support material to facilitate language learning has also been undertaken. Audio-Video to support the classroom Teaching and to familiarize the teachers on the use of new textbooks has also been taken up. National Seminar on Literature and works of Premchand has been organized. Research on language policy in school education has been taken up. National Seminar on Rural North India in colonial times: Language, literature, History and Folklore and a documentary film on Dr. Hazari Prasad Dwivedi on his centenary year are being taken up during the year. Development of training material and video programmes for teaching of Sanskrit through Sanskrit has also been taken up.

Educational Evaluation

In the area of Educational Evaluation, the studies in progress include, Examination Stress among Secondary School Students; System Quality Indicators (SQI) for an Effective School; Mid term achievement Survey at the end of Class V; world Education Indicators Survey of primary schools in India; Baseline Achievement Survey at the end of Class III; Achievement Survey at the end of upper primary stage; Development and tryout of diagnostic test in Language and mathematics at primary stage; Analysis of the performance of students from rural schools; capacity building in different aspects of educational evaluation such as CCE, Grading, Paper setting, error analysis, item writing and Question paper analysis for various Boards/Agencies.

Educational Psychology

Quality improvement in school education through the application of psychological knowledge to educational theory and practice is one of the concerns of NCERT. A six month international Diploma and Counselling 2006-07 is being offered for in-service teachers/teacher educators and guidance personnel. Thirty six participants from within the country and from Bhutan and Sri Lanka are attending the course. Preparations to launch an International Diploma Course in Guidance and Counselling through distance/on-line mode in collaboration with Commonwealth of Learning (CoL) are also underway. Course material in the form of sixty modules and a practical handbook is being finalized with integration of multimedia components. The work related to the development of Psychology Textbook for Class XII and its Hindi/Urdu translations is in progress. An orientation programme was organized for teachers of psychology at higher secondary stage towards the pedagogical aspects of new textbook. The work related to enrichment of National Library of Educational and Psychological tests and Guidance and Counselling Resource Centre is also in progress. Monograph for teachers to promote psycho-social development of SC students is being developed.

Peace Education

The National Curriculum Framework- 2005 has laid emphasis on Education for Peace as one of the national and global concerns. Based on the guidelines given in the position paper prepared by the Focus group on Peace Education, some initiative have been taken by NCERT like teacher training and development of handbook for teachers on Peace Education. During the year 2006, thirty-two teachers from eighteen states across the country were trained on Education for Peace. The report of the programme has been prepared and is available on the website of NCERT. NCERT has also initiated training of teacher educators following the recommendations of NCF- 2005. Orientation of teacher educators of NCF concerns through EDUSAT network also included a component on Peace Education. Besides this, attempts are being made to develop strategies for promoting Education for Peace among countries in the SAARC region.

Computer Education

In the area of Computer Education Multimedia material is being developed for senior secondary stage. Under study of Computer Education in the schools in India, data has been collected and analyzed from different State Examination Boards which are offering Computer Courses at Plus two Stage. Under development of Instructional material for Information Technology: A Vocational Course in Engineering and Technology at plus two stage, the draft syllabus has been developed and is being placed before the Monitoring Committee. For capacity building one orientation programme for KRPs (Teacher Educators) belonging to SCs from different states/ UTs in the use of IT-tools and IT based learning resources in curriculum transaction has been organized. Four more programmes including one each for Scheduled Caste, Scheduled Tribe and Northeast are likely to be organized. Training programmes designed on the needs of various NIE departments like web design presentation etc. are being conducted. NCERT is involved in the Project "Education Portal 'Sakshat': one stop solution to Education" being launched by the Department of Higher Education, MHRD. The bilingual web site of NCERT (Hindi/ English) is being modified and updated regularly through adding more

dynamic features like new books for classes II, IV, VII, X, XII and reprint of the books.

Educational Technology

In the area of Educational Technology 39 ETV programmes and 50 audio programmes were produced. The series of ETV programmes produced include learning of language, environmental studies and mathematics for primary and secondary classes. Series of audio programmes include: Ports of India, Programmes on the Textbook Rimjhim for primary students and programmes in health series. Under EDUSAT an orientation programme to orient teachers of KVS, NVS and CBSE affiliated independent schools on NCF 2005 and use of phase-I textbooks developed by NCERT for classes I,III,VI,IX and XI in different subject areas has been completed with great success. The 36 days programme covered teachers spread over 24 locations across the country. The programme has been well received and also appreciated. In all nearly 12,000 teachers took part in the programme. Training programme cum workshop was organized for development of educational software for children by children. The script testing of the programmes has been undertaken in different schools of Delhi. The feedback for improvement of scripts and subsequent production of programmes, drafting of research tools for various research studies is under way as also production of CDs of the programmes for duplication and sale.

Vocational Education

In the area of Vocational Education the instructional material being developed include: Export Import Practices and Documentation – I; Handbook for establishing a small Business Venture; Agricultural Marketing for the vocational course of Rural Marketing; Compendium of Scientific and Technological developments for the vocational rehabilitation of PWDs; Competency based module on Computer Hardware; Repair and Maintenance. For capacity building several training and orientation programmes are being organized for vocational teachers/key functionaries in different aspects of vocational education. Five Regional Consultation Meetings on Vocational Education and Training have been conducted to get the views and opinions of various stakeholders of Vocational Education Interaction Programmes, publication of Journal and Bulletin of Vocational

Education, distribution of NCERT awards for best practices in vocational education etc. are continued.

Teacher Education

In the area of Teacher Education the studies undertaken include: Professionalism of Rural Primary Teachers in changing Socio Economic Content; An Exploratory study on Revival of selected Heritage schools; Critical Analysis of Problems related to Teaching Learning Process in Primary Schools located in Tribal area and a comparative study of pre-service Teacher Education programme at secondary stage in India, Sri Lanka, Pakistan and Bangladesh. Pre-service and in-service training programmes, Annual Conference of Directors of SCERTs/ SIEs and NCERT awards for innovative practices in teacher education/school education are to be continued. The Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar and Mysore continued to undertake pre-service and in-service programmes as per needs of the states in their region. The pre-service teacher education courses, viz. four-year integrated B.Sc.B.Ed./B.Sc.Ed. teacher education course in Science Education, two-year B.Ed. (secondary) course in Science and Humanities, one year M.Ed. course in Elementary Education and one year Post-Graduate Diploma in Guidance and Counselling (PGDGC) are being continued in these four RIEs. North East Regional Institute of Education (NE-RIE) at Shillong caters to the educational needs of the North-Eastern States. Teacher's Handbooks are also being prepared for different subjects. Short term Course on Pedagogy for Teacher Educators of Elementary Stage; orientation of Teacher Educator on Pedagogy of Peace Education; Training Programme to ensure Health, Safety and Well being of children in school and training programme in Yoga Education for Teacher Educators, Publication of journals namely Bhartiya Adhunik Shiksha and Journal of Indian Education are in progress.

National Talent Search

NCERT has been continuing to identify and nurture talent at the end of class X. One thousand scholarships are awarded which include 150 scholarships for SC and 75 for ST candidates. A change in NTS Scheme has been brought out in which the NTS Exam would be held at the end of Class VIII. Due to this change, the awardees of Class IX and X will also get the scholarship. Another scheme namely NTS scheme for School Dropouts was also launched as a pilot project for a year and the candidates selected through this scheme would be awarded scholarships. Besides, the Council has also initiated another scholarship known as Chacha Nehru Scholarship for Artistic and Innovative Excellence in collaboration with National Bal Bhavan to the students studying in classes IX to XII. The number of scholarships under this scheme is 150. Apart from this, two new scholarship schemes have been proposed in the Seminar-cum-workshop held in November, 2005 which is under consideration of the Council.

Promotion of Educational Research and Innovation

Promotion of educational research through ERIC, dissemination of information through publication of Indian Educational Review (IER) and Indian Educational Abstract (IEA) Journals, Survey of Educational Researches and Multi Centric Studies etc. are continued. Sixth Survey of Educational Research (Vol I) has been published. Orientation Programme of the faculty members of the universities to discuss the modality of preparing abstracts of researches done in Universities has been organized. A Research Methodology Course (Level-I) for the Academic Staff of DIET and SCERT of West Bengal; Action Research workshop and orientation programme for NCERT faculty are being organized. A National Consultative Seminar for Educational Research and Policy is being organized.

Educational Survey and Data Processing

Under Seventh All India Education Survey, the national level tabulation (app.500) has been finalized. These tables are being printed in the form of nine reports and a comprehensive report based on final national data. The state level tables of all the 35 states/ UTs based on the data of main schedules of 7th AISES are being developed. The data are being put on website. Under Post Enumeration Survey out of 35 states 32 states have completed the data collection work and in the remaining 3 states the work is in progress.

Validation data of 18 states/ UTs has been received. The data entry and validation is going on simultaneously in other states. The reports based on data collected in the survey are being prepared. The final report on 'State Policies and Practices in School Education' has been sent for printing. The manual on Statistics and Indicators of School Education has been sent to Director, Central Statistical Organisation (CSO) for use. A pilot study "To update on line directory of schools created in 7th AISES and annual collection of data using web technology" has been undertaken for the state of Andhra Pradesh.

International Cooperation

The NCERT continued working as a major agency for implementing the bilateral Cultural Educational Exchange Programmes (CEEPs) in the field of school education and teacher education. Several members of NCERT faculty were deputed to attend various programmes in other countries under educational exchange or sponsored by International Agencies. Several delegates/ educationists from different countries visited NCERT and interacted with the faculty/ authorities. Proposal for Cultural Educational Exchange Programme with Thailand, Norway, Brazil and Pakistan has been accepted.

Publication and Dissemination

The NCERT is continuing publication of school textbooks, workbooks, supplementary readers, teacher's guides, exemplar instructional materials in vocational education, research reports/monographs and educational journals, etc. The distribution of the NCERT textbooks is being undertaken through a network of 308 wholesale agents all over India. NCERT also continued printing of position paper of the National Focus Groups. During the period under reference ten position papers have been brought out in printed form.

Library, Documentation and Information

The activities in progress include: Designing and development of the website for Library; Documentation and Information in collaboration with IIT New Delhi; Digitizaton of Library resources by CDAC, Noida;

Access to scholarly Journals and Bibliographic database on-line E-Journals; Organizing the existing collection by removing books from active collection compact storage if they are not in demand and weeding out the obsolete books and outdated documents; Procuring storage cabinets for media resources; Orientation programme for librarians/in-charge librarians of SCERT, SIE, DIETs of North-Eastern Region; In-service training programme on methodology of how to modernize school libraries, National Resource Centre of Education and meeting of Professional Library Staff of NIE and its Constituents libraries.

Promoting the Use of Hindi

In order to promote the progressive use of Hindi in day to day work in its constituents, the NCERT continued to organize Hindi workshops for clerks, Stenographers etc; meetings of the official Language Implementation Committee, Inspection of the NCERT constituents to take stock of the progress and observance of Hindi Fortnight. Several competitions were organized and awards were given during Hindi Fortnight.

Central Board of Secondary Education (CBSE)

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

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

There are 8625 schools affiliated with CBSE as on 30th November 2006 which include KVs, Government, Independent and JNV schools located in India and 21 other countries of the world.

Examinations Conducted

i.   Senior School Certificate Examination (Class XII)

ii. Secondary School Examination (Class X)

iii. All India Pre-Medical/Pre-Dental Entrance Examination

iv. All India Engineering Entrance Examination

v.   Jawahar Navodaya Vidyalaya Selection Test

Senior School Certificate Examination (Class XII) 2006

a) Duration of Exam: 1st March – 8th April 2006

b) Date of declaration of result: 23rd May 2006

c) A total of 4,54,480 candidates registered in 2006 for Class XII exam as against 4,20,240 during 2005 showing an increase of approximately 7.83% over last year.

d) The pass percentage of regular candidates was 82.31% and that of Private and Patrachar candidates was 37.53%.

e) The total pass percentage of boys was 75.93% as against 84.41% for girls.

f) The total pass percentage of candidates in 2006 was 79.55%

Senior School Certificate Examination (Class XII) 2007

a) Duration of Exam: 1st March – 10th April 2007

b) No. of Registered Candidates: 505522

Secondary School Examination (Class X) 2006

a) Duration of Exams: 2nd March to 27th March 2006.

b) Date of declaration of results: 27th May 2006

c) 6,47,992 candidates were registered for Class X this year as against 6,05,477 last year showing an increase of approx. 7.2% over the last year.

d) The total pass percentage of regular students was 79.56% and that of Private/Patrachar candidates was 28.81%.

e) The total pass percentage of boys was 76.77% as against girls which was 77.70%.

f) The overall pass percentage of candidates in 2006 was **77.16%.**

Secondary School Examination (Class X) 2007

a) Duration of Exams: 2nd March to 28th March 2007.

b) No. of Registered candidates: 704482

Highlights of 2006 Examination

☐ From 2006 onwards internal evaluation in Social Science in Class X has been introduced for 20 marks and 80 marks have been earmarked for external examinations conducted by the Board.

☐ From 2006 onwards the Board now provides additional 15 minutes as a "cool-off" time to students to help them organize themselves before they start writing the answers. This is being done to bring a near synchronization between speed and accuracy.

Highlights of 2007 Examination

☐ Nominal rolls have been sent to schools for checking to ensure error-free final data.

☐ Exam centres have been finalized.

☐ Process of fixing Nodal Centres, Appointment of Chief Nodal Supervisors, Head Examiners and Examinees is in progress.

Changes Introduced from 2007 Examination

☐ Increase in number of pages in answer book for class X from 32 to 40 and for class XII from 32 to 48 – answer book will bear page numbers.

☐ Security mark has been introduced on the blank answer books.

All India Pre-Medical Pre-Dental Exam 2006

The PMT/PDE is conducted by the Board on the directives of the Supreme Court of India. The 18th Entrance Exam was conducted on **2nd April 2006** at

different centres located in the State Capitals and Union Territories. **2,33,591** candidates registered this year out of which **2,14,503** candidates appeared for this examination. The results of preliminary examination were declared on **13th April 2006**. 17068 candidates qualified in preliminary examination appeared in the final examination held on **14th May 2006.** The results of final examination were declared on **3rd June 2006**. The merit list contained **1654** candidates while **1654** were wait listed.

All India Pre-Medical Pre-Dental Exam 2007

Preliminary Entrance Exam will be held on **1st April 2007 and final on 13th May 2007** at different centres located in the State Capitals and Union Territories.

5th All India Engineering Entrance Examination 2006

The fifth All India Engineering/Architecture Entrance Examination (AIEEE) was successfully conducted on **30th April, 2006** by the Board at **912** examination centres all over the country. In this examination **5,23,811** candidates were registered out of which **4,90,193** candidates appeared. Central Counseling Board duly constituted by MHRD made the allotment of approximately **11,000** seats in various institutions including NITs, RECs, Deemed Universities, technical institutions and other Government founded institutions.

6th All India Engineering Entrance Examination 2007

The Sixth AIEEE will be held on **29th April 2007**, for admission to degree level courses in Engineering and Architecture in Central Universities, deemed Universities, National Institutes of Technology and Institutions in the State/UTs other than those covered by Joint Entrance Examination/State level Entrance Examination for paid or unpaid seats based on the score.

Jawahar Navodaya Vidyalaya Selection Test 2006

The selection tests for admission to Class VI in JNVs are conducted by the Board thrice a year, February for summer bound schools, April for winter bound

schools and September-October for newly established JNVs. 11,27,279 candidates appeared in February/ April/June/July 2006 examinations. CBSE also conducts the examination for admission to Class IX. This year 59291 candidates appeared in the examination which was held on 8th April 2006.

CBSE Tele-counselling

Like every year, the first phase of CBSE help line started from 1st February to 31st March 2006. The students contacted as many as 40 principals, trained counselors of CBSE affiliated govt. and private schools and psychologists from 13 cities in the country which are: Delhi, Chandigarh, Meerut, Noida, Jaipur, Gurgaon, Faridabad, Bhubneshwar. The new cities added in the year 2006 were: Vishakhapatnam, Coimbatore, Hosur, Mumbai and Kolkata. The CBSE Help line was also operational in Dubai during the same period. Besides regular tele-counselling CBSE offers counseling through a multi-tier system in order to enable more and more examinees to avail the facility of counseling reaching out especially in far flung areas.

A. CBSE made a unique effort to start tele-counselling through Interactive Voice Response System (IVRS) mode **which is the first to be introduced by any board of education in the country.** This service was made available on local dial facilities within Delhi and Mumbai for the subscribers of MTNL.

B. CBSE collaborated with the leading national newspapers like Hindustan Times and its Hindi counterpart Dainik Hindustan extended to Hindu, Indian Express also for one on one questions answers column throughout this period.

C. On-line counselling was provided by the senior officers of the Board.

D. Students and parents could also visit CBSE website for dealing with general anxiety and for information related to examinations.

E. CBSE developed a working manual on dealing with telephonic queries for the counsellors of CBSE Help line.

Sample Question Papers

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

Sample Question paper Languages	Class XII
Sample Question paper Humanities	Class XII
Sample Question paper Commerce	Class XII
Sample Question Paper Science	Class XII
Sample Question paper Languages	Class X
Sample Question paper Mathematics, Social Science, Science & Technology	Class X

Marking Schemes

To ensure objective and reliable evaluation, the Board undertakes extensive exercise of developing Marking Schemes in main subjects. This gives an opportunity to teachers and students to go through the syllabus and weightage for subjects carefully, comprehend the questions and note down the difficulties and examine the questions in conjunction with the Marking scheme. Printed marking schemes in major subjects in class X and XII were made available in the following subjects:

Class XII:	Science, Commerce, Humanities
Class X:	All subjects

Academic Activities during 2006-2007

- Syllabi approved by Course Committees of the Board and NCERT textbooks in different subjects for class IX and class XI were implemented during the academic year 2006-07.

- Affiliated schools were informed about the revised syllabus and new textbooks prepared by NCERT in various subjects for classes I, III and VI for implementation during the current academic year.

- Information that new syllabus and textbooks for classes II, IV, VII, X & XII will be effective for 2007-08 has been sent to schools.

New Curriculum

- Education in Disaster Management was extended to class XI. It was integrated with the subjects of Geography and Sociology. Supplementary textbooks in the component were brought out.

- Japanese Language was introduced in class VI during 2006-07. Textbook and Workbook were prepared by the Japan Foundation in consultation with the Board. Class VII syllabus and course materials are under preparation. They will be implemented in 2007-08.

- Environmental Education has been extended to class IX during the current academic year. Teacher's Manual has been published by the Board.

Assessment and Evaluation

- Internal Assessment in Mathematics for 20% comes into effect for class X in March 2007 Examination. A Manual containing guidelines to teachers and students with sample exercises and procedures for carrying out the internal assessment has been made available to all the affiliated schools.

- Restructured Science Practicals will be implemented for class X from March 2007 examination. A sample of the OCR question paper and guidelines have been circulated to all schools to familiarize students and teachers.

- The seven point grading scale for classes VI-VIII was implemented by schools from the current academic year.

Other Recent Curricular Initiatives

- Supplementary material on activity-based approach to teaching of science for class VI was brought out under the title 'Learning by Doing'.

It will be extended to class VII & VIII in the coming years to lay a strong foundation for the restructured practical work at the secondary level.

- Performance Analysis studies were conducted in Social Science for class X and in Economics and Physics for class XII based on March 2006 examination documents. Reports have been published.

- Sample Question Papers on the revised design in Mathematics and Science for class X and Informatics Practices & Multimedia & Web Technology for class XII were developed and made available to schools.

New Elective Subjects

- The Board proposes to introduce new subjects which can be taken as elective optionals at senior secondary level by students who have an interest and aptitude for non conventional and non-routine areas of knowledge & skills.

- Besides catering to creativity-oriented pursuits, these subjects will also fulfill the emerging needs of students in a transforming society.

- At the first stage the Board proposes to introduce the following subjects at +2:

i. Creative Writing & Translation Studies

ii. Heritage Crafts

iii. Human Rights & Gender Studies

- Syllabus and course materials are under preparation.

Other new subjects

- Art Appreciation
- Visual Art & Graphic Design
- Development Studies
- Film, Television & Media Studies
- CBSE is supported by NCERT in the designing and preparation of curriculum and materials in these subjects

Transforming the Vocational Courses

- In order to inject greater vibrancy and dynamism into the existing Vocational Education the Board proposes to design new courses that have greater focus on competencies and employable skills.

- The Board also proposes to bring the new courses under Professional Competency Education (PCE) which will be more attractive and appropriate.

- Students are proposed to have on-the-job training in collaboration with appropriate industrial and business organizations.

- Also there will be joint certification by the Board and the concerned industrial/business organization.

New Professional Competency Courses

- PCE courses that the Board proposes to introduce at +2 are,

i. Financial Market Management

ii. General Health Care

iii. Fashion Design & Garment Technology

- Many outside agencies such as CII, ASSOCHAM, PSSCIVE, Bhopal, NIFT, Convergys India Services Pvt. Ltd., Fashion Design Council of India, National Stock Exchange of India Ltd., etc. are involved in designing the syllabus and course materials.

- In addition to the above the Board has introduced a new vocational subject on Poultry-Farming at +2 during the academic year 2005-06.

Providing Flexibility in Mathematics

Committee approved that in case a student has failed in Mathematics in class X and fails to clear the subject at the first compartmental chance in July, he/she could be allowed an alternative subject in lieu of Mathematics if he/she so desires.

Other Major Academic Activities

- **Science Exhibition**: National Science Exhibition was held in October at Gurgaon. Over 800 schools participated at the regional and national exhibitions. 20 best entries were selected for participation in Jawaharlal Nehru Science Exhibition.

- **Mathematics Olympiad**: Group Mathematics Olympiad was held on 3rd December, 2006 in 30 centres. Over 5000 students participated.

- **Heritage India Quiz**: Nationals were held on 20th & 21st December, 2006 at Noida. Over 2400 students wrote the written test and 12 teams participated at the nationals.

- **Informatics Olympiad**: Zonal Informatics Olympiad was held on 18th November, 2006 in 50 centres. Over 8000 students participated. 250 students have qualified for the National Round.

Conferences and Competitions

- **13th National Sahodaya Conference** was held at Hyderabad in October 2006 Theme : Re-engineering Mindsets in School Education – building pathways for innovation. Nearly 400 principals participated.

- **National Sports**: National Sports Programme in 15 disciplines is in progress. Over 5000 schools across the country and abroad are participating.

Training Programmes

- **For Principals**:

i. Strategic Leadership Programme was organized at IIM, Ahmedabad in September, 2006. 45 Principals attended.

ii. Five day training programme was conducted at NUEPA in September-October, 2006. 40 Principals benefited. Next Programme is scheduled for January, 2007.

iii. Five Induction Programmes for principals of newly affiliated schools were conducted during 2006-07.

Training Programmes

- **For Teachers**: Orientation Courses in different subjects were held in the country and abroad.

- **Adolescence Education Programme**: 15 advocacy programmes for 800 principals, two master trainer programmes and ten teacher training programmes have been conducted.

Redressal of Public Grievances

The cell for the redressal of public grievances was set up in 1993. This cell constantly monitors public grievances received from different sources and ensures timely disposal of public complaints. Every week Wednesday forenoon is observed as 'Meetingless Day" in the Board's head office and Regional offices when the public can directly approach senior officers regarding their grievances, if any. Monthly and quarterly reports on the public grievance are sent to the Ministry and Deptt. of Public Grievances, Cabinet Secretariat on regular basis. **11** complaints in total were received and settled in favour of the complainant with a reasonable time frame.

Malpractice Cell

Besides the public grievance redressal cell the public relations unit also monitors malpractice cell, which has been set up under the aegis of MHRD, Govt. of India. The main objective of the cell is to keep a vigilant watch on educational activities of private organizations and institutions. The cell monitors misleading advertisement appearing in national, regional dailies and also verifies complaints received from other public sources promptly. **07** cases of disaffiliation, downgrading of schools on account of irregulation have been published in national and local newspapers. Public awareness through mass media was generated about the malpractices adopted by such institutions. So far the following have been identified as fake boards:

i. Central Board of Higher Education, Vachaspati Bhawan, Uttam Nagar, New Delhi.

ii. All India Board of Secondary Education, Gazipur.

iii. Central Board of Higher Education, East Patel Nagar, New Delhi.

iv. Board of Adult Education & Training, Brahmpuri, Nangal Rai, New Delhi.

Implementation of Right to Information Act 2005 in CBSE

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

On-line Affiliation – A step towards e-governance

☐ CBSE has introduced on-line system of processing of applications for affiliation/extension/introduction of additional subjects w.e.f. 1st December 2005. This measure has facilitated prospective applicant schools in terms of time spent in filing the applications, reducing processing time of application and information regarding the status of the school etc. In a first ever initiative of its kind, even examination of application up to senior levels is done on-line.

☐ Only those applications which are received 'on-line' are accepted for processing.

☐ Approximately 1930 applications have been received and processed for affiliation.

National Teacher Awards 2005

CBSE Teacher Awards were instituted in the year 2001 by the Union Ministry of Human Resource Development as a separate category. 14 teachers/principals of CBSE were honoured with Teacher Awards on 4th September, 2006. Each award consists of a merit certificate, a shawl and a cash prize of Rs.25,000/-.

Inauguration of new building

Spacious new building of CBSE situated in a 2 acre plot at I.P. Extension, Delhi was inaugurated by Mohd. Ali Ashraf Fatmi, Hon'ble Minister of State, HRD on 21st November, 2006 which will house Regional Office, Delhi and AIEEE Unit.

SAKSHAT

The Ministry of Human Resource Development has designed an education helpline named 'Sakshat'. CBSE has joined this unique endeavour to facilitate particularly Class XI and XII students. The portal has become fully interactive from 26th January 2007. Students can make one to one interactions with subject experts selected by the MHRD and CBSE for guidance daily between 5.00 p.m. to 11.00 p.m. in major subjects in Science, Commerce and English. CBSE will also develop data base of qualified teachers to interact with the students and facilitate e-learning.

National Institute of Open Schooling (NIOS)

Initiated as a project in 1979 by the Central Board of Secondary Education, the Open Schooling programme has now taken shape as an independent system of education in India. The National Institute of Open Schooling (NIOS), formerly National Open School (NOS), with approximately. 1.4 million learners on roll, has emerged as the largest Open schooling organisation in the world. Keeping in view the diversified needs of the target groups, NIOS offers through Open and Distance Learning pre-degree level programmes ranging from Basic Education to Senior Secondary Education together with a large number of Vocational Education Courses. In 1990, the Government of India through a Gazette Notification vested in NIOS with the authority to examine and certify learners registered with it up to Pre-Degree level.

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

prefer opting regional languages as mediums for their courses of study.

> **Vision of NIOS**
>
> The National Institute of Open Schooling, with international recognition and presence, provides access to sustainable and learner-centric quality school education, skill upgradation and training through open and distance learning and ensures convergence of open schooling organizations, resulting in an inclusive learning society, human resource development, national integration and global understanding.

Courses of Study offered by NIOS

The National Institute of Open Schooling (NIOS) provides opportunities to interested learners by making available the following Courses/Programmes of Study through open and distance learning (ODL) mode.

- Open Basic Education (OBE) Programme for Children (upto 14 years), adolescents and adults at A, B and C levels that are equivalent to classes III, V and VIII of the formal school system.

- Secondary Education Course

- Senior Secondary Education Course

- Vocational Education Courses/Programmes

- Life Enrichment Programmes

The OBE programme offers elementary education programmes by providing a learning continuum based on graded curriculum ensuring quality of education for children, neo-literates, school drop-outs/left-outs and NFE completers. For implementation of OBE programme, the NIOS has partnership with about 260 Agencies in different States providing facilities at their study centres. It is a sort of academic input relationship with partner agencies. The NIOS provides resource support, such as adaptation of NIOS model curricula, study materials, joint certification, orientation of Resource Persons and popularisation of OBE, to the **voluntary agencies and Zila Saksharta Samities (ZSSs) for implementation of its OBE programme.**

At the **Secondary and Senior Secondary** levels, NIOS provides flexibility in the choice of subjects/ courses, pace of learning, and transfer of credits from CBSE ,State Open Schools and some State Boards to enable learner's continuation. A learner is extended as many as nine chances to appear in public examinations spread over a period of five years. The credits gained are accumulated till the learner clears required credits for certification. The learning strategies include; learning through printed **self-instructional material,** audio listening and viewing video programmes, participating in personal contact programme (PCP), and Tutor Marked Assignments (TMA). Enrichment is also provided to the learners through the half yearly magazine "Open Learning". The Study Materials are made available in English, Hindi and Urdu mediums. NIOS offers 26 courses in seven languages (Hindi, English, Urdu, Tamil, Talugu, Gujarati, Marathi) for Secondary Examinations and 25 courses in Hindi, English and Urdu mediums for Senior Secondary Examinations.

The Secondary and Senior Secondary Course of NIOS are offered through 1950 Study Centres called Accredited Academic Institutions (AIs). Of these, 23 AIs are in UAE and Nepal.

NIOS works through its five Department and two Units at Headquarters and 11 Regional Centres located at Hyderabad, Pune, Kolkata, Guwahati, Chandigarh, Delhi, Allahabad, Patna, Jaipur, Kochi, Bhopal. Two Sub-Centres of NIOS have been set up a Bhubaneswar and Dehradun.

NIOS provides support to the learners through Personal Contact Programmes (PCP) at the Study Centres and Media. The Programmes of NIOS are broadcast on "Gyanvani" from 8.30 am to 9.00 a.m. and repeat broadcast from 4.30 p.m. to 5.30 p.m. every Friday, Saturday and Sunday. NIOS Video programmes are telecast on DD- 1 every Friday from 5.02 a.m. to 5.25 a.m. and on Gyan Darshan from 6.30 p.m. to 7.00 p.m. every day.

Networking and Delivery Mechanism for Open Vocational Education Programme

Vocational Education courses are offered through the Accredited Vocational Institutes (AVIs) spread

Mission of NIOS

The National Institute of Open Schooling:

- Promotes a system of open learning for providing quality education which results in a dynamic inclusive learning society.

- Provides a **dynamic flexible system of open schooling** for development of a knowledge society.

- Acts as a **national resource centre** to set a **proactive role model** for learner centric **open and distance learning system** at school education stage.

- **Develops professional support network** using current technologies.

- Provides **education and training** for skill upgradation and lifelong learning for all.

- Provides need based Vocational Education for making the students entrepreneurs and not simply job seekers.

- Establishes action oriented research for strengthening the Open and Distance Learning System at school level.

- Achieves excellence in matters such as quality of learning material, student support services, system of assessment and professional development of staff.

- **Identifies and reaches out to prioritised client groups** viz., school drop-outs and marginalized groups such as rural youth, urban poor, girls and women, scheduled castes, scheduled tribes, backward classes, minorities, differently abled and ex-servicemen to universalize education.

- Promotes **national integration** and integrated development of people

- Strives for **promotion of open schooling at national and global level** through **advocacy** and **consultancy** programmes, by providing **forum for exchange** of ideas and information, and **capacity building of open schooling functionaries** by way of training and attachment programmes.

- Undertakes continuous self-assessment and self-improvement for systemic improvement.

throughout the country. Presently there are about 1000 AVIs. Industrial Training Institutions, Community Polytechnics, Krishi Vigyan Kendras, Jan Shikshan Sansthans, Non-Governmental Organizations supported by CAPART,DST,MHRD, or any other Ministry, and institutions/organizations offering vocational courses can become AVI of NIOS.

The NIOS is endeavouring to extend assistance to the State Education Departments in setting up or upscaling their own open schooling programmes. Eleven States have already set up the State Open Schools (SOSs), while eight more are in the process of establishing SOSs. A forum, termed **National Consortium for Open Schooling (NCOS)**, with its Secretariat in NIOS, has been set up to address the matters relating to Open Schooling in India.

Significant Programmes of NIOS during 2006-07

Curriculum Framework

The NIOS is endeavoring to make suitable adaptations in the National Curriculum Framework (NCF-2005) to suit the requirements of the Open Schooling System. The Draft Curriculum Framework for Open Vocational Education prepared by NIOS aims at covering a broader canvas so as to present proper context for Open Vocational Education Programme. It takes into account the curricular diversity conforming to various clientele groups of learners, economic diversity of the country, and all inclusive character of Open Vocational Education. Similarly within a overall Frame of NCF-2005, NIOS is preparing a Curriculum Framework for Academic Courses and other aspects in Open Schooling.

Open Vocational Education Programme of NIOS

Acknowledging the fact that the young entrepreneurs will be the wealth of the nation, the learner friendly **Vocational Education programme** of NIOS provide excellent prospects for the learners. It offers about 70 Vocational Education Courses in the areas such as Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Teacher Training, Computer and IT related Sectors. Some life enrichment courses, and courses in certain other vocations are also offered. Knowledge, skills and qualities of entrepreneurship have been made essential components in Curricula for Vocational Education with emphasis on practical and on the job training in related industrial units.

The NIOS programmes pay special attention towards requirements of the first generation learners, physically, mentally and visually challenged learners and pupil from disadvantaged sections of the society.

Rural Community Workshops

In order to promote Vocational Education in the rural areas and empower Rural Community, NIOS has initiated an innovative programme called Rural Community Workshops (RCWs) as production-cum-training centres. NIOS develops rural-based vocational courses as well as create infrastructure for hand on vocational training through RCWs. Nine RCWs are working at present.

In order to finalize the Curriculum Framework for Open Vocational Education, NIOS has organized five Regional Consultation Meetings in different parts of the Country (New Delhi, Bhopal, Puri , Mysore, Dehradun). The observations and suggestions given in these meetings are being taken into account for finalization of the Curriculum Framework in Open Vocational Education

Revision of Courses of Study

The revised courses of study at the Senior Secondary stage are being prepared in the light of the provisions of the National Curriculum Framework (NCF-2005). The new Self Instructional Materials (SIM) for Senior Secondary stage in different subjects will be made available to the NIOS learners from the year 2007-08.

Tutor Marked Assignments

A fresh set of Tutor Marked Assignments (TMA) in all subjects at Secondary and Senior Secondary stage was developed and supplied to the NIOS learners.

International Training Programme for Senior Educators

NIOS in collaboration with the Commonwealth of Learning (COL) organised an Institute in Open Schooling for Senior Educators from Sierra Leone, Ghana, Gambia, Nigeria, Pakistan, Kenya, and Trinidad and Tobago from 14 to 22 September 2006. Based on the deliberations, the participants prepared their Country Reports. Among other things, these included educational scenario and status of Open and Distance Learning (ODL) in respective countries, lessons learnt from the Institute and proposed follow up action based on the experience gained.

Annual Meeting of NCOS

The Annual Meeting of the National Consortium for Open Schooling (NCOS) was organized by NIOS at JSS Technical Institutions Campus, Mysore from 5 to 6 February 2007. The conference made several recommendations for upscaling of the Open Schooling programmes of NIOS and of the State Open Schools (SOSs) . Only 10 states (West Bengal, Andhra Pradesh, Tamil Nadu, Karanataka, Kerala, Rajasthan, Madhya Pradesh, Haryana, Punjab, Jammu and Kashmir) have so far set up State Open Schools. The MHRD is in the process of preparing a Centrally Sponsored Scheme (CSS) for Promotion of Open Schooling. NIOS has submitted a Draft CSS to MHRD. The Annual Meet of NCOS has recommended upscaling of the Open Schooling programme for meeting the increasing influx of class VIII pass outs as a result of success of the Sarva Shiksha Abhiyan (SSA).

Other International Programmes

A five day Regional Planning Workshop on Equivalency Programme for Promotion of Lifelong Learning was organized by UNESCO(APPEAL) in

collaboration with NIOS, New Delhi at Jaipur from 17 to 21 July 2006 to review and share experience and to build capacity of Non Formal Education (NFE) personal. The participating countries included Bangladesh, China, Cambodia, India, Indonesia, Laos, Mongolia, Philippines, Thailand, and Vietnam. During the Workshop, among other things, the delegates deliberated on the outcomes of the research study conducted by India, Indonesia, Thailand and Philippines. The country Action Plans were also discussed.

In collaboration with the Commonwealth of Learning (COL), NIOS organized an International Round Table on Strategies for Increasing Access to Open Basic Education.

NIOS conducted the following studies sponsored by UNESCO.

- Research study on Open Basic Education Programme under UNESCO Equivalency Programme for an International Workshop in this context.

- Development of Distance Education Training Kit for Literacy Initiative for Empowerment (LIFE)

The NIOS is presently in a position to share its experiences and expertise in Open Schooling with other countries also. It functions as the Secretariat of the **Open Schooling Association of Commonwealth (OSAC)**. In collaboration with the Commonwealth of Learning (COL) and UNESCO, the NIOS has organized several advocacy and consultancy programmes in Africa and Asia, besides setting up an International Centre for Training in Open Schooling (ICTOS) and publishing the **OSAC Journal of Open Schooling** twice a year

Formulation and Implementation of NIOS Programmes

NIOS has set up an elaborate mechanism for formulation of educational programmes. Based on the identified and perceived needs, the constituents of NIOS deliberate their programmes in the meetings of their respective Advisory Boards. The inputs from the Advisory Boards for the Programmes for the year 2006-07 were considered further by the Academic Council. The programmes approved by the Academic Council are being implemented by the Constituents of NIOS.

NIOS Admission and Examinations

NIOS through its Regional Centres admitted 2,90,983 students in Academic Courses and 9559 students in Vocational Education Courses during the year 2006-07. Orientation programmes for the Coordinators of the Study Centre and the Academic facilitators were organized during July – August 2006. The On Demand Examination System (ODES) at Secondary level was launched at the NIOS Regional Centre Pune and the NIOS Regional Centre Patna.

Examination Reform in Open Schooling

NIOS is preparing a Comprehensive Framework for Examinations and Certification in Open Schooling. In this context, two National Conferences of selected educationists were organized; one at Shimla from 23 to 25 September 2006 and the other at Puri (Orissa) from 28 to 29 January 2007. Shri MAA Fatmi, Hon'ble Minister of State, Government of India, Ministry of Human Resource Development (MHRD) and other educationists gave valuable suggestions in these conferences. Necessary follow up action is being taken on the recommendations of the conference.

NIOS continued organizing Secondary, Senior Secondary and Vocational Education Examinations in October-November and April- May and On Demand Examiantions at NIOS Headquarters.

Promotion of Hindi

For promotion of Hindi in the Official work, NIOS organized Hindi Pakhwara (Hindi Fortnight) from 14 to 28 September 2006.

Journals and News Bulletin

NIOS continued publishing and disseminating regularly the following.

- Two Issues of Half Yearly OSAC Journal of Open Schooling of international standard

- Two Issues of the Half Yearly Magazine "Open Learning" for NIOS learners.
- Four Issues of the Quarterly News Bulletin "Open Schooling".

NIOS New Campus

NIOS is in the process of construction of its own campus in the NOIDA Institutional Area. One of the premises of NIOS (A-31, Sector 62 NOIDA, District Gautam Budh Nagar, Uttar Pradesh) was inaugurated by Shri Arjun Singh, Hon'ble Minister of Human Resource Development, Government of India on 25 September 2006.

For dissemination of information about NIOS, its website (www.nos.org and www.nios.ac.in) is being used extensively. The website provides updated information about courses and programmes, admission, date sheet of examinations, result , students hall tickets, lists of Accredited Institutions and Examinations Centres etc.

Central Tibetan Schools Administration (CTSA)

Central Tibetan Schools Administration was established as an autonomous organisation under Ministry of Education, Government of India, in 1961 and was registered under the Societies Registration Act XXI of 1860 with the objectives to run, manage and assist institutions set up for the Education of Tibetan children living in India.

In order to provide Modern Education while preserving and promoting Tibetan culture and heritage, schools were set up at the places of concentration of Tibetan population in India.

Organisational Set up

The CTSA is governed by a governing body having Joint Secretary, Secondary Education, Ministry of HRD, Government of India, as its Ex-Officio Chairman and Financial Advisor, Ministry of HRD, a representative of MEA, Ministry of Home Affairs, and four Representatives of His Holiness, the Dalai Lama,

as members with the Director CTSA as the Member Secretary. The Director, CTSA acts as the Principal Executive Officer of the Administration and is responsible for proper functioning of the Administration and Schools under CTSA.

Finance Committee

A committee under the Chairmanship of Financial Advisor, Ministry of HRD, Government of India, consisting of Representatives of Ministry of HRD, Ministry of Home Affairs and His Holiness, the Dalai Lama, scrutinises and recommends the accounts/ budget estimates and reviews finance of CTSA.

Academic Advisory Committee

In order to achieve the target of providing Modern Education to introduce latest approaches/techniques to keep pace with the fast changes in Modern Education at System, the Governing Body of CTSA has constituted an Academic Advisory Committee under the Chairmanship of the Director, CTSA, which includes Representatives from NCERT, KVS, NVS, CBSE and Department of Education of H.H. The Dalai Lama, Dharamsala (H.P.)

Works Committee

In order to monitor construction and maintenance works, a Works Committee has been constituted with Director, CTSA, as Chairman and members from Ministry of Human Resource Development, Kendriya Vidyalaya Sangathan, Delhi and CTSA.

Local Advisory Committee

A local level committee known as the Local Advisory Committee has been set up in each school to monitor and assist in smooth functioning of the school.

It consists of the chairman, who is normally the District Magistrate or SDO/ADM of the Tehsil/Taluka/District, and a Vice Chairman, who is the Representative of the Tibetan Settlement. Other members include Representatives of PWD/CPWD and parents.

Scheme of Studies

The schools follow the curriculum framed by NCERT at the Secondary and Senior Secondary level and are

affiliated to CBSE. Tibetan is taught as second language at Secondary Level and as an elective at the Senior Secondary Level. Medium of instruction at primary level is Tibetan and the syllabus is framed by the Department of Education, Central Tibetan Administration, Dharamshala. Besides Science, Arts and Commerce, CTSA offers Vocational Stream having Stenography, Accounting and Auditing.

Besides academics, students are given opportunities of participation upto National Level Events in games, sports, scouting and guiding and cultural meets organised by the CBSE, CTSA and respective States and NGOs. In order to promote Tibetan Culture, Tibetan Cultural Meet is organised at the Zonal and National Level.

Results

During the year under reference, the Administration has achieved 91.71 per cent results in Class XII and 78.74 per cent in Class X examination in CBSE Exam 2006

Schools and their Level

The Administration runs 76 schools including eight Senior Secondary (including six Residential Schools), six Secondary, seven Middle Schools, seven Primary Schools and 40 Pre-Primary Schools. In addition, CTSA also provides grant to eight schools run by Tibetan organisations.

Infrastructure

Initially most of the schools were opened in the buildings donated by the Government/Non-Government organizations, which are generally being converted into proper school buildings having all amenities viz., proper class rooms, labs and playgrounds/ hostels and have been equipped with modern electric gadgets viz, over head projectors, computers, televisions, VCRs, LCD projectors and other latest teaching –aids also.

During the year, works amounting to Rs.3,63,85,100 were sanctioned under the plan budget for construction and renovation.

Students' Enrolment

During the year under reference, the students' enrolment was 9755 which includes 6630 in day schools and 3125 in boarding schools.

Facilities For Post School Education

The Administration offers 15 degree-level and five diploma level scholarships to Tibetan Children to pursue higher studies in science, arts engineering and medicine. CTSA has also got 1 seat in medicine, 7 seats in engineering, 1 seat in pharmacy and 5 seats in diploma courses reserved for the Tibetan Students in different institutions of India. Besides these, 4 seats are reserved in the Regional Institutes of Education in B.Sc. B.Ed course for the students of CTSA.

Staff Strength

The Administration has approved staff strength of 628 teaching and 239 non-teaching (Total 867) staff out of which 554 teaching and 204 non-teachings were in position as on March 31, 2006.

Staff Motivation Schemes

The Government of India has sanctioned two National Awards to two teachers every year for CTSA from the year 2002-03 onwards for their meritorious services. In order to give recognition to the services of meritorious and dedicated teachers and boost their morale of the staff, the Administration also offers four Incentive Awards to teachers and three Incentive Awards to non- teaching staff every year.

The Administration has also adopted the scheme of motivating the Indian Staff to acquire proficiency in Tibetan language.

Professional Development of Staff

In order to keep the knowledge of teaching and non-teaching staff abreast with the latest developments in syllabi and to develop their efficiency, CTSA organizes In-Service Courses for the teaching and non-teaching staff frequently. In the current year, 10 In-Service Courses/Workshops have been organized

Training Wing

A fully furnished training wing of CTSA has started functioning at CTSA-Headquarters, Delhi. The training wing can also be utilized by other departments of official /private purposes on payment basis and approved rates when it is not being used by CTSA.

Publication

In order to develop creativity of the staff and the students, CTSA publishes an Annual Trilingual Journal and a Bi-Monthly Newsletter at CTSA headquarters to promote creative talents among the staff and the children.

Budget and Accounts

The Administration is fully financed by the Government of India. The budget estimates for the year 2006-2007 were as follows :

Budget Estimate	(in lakhs)
2006-2007	
Non-Plan :	Rs. 1530.00
Plan :	Rs. 450.00

School Development Fund

The Administration has started generating some funds from the financial year 2004-2005 by introducing Development Fund @ Rs. 20/- per head per month from all the students from class 1 to VIII and computer fee.@ Rs. 20/- from all the students from class IX to XII, except Informatics Practices, and @ Rs. 40/- from students having Information Practices as a subject at +2 level.

Public Information/Facilitation Centre

The administration has opened Public Information/ Facilitation Counter at CTSA-Headquarter, Delhi and Schools located all over the country under the Right to Information Act, 2005. The Central Public Information Officer is functioning at Headquarters, Delhi. The Assistant Public Information Officer's are functioning at all the Central Tibetan schools.

Future Programmes

In order to improve results of Home and Board Examinations, the Administration will ensure regular supervision of schools and effective special teaching. Emphasis will be given to In-Service Training Courses. Study material will be prepared and supplied to schools. Vacancies of teaching and non-teaching staff will be filled. Staff will be motivated for better performance and the atmosphere in the schools will be made more congenial for better teaching learning. Modern Electronic Gadgets viz., LCD projectors, computers software and teaching aids have been provided to school for effective teaching and learning processes.

About 150 Class-Rooms, Resource centres, Boundary walls of 08 schools and 250 quarters for staff will be constructed during the 11th Five Year Plan besides annual repairs and maintenance and other miscellaneous works.

Kendriya Vidyalaya Sangathan (KVS)

The scheme of Kendriya Vidyalaya Sangathan (KVS) was approved by Govt. of India in November, 1962 to provide uninterrupted education to the wards of transferable Central Government employees. Initially, 20 regimental schools were taken over as Central Schools during the academic session 1963-64. This number has now gone up to 919 functional schools including 3 abroad (Kathmandu, Moscow and Teheran). 44 KVs are running in double shift.

KVS Administration

The Hon'ble Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan. The Commissioner is the Executive Head of the Sangathan. It has 18 Regional Offices, each headed by an Assistant Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 3 functional ZIETs (Zonal Institute of Educational Training) each headed by a Director. 919 Kendriya Vidyalayas are headed by

a Principal/Principal Grade – II who manage the functioning of the school. Distribution of Kendriya Vidyalayas are as under,

The distribution of 919 functional Kendriya Vidyalayas sector-wise is as under:-

SECTOR	NO. OF KVs
i. Defence	351
ii. Civil	440
iii. Institutes of Higher Learning	18
iv. Projects	110
Total	**919**

Admissions

The basic criterion for admission in Class-I in Kendriya Vidyalayas is the transferability of the parent during the last 7 years. Thereafter, other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available. 9.49,453 students are studying in Kendriya Vidyalayas as on 31.8.2006.

Pre-Primary Education

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

Courses of Study at +2 Stage

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

i.   Multimedia & Web Design
ii. Information Technology
iii. Bio-Technology

Academic Performance

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

Comparative Performance of KVS

Organisations-Year					
Class X	**2002**	**2003**	**2004**	**2005**	**2006**
KVS	85.55	84.69	90.44	89.95	90.63
JNV	88.65	88.50	91.43	90.82	91.13
Independent Schools	85.63	83.39	84.83	85.87	85.94
Total (CBSE)	**69.53**	**68.02**	**76.60**	**74.60**	**77.16**
Class XII					
KVS	86.46	88.67	92.75	92.47	92.89
JNV	83.53	85.26	87.68	87.80	90.24
Independent Schools	83.32	81.07	80.46	81.28	82.35
Total (CBSE)	**75.20**	**73.59**	**80.40**	**77.80**	**79.55**

Salient Features of Kendriya Vidyalayas

- Kendriya Vidyalayas primarily cater to the educational needs of the wards of transferable Central Government employees.
- All Kendriya Vidyalayas are co-educational.
- Common Text books, common curriculum and bi-lingual medium of instructions, i.e. English and Hindi are followed.
- All Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education. Some Kendriya Vidyalayas of States of Andhra Pradesh and Tamilnadu are also affiliated with State Education Boards at the +2 level.
- Teaching of three languages viz. English, Hindi and Sanskrit from Class VI to VIII is compulsory. In classes IX and X, any two of these languages can be offered. Sanskrit can also be taken as an elective subject at +2 level.
- In case of girls, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.
- No tuition fee is charged up to Class VIII.
- Other categories where no tuition fee is charged up to Class XII are:-
- The wards of KVS staff
- SC/ST students
- Children of those Armed Forces employees who were killed/ disabled during the wars of 1962, 1965 and 1971 against China and Pakistan

Smart Schools

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

However, the culture of practice of computer aided education no longer remains the domain of any smart school as KVS has decided to extend this facility to other Kendriya Vidyalayas as well. All K.Vs. have a good number of computers and 2-3 computer labs in most of the Kendriya Vidyalayas are functioning smoothly. Kendriya Vidyalayas are also equipped with LCD projector, OHP and other teaching aids. Sustained efforts are being made to train large number of teachers to enable them to handle and use computers. Computer awareness programme has been planned in a big way. The statistics related to computer facilities to students is given below:

Sl.No.	Item	Number
1	No. of KVs having PCs	905 (98%)
2	No. of KVs having Computer Labs in KVs	869 (95%)
3	No.of Computer Labs in KVs	1390
4	Total number of computers in KVs	23573
5	Total number of students	949453
6	Student Computer ratio	40:1
7	No. of KVs having LAN connectivity	706 (77%)
8	No. of KVs having internet connectivity	854 (93%)
9	No. of KVs having Broadband connectivity	459 (50%)
10	No. of KVs having their own websites	832 (91%)

Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their knowledge, methodology and innovative practices. In 2005, following courses have been organized,

Sl.No.	Category	No. of Programmes conducted	No. of Participants
1.	Principal	09 (10 days course)	163
2.	Vice Principal	07 (07 days course)	241
3.	PGTs	26 (21 days course)	877
4.	TGTs	31 (21 days course)	1097
5.	PRTs	31 (21 days course)	1129
6.	H.M.	01 (21 days course)	37
7.	Misc. categories	09 (21 days course)	494
	Total	**114**	**4038**

Project Think.com

Integration of ICT in education in KVS got a fillip when the KVS decided to enter into partnership with ORACLE for implementation of the project Think.com in all its schools having computer labs and Internet connections. An organizational agreement was signed between KVS and ORACLE in February 2005 for carrying out the project in KVS extensively.

This project was introduced in 25 KVs initially in which students created their own web pages with articles, poems, stories, interesting pictures, video clips etc.. They visit websites of other students and exchange useful information. The content is being regulated by the teacher administrator of the school. On getting encouraging feedback, it is planned to extend the project to all Kendriya Vidyalayas having computer labs with internet facility.

In order to implement the project, a two tier training programme for Master Trainers was organised by trainers from ORACLE. These Master trainers, in turn, have trained teachers and one teacher administrator from each K.V. of their region. Presently, there are 20,000 teachers and 2,36,000 students making use of Think.com to their benefit.

The other activities like Youth Parliament, Social Science Exhibition-cum-National Integration Camp, KVS Science Exhibition, Scouting & Guiding, Adventure Activities, Games & Sports and Population and Development Education etc. are part of the activities of every Kendriya Vidyalaya.

The Project on value education as a pilot project, Strengthening of values through visual and performing arts, students' exchange programme and strengthening of primary education have been implemented.

KVS also encourages students to participate in Adventure Activities especially conducted in the Himalayas, rivers and lakes.

Guidance and Counseling

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

Hostel facilities

Kendriya Vidyalaya Sangathan also provides hostel facility to its boys and girls who need it. There are 09 K.Vs. having this facility.

Finance

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

Budget sanctioned to KVS by Government of India:

(Rs. in Crore)

Year	Non-Plan	Plan
1996-97	278.50	21.90
1997-98	356.00	39.20
1998-99	435.00	87.98
1999-2000	454.81	87.90
2000-2001	477.20	95.00
2001-2002	481.14	81.10
2002-2003	544.77	85.00
2003-2004	558.00	103.87
2004-2005	559.49	112.00
2005-2006	598.94	183.00
2006-07	646.00*	235.00

*As per BE for the year 2006-07

Kendriya Vidyalayas In North East Region

There are 87 Kendriya Vidyalayas functioning in the North Eastern Region including in the state of Sikkim with an enrolment of 59900 (Boys 33682 and Girls 26218). Among 87 KVs in NE Region 45 are in Civil, 23 are in Defence and 19 are in Project Sector. The average result of class X was 88.50% and Class XII was 90.59% during the year 2005-06.

During the year 2006-07 the orders for opening of following 09 KVs in the Special Focus Districts of N.E. Region have been issued by KVS. These vidyalayas are likely to be made functional w.e.f. 1.04.2007.

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

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

Non-Plan 1.4.2006	Plan	Total (from to 31.10.2006
2029.58 lakhs	1476.30 lakhs	3505.88 lakhs

Status position of 50 new schools to be opened in Special Focus Districts

CCEA has approved the proposal of opening of 50 new KVs in Special Focus Districts on 16.6.2006 and it was conveyed to KVS on 26.6.2006. Orders for opening of 50 new KVs were issued on 30.8.2006 by KVS with the approval of Competent Authority in such districts which are falling under the criteria of Special Focus Districts and having no KV.

Most Recent and Important Audit Observations

Action Taken Note on Audit para 8.4 of report No.3 of year 2006 regarding Idling of Investment due to deviation from MOU are being prepared in consultation with KVS.

Navodaya Vidyalaya Samiti (NVS)

Objectives

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

- To provide good quality modern education including a strong component of cultural, values, environment awareness and physical education to talented children in rural areas without regard to their family's socio-economic condition.

- To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three languages as envisaged in three-language formula.

- To serve as focal points for improvement in the quality of school education through sharing of experience and facilities.

Overview

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organization under the Ministry of Human Resource Development, Department of School Education and Literacy. The Minister of HRD is the Chairman of the Samiti and the Minister of State HRD (Education) is the Vice-Chairman. Jawahar Navodaya Vidyalayas are fully residential, co-educational institutions, providing education up to senior secondary stage. Education in JNV including boarding and lodging, textbooks, uniform, etc., is free for all students.

The Scheme started with two experimental schools in 1985 –86 and has now grown to 539 functional schools covering as many districts in 34 states and Union Territories with more than about 1.89 lakh students on rolls. About 30,000 new students are admitted every year. Admission in JNVs is made at the level of Class VI through a test conducted in the concerned district in which all children who have passed Class V from any of the recognized schools in that district are eligible to appear. The test is designed and conducted by the Central Board of Secondary Education (CBSE).

Students Profile

In keeping with the objectives of providing and forward looking school system in rural areas, reservation of 75 per cent seats are made to students belonging to rural areas. Similarly, the scheme also provides a proportionate representation of SC/ST population subject to minimum national average. In addition to this, 33 per cent of the seats are reserved for girl students. In total 1,89,397 students were on the rolls of Navodaya Vidyalayas as on 31st October 2006.

The percentage of students belonging to SC/ST categories, girls and rural areas in the Navodaya Vidyalaya has been found well above national norms (15 per cent SC and 7.5 per cent ST) during the year 2006-07 (as on 31.10.2006) as given below:

Year	SC	ST	Girls	Rural
2006-07	23.91	16.21	35.15	77.35

Thus, the JNVs are serving rural students, especially girls, SC and ST students in excess of national averages.

Excellence in Academics

Board Results of Navodaya Vidyalayas compare favourably with their counterparts, Kendriya Vidyalayas and eminent public and private schools affiliated to the CBSE. The Navodaya pass percentage averages have generally been exceeding the national pass percentage of overall CBSE results:

Agency	Class X			Class XII		
	2004	2005	2006	2004	2005	2006
CBSE	76.60	74.60	77.16	80.40	77.80	79.55
NVS	91.43	90.82	91.13	87.68	87.08	90.24
KVS	90.44	89.85	90.63	92.75	92.47	92.89

Construction of permanent Buildings

As on 01.01.2007, construction of permanent building complexes have been sanctioned to 508 Vidyalayas. 398 Vidyalayas have been completed and they have been shifted to their permanent buildings. Construction work of 110 Navodaya Vidyalayas are under progress at different stages. Construction works in respect of remaining Vidyalayas are not sanctioned, due to non-transfer of land from the respective state governments. While 398 Vidyalayas are presently functioning at permanent site, the rest of the Vidyalayas are functioning in temporary accommodation provided by the State Government/ District Administration.

Finance/Budget allocation

The programmes and activities of the Samiti are fully financed by the Ministry of Human Resource Development, Deptt. of School Education and Literacy. The details of funds related to NVs for the year 2002-03 to 2006-07 are as under:-

(Figures in Crore of Rupees)

Year	Non-Plan	Plan
2002-03	122.60	360.00
2003-04	130.00	439.56
2004-05	139.66	449.00
2005-06	150.85	571.00
2006-07	155.15	650.00*

(Includes Rs. 65.00 crore allocated for NE Region.)

Pace-setting Activities

Wherever adequate infrastructure is available, Navodaya Vidyalayas have undertaken several pace-setting activities for establishing better interaction with the society around them and for the education community in the district in which they are situated. Some of the pace-setting activities being carried out by the Navodaya Vidyalayas are given below:

- Interaction of staff and students of JNVs with the teaching staff and students of neighbourhood schools.

- Participation of NVS and local teachers of neighbourhood Schools in Workshops & Seminars organized by Navodaya Vidyalayas.

- Use of services of the school nurse for promotion of health & hygiene of the local community.

- Interaction with SCERT, DIET & other district sports & educational agencies for sharing educational facilities.

- Celebrating Library Week and promotion of library facilities for the community.

- Provision & sharing of audio-visual facilities, Adult Literacy, Tree Plantation Drives have been taken up by some of the JNVs and also coaching classes, have been started in some regions for entrance examination to professional courses.

**Status Of JNVs In North Eastern Region as on February 2007
(At a Glance)**

S. No.	State	Total No of Distts	Total No. of JNVs sanctioned	No. of Distt. yet to be covered	Total no. of JNVs functional	No. of JNVs non-functional
1.	Arunachal Pradesh	16	16	0	16	0
2.	Assam	27	26	1	24	2
3.	Manipur	9	9	0	9	0
4.	Meghalaya	7	7	0	7	0
5.	Mizoram	8	8	0	3	5
6.	Nagaland	11	11	0	10	1
7.	Sikkim	4	4	0	4	0
8.	Tripura	4	4	0	3	1
	TOTAL	**86**	**85**	**1**	**76**	**9**

National Foundation for Teachers' Welfare (NFTW)

National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the Foundation is to provide financial assistance to teachers who may be in indigent circumstances. The Corpus Fund of the Foundation consists of an initial contribution of Rs.1,00,000/- by the Central Government and subsequent annual contributions received from the member States/Union Territories. In addition, all the State Working Committees transfer to the Foundation 10% of the collections made on the occasion of Teachers' Day every year. At present, the Corpus Fund stands at Rs. 69.30 crores.

The following schemes for the welfare of teachers all over India are being operated by the Foundation:

▢ Financial Assistance for Construction of Shikshak Sadans

▢ Paid Holiday to Eminent Teachers who have rendered Meritorious Services

▢ Support for Professional Education of Children of School Teachers

▢ Financial Assistance (Medical) to Teachers Suffering from Serious Ailments and

▢ Subsidy to Teachers for Academic Activity.

Under the above Schemes, an amount of Rs. 1.24 crores has been disbursed to the teachers through the States/UTs during the year. The Foundation also organises a fund collection drive on the occasion of Teachers' Day on 5th September each year on an all-India basis.

Secondary Education in Union Territories

Academic and administrative matters in respect of school education of Union Territory is dealt by MHRD. This is mainly relevant in respect of UTs without legislature . The overall affairs of Union Territories including budgetary support falls under the purview of Ministry of Home Affairs. Cases of creation of posts in schools, matters pertaining to service conditions, amendment to Recruitment Rules, matters needing Presidential approval, etc, are handled by MHRD, which is the Administrative Ministry in respect of school education in UTs.

Information and Communication Technology (ICT @ Schools) Scheme

The Scheme of Information and Communication Technology (ICT) @ Schools was launched by merging the erstwhile schemes of Educational Technology (ET) and Computer Literacy and Studies in Schools (CLASS) on 15th December 2004 and was operationalised from the Financial Year 2005-06.

The 'ICT @ Schools' scheme is a window of opportunity to the learners in the schools of India to bridge the digital divide. The scheme is not a simple merger of the earlier CLASS and ET Schemes but is a comprehensive and well thought-out initiative to open new vistas of learning and to provide a level playing field to school students, whether in rural areas or in the metropolitan cities. The ICT in School Scheme is not a stand-alone scheme but actively solicits the partnership of States and Union Territories in a mutual endeavour to bridge the heterogeneous proliferation of ICT across different socio-economic and geographic segments in the country. This partnership is manifest in the structure of financing the initiative, in encouraging the development of long term Computer Education Plans, the setting-up of SMART Schools by Kendriya Vidyalaya Sangathan (KVS) / Navodaya Vidyalaya Samiti (NVS) in States as technology demonstrators and in providing for supplementing the States' efforts in these areas with no attempt to supplant the State Schemes.

The centrally sponsored scheme of 'Educational Technology' and 'Computer Literacy and Studies in Schools' have been suitably modified keeping in view the past experience, the feedback which has been received and changing needs to form the new scheme of 'Information and Communication Technology @ Schools'. The component regarding financial assistance to States/UTs for purchase of RCCPs and CTVs under the erstwhile Educational Technology Scheme has been weeded out.

Objectives

i. To establish an enabling environment to promote the usage of ICT specially in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the internet and promotion of ICT literacy.

ii. To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.

iii. Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.

iv. To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.

v. To provide an effective learning environment for children with special needs through ICT tools.

vi. Promote critical thinking and analytical skills by developing self-learning skills of the learner leading to student-centric learning.

vii. To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.

Components

The present scheme has essentially four components. The first one is the partnership with State Governments and Union Territories Administrations' for providing computer-aided education to Secondary & Higher Secondary Government Schools. The second is the establishment of SMART schools which shall be technology demonstrators. Universalization of Computer Literacy through the network of KVS and NVS to neighbouring schools is the third component. The fourth components relates to the activities of SIETs.

Implementation Partners

States/UT Governments, State Institutes of Education Technology, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Government and Government aided schools are the implementing partners. Moreover, financial assistance is also being provided to short listed NGOs/Trusts/Societies and Companies for software development, teaching tools, designing training

models, evaluation, monitoring and other contingent expenditure. The State/UT Governments are free to partner with private organizations or integrate it with other similar schemes for implementation of the 'ICT @ Schools' scheme including providing for maintenance. The National Council for Teachers Education shall be associated with the scheme in the context of training of teachers in computer-aided learning. The Rehabilitation Council of India would play an important role in projects involving introduction of use of technology for the education of children with special needs.

Financial Parameters

Under the CLASS component of the ICT scheme, the Union Government provides 75% of financial assistance to State/UTs. The balance 25% of funds is contributed by the State Governments/UTs. The scheme also provides for contribution of 25% of funds from the MPLAD scheme in addition or as an alternative to State Government contribution. However, in case of special category States, central contribution is 90% of total project cost.

The scheme provides for greater flexibility to the States/UTs. The States/UTs have the option to incur expenditure on the items mentioned in the scheme or any other item like generators preparation of rooms for computers including civil repairs and cabling and provision of electricity depending upon their needs and resources subject to a overall maximum limit of Rs.6.70 lakh per school. The Central Government's share is restricted to Rs.5.00 lakh per school. The provision for software shall include Learning Management Systems & curriculum based courseware apart from operating systems & other application software.

KVS and NVS convert one school per State/UT into a SMART school subject to availability of funds. A grant of not more than Rs.25 lakh is given per SMART school. A sum of Rs.2.5 lakh is provided as recurring costs which includes maintenance, consumable, internet usage & monitoring costs. In SMART Schools the emphasis is not only on the use of Information Technology but also on the use of skills and values that will be important in this millennium. At least one section (of 40 students) in each of the class IX-XII is

fully computerized. Thus a school having 160 computers @ 40 computers for each IX-XII classes is called a SMART School under the Scheme. A grant of not more than 25 lakh per school is given to KVS/ NVS for the purpose. Both KVS and NVS have established 31 & 33 SMART Schools respectively. Kendriya Vidyalayas and Navodaya Vidyalayas are given funds at the rate of Rs.15,000/- per neighbourhood school to impart computer literacy to not more than 10 neighbourhood schools within a radius of 3 to 4 kilometers to cover 8,000 such schools over 3 years. The course shall be imparted in the local language if such a demand is received from the beneficiary school.

The financial assistance to SIETs shall be in the project mode. The financial assistance would be provided to SIETs on the basis of the project proposals submitted by SIETs.

The Central budget for the ICT @ Schools Scheme, was Rs. 50.00 crore in 2005-06 and Rs. 67 crore for the financial year 2006-07. So far, 3992 schools have been sanctioned assistance in 30 States/UTs. It is proposed to scale up the Scheme in the 11th Plan to meet the challenge of universalisation of access to secondary education.

Scheme for strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools

The "Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools", provides for financial assistance to voluntary organizations for running hostels for girl students of secondary and higher secondary schools. Under this scheme, financial assistance is given to NGOs for managing hostels for girl students of classes 6-12. Recurring grant of Rs.10000 per student per year and a one time nonrecurring grant of Rs.3000 per student is provided. For being eligible for assistance under this scheme, there should be at least 50 girl students in a Hostel studying in Classes VI to XII, out of which at least 25 should be in the secondary classes. Assistance is given for a maximum of 150 inmates in a single hostel. Preference is given to organizations

having Hostels in Educationally Backward Districts, particularly those predominantly inhabited by SCs/ STs and educationally backward minorities. There is also a requirement of minimum accommodation of 40 square feet per boarder to ensure a safe and healthy living condition.

This scheme is presently under review due to various practical difficulties encountered in its implementations. Tata Institute of Social Sciences (TISS), Mumbai has been entrusted with a ground level study in respect of three select States. As of now, only complete applications up to the year 2004-05 for release of grant to organizations assisted in the past are being considered. It has been decided that no grant will be considered for the years 2005-06 and 2006-07. Rs.17.82 crore, Rs.5.91 crore, Rs.3.72 crore and Rs. 3.90 crore were released to various NGOs under the scheme during 2002-03,2003-04, 2004-05 and 2005-06 respectively

As of now, only complete applications up to the year 2004-05 for release of grant to organizations assisted in the past are being considered. No grant is being considered for 2005-06 and beyond.

A list of organizations that were sanctioned grant under the scheme during 2005-06 on reimbursement basis for expenditure incurred up to 2004-05 has been given in the Annexure Chapter. The actual release during the year was Rs. 3.90 crore. Remaining sanctioned grant has been released during the current financial year.

Integrated Education For Disabled Children (IEDC)

The Department of School Education & Literacy has been implementing the Scheme of Integrated Education for the Disabled Children (IEDC) with a view to integrate children and youth with moderate disabilities in the normal school system. The Scheme provides 100% financial assistance to State Governments/UTs and NGOs under various components for the education of children suffering from mild to moderate disabilities in normal schools. The components include allowances for Books and Stationery, uniform, transport, escort, readers for blind

children, equipment, etc and salary of teachers recruited for teaching disabled children. During the 9th Five Year Plan an expenditure of Rs. 67.11 crore had been incurred. For the 10th Five Year Plan an outlay of Rs. 200 crore has been made. During the first four years of the 10th Plan Rs. 150.36 crore has been released for implementation of the Scheme. Approximately two lakh disabled children were benefited under the Scheme during 2005-06. For the year 2006-07, the budgetary provision is of Rs.60.00 crore.

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

Adolescence Education Programme (AEP)

An intensive partnership between Department of Secondary & Higher Education and the National AIDS Control Organization has paved new ground in mainstreaming HIV prevention across different sectors.

Given the rising epidemic and the urgent need to implement a multisectoral solution, Shri Arjun Singh, the Hon'ble Minister of Human Resource Development (MHRD) took the initiative to convene an Inter-Ministerial meeting in October 2004 with Ministers and Secretaries of eight different ministries. A holistic multisectoral strategy for addressing AIDS was agreed to at the meeting, in line with the international experience that AIDS is a multisectoral problem and not merely a health problem.

This meeting resulted in accelerating the ongoing partnership between Department of Education and National AIDS Control Organization (NACO) to break new ground in HIV prevention efforts.

A review of the ongoing efforts in the area of Adolescence & Life Skills Education was done with the close cooperation of NACO and UNICEF, with a view to harmonize approaches and support scaled implementation. Programs reviewed were the School AIDS Education Programme (SAEP), the Scheme on Co-curricular Activities on Skill Development in Adolescence Education (CASDAE) under the National Population Education Programme (NPEP), the Adolescent Reproductive & Sexual Health (ARSH) Project, and the HIV/AIDS components of the National Framework on Teacher Education. Several agencies involved: the National AIDS Control Organization (NACO), the National Council of Educational Research & Training (NCERT), the Council of Boards of Secondary Education (COBSE), the United Nations Fund for Population Activities (UNFPA), United Nations Children's Fund (UNICEF), and the National Council for Teacher Education (NCTE).

A detailed National Education Action Plan for integration of HIV prevention education was developed. The Action Plan outlined specific outcomes and timeframes for scaling up the School AIDS Education Programme for co-curricular activities in classes IX-XII to 100% of the schools across by the end of 2005 and for meeting substantial targets in terms of the other pillars of the Adolescence Education, viz. incorporation in education policy, pre-service / in-service teacher education / training, incorporation in curriculum, and coverage of out-of-school learners

through the Alternate Innovative Education Schemes (AIES) of SSA and other adult education schemes.

Responsibilities were assigned to various nodal and partner organizations like the National Council for Teacher Education (NCTE), National Council of Educational Research & Training (NCERT), Council of Boards of Secondary Education (COBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Authority (CTSA), National Literacy Mission (NLM) and the National Institute of Open Schooling (NIOS) and each organization was asked to develop their own activity-wise Action Plans with specific outcomes and timeframes in tandem with the National Action Plan.

Education being a matter in the Concurrent List of the Constitution of India, responsibility for this rests with both the Central and State Governments. A major share of the school system is with 28 States and 7 Union Territories. A consultative process was initiated with them to develop corresponding State and UT Action Plans, while incorporating their concerns and accommodating the demands of contextualising the intervention to State/UT – specific needs and supporting such modifications technically or financially through MHRD, NACO and UNICEF.

A series of Regional Workshops were planned jointly by MHRD, NACO and UNICEF at Patna, Kolkata, Chandigarh, Dehradun, Delhi, Mumbai, Chennai and Guwahati (March-May, 2005) to have in-depth sharing of views with the State/UT Departments of Education, State Councils of Education Research & Training (SCERTs), State/UT Boards of Education and State AIDS Control Societies (SACSs) of all 35 States/UTs and to help finalize the State/UT Action Plans. (Annexure 3: Summary Document on the Regional Adolescence Education Workshops (March-May 2005).

In pursuance of the above initiatives, training resources for co-curricular activities were readied in the form of a Toolkit developed by DoE (MHRD), NACO with UNICEF. A Common Minimum Framework was developed by NCERT as part of Scheme on Co-curricular Activities on Skill Development in Adolescence Education (CASDAE) under NPEP. For

curricular activities, training resource and Common Minimum Framework was developed by NCERT as part of the Scheme of Content on Adolescence Education. For teacher education, a revised National Framework on Teacher Education was finalized and this covers pre-service and in-service education of teacher and teacher educators.

A National Core Committee has since been constituted under the Chairmanship of Secretary (S&HE) in November 2005. The terms of reference of the Committee is indicated below:

i.   To review the overall progress in implementation of the NAP from time to time

ii. To lay guidelines for the implementation arrangement of the NAP

iii. To identify areas for coordination amongst various Departments/Ministries/ Agencies involved and

iv. To give suggestions to the implementing agencies.

For the year 2006-07, Action Plans for all States/UTs were prepared in a series of regional Workshops attended by representatives of Education Departments, SCERTs and State AIDS control societies of State/ UT Govts. The target is to cover all Government and Government aided schools in the country by implementing 16 hours of co-curricular life skill program in secondary and higher secondary classes. 2 teachers from each of these schools would be trained for the purpose. NCERT acts as the nodal executing agency for this programme.

National Award to Teachers

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5th September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. There are 366 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/ Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to CBSE including teachers of independent affiliated schools situated abroad, ICSCE,

Sainik School, KVS, NVS, CTSA and schools run by the Atomic energy Education Society.   The scheme has following objectives:

☐   The Scheme of National Award to Teachers was started in the year 1958-59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools.

☐   In 1967-68 the scope of the scheme was enlarged to cover the teachers of Sanskrit Pathshalas, Tolls etc. run on traditional lines.

☐   From the award year 1993, the scheme has further been enlarged to cover teachers from Sainik Schools, Navodaya Vidyalayas and schools run by Atomic Energy Education Society.

☐   From the award year 2001, 33 'Special Awards' have been earmarked to teachers promoting integrated inclusive education in schools and promote the education of children with disabilities in regular schools

The expenditure for organizing awards etc. is met out of the non-plan allocation. On 5th September 2006 (Teacher's day), 309 teachers from all over the country were conferred with National Teachers Award by the President of India in a glittering ceremony.

Scheme of Vocationalisation of Secondary Education at + 2 Level

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

The Centrally Sponsored Scheme of Vocationlisation of Secondary Education at +2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme,

strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary organizations towards implementation of specific innovative projects for conducting short-term courses.

The Scheme, so far, has created a massive infrastructure of 21000 Sections in around 9583 Schools thus providing for diversion of about 10 lakh students at +2 level. The grants released so far since the inception of the Scheme is Rs. 765 crores.

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

5.

Higher Education

University Grants Commission

The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to universities and colleges, the Commission also advises Central and State Governments on the measures, which are necessary for the development of Higher Education. It functions from New Delhi as well as through its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

Budget for the year 2006-07

The Commission has been allocated general plan budget of Rs.1269.80 crores in 2006-07 in five broad sectors of the Tenth plan namely, General Development of Universities and Colleges - Rs.839.35 crores (66.10%), Enhancing Access and Equity – Rs.84.24 crores (6.63%), Promotion of Relevant Education – Rs.87.66 crores (6.90%), Promotion of Quality and Excellence – Rs.148.90 crores (11.73%) and Strengthening of Research – Rs.109.65 crores (8.64%). The Non-plan budget for 2006-07 was Rs.1460.70 crores.

Growth of Higher Education System–Some Statistics

There were only 20 universities and 500 colleges at the time of Independence. There are 369 Universities at present comprising 222 State Universities, 20 Central Universities, 109 Deemed Universities, 5 Institutions established under States legislations and 13 Institutes of national importance established by Central Legislation. Four new Central University Acts are in the process of being brought in to force. In addition, there are 18,064 colleges including around 1902 women's colleges. At the beginning of the academic year 2006-07, the total number of students enrolled in in the universities and colleges was reported to be 110.28 lakhs- 14.27 lakhs (12.94%) in University Departments and 96.01 lakhs (87.06%) in affiliated colleges.

The enrolment of women at the beginning of the academic year 2006-7 was 44.66 lakhs, constituting

1. Prof. S.Radhakrishnan, Chairman of the Universities Commission, presenting the representation of the Commission to the Hon'ble Maulana Abul Kalam Azad, at a brief ceremony held in New Delhi on 24 August 1949.

2. The first meeting of the UGC was held in New Delhi on 28 December 1953. Pt. Jawaharlal Nehru, Prime Minister addressing the meeting. Sitting on his right (on the left row of the table) are: Dr. Shanti Swarup Bhatnagar, Chairman of the University Grants Commission; Justice N.J.Wadia, Vice Chancellor, Bombay University Member; Prof. Humayun Kabir, Secretary, Ministry of Education; Shri M.S.Bhatnagar, Finance Ministry's representative on the Commission; Prof. Samuel Mathai, Secretary, UGC. To the Prime Minister's left are Maulana Abul Kalam Azad, Union Minister of Education and Natural Resources and Scientific Research and Dr. Zakir Hussain, Member of the Commission.

3. Shri C.D.Deshmukh, Chairman, UGC, laying the foundation stone of the UGC building at New Delhi on January 14, 1961

4. Dr. D.S. Kothari (middle right) on a visit to Marine Research Laboratory, Annamalai University

Photos courtesy: Photo Division, Press Information Bureau, Ministry of Information and Broadcasting, Govt. of India, New Delhi and Indian Council of World Affairs.

40.40% of the total enrolment. Of the total enrolment of women, 12.35% were enrolled in professional courses. Enrolment of Women as a percentage of total enrolment in a State is the highest in Kerala (66.00%) and the lowest in Bihar (24.52%). In terms of absolute numbers of women enrolled, Maharashtra tops the list of States.

The number of doctoral degrees awarded by various universities (position as on 1.1.05) was 17,898. Out of which, the faculties of Arts had the highest number of 7532 degrees, followed by the faculties of Sciences with 5549 degrees.

The regular faculty strength in universities was 0.79 lakhs (16.15%) and 4.09 lakhs in colleges (83.85%) totaling 4.88 lakhs at the beginning of the reporting year.

General Development of Universities and Colleges

General Development Grant for Universities

The University Grants Commission continued to assist universities and colleges for development by making budgetary plan provisions for various programmes during the Tenth plan. Assistance to Central Universities and eligible deemed universities, and colleges affiliated to Universities of Delhi and Banaras Hindu University is being provided both under the Plan and Non-plan, budgetary provision. Assistance to State Universities and their affiliated colleges is being provided only under the Plan. During the Tenth plan period (2002 – 2007), general development assistance is being provided to individual universities based on the outlays determined by the UGC.

Development Assistance programme is intended to improve infrastructure and basic facilities in universities and colleges, so as to achieve at least the thresh-hold level of infrastructure apart from bringing about qualitative development. In the Tenth plan, emphasis is laid on reducing disparity between urban and rural areas, by supporting universities located in rural areas, backward areas and the North Eastern Region; and also on increasing the access and equity for marginalized groups.

Under the programme, assistance is provided to each eligible university for the teaching and non-teaching/technical staff, equipment for laboratories, special office equipment and modern teaching aids and for the repair of major equipment, books and journals, buildings, campus development, health center and student amenities etc.

Central Universities

There are 20 central universities at present, of which 18 are being given maintenance and development grants by the UGC. The IGNOU, New Delhi and the Central Agricultural University, Imphal are being funded directly by the Union Ministry of Human Resource Development and the Ministry of Agriculture respectively. In addition four new Central University Acts are in the process of being brought into force.

During 2006-07, the UGC made available an amount of Rs. 880.20 crores for maintenance and Rs. 375.92 crores as General development assistance to Central Universities, upto 28th February 2007.

State Universities

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

There are 222 State Universities, of which, the UGC has been making budgetary plan allocation for only 119. It does not allocate plan funds to exclusive medical and agricultural universities which are funded by the Ministries of Health and Agriculture, respectively. Special grants are being provided to other State Universities including agricultural universities with engineering and technology departments. Although development of State Universities is primarily the concern of State Governments, development grants, including grants under special schemes, are being provided to all eligible State Universities. Such grants facilitate creation, augmentation and upgradation of infrastructural facilities that are not normally available from the State Government or the other sources of funds. During the final year of the Tenth plan, upto upto 28th

February 2007, grants amounting to Rs. 114.35 crores have been upto 28th February 2007 to State Universities for purpose of general development.

Deemed to be Universities

An Institution of higher education other than a university, working at a very high standard in specific area of study, can be declared by the Central Government on the advice of the UGC as an institution deemed to be university. Institutions deemed to be Universities enjoy academic status and privileges of universities. At Present, there are 109 institutions deemed to be universities. Twelve "deemed" universities are being allocated maintenance and development grants and, 25 are being allocated only development grants. During the financial year 2006-07, Non-Plan grant amounting to Rs. 84.00 crores and an amount of Rs. 9.46 crores as plan-grant have been made available to Deemed universities upto 28th February 2007.

General Development Grants to College

There are 18,064 colleges at present of which, 6109 have been recognized under 2(f), and 5525 colleges under sections 2(f) and 12(B) of the UGC Act, 1956. All eligible colleges have been financially supported for the development of under-graduate and post-graduate education so as to :

- Strengthen basic infrastructure and meet their basic needs like books and journals, scientific equipment, staff, campus development, teaching aids etc. required for proper functioning.

- Provide special assistance, catering to the needs of SC & ST students.

- Develop Colleges situated in the backward/ rural/hilly areas for removing or reducing disparities and regional imbalances.

  The UGC has supported State colleges to the extent of Rs. 55.56 crores. An assistance of Rs. 4.83 crores was also provided to Colleges of Delhi. Maintenance grant to the tune of Rs. 283.51 crores to Delhi University colleges, Rs. 2.56 crores to constituent colleges of Banaras Hindu University and Rs. 22.00 crores to the University College of Medical Sciences, has been released upto 28th February 2007 during financial year 2006-07.

Unassigned Grants

The UGC provides financial assistance to State Universities for teachers/research students participating in conferences, for organising seminars and symposia, for publishing research work and for appointing Visiting Professors/Fellows, for improving quality and standards, for encouraging research among teachers as well as to give them wider exposure in academic and research fields. The quantum of financial assistance is decided based on the faculty strength of each university. During the year 2006-07, assistance to central, state and Deemed Universities stood at Rs. 74.56 lakhs, Rs. 2.56 crores and Rs. 33.93 lakhs, respectively upto 28th February 2007.

Special scheme for Construction of Women's Hostels

Financial support to universities and college for the construction of women's hostels and other related infrastructural facilities for women helps in achieving gender parity and mobility of women in higher education. The maximum limits are Rs. 1.00 crore and Rs. 2.00 crores respectively for universities located in 'non-metro' and 'metro' areas. During the financial year 2006-07, an amount of over Rs. 131.30 crores has been released by UGC for the women hostels as on 28.02.07.

Development Grants for Management department in Universities

The Commission provides financial assistance to Universities for the development of departments of management education. During the current year the UGC has so far released grants of Rs. 1.23 crore to Departments of management in 12 universities.

Autonomous Colleges

To improve quality of under-graduate education, Colleges are identified, and Universities are encouraged to allow them academic and operational freedom under this scheme. The target is to assist 10% of eligible colleges towards autonomy by the end of the Tenth plan. At present, there are 249 autonomous colleges spread over 49 universities of 14 States and one Union Territory. During 2006-07, the UGC and its Regional Offices had provided grants of Rs. 19.26 crores to these autonomous colleges upto 28th February 2007.

Day Care Centres in Universities

The UGC introduced this scheme for the Tenth Plan to provide Day Care facilities for children of age group approx three months to six years, while parents (University employees/teachers/ students) are away for work or study. A one time lump-sum grant of Rs. 3.00 lakh is provided for acquiring essential facilities for day care centers which are run on not-for-profit basis. During 2006-07 Rs. 29.50 lakhs have been provided to universities upto 28th February 2007.

Infrastructure for Women Students, Teachers and Non-teaching staff in Universities

The Commission provides assistance to universities for creating and strengthening infrastructure for women students, teachers and non-teaching staff members in Universities. Under the scheme, a maximum of Rs. 10.00 lakhs, as a one time grant in the plan period, is provided to a University for creation and upgradation of infrastructure. During 2006-07, a grant of Rs. 47.96 lakhs has been released to universities,

Adventure Sports

The UGC's scheme of "Organisation of Adventure Sports/Activities in Universities/Colleges" creates and fosters among students of universities/colleges, spirit of risk-taking, of collaborative team work, of the capacity to face and effectively deal with challenging situations with courage and determination. The scheme envisages that all young students should get an opportunity to avail themselves of sports facilities and also to serve the first generation learners both in urban and rural areas.

A university is eligible to choose two event programmes while a college may choose one event programme, per calender year. The event programmes are on land (six events), in sea/lakes (Two events), in river (Two events) and in sky (Five events).

During 2006-07, an amount of Rs. 92.36 lakhs has been released to universities and colleges upto 28th February 2007.

Enhancing Access and Equity

Focussed Development of Universities and Colleges

Special Development Grants to Universities and Colleges in Backward Areas

Special grants are provided by the UGC to Universities and Colleges located in backward areas to improve infrastructure, to evolve a level where these institutions are able to introduce innovations in academics and meet challenges of globalization of Higher Education.

All eligible Universities/colleges which are under Section 12(B) of the UGC Act, 1956 and physically located in backward areas identified by the Planning Commission, are provided upto Rs. 70.00 lakhs as one time additional grant over, and above the Tenth Plan allocation made to them. The scheme helps in reducing to the extent possible, the disparity between the Universities and colleges situated in Metropolitan Cities, Urban and Semi-urban areas and the institutions located in backward areas. The UGC has released grants of Rs. 3.75 crores to Universities and Rs. 22.43 crores to Colleges upto 28th February 2007, during 2006-07.

Special Development Grants to Young Universities and Colleges

The scheme seeks to create basic minimum infrastructure, and to improve, or expand the existing infrastructure, of young Universities and Colleges, so as to enable them to attract more students and teachers and to help introduce new courses. Universities and Colleges which have been included under section 12(B) of UGC Act, 1956 from the Eighth Plan onwards are eligible to receive grants. The eligible Universities and Colleges get assistance as a one time additional grant over and above the Tenth Plan allocation upto a maximum of Rs. 1.00 crore for augmenting or improving or expanding their physical infrastructure. The grant provided can be utilized exclusively for creating infrastructural facilities of a capital nature such as library, hostels, staff quarters, classrooms, laboratories, canteens, auditorium, guest houses and play grounds. During 2006-07, the UGC has released grants of Rs. 4.86 crores to Universities and Rs. 16.77 crores to Colleges upto 28th February 2007.

Non-Formal Education

Adult & Continuing Education

The UGC has been implementing a programme of Adult and Continuing Education with the following broad approaches:

☐ The continuing education programme should be targeted towards those who have had the benefit

of university education but need to return either for updating knowledge or skills or acquiring new skills.

- The Adult, Continuing & Extension Education should include programmes of training of a short term nature aimed at various groups which do not normally enter the university system.

- Community outreach activities should include the responsibility to reach out to society, whether it be specific disadvantaged groups or organisations or schools or a geographical community.

Under the programme, the Commission provides financial support to Centres or Departments of Adult Education in universities for both their activities/programmes and for salary of the staff working therein. So far, 87 universities have been approved for support under the scheme. During 2006-07, an amount of Rs. 142.89 lakhs has been released to the Departments of Adult Education upto 28th February 2007.

Promotion of Yoga Education, its Practice and Positive Health in Universities

Universities are assisted in setting up Yoga education and practice centers and Centres for personality development for the overall development of students, teachers and non-teaching staff of universities. The assistance under the scheme is Rs. 1.00 lakh (one time grant) for equipment and furnishing and Rs. 1.80 lakhs p.a. @ Rs. 7500/- p.m. as honorarium to instructors (maximum two per yoga center). The Commission has so far approved 64 universities for establishment of yoga centers.

Assistance is also being provided to the universities for organizing awareness programmes on AIDS, Drug abuse, Sex Education & Reproductive Health, Art of Healthy Living and Stress Management etc. by inviting guest speakers/experts. A University is assisted to organize a maximum of two programmes per calendar year. The financial assistance is limited to Rs. 25,000/- per programme During 2006-07, a total grant of Rs. 28.36 lakhs has been provided to universities upto 28th February 2007.

Human Rights and Duties Education

The scheme has two components viz. 'Human Right & Duties Education' and 'Promotion of Ethics & Human Values'. The main objective of the first component is to develop interaction with society and educational institutions, besides encouraging research studies and to sensitize citizens about Rights and Values in education. The second component is aimed to create awareness, conviction and commitment to values for improving the quality of life through education.

The Commission, through its Expert Committee, identifies sub-programmes such as Seminar/Symposia/Workshops, Moot Courts and Courses for financial support. During 2006-07, an amount of Rs. 17.81 lakhs has been released to Universities and Colleges upto 28th February 2007.

Special Studies on Social Thinkers and Leaders

The scheme is aimed to acquaint teachers and students with the thoughts and actions of great thinkers and social leaders and to involve them in research studies. The UGC provides total financial assistance for setting up and operating Centres of Gandhian, Buddhist, Nehru, Ambedker, Swami Vivkanand, Tagore, Dr. Zakir Hussain, Pt. Malviya, Dr. Radhakrishnan and Sardar Patel studies.

Promotion of Women and Family Studies

The scheme envisages assistance to Universities for setting up Women Studies Centres to undertake research, develop curricula and organize training and extension work in the area of gender equity, academic self-reliance, girls' education, population issues and human rights etc. These activities are expected to contribute to social awareness and change as well as to academic development. The UGC has, set up 72 Women Studies Centres in Universities/Colleges.

During 2006-07, an amount of Rs.2.89 crores has been provided so far to these Centres for carrying out their activities/programmes upto 28th February 2007. The UGC has also requested Universities to set up permanent cells to Combat Sexual Harassment in the Campuses as per the directions of the Supreme Court of India.

Facilities for Disadvantaged Groups

Establishment of Scheduled Caste and Scheduled Tribe Cells in Universities

To ensure effective implementation, and monitoring, of the reservation policy for Scheduled Castes and Scheduled Tribes and also programmes of the Govt. of India and UGC in Universities and Colleges, the UGC has been financially supporting Universities to establish Scheduled Caste and Scheduled Tribe Cells. So far, 123 cells have been established in various universities. During 2006-07, a total grant of Rs.24.65 lakhs has been released to the SC/ST cells functioning in universities upto 28th February 2007.

Remedial Coaching at UG/PG Level for SC/ST students in Universities and Colleges

To contribute towards social equity and socio-economic mobility of the under-privileged sections of the society, the Commission introduced Remedial Coaching Scheme at UG/PG level for the SC/ST students. The scheme seeks to:

   improve academic skills and linguistic proficiency in various subjects.

   raise the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work.

   strengthen knowledge, skills and attitudes in subjects, where quantitative and qualitative techniques and laboratory work are involved.

   improve the overall level of performance of these students in examinations.

Remedial Coaching in Colleges / Universities also covers pre-entrance examination / tests for admission to Medical and Engineering Colleges. Universities and Colleges are assisted for five years. The scheme is being implemented in 552 Universities and Colleges.

During the year 2006-07, so far a total grant of Rs.15.82 crores has been released upto 28th February 2007.

Remedial Coaching classes at UG/PG level in universities and colleges for the students belonging to Disadvantaged Minority Communities

The scheme seeks to improve the academic skills and linguistic proficiency of students in various subjects and to improve over all performance of the students belonging to disadvantaged minority communities in examinations. At present, the scheme is being implemented in 245 universities and colleges.;

During 2006-07, a total grant of Rs.5.05 crores has been released upto 28th February 2007. to the universities and colleges implementing the scheme.

Classes for SC/ST for preparation for NET

The scheme aims to make available adequate number of qualified SC/ST candidates for recruitment as lecturers in universities and colleges by preparing them for National Eligibility Test (NET), which is an essential eligibility condition for lecturers, without either M.Phil or Ph.D, to teach undergraduate classes. Coaching classes are organized in selected universities for which cent percent grant is being made available under the scheme. The classes are arranged by hiring teachers on honoraria. At present, 50 universities are implementing the scheme. During 2006-07, an amount of Rs.1.22 crores has been provided to the selected universities.

Coaching classes for the students belonging to Minority Communities for preparation for UGC NET Examinations

The Commission provides grants to selected universities for Coaching Classes for students belonging to minority communities in preparation for UGC- NET Examination. So far, 18 selected universities have been implementing the scheme. During 2006-07, an amount of Rs.36.55 lakhs has been released to these universities.

Coaching classes for SC/ST for entry in services

The scheme aims to help SC/ST students to gain employment in services in Group A, B & C posts including All India and State Provincial Civil Services. The scheme is being implemented in 239 Universities

and Colleges. During 2006-07, Rs.8.39 crores has been provided paid upto 28th February 2007 to these institutions.

As a special drive of the UGC, 5 universities and 80 colleges located in the North-Eastern States have been assisted for the various Premedical Coaching Programs meant for the SC/ST.

Coaching classes for the students belonging to Minority Communities for entry in services

Through this scheme the UGC assists in preparing students belonging to the Minority Communities for Competitive Examinations which in turn helps them in getting gainful employment for posts in Group A,B,C and All India/State/Provincial Services. At present, the scheme is being implemented in 145 Universities and Colleges.

During 2006-07, a total grant of Rs.3.42 crores has been released upto 28th February 2007 under the scheme.

Facilities for Differently Abled Persons

Higher Education For Persons With Special Needs (HEPSN) and Teachers' Preparation in Special Education (TEPSE)

For Persons With Disabilities, the UGC has been operating two schemes, "Teachers' Preparation in Special Education" (TEPSE) and "Higher Education for Persons with Special Needs" (HEPSN). The schemes aim to develop courses for special teachers and counsellors and also to provide facilities in various forms for the differently abled persons. The UGC has, so far, identified and approved 54 Universities and Colleges under the HEPSN and the TEPSE. During the financial year 2006-07, Rs.19.08 lakhs has been provided upto 28th February 2007.

Promotion of Relevant Education

Career Oriented Programme

The scheme aims to ensure that graduates who pass out possess knowledge, skills and aptitudes for gainful employment in the wage sector or for self-employment, so as to reduce the pressure on post graduate Courses. The Commission provides, Rs.5.00

lakhs as one time 'Seed Money' for five years in the Humanities and Commerce Streams and Rs.7.00 lakhs for the science stream. Colleges can opt for a minimum of three courses in each stream. It is left to the universities and colleges to identify their own 'Need Based' Career Oriented inter-disciplinary courses.

The UGC has selected 304 colleges, one State University and one 'Deemed University' for Career Oriented courses started from the academic year 2006-07. An amount of Rs.3.65 crores has been paid upto 28th February 2007 to the selected institutions during 2006-07.

Academic Staff Colleges

The UGC has established 57 Academic Staff Colleges during the Tenth Plan for conducting specially designed Orientation Programmes of 4 weeks duration for newly appointed teachers and Refresher Courses of 3 weeks duration for in-service teachers.

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

The UGC has also identified 31 universities and specialized institutions as UGC-Refresher Course Centres (UGC-RCC). During the academic year 2006-07, 222 Programmes (182 Orientation Programmes & 40 Workshops) and 671 Refresher Courses have been approved and allocated to the ASCs and Refresher Course Centres(RCCs) and Rs.15.02 crores has been made available upto 28th February 2007 to these Academic Staff Colleges/RCCs for Programmes and Courses.

International Cooperation

Travel Grants

The Commission has been providing financial support to college teachers, Vice-Chancellors and the Commission Members for presenting research papers in International Conferences abroad for enriching

knowledge for further research and in exposure to higher education sector of the host countries. The assistance is available for them once in three years. For college teachers, assistance is limited to 50% of the admissible expenditure and for Vice-Chancellors and UGC Members, it is on cent percent basis.

During 2006-07, 35 college teachers, 16 Vice-Chancellors and one Commission Member have so for been selected for assistance under the scheme. An amount of Rs.107.35 lakhs has been released upto 28th February 2007.

The UGC also provides travel grant, on cent percent basis, to enable university/college teachers to collect source materials and availing of fellowships. Assistance is given to scholars who are assured maintenance for at least two months from a recognized host university / institute abroad. During 2006-07, eight teachers have been recommended for visits abroad.

Area Studies Programme

The Commission provides financial assistance to 39 centres identified as Area Study Centres in 25 Universities for undertaking studies relating to Social, Economic, Political and Cultural Affairs of a given area and for developing inter-disciplinary research and teaching within a comparative frame work. The focus is on such countries and the regions with which India has had close and direct contact. During 2006-07, Rs.26.93 lakhs have been made available upto 28th February, 2007 to these Studies Centres.

Bilateral Exchange Programmes

On behalf of the Govt. of India, the UGC has been implementing the Bilateral Exchange Programmes with other countries in the University Sector. During 2006-07, Cultural Exchange Programmes have been in operation with 23 countries and Educational Exchange Progrmmes with 11 countries. Foreign delegations from Rwanda, Libya, Saudi Arabia, Germany, Canada and Mexico have visited the UGC during 2006-07.

Twelve Indian Social Scientists have been recommended by the Commission to visit France, under the Indo-French Cultural Exchange Programme.

Under the programme of SAARC Fellowships / Scholarships, 26 Fellowships, 40 Scholarships and 6

SAARC Chairs are available to the member countries. During 2006-07, the UGC has nominated 3 scholarships, 6 Fellowships and 6 SAARC Chairs.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) in the United Kingdom, to enable promising faculty members in Indian universities and colleges to do research work at the Universities / Institutions in the United Kingdom. During 2006-07, 81 teachers have been nominated. The Commission has also nominated 16 Indian Scholars under the Commonwealth Split-site Scholarships.

During 2006-07, Rs.27.31 lakhs (excluding establishment expenditure) have been utilized under these programmes upto 28th February, 2007

Teaching and Research in Inter-disciplinary and Emerging Areas

Specialized courses at under-graduate and post-graduate levels including PG Diploma in Interdisciplinary and Emerging Areas are supported by the Commission. Similarly, innovative proposals which influence teaching, research, academic excellence, social growth and relevant activities in various disciplines meeting educational, national and global priorities are also supported under this scheme, on cent percent basis. Assistance is provided for most essential and critical requirement of laboratory equipment, contingency, staff etc. for starting courses in interdisciplinary and emerging areas. Financial assistance is limited to Rs. 50.00 lakhs for both non-recurring and recurring items in addition to staff costs met on actual basis. The UGC may also consider additional grants for maintenance of equipments (@ 5% of equipment cost) and also to meet overhead charges (@10% of the total allocation or Rs.2.00 lakhs whichever is less). During 2006-07, an amount of Rs.1.51 crores has been provided upto 28th February, 2007 to University Departments for conducting courses in Inter-disciplinary and Emerging areas.

Rajiv Gandhi Chairs

The UGC is the nodal agency for implementing the scheme "Rajiv Gandhi Chair in contemporary Studies and Research" in Universities. Nine universities were selected for the establishment of Rajiv Gandhi Chairs. During 2006-07, an amount of Rs.20.00 lakhs has been made available upto 28th February, 2007

Promotion of Quality and Excellence

Identification of Universities and Colleges with Potential for Excellence

The main objectives of the programme are :

- To strengthen the academic and physical infrastructure for achieving excellence in teaching, research and outreach programmes.

- To promote flexible and effective governance.

- To enhance the quality of the learning process and teaching at the undergraduate and postgraduate levels with the help of flexible credit based modular system.

- To promote academic programmes relevant to the social and economic needs of the nation.

- To improve undergraduate education in colleges by interfacing of the P.G. programmes.

- To promote networking with other research centres / departments and the laboratories in the country.

- To achieve excellence in education, training and research to face the challenge of globalization.

While giving weightage to factors like location i.e. geographic region, urban and rural areas, backward region, women colleges etc., the eligibility criteria for selection of Universities and Colleges are:

Universities

- Accreditation by NAAC

- Should have at least 25% of the existing PG departments being identified by the UGC under SAP /ASIST / Innovation Programmes.

- Proven evidence of successful academic, administrative and financial reforms during the last decade.

- Substantial research and development activity initiated through projects from external funding during the last decade.

- Potential for evolving an effective academic and management system that can serve, in general, as a model for recognizing the university system in the country.

Colleges

- Colleges should be atleast ten years old.

- Accreditation by the NAAC

- Those Colleges which have not been accredited by the NAAC must get the accreditation within a year.

- Every college should work out and submit a plan of action for the Five year plan period etc.

The upper limit of financial assistance for universities is Rs. 30.00 crores for a period of five years. For Colleges, the grant may vary from Rs. 35.00 lakhs to Rs. 1.00 crore for the plan period.

Besides the five universities namely, Pune, Hyderabad, Madras, Jadavpur and the J.N.U. identified and granted the status of universities with potential for excellence earlier, four more universities, University of Calcutta, University of Mumbai, NEHU and Madurai Kamraj have been identified as Universities with Potential for Excellence in 2006-07. Also, 12 more universities have been identified as Centres of Excellence, each in a particular field. Ninety seven colleges have been selected for the status of Potential for Excellence, so far in two phases. The process of identification of Colleges with Potential for Excellence under Phase III is underway. During 2006-07, an amount of Rs.19.2z0 crores has been disbursed upto 28th February, 2007 to the identified Universities and Colleges with Potential for Excellence.

UGC INFONET Programme

In order to provide relevant and quality education with enhanced access and quality, the UGC has launched a mega programme namely, UGC-INFONET, a network of Indian Universities and Colleges by integrating Information and Communication Technology and the process of teaching, learning and education management. The network is run and managed by ERNET India. The Information for Library Network (INFLIBNET), an autonomous Inter-University Centre of UGC, is the nodal agency for coordination and facilitation of the linkage between ERNET and Universities and Colleges. So far, 149 universities have been connected electronically.

Digital Repository of Research and Teaching Material

The University Grants Commission provides electronic access to scholarly literature through internet in all areas

of learning to the University Sector in India. The programme is fully funded by the UGC. All Universities which come under the UGC's purview are members of the programme, and it is being gradually extended to all eligible colleges as well. The programme is coordinated and executed by Information and Library Net work (INFLIBNET) Centre, Ahmedabad.

The programme covers all fields of learning of relevance to Universities including Arts, Humanities and Social Sciences, Physical and Chemical Sciences, Life Sciences, Computer Sciences, Mathematics and Statistics.

During 2006-07, an amount of Rs.11.00 crores has been made available upto 28th February, 2007 under the programme to the INFLIBNET Centre.

National Eligibility Test (NET) for Teaching and Research

The University Grants Commission conducts National Level Tests for Lecturership Eligibility and Junior Research Fellowships (JRFs) to ensure minimum standards for the entrants in the teaching profession and research in Universities and Colleges. The test for Science subjects is conducted by the CSIR jointly with the UGC. These tests are conducted twice a year, generally, in the months of June and December. The UGC has allocated a number of Fellowships to the Universities for the candidates who qualify the test for the JRF. Presently, these tests are being conducted in 82 subjects at 66 Centres spread across the country and six centres abroad.

The UGC also grants accreditation to various States to conduct State Level Eligibility Test for lecturership. At present 15 States are conducting SET.

In the UGC-NET examination held in December, 2005 1.10 lakhs candidates appeared. Out of which, 8363 (7.61%) candidates were declared eligible for lecturership and 1081 candidates (UGC-JRF:300, CSIR-JRF-781) eligible for Junior Research Fellowship.

Incentives for Resource Mobilisation

The Commission has evolved a scheme of "Incentives for Resource Mobilisation". The objectives of the scheme are:

- To encourage universities to mobilise resources by participation / contribution of society in their development.

- To encourage and enhance flow of resources from society for university development.

- To encourage Universities to provide consultancy on payment basis not only to the industries but also to the Government and other bodies and society at large on vital issues of national importance.

- To provide incentives to the Universities which involve society in their developmental activities.

The share of the UGC is to the extent of 25% of the contribution received by the University, subject to a maximum of Rs. 25.00 lakhs per annum.

During the financial year 2006-07, the UGC has so far supported Central Universities with a release of Rs.75.00 lakhs, State Universities with Rs.261.10 lakhs and Deemed Universities with Rs.44.48 lakhs upto 28th February, 2007

Establishment of UGC Network Resource Centres in Colleges

The objective of the scheme is to create awareness among staff and students about the use of computers in Administration, Finance, Examination and Research activities, and also to have access to multi media material in teaching and learning. Assistance for the establishment of UGC Network Resource Centres is by way of providing computers and internet connectivity. The nature of assistance is as follows:

First Time Assistance:		
Non-recurring	-	Rs. 1.5 lakhs
Recurring	-	Rs. 10,000/- p.a.
Second Time Assistance :		
Non-recurring	-	Rs. 50,000/-
Recurring	-	Rs. 10,000/- p.a

Colleges which have already availed second time assistance are only supported for Internet Connectivity to the tune of Rs. 10,000/- p.a. till the end of the plan period.

During 2006-07, a grant of Rs.5.00 crores has been released upto 28th February, 2007 to all eligible colleges.

Faculty Improvement Programme

Teacher Fellowships under the FIP provide an opportunity to teachers of universities/colleges to pursue their academic/research activities leading to the award of M.Phil/Ph.D degree.

Permanent teachers with at least 3 years of teaching experience and not more than 45 years of age (relaxable by 5 years in the case of women and SC/ST) are eligible for Teacher Fellowship. Out of Fellowships allocated to university/colleges, 15% of fellowships are reserved for SC and 7.5% of fellowships for the ST teachers. The tenure of fellowship for Ph.D programme is two years and for M.Phil Programme is one year.

Under this scheme reimbursement of actual contingency expenditure subject to a maximum of Rs.10,000/- per year, actual train or bus fare for joining the research centre and return to the parent institution and the salary of the substitute teacher, is provided 2006-07, an amount of Rs.13.76 crores has been reimbursed upto 28th February, 2007 to universities/ colleges.

Strengthening of Research

Special Assistance Programme (SAP)

The main objectives of the Special Assistance Programme are:

- To identify and support university departments that have the potential to undertake quality teaching and research in various educational disciplines including allied disciplines.

- Programme to be relevant to societal needs and have society and industry interaction.

- To make research a catalyst for good teaching and introduction of new courses relating to identified thrust areas.

- To enhance infrastructural facilities to utilize the output of research for the development of the nation and society.

- To train and create quality human resource in the identified thrust areas.

- To search for newer / generic areas, its promotion and nurturing.

Departments with a minimum of one Professor, two Readers and three Lecturers are eligible for induction under this programme. The duration for this programme is upto the end of the Plan period. The programme is being implemented at three levels namely, DRS, DSA and CAS. The maximum limit of financial assistance at different levels of this programme are :–

CAS   Rs. 100.00 lakhs in Science, Engineering & Technology

Rs. 60.00 lakhs for Mathematics, Statistics, Humanities and Social Sciences.

DSA   Rs. 75.00 lakhs in Science, Engineering & Technology

Rs. 50.00 lakhs for Mathematics, Statistics, Humanities and Social Sciences.

DRS   Rs. 50.00 lakhs in Science, Engineering & Technology

Rs. 40.00 lakhs for Mathematics, Statistics, Humanities and Social Sciences.

The number of Departments approved for support under this programme, as on the 31st March, 2006, was 477 (CAS-74, DSA-145, DRS-258). During 2006-07, the UGC has provided grants to the tune of Rs.14.72 crores upto 28th February, 2007 to Departments of Humanities, Social Sciences, Physical Sciences, Bio-Sciences, Engineering and Technology.

Assistance for Strengthening of Infrastructure for Humanities and Social Sciences (ASIHSS)

The UGC introduced the ASIHSS Programme to assist selected high quality Humanities and Social Sciences departments in the Universities to enable them to develop infrastructure in order to attain excellence in postgraduate education and research. Financial assistance under the programme is upto a maximum of Rs.60 lakhs. So far, 78 departments have been selected for grants.

Assistance for Strengthening of Infrastructure for Science and Technology (ASIST)

The scheme is aimed to assist selected Science & Technology Departments in Universities with proven high quality performance to acquire costly major equipments which can not be approved out of SAP grant or general development grant, so that the attainment of excellence in post graduate education and research in the department is not handicapped due to non-availability of such equipments. Specifically, the scheme strengthens infrastructure for PG education & research, promotes innovation, collaboration between the research and interdisciplinary activities with the other SAP or ASIST supported departments.

Departments which have completed at least one term i.e. five years at the minimum level of DRS under SAP programme and have been reviewed with good report for further continuation, are eligible. Assistance is being provided as one time input on cent percent basis. The financial limit for a selected department (in Sciences, Engineering and Technology) is Rs. 85.00 lakhs and for department of Mathematics & Statistics, is Rs. 60.00 lakhs for a duration of five years only. The departments which are selected under the programme are given functional autonomy. Since inception, 228 departments have been selected for support. During 2006-07, a grant of Rs.62.80 lakhs has been released under both ASIHSS/ASSIST.

Major and Minor Research Projects

To promote excellence in research in higher education by supporting research programmes of University and College teachers in all disciplines, the University Grants Commission provides financial support to permanent / regular, working/retired teachers. Research projects may be undertaken by an individual teacher or a group of teachers. Super annuated teachers (upto the age of 70 years) can also participate under the scheme.

The quantum of assistance for a research project is as follows:

- Major Research Project in Sciences including Engineering and Technology, Medical, Pharmacy, Agriculture etc. – Rs. 12.00 lakhs

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

- Minor Research Project – Rs. 1.00 lakh

The financial support is provided for Equipment, Books & Journals, Research Personnel, Hiring Technical Services, Contingency, Chemicals and Consumables, Travel and Field work and any other special requirements. However, assistance towards Research Personnel is not provided in Minor Research Projects. The duration of the Major and Minor Research Projects is normally three years and two years respectively. During 2006-07, upto 28th February, 2007, 253 Major Research Projects and 53 Minor Research Projects have been approved by the UGC, and Rs.32.03 crores released.

Instruments Maintenance Facility (IMF) in Universities and Colleges

The objectives of the scheme are :

- To provide effective and economical services in the repair and maintenance of scientific instruments and electronic hardware.

- To satisfy the users of instruments regarding the quality of services.

- To provide facility for staff development through training and opportunities to exchange experience with other instrumentation maintenance facility centres across the country.

Universities and colleges recognized under sections 2(f) and 12(B) of the UGC Act, and offering Post-Graduate science courses, are eligible to receive financial support to establish IMF Centres.

The Commission provides recurring financial assistance of Rs. 3.87 lakhs and non-recurring assistance of Rs.2.00 lakhs. During the financial year 2006-07, an amount of Rs.240.88 lakhs has been released to the IMF centres upto 28th February, 2007.

Inter-University Centres

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

- To provide common advanced centralized facilities/services for universities which are not able to invest heavy investment in infrastructure and other inputs.

- To play a vital role in offering the best expertise in each field to teachers and researchers across the country.

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

The Nuclear Science Centre at New Delhi was the first research centre established in 1994. As of today, six Inter-University Centres are functioning within the university system. During 2006-07, a total grant (both under Plan and Non-Plan) of Rs.35.34 crores has been released upto 28th February, 2007 to these Inter-University Centres.

National Facilities Centres

Besides the Inter-University Centres, the UGC has also created centres of National Facilities for serving as resource centres. These Centres are also regularly being financed by the UGC. Four Centres of National Facilities namely, Western Regional Instrumentation Centre, Mumbai (Maharashtra), MST Radar Centre, Tirupati (AP), Indian Institute of Advanced Studies, Shimla (H.P.) and Crystal Growth Centre, Anna University, Chennai are functioning at present. During 2006-07, an amount of Rs.1.28 crores has been released upto 28th February, 2007 to the National Facilities Centres.

Research Awards

Under this scheme, the UGC provides full salary of the Awardees to the respective institutions, and research grant upto Rs.2.50 lakhs in Humanities and Social Sciences and Rs.4.00 lakhs in Science, Engineering & Technology to meet expenditure on books, journals, chemicals and equipment. The tenure of the award is three years. The scheme is meant to provide opportunities to permanent teachers of the Universities and Colleges with age up to 45 years, to pursue research in their areas of specialization in order to remain in touch with the latest developments in respective areas in teaching and research.

During 2006-07, an amount of Rs.274.62 lakhs has been released upto 28th February, 2007 to Research Awardees working in various Indian universities.

Research, Workshops, Seminars and Conferences

The University Grants Commission has been providing financial assistance to Universities and Colleges for organizing programmes such as Research Workshops, Seminars and Conferences etc. both at the national and international level. It also provides financial assistance to non-university institutions for organizing such programmes as identified by the UGC. During the financial year 2006-07, an amount of Rs.5.49 crores has been released upto 28th February, 2007 to various universities and colleges and non-university institutions.

Emeritus Fellowships

The Scheme of Emeritus Fellowships provides opportunities to the highly qualified, experienced and superannuated teachers of Universities, Colleges and Institutions approved under Section 2(f) and 12(B) of the UGC Act, actively engaged in research and teaching programmes of the Universities/Institutions, Deemed

Universities in the preceding years, to undertake research, without any restriction of position or pay scales. The fellowship is awarded on the basis of quality of research and published work contributed by the teacher in his/her service career. The Awardee can work under this scheme with a well defined action plan up to the age of 70 years or up to two years (non-extendable) of the award whichever is earlier. The number of slots available under the scheme is 100 at any given time.

Under the scheme, the awardee is provided honorarium of Rs. 10,000/- p.m. and a non-lapsable contingent grant of Rs. 20,000/- p.a. and such other privileges including medical facilities as available to the faculty members of the research centre. The awardee has to ensure completion of the project undertaken and submit a final report to the Commission.

During 2006-07, an amount of Rs. 66.64 lakhs has been released to the Emeritus Fellows working in various Indian universities.

Research Fellowships & Scholarships

Junior Research Fellowships (JRFs) for Foreign Nationals

The UGC awards 20 Junior Research Fellowships and 7 Research Associateship every year to foreign students and teachers from the developing countries of Asia, Africa and Latin America to undertake advanced studies and research in Sciences, Humanities and Social Sciences leading to M.Phil./Ph.D. and Post Doctoral degrees in Indian Universities.

During 2006-07, the Commission has so far provided 20 Junior Research Fellowships and 7 Research Associateships to foreign students and teachers.

Junior Research Fellowships (JRFs) for Indian Nationals

Under this scheme, students / research scholars who qualify national level tests conducted by the UGC-CSIR, SLET are awarded fellowships to pursue research leading to M.Phil./Ph.D. degrees in various disciplines. The fellowship is tenable for a period of four years initially and it is extendable by one more year subject to the prior approval of the Commission. The fellowship amount for the first two years is Rs.

8,000/- p.m. and Rs. 9,000/- for the remaining three years. The contingency for the first two years is Rs. 10,000/- p.a. and Rs. 20,500/- p.a. for subsequent years. However, in the case of Sciences, the contingency is Rs, 12,000/- p.a. for the first two years and Rs. 25,000/- p.a. for subsequent three years. Admissible HRA and Departmental Assistance of Rs. 3,000/- p.a. are also provided to these fellows.

During 2006-07, an expenditure of Rs.23.28 crores has been incurred upto 28th February, 2007 towards the payment of these Junior Research Fellowships.

Part-time Research Associateship for Women

The University Grants Commission has selected 100 candidates under the scheme of Part-time Research Associateship for Women. The selected candidates with fresh Ph.D. degrees are paid Rs.6000/- p.m. and those with 5 years experience after Ph.D. are paid Rs.8000/- p.m. The Associateship also carries a contingency grant of Rs.10,000/- p.a. for full tenure of 5 years and Departmental Assistance @ 10% of the Associateship.

Part-time Research Associateship is awarded annually to women upto 50 years of age with Ph.D. degrees and aptitude for independent research work in any field of Humanities and Social Sciences including languages, Engineering and Technology. The other qualifying requirements are first class master's degree with 55% at graduate level and a Ph.D. degree with good academic record.

During 2006-07, an amount of Rs.74.12 lakhs has been released upto 28th February, 2007 to the selected part-time women Research Associates.

Engineering & Technology JRFs

The University Grants Commission selects 50 candidates each year through direct interviews for the award of Junior Research Fellowships in the disciplines of Engineering & Technology. These awardees are paid Rs.8,000/- p.m. for first two years and Rs.10,000/- p.m. for subsequent years with an annual contingency of Rs.12,000/- p.a. for first two years and Rs.25,000/- p.a. for the remaining two year period.

The scheme is meant for providing an opportunity to research scholars to undertake advanced study and research in engineering and technology, and

agricultural engineering, leading to Ph.D. The University Grants Commission or the Council of Scientific and Industrial Research are not conducting National Education Testing (NET) examinations in these fields. Therefore, M.E. and M.Tech. students are given this opportunity through direct interview conducted by the Commission.

Minimum qualifications are a Master's degree in engineering/ technology/pharmacy, with 55 percent marks. The GATE is not a mandatory condition for getting a research fellowship to pursue Ph.D. Candidates need to hold an M.E./M.Tech. degree. The age limit is 40 years as on 1st July of the year of award, extendable by five years for women and SC/ST candidates.

During 2006-07, an amount of Rs.80.38 lakhs has been released upto 28th February, 2007.

Indira Gandhi PG Scholarship for the Single Girl Child

On the advice of the Ministry of HRD, Govt. of India, the UGC has implemented two new schemes namely Indira Gandhi PG Scholarship for Single Girl Child and PG Merit Scholarship for University Rank Holders from the academic year 2005-06. Students graduating in 2004-05 and admitted to the first year of PG course in 2005-06 are eligible.

The objective is to support through scholarship, any girl student who happens to be the only child in her family and also to provide incentives for the parents to observe the small family norm. So far, scholarship has been released in respect of 1325 girls. During 2006-07, Rs.1.00 crore budget has been allocated for the purpose.

PG Merit Scholarship for University Rank Holders

The objective is to attract talent for pursuing post-graduate studies in basic subjects. So far, 727 students have been selected for the scholarship . During 2006-07, a budget of Rs.1.00 crore is allocated for the scheme.

PG Scholarships to M.E./M.Tech. students

To help graduate students to pursue higher technical education, the UGC has been providing post-graduate scholarship to students admitted to M.E./M.Tech.

courses. The GATE qualified students admitted to M.E./M.Tech. courses receive scholarships @ Rs.5,000/- p.m. and contingency @ Rs.5,000/- p.a. for a period of 24 months.

The number of students receiving this scholarship is approximately 1,200. During 2006-07, an expenditure of Rs.9.88 crores has been incurred upto 28th February, 2007.

New Initiatives of the UGC

Promotion of Entrepreneurship and Knowledge-based Enterprises

Higher Education Institutions have to play a proactive role in promoting entrepreneurship and knowledge-based enterprises. The UGC has partnered with the National Science & Technology Entrepreneurship Development Board (NSTEDB) under the Department of Science & Technology (DST), Govt. of India to promote entrepreneurship, technology commercialization, technology business incubation and knowledge processing parks in the country. Several activities are being planned by the commission.

Protection of Intellectual Property Rights (IPRs)

The university system plays an important role in creation of new knowledge. Knowledge is the new currency of economic power. It is the source of primary competitive advantage and the universities zealously guard their knowledge base. The economic returns from protected knowledge motivates new knowledge creation and therefore fuels innovation. It is important that higher education institutions protect their intellectual property properly. This being a new development, most universities do not have expertise and processes in place to enable their researchers to protect their IPRs. Therefore, there is a need for creating an awareness, putting in place an enabling policy environment, proper structures and processes and also provide financial support to enable researchers to protect their IPRs. This initiative of the UGC shall dovetail with all existing initiative/ongoing activities of various agencies and shall have strong linkages with patent/copyright offices. To promote IPR awareness and to facilitate protection and management of IPRs

from the University system, the UGC has constituted an expert committee on IPR.

Promotion of Indian Higher Education Abroad

Promoting Indian Education abroad is regarded as a strategy to promote quality of our education by the UGC, as a means of creating multi-cultural ambience on Indian Campuses that promotes diversity and international goodwill. With the cost advantage in our favor, there is a possibility of getting larger number of international students to India. This would require positioning of Indian Higher Education as a distinct brand and proper strategy and action plan.

Under the PIHEAD initiative, the UGC has embarked upon a focused nationally coordinated program to attract international students and to promote Indian Institutions to offer programs abroad. UGC has constituted a Standing Committee (SC) to advise and steer the PIHEAD Initiative.

Training and Development of Academic Administrators

Within the context of globalization and developments in technology, higher education is undergoing unprecedented changes. In addition to questions of access and equity, institutions of higher education are called upon to cut costs, improve quality and compete in the globalizing environment. Academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students. The UGC proposes to address this issue by creation of a structured system to impart training and development opportunities to the staff, administrators and senior functionaries in the various universities and colleges with the broad goal of attaining excellence in academic governance. For this, guidelines have been prepared and are being considered by an expert committee for implementation of the scheme "Training and Development of Academic Administrators in Central and Deemed to be universities".

Comprehensive Computerization Initiative

With a view to enhance its efficiency and bring transparency in its working, the UGC has undertaken a Comprehensive Computerization Initiative. Under this initiative, computing and networking infrastructure in the UGC offices is being strengthened. A new and comprehensive Website of the UGC – www.ugc.ac.in is content rich, aesthetically designed and interactive website and this would bring a new culture of working both within the UGC and in its interface with higher education institutions.

For sharing information internally, an Intranet is being put in place. The UGC has taken up digitization of all Commission agenda and minutes and the same would be made available on its Intranet. Work on modernization and automation of the UGC Library has been initiated to transform it into Knowledge Resource Centre on Higher Education. Work on creation of a National Doctoral Thesis Database has also been initiated with a view to promote quality research in the country. With a view to address problems of malpractices – such as fake certificates, facilitate statistics collection and compilation, planned development of manpower, a Committee is exploring possibility of providing a framework of assigning unique enrolment numbers that could specifically identify students in the higher education system.

Introduction of e-governance in UGC

E-governance is the public sector's use of Information and Communication Technologies (ICT) with the aim of improving information and service delivery, encouraging transparency in the decision making process and making Government accountable, transparent and effective while at the same time minimising the scope for corruption. Efforts are on to see that e-governance is effectively implemented in UGC w.e.f the coming year 2007-08.

Association of Indian Universities

The Association of Indian Universities (AIU) is a registered society under the Societies Registration Act, 1860 with membership of Indian Universities. It provides a forum for administrators and academics of member universities to exchange views and discuss matters of common concern. It acts as a bureau of information exchange in higher education and brings out a number of useful publications, including the "Universities Handbook" ,research papers and a weekly journal titled "University News". The present membership of the Association is 279 (including two

Associate Members viz. Kathmandu University, Kathmandu and Mauritius University, Mauritius).

The Association is substantially financed from the annual subscription by the member universities. The Government of India, Ministry of Human Resource Development provides grants for meeting a part of the maintenance and development expenditure, including research studies, workshops, training programmes for university administrators, orientation programme for newly appointed Vice Chancellors/ Directors, and for creation of question banks and database. AIU has a scheme to sponsor Inter-University sports events and inter-university youth festivals at zonal and national levels. (This activity was earlier funded by the grants received by AIU from Ministry of Youth Affairs and Sports out of the scheme of Grants for promotion of sports in Universities and Colleges, which has since been transferred to the State Sector.) AIU is now exploring other avenues to sustain this important activity. The Association has taken initiative to create an interface of university youth with non-university youth.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to degrees obtained from Institutions of higher learning in foreign countries and India. A total of 355 equivalence certificates were issued during the year to foreign and NRI students. The Students Information Services Division continued to serve students, academics and parents by providing them information on the status of Indian institutions of higher education, professional bodies, etc. and on the courses offered by Indian universities and other institutions recognized by Government agencies.

Councils

The Indian Council of Social Science Research (ICSSR), New Delhi

The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening of different disciplines, improving the quality and quantum of research and its utilization in national policy formulation. To realise these objectives, the ICSSR envisaged development of institutional infrastructure, identifying research

talents, formulating research programmes, supporting professional organizations and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 27 Research Institutes and six Regional Centres across the country. Regional Centres have been set-up as extended arms of the ICSSR to support research and development of local talents and its programmes and activities in a decentralized manner. Important activities of the Council are as under:

- In the year 2006-07, 25 research projects were approved.

- Under the fellowships programme 168 fellowships in different categories were awarded.

- The Planning and Coordination Division of the council oversees the schemes of guidance and consultancy services in data processing to scholars, funding of training courses in research methodology and computer applications in social sciences, and providing grants for organizing seminars/conferences/ workshops.

- The Council sponsored sixteen training programes and about 120 seminars/conferences during the year.

Since 1976, the ICSSR has been carrying out surveys of research in different disciplines of social sciences. The first series of surveys in all the disciplines, have been published. The ICSSR updates these surveys every five years. The research surveys in six major disciplines viz. Economics, Political Science (including Public Administration), Psychology, Sociology (including Social Anthropology), Geography and Education have been taken up and are in final stages of completion. The Council publishes a half yearly journal of Abstracts and Reviews in several disciplines, and the Quarterly Journal of Documentations of Public Administration and Indian Social Science Review. Eighteen reports have also been published during the period.

The National Social Science Documentation Centre (NASSDOC) is engaged in developing machine-readable databases like Social Science Research and Training Institutes in India, lists of CD-ROM Databases in India, and Social Science Libraries and Information Centres in India. NASSDOC acquires research materials and core journals in social sciences, supplies photocopies of research documents to

scholars, compiles short bibliographies for scholars on request and does literature searches from various CD-ROM Databases. To familiarize professionals in information science with latest information and communication technologies, NASSDOC provided study grants to 120 scholars, acquired 40 social science databases and gave grants to 18 persons for preparing bibliographic studies.

The International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The ongoing activities under this programme for the last several decades are through cultural exchange programme (CEP), establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in international Conferences, Data Collection Abroad and to participate in activities of international organizations like UNESCO, ISSC, AASSREC, UNU, WIDER etc.

With a view to give special emphasis to the promotion of social science research in the North Eastern Region, initiatives have been taken in the ICSSR to support research proposals and other activities. A sum of Rs. 195 lakhs have been allocated for supporting various progammes and activities in the region, during the year 2006-07 for funding research projects, award of fellowships, seminars, conference & workshops, study grant and training courses etc.

The Indian Council of Philosophical Research (ICPR)

The Indian Council of Philosophical Research (ICPR) was set up to promote teaching and research in Philosophy, by review of the progress of research from time to time; coordination of research activities; sponsoring and assisting projects or programmes of research; and providing financial assistance to institutions/organisations and individuals engaged in research in Philosophy and allied disciplines.

The Council awards fellowships, organises seminars conferences, workshops and refresher courses, provides travel grants to scholars to present their papers at conferences/seminars held abroad; sponsors major and minor projects and brings out publications and a quarterly journal viz Journal of Indian Council of Philosophical Research (JICPR) which publishes original articles both in Indian and Western philosophy and encourages new and original thinking in philosophy in India.

Under its fellowship programme, the Council offers senior fellowships, Residential Fellowships, Junior Research Fellowships, Residential Fellowships as well as short duration projects. In all, 69 fellowships have been sanctioned during the period under reporting. In addition to this, the fellowships awarded in the previous years were continued either in part of the year or throughout the year.

Under its publication programme, the Council published the following books and issues of the JICPR.

Books

- Discussion and Debate – edited by Daya Krishna
- The Philosophy of Suresh Chandra – R.C.Pradhan
- Heterolytic Fragments and Heretical Comments – A.P.Rao
- Narayana Guru – Nitya Chaitanya Yati
- Prakarana Pancika – K.T.Pandurangi.

Journals

- JICPR Vol. XXII No. 1
- JICPR Vol. XXII No. 2
- JICPR Vol. XXII No. 3
- JICPR Vol. XXII No. 4

Under the scheme for organising seminars/conferences etc the Council extended financial support to 49 programmes. The council had conducted seminars related to its special programmes on the comprehensive History of Indian Philosophy and Value Oriented Education. The Council organised two Essay Competition -cum-young scholar's Seminars on the following themes:-

- Message of upnishads
- The role of youth in National Integration at Gujarat and Chennai.

The ICPR has organised 11 periodical lectures and monthly lectures at Academic Centre, Lucknow, under

the Annual National Lecture Programme of the Council.

In addition, the ICPR also participated in Delhi Book Fair and organised the International Philosophy Day on 18.11.2006.

Indian Council of Historical Research (ICHR)

The Indian Council of Historical Research (ICHR) was established by the Government of India on 27th March 1972 as an autonomous organisation to encourage objective and scientific research in various aspects of history. The prime aim of the Council is to give proper direction to historical research, encourage and foster objective and scientific writing of history, not only from the point of view of national integration but also to inculcate a healthy respect for our cultural heritage without encouraging a blind acceptance of superstition and obscurantism.

With a view to achieving the above objectives the Council approved/ extended financial assistance to scholars, institutions of historians etc. under the following categories:-

1. Research Projects- 26
2. National Fellowship-1 (on going)
3. Senior Research Fellowships-11
4. Post-Doctoral Fellowships-08
5. Junior Research Fellowships-220
6. Foreign Travel Grants approved – 28. Including participation in international conferences, collection of sources etc.
7. Contingency (Study-cum-Travel) Grants approved 69 including additional grant and revalidation.
8. Publication Subsidy approved -53 Including manuscripts, journals, proceedings of seminars, etc.
9. Seminars / Conferences / Congresses / Workshops approved 52 including revalidation.
10. National and International Seminars organized (6) by ICHR in collaboration with Universities
11. ICHR publications
    (i) Published   21
    (ii) In process   17
12. ICHR Journal, The Indian Historical Review
    i) Brought out 2 Volumes
    ii) In process, 2 Volumes, including a special issue

ICHR Seminars

One of the activities of the Council is to organize research oriented seminars on different aspects of history. Seven such seminars were held during the period under report, the details of which are :-

- National Seminar on the subject "*The Tribes Peasants and Modern Identity in Northern India C.1800-2000 AD*", held during the 5th to 7th April 2006 in collaboration with North East Regional Centre and Deptt. of History, Tripura University, Agartala.

- National Seminar on the subject "*From Orality to Writing: Understanding Hundred years of Change in Mizoram*", in collaboration with North East Regional Centre and the Deptt. of History and Ethnography, Mizoram University.

- National Seminar on the subject "*The Role of Cellular Jail in Freedom Struggle*" and painting exhibition on Freedom Movement relating to Cellular Jail", held on the 9th August 2006 in collaboration with Andaman & Nicobar Administration.

- International Seminar on "*Reason and Tolerance in Indian history*" as part of the observance of the 4th Centenary of Akbar's Death, held during 28-30 October 2006

- Indo French Joint Seminar on "*Rock Art Paintings in India and France*", held during 26-28 November 20006 at Bhopal.

- National Conference on "*Historiography of 1857*" as part of the 150th year of Commemoration of 1857 held at New Delhi during 9-10 December 2006.

- International Seminar on "Identity, Emotion and Culture: Languages and Literature of the subcontinent C.900-1971 held at New Delhi during 21-23 December 2006.

During the period under report the Council organised the following special lectures/Talks on themes of historical research:

1. A Seven member delegation of distinguished scholars from Pakistan, headed by Prof. Mubarak Ali, interacted with Indian academic on the 3rd February 2006.

2. Dr. R.P. Bahuguna, Department of History, Jamia Millia University spoke on *The Images on Kabir: Then and now.*

3. Dr. Benjamin Cohen, University of Utah, USA spoke on *Clubs Colonialism and Civil Society in South Asia from 1827 on 8 September 2006.*

4. Professor R.C. Thakran, Department of History, University of Delhi spoke on *Was the Saraswati A Mighty Perennial River? Recent Archaeological Explorations.*

5. Professor Hermann Kulke, University of Kiel, Germany spoke on *Yayati Kesari Revisited: Ramchandra of Khurda and the Yayati Kesari Legend of Puri.*

6. Professor Gita Dharmapal- Frick, South Asian Institute, Heidelberg, Germany, spoke on *Before European Hegemony: German Empirical Discourse on India (1500-1750)*

Library-cum Documentation Centre

The ICHR has purchased about 980 copies of latest publication largely on Indian History and allied disciplines. About 36000 exposures were delivered to library scholars for their research requirements. The library extends reading, reference and consultation services to the scholars. A large number of scholars/students visits the ICHR library.

ICHR Publications

During the period under report the following books and journals etc. were published by ICHR:

1. *North East India: Interpreting the Sources of its History,* edited by R. Bezbaruah (*ed*). (English)

2. *Explorations in Deccan History*, edited by A.R. Kulkarni (English)

3. *India Today,* by R.P.Dutt (Marathi)

4. *India at the Death of Akbar,* by W.H.Moreland (Marathi)

5. *An Introduction to the Study of Indian History,* by D.D. Kosambi (Marathi)

6. *Political History of Ancient India,* by H.C.Raychaudhary (Marathi)

7. *Land Revenue Administration under the Mughals,* by N.A. Siddiqui (Marathi)

8. *From Akbar to Aurangzeb,* by W.H.Moreland (Marathi)

9. *Aspects of Political Ideas and Institutions in Ancient India,* by R.S. Sharma (Marathi)

10. *The Culture and Civilization of Ancient India in Historical Outline,* by D.D. Kosambi (Marathi)

11. *British Policy in India,* by S. Gopal (Marathi)

12. *Revenue System in Post-Mauryan and Gupta Time,* by D.N.Jha (Marathi)

13. *India under Aurangzeb,* by J.N.Sarkar (Marathi)

14. *Rise and Growth of Economic Nationalism,* by Bipan Chandra (Malayalam)

15. *Shershah and his Times,* by K.N. Kanungo (Punjabi)

16. *Sultan Muhamud Ghazni,* by M. Habib (Punjabi)

17. *History of South India,* by K.A.N. Sastri (Punjabi)

18. *1857,* by S.N. Sen (Tamil)

19. *Sultan Muhamud Ghazni,* by M. Habib (Tamil)

20. *British Relations with Haider Ali,* by B. Sheikh Ali (Kannada)

21. *Indian Feudalism,* by R.S. Sharma (Kannada)

Eleven Marathi translations were released in Pune at an impressive function on 27th February, 2006. It was attended by many luminaries of the academic and the press of Pune, including Professors A.R. Kulkarni, former Chairman, ICHR, K. Paddaya, Member ICHR and J.V. Naik, President of the Indian History Congress.

The following manuscripts are under various stages of production:

1. *Irrigation in India 1858-1901: Select Documents,* edited by Durga Prasad Bhattacharya.

2. *Sources of the History of Arunachal Pradesh (Seminar Proceeding)* by S. Dutta and B. Tripathy.

3. *Agriculture in India 1858-1901: Select Documents,* edited by Durga Prasad Bhattacharya.

4. *Three Millennium of Contact; India, Russia and Central Asia* (Proceedings of a seminar held by ICHR under the auspices of the Indo-Russian Exchange Programme, edited by R.C. Agrawal and P.K. Shukla.

5. *Corpus of Eastern Khaoshti and Kharoshti-Brahmi Inscriptions,* by B.N. Mukherjee.

6. *Dialogue with Past: Trends in Historical Writings in India (Seminar Proceedings)*

7. *History of Indian and Indonesian Art,* by Ananda K. Coomaraswamy (Marathi)

8. *Origin and Development of Vaishnavism,* by Suvira Jaiswal (Marathi)

9. *History of Indian and Indonesian Art,* by Ananda K. Coomaraswamy (Malayalam)

10. *India Today,* by R.P.Dutt (Punjabi)

11. *Swadeshi Movement in Bengal,* by Sumit Sarkar (Punjabi)

12. *Culture and Civilization of Ancient India in Historical Outline,* by D.D. Kosambi (Punjabi)

13. *Parties and Politics at the Mughal Court,* by Satish Chandra (Punjabi)

14. *Thoughts on Agrarian Relations in Mughal India,* by Syed Nurul Hasan (Punjabi)

15. *1857,* By S.N. Sen (Punjabi)

16. *British Policy in India,* by S. Gopal (Punjabi)

17. *Slavery in Ancient India,* by Dev Raj Chanana (Kannada)

ICHR Journal

The ICHR brings out its own journal the *Indian Historical Review* in English and *Itihas* in Hindi. The Journal has been an important means of transmitting researches in history and has won wide recognition for its balanced coverage of different periods and also for its high academic and editorial standards.

Regional Centres

The ICHR has two regional centres one each functioning at Bangalore and Guwahati. The Bangalore regional centre is functioning at Law College Building, 1 Palace Road, Bangalore (Karnataka) and the Guwahati Regional Centre at Guwahati University Campus.

During the period under report both the regional centres conducted various academic activities.

ICHR Special Projects

Towards Freedom Project

Since the revival of the Project the editorial work on two volumes viz. Towards Freedom 1946 edited by

Prof. Sumit Sarkar and Towards Freedom 1945 edited by Prof. Bimal Prasad have been completed. Both these Manuscripts are ready for publication. Work on two more volumes for the year 1939 and 1940 has been initiated, while the Editors of other volumes are working on their respective volumes.

Documents on Economic History of British Rule in India 1858-1947.

Seventeen volumes are to be compiled and published in this series. Out of the approved themes work has commenced on three themes, namely Railways, Agriculture and Irrigation. Volume IV (Parts I to II) of the Indian Railways Acts 1850-1900 is being processed for publication.

Dictionary of Social, Economic and Administrative Terms in Indian/ South Asian Inscription.

The project revived in 2004-05 has made substantial progress. The various Units working for the successful completion of the project are currently engaged in finalizing the material to be included in this volume. About 3 vols. of the manuscripts are expected to be completed during the year.

National Council of Rural Institutes (NCRI), Hyderabad

The National Council of Rural Institutes (NCRI) was established in pursuance of the National Policy on Education (NPE),1986 and Programme of Action (POA), 1992 for promoting rural higher education based on the lines of Mahatma Gandhi's concept of 'Nai Talim' through the process of Education, Research, Training, Extension and Information Technology which have been identified by the NCRI in its MOA and Rules. The objectives are to be achieved by the NCRI through networking and coordinating with policy making bodies like UGC, AICTE etc. and the R & D laboratories of CSIR, ICAR, etc. Other objectives include encouraging other educational institutions and voluntary agencies, to develop in accordance with Gandhian philosophy of education.

In order to achieve its objectives, the NCRI has been identifying various programmes for providing support and financial assistance, to be taken up by suitable institutions including voluntary organizations.

Projects supported during the Year 2005-06

Grants to the extent of Rs. 81.06 Lakh have been released during 2005-06 to various programmes, which included (1) Gujarat Vidyapeeth, Ahmedabad for "National Centre of Excellence on Human values, work culture and personality development in Rural Area & Employment" (2) Mahatma Gandhi Kashi Vidyapeeth, Varanasi, for National Centre on peace and social harmony. (3) National Institute of Tourism & Hospitality Management (NITHM), Hyderabad for Interdisciplinary Certificate & Diploma Programme in Rural Tourism, (4) Tripura University, Tripura for Post Graduate Diploma Course in Bamboo Cultivation and Resource Utilisation, and Post Graduate Diploma Course in Transport and communications (5) North Eastern Hill University, Shillong, Meghalaya for Certificate in Home Nursing. Proposals were also approved for setting up "National Centre on Peace and Conflict Resolution at Tilak Maharashtra Vidyapeeth Pune, for starting courses in rural development in Rajiv Gandhi College in Allahabad, and setting up a Center for Atmospheric Science and Weather Modification (Cloud Seeding) Technologies in JNTU Hyderabad.

Projects Supported during the year 2006-07

For strengthening and promotion of rural higher education, the Council has approved financial assistance to 19 Institutions/ Organisations during the year 2006-2007 covering the States of Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, Gujarat, Jharkhand, Kerala and Uttar Pradesh. One project was also sanctioned to the North Eastern State of Tripura. So far, an amount of Rs. 120.32 Lakhs has been released to different organizations/institutions by 15.03.2007.

Highlights and Special Efforts on Expansion of Gandhian Education

The Governing Body of NCRI constituted an Expert Committee to organise meetings with Gandhian education institutions located in Madhya Pradesh, Jharkhand, North Eastern States and Kerala for inviting project proposals, so as to spread more evenly, NCRI's

institutional support to Gandhian institutions throughout the country.

Central Universities

University of Delhi

The University of Delhi, one of the premier institutions of higher learning in the country, offers undergraduate and postgraduate programmes in a wide range of disciplines in addition to short and long-term certificate/diploma courses in several application-oriented subjects. The academic activities of the University are undertaken through 16 Faculties, 85 Departments and 78 Colleges. The total number of students enrolled in the University during the year is 3,66,716, out of which 1,34,925 were regular students and the remaining enrolled in the School of Open Learning, the Non-Collegiate Women's Education Board and the Non-Formal Education Cell. The number of M.Phil and Ph.D students on rolls was 3,361. The University has a faculty strength of 668 consisting of 257 Professors, 249 Readers, 152 Lecturers and 10 Research Associates. The total non-teaching staff strength of the University is 2,219. A number of research papers, articles etc. were published by the faculty members of the University. The faculty members were also conferred with prestigious awards such as Padma Vibhushan, Padmashri, During the year, a number of faculty members have been elected Fellows of Indian Academy of Sciences, Bangalore, Indian National Science Academy, National Academy of Agricultural Sciences, Association of Microbiology of India, Royal College of Physicians of Edinburgh, U.K., National Academy of Medical Sciences etc.

During the year under report, the syllabi of several undergraduates and postgraduate courses were revised; new courses were introduced; Memorandum of Understandings/Agreements with several foreign institutions were signed. Besides, colleges of the University have been connected with the new campus and all the journals and databases were made available to the college teachers in their respective colleges and additional infrastructure such as the restoration/renovation of Arts Faculty's Old Building, Gwyer Hall Hostel, Multi-Disciplinary Academic Complex,

Biotech Centre and Animal House etc, was completed.

Aligarh Muslim University

Aligarh Muslim University (AMU), which originated as M.A.O. College, was incorporated as a Central University by an Act of Parliament in 1920. It is one of the premier fully residential academic institutions of the country. The University has 103 departments, institutions and centres grouped under 12 faculties. It also maintains four hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools.

The University has on its rolls a total of 20,623 students (including its secondary schools' strength) drawn from 26 States of the country. There are 275 foreign students belonging to 20 countries; and 61 NRI students The total strength of teaching staff of AMU is 1,182 and that of non-teaching staff is 5,501, which includes 465 employees belonging to the SC/ST category.

The new initiatives taken in the area of academics include establishment of six new Departments, namely, Department of Home Science, Department of Saidla, Department of Ilmul Amraz, Department of Tashreehul Badan, Department of Amraz-e-Jild-wa-Amraz-e-Zhorawiya and Department of Ilaj-Bit-Tadbir; and introduction of a few new courses, namely, 2-Semester P.G. Diploma in Banking, Risk and Insurance Management, 1-Year P.G. Diploma in Environmental Chemistry, 1-Year P.G. Diploma in Biological Laboratory Techniques and 1-Year P.G. Diploma in Food Analysis. The Online Public Access Catalogue (OPAC) has been introduced in the Central Library of the University.

The significant contributions of the faculty members during the period under report include, 65 Conferences/Seminars; 89 research projects; and teachers of the University have participated in national and international Conferences organized in India and abroad. To promote sports and allied activities, the University maintains 10 Clubs. The University holds the distinction of being the only University in the country which runs and maintains a Riding Club.

Banaras Hindu University

The Banaras Hindu University, established as a teaching and residential university in 1961, is one of the oldest and largest central universities of the country. It comprises of three Institutes, 15 Faculties, 129 Departments, four Inter-disciplinary Schools, one constituent College, four Affiliated Colleges and three Schools. There are also eight Centres for Advance Studies (CAS), 22 programmes under the Fund for Improvement of Science & Technology Infrastructure (FIST) and 14 Special Assistance Programmes (SAP) in various departments of the University.

Presently, the University is offering 33 undergraduate, 156 postgraduate, 31 diploma and 12 certificate courses. The total number of students on rolls of the University is 15, 334 and the teaching and non-teaching staff during the year was 1331 and 6781 respectively.

Jawaharlal Nehru University

Jawaharlal Nehru University, New Delhi was established in 1969. The University has nine schools consisting of 36 Centres of Studies. In addition, it has another four independent Centers of Studies. The strength of its teaching and non-teaching staff is 395 and 1367, respectively. The total enrolment in the University is 5264 students with adequate representation of SCs, STs, other backward classes and physically challenged students. The University conducts its entrance examination at 64 centres in India and outside.

The faculty of the University published 95 books, contributed 253 chapters to books and published 518 research papers/ articles in eminent academic and research journals in India and abroad. A number of faculty members received honours and awards from various national and international oarganisations. The Academic Staff College conducted ten Refresher and three Orientation Courses during the year 2005-06.

The Library has acquired 5946 new volumes during the year under report and the total collection of books and periodicals now stands at 5,27,314. The University has so far signed 69 Memoranda of Understanding (MoUs) and 14 Agreements of Cooperation (AoCs)

with different universities/institutions representing 29 countries. Activities relating to maintenance and development of campus were undertaken by the University which include construction of new building of JNU Archive, Language Laboratory Complex, Centre for Biotechnology, expansion of Sanskrit Centre and Central Cafeteria.

Jamia Millia Islamia

Jamia Millia Islamia, which had been functioning as a deemed to be University since 1962, acquired the status of a Central University in December 1988. The University imparts education from nursery stage to post-graduate and doctorate levels. The University has 31 Departments grouped under 7 Faculties. It also maintains 6 schools. The University has on its rolls a total of 15,004 students, including 171 foreign students from 30 countries.

The new initiatives taken in the areas of academics include the establishment of a number of academic research centres and introduction of twelve new courses; namely, M.A. in Comparative Religions, M.Sc. (Bio-Chemistry), Certificate in Kyrgyz Language, M.Phil in International Studies, M.Arch., M.Ekistics, P.G. Diploma in Dalit and Minorities Studies, Integrated M.Sc. in Interdisciplinary Sciences, Integrated M.Sc. in Bio-Informatics and Bio-Technology, B.Arch., M.Tech in Mechanical Engineering and M.Tech. in Nano-Technology. The University, thus, offers over 149 courses at the undergraduate and postgraduate levels, in addition to Ph.D, programmes in various disciplines. The University has added substantially to its infrastructure to cope with the new academic programmes introduced recently.

During the period under report, the Academic Staff College of the University has organized four Orientation Programmes and eleven Refresher Courses for a total number of 611 teachers from all over India. Dr. Zakir Hussain Institute of Islamic Studies continued to publish two journals, namely, *Islam and the Modern Age* (English) and *Islam Aur Asre-Jadeed* (Urdu) devoted to the creative reinterpretation of Islamic tradition in the context of contemporary India and the world, and for promotion of inter-faith understanding.

To sum up the significant contributions of the faculty members during the period under report, over 100 research projects sponsored by different funding agencies, national as well as international, viz. AICTE, UGC, CSIR, ICSSR, UNDP, UNESCO, and various Ministries of Govt. of India have been undertaken. Besides, the University organized a good number of Seminars, Conferences and Symposia on important subjects at national and international levels, making the campus academically vibrant.

Visva Bharati

Visva-Bharati, an educational institution founded by late Gurudev Rabindranath Tagore in 1921, was incorporated as a Central University in 1951 by an Act of Parliament. The University imparts education from the primary school level to the post-graduate and doctorate levels.

The University has 40 Departments, including Centres of Studies, grouped under twelve Institutes – eight at Santiniketan, three at Sriniketan and one at Kolkata.. In addition, there are 8 Special Centres for research, instruction and other activities. Two new courses, namely, M.A. in Japanese and M.A. in Persian Studies, have been introduced from the academic session 2006-07. The University has on its rolls a total of 7,111 students, including its Schools' strength. The total strength of teaching and non-teaching staff is 544 and 1,370 respectively.

With a view to restoring Visva Bharati to pre-eminence in the national and international arena and to re-establish it as a centre of excellence, the President, in his capacity as the Visitor of the University, had been pleased to constitute a High Level Committee headed by the Governor, West Bengal, in his capacity as the Rector of the University. The report submitted by the Committee is being acted upon by the competent authorities of the University.

Apart from a Central Library, the University has 12 sectional libraries. The University is in the process of implementing Visva Bharati Online Information System, aimed at computerization of various administrative and academic activities.

Hyderabad University

The University of Hyderabad, established by an Act of Parliament in 1974, has over the years emerged as a premier institution of post-graduate teaching and research in the country. The academic activities of the University are undertaken through eight Schools of Study viz. the School of mathematics & Computer/

Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N.School of Arts, Fine Arts and Communication and the School of Management Studies.

During the year the enrolment of students in different courses of the University was 2707 out of which 851 were women (31.5 percent). 206 candidates qualified for the award of research degrees which include 73 Ph.D., 86 M.Phil and 47 M.Tech Degrees. While 561 candidates qualified for the award of Post-graduate degrees in various subjects, 236 Students of the University received UGC and CSIR fellowships. The Centre for Distance Education of the University also offered 22 programmes under distance mode .

The University has a faculty strength of 257 consisting of 112 Professors, 82 Readers and 63 Lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during the year. Many distinguished scholars visited the University, delivered lectures and interacted with the faculty of the University. The Faculty brought out over 600 research publications, including books and papers in various journals of national and international repute and obtained various research and project activities with an outlay of Rs.75 crores from various national level agencies like CSIR, DAE, ICMR, DRDO, DBT, etc. Many teachers from the University were also selected for national and international honours.

Pondicherry University

The Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating university with its jurisdiction over the Union Territories of Pondicherry and Andaman & Nicobar Islands.

The University has 7 Schools, 27 Departments and 2 Centres. It offers Post-graduate programme in 36 disciplines, M.Tech in one discipline, M.Phil programme in 19 disciplines, Ph.D Programme in 27 disciplines and PG Diploma programme in 2 disciplines. The University has 70 affiliated institutions of which 50 are located in Pondicherry, 6 in Karaikal, 3 in Mahe, 4 in Yanam and 5 in Andaman & Nicobar Islands. The

total students strength in these institutions is 26,000. The students enrolment in the University is 1667. Number of students admitted to various courses in this academic year is 758 out of which 161 belong to SC/ST and 164 are women students. The University has a faculty strength of 185 teachers and 569 non-teaching staff. 62 Research Scholars have been registered for the Ph.D programme. 101 sponsored research projects of topical relevance are in progress.

The University has entered into MOU with 10 Universities in the country and abroad which enables it to network with Universities and to globalise Indian education. The students from these universities can acquire credits in the Pondicherry University under an exchange scheme and vice-versa. A "Special Cell" started in the University during 1987 takes necessary measures for the welfare of the SC/ST and physically challenged students.

Babasaheb Bhimrao Ambedkar University, Lucknow

Babasaheb Bhimrao Ambedkar University was established in Lucknow in 1996 as Central University with the object of promoting advance knowledge by instructional and research facilities in science, key and frontier areas of technology and other allied disciplines such as agricultural technology and rural crafts relevant for the development of socially and economically depressed sections of the society and to promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his life-time i.e. National Integration, Social Justice and democratic way of life and to promote inter-disciplinary studies and research while paying special attention to the promotion of educational and economic interests and welfare of the people in general and the weaker sections in particular.

The Academic programmes of the University have employment potential and are particularly relevant for weaker sections of the society. At present the University has established 5 schools, comprising 10 departments viz. (1) School for Ambedkar Studies, (2) School for Biosciences and Bio-Technology, (3)

School for Environmental Sciences, (4) School for Information Science and Technology, (5) School for Legal Studies. These schools offer postgraduate courses including Ph.D. programmes and have an intake capacity of 30 students in each postgraduate course. The total enrolment of students is 435, including 55 Ph.D. scholars during the year 2006-07 out of which 215 (i.e. 49 percent) belong to the SC/ST category. Teaching is conducted by 39 regular teachers and guest faculty. Non-teaching staff strength is 89. The University has builtup necessary physical infrastructure and has undertaken steps to strengthen the infrastructure further during the current year.

Mahatma Gandhi Antarrashtriya Hindi Viswavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya was established in 1997 at Wardha. and the University came into existence with effect from December 29, 1997. The object of the University is to promote and develop Hindi Language and literature in general, and for that purpose, to provide for instructional and research facilities in the relevant branches of learning; to provide for active pursuit of comparative studies and research in Hindi and other Indian languages; to create facilities for development and dissemination of relevant information in the country and abroad; to offer programmes of Research, Education and Training in areas like translation, interpretation and linguistics for improving the functional effectiveness of Hindi; to reach out to Hindi schools and groups interested in Hindi abroad and to popularize Hindi through the distance education system. During the year, the University conducted five M.A.courses namely M.A.Hindi (Comparative Literature) M.A. (Hindi Language Technology), M.A. (Translation Studies), M.A. (Mass Media & Communication), M.A. (Ahimsa & Peace Studies) and four M.Phil courses.

During the period under reporting two issues of 'Bahuvachan' and three issues of 'Pustakvarta' have been brought out. One book entitled 'Meerapadavali' was published. Four students from China joined the University for pursuing Diploma Programme in Hindi

and the number of students in various courses was 200. A number of workshops/ seminars were organized by the University and a number of students received fellowships, scholarships and qualified in UGC-NET examination, besides securing placement in different organizations of repute. The University took necessary steps for developing academic and physical infrastructure on the campus.

Maulana Azad National Urdu University

The Maulana Azad National Urdu University (MANUU) was established at Hyderabad in 1998 with the mandate to promote and develop Urdu language and to impart higher vocational and technical education through Urdu medium, both in the conventional as well as the distance education systems.

There are six Schools of Studies (Languages, Literature & Indology, Mass Communication & Journalism, Commerce & Business Management, Arts & Social Sciences, Science and Education & Training), twelve departments and two directorates offering on-campus education at postgraduate and research level with an annual intake of 700 students. The University has a full-time teaching faculty of 78 members and 115 non-teaching staff. The University now offers B.A., B.Sc., B.Com., M.A. (Urdu, History & English), B.Ed., diploma and certificate courses through distance education which has over 55,000 students, on its roll. At present the University has eight Regional Centres at Patna, Delhi, Bangalore, Bhopal, Dharbanga, Srinagar, Mumbai, Kolkata and 108 Study Centres spread over 15 states in the Country under the Distance Education Programme.

Focusing specially on teacher training and education, the University has established College of Teacher Education at Srinagar, Bhopal and Darbhanga and Model Schools at Hyderabad and Darbhanga. A Centre for the Professional Development of Urdu Medium Teachers too has been established. The University has introduced B.A. (Islamic Studies – Distance Mode) and P.G. Courses (Public Administration and Translation), M.Phil (Urdu, English, Mass Communication and Women's Education), Ph.D (Urdu and Women Education) and P.G. Diploma (in

Information Technology, Arabic and Persian) through Campus mode from the current academic year. The Instructional media Centre and Industrial Training Institutes, at Hyderabad, Bangalore, Darbhanga and Srinagar, are also being established in the current academic year.

North - Eastern Hill University

The North Eastern Hill University (NEHU) was established in 1973 by an Act of Parliament with focus on improvement of the social and economic conditions and welfare of the people of the hill areas of North East Region, and in particular their intellectual academic and cultural advancement. The jurisdiction of the University is now confined to the State of Meghalaya, with campuses at Shillong and Tura. It has seven Schools including the School of Technology being set up during the year. 59 Colleges are affiliated to the NEHU. The total enrolment of students at Under graduate courses and Post graduate level was 27,403 and 1665, respectively. There were 58 Professors, 90 Readers and 115 Lecturers in the University . Seven departments of the University are supported by the SAP and three by the CoSIST during the year.

The University organized and hosted various National/ Regional Seminars, and Workshops which, inter-alia, include the Indian Folklore Congress; National Symposium on Chronobiology; Conservation of Plants and Eco- System in India; Advances in Chemistry and Environmental Impact; Changing Environment and Plant Biodiversity etc.

It has been awarded distinctive status by the UGC as "University with Potential for Excellence", ranking it among nine Universities. Recognition has also come to the University through awards and citations to members of its faculty in various disciplines.

Assam University

Assam University was established in 1994 at Silchar under an Act of Parliament. It is a teaching cum affiliating university and has jurisdiction over the districts of Cachar, Karimganj, Hailakandi, Karbi Anglong and North Cachar Hills in the State of Assam.

More than 50 colleges are affiliated to the University.

During the year, 1739 students were enrolled in various programmes and courses in 29 Departments of Assam University. These include postgraduate and five year integrated courses leading to Post-graduate, M.Phil and Ph.D Courses. There were 166 teaching and 231 non-teaching staff in the University. The number of male and female students was 837 and 902, respectively. The newly established School of Technology commenced its academic Programmes. A number of national and regional seminars, including one international Seminar, were organized by the University. The Faculty members also took part as Resource persons and participated in seminars and symposium organized in other educational institutions.

Various constructions at the University have since been completed which include Science Blocks Library and Computer Centre building, Amenity Centre, Health Centre, etc. In addition, infrastructure development undertaken under the Non-Lapsable Pool of Central Resources such as external electrification, construction of pump house and link road, laying of water supply distribution line, etc. were completed.

Tezpur University

Tezpur University, a teaching and residential University located at Napaam, Tezpur (Assam) was set up in January, 1994 with the aim of offering employment oriented, inter-disciplinary courses, mostly at Post Graduate level to meet the local and regional aspirations of the people of Assam and to offer courses and promote research in areas which are of special and direct relevance to the region in emerging areas of science and technology.

Presently, the University has 5 Schools of Studies, 15 Departments and 4 Centres. During the year under reporting, the University has started the School of Engineering under which B. Tech Programme in 3 branches, viz Computer Science and Engineering, Electronics & Communication Engineering and Mechanical Engineering, have been introduced. The Masters' Programme, M. Sc in Food Processing Technology and M.A in Sociology are the two other new progrmmes introduced during the year. The

present strength of faculty members of the University is 105 and that of the non-teaching staff is 161.

During the year, apart from the ongoing construction projects, 14 new projects at an estimated cost of Rs.21.98 crore were undertaken. New projects include – renovation of the building for the School of Engineering, development of residential campus, internal roads, drainage, students activity centre, auditorium, 400 capacity boys hostel and a 150 capacity girls hostel, library building and alternative external approach road connecting University campus from the Tezpur town.

Mizoram University

The Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from the 2nd July, 2001

The academic activities of the University are presently carried out through its six Schools of Studies, 20 academic departments and one constituent college. The University also has 27 affiliated colleges located at various places in the State of Mizoram. The number of students studying in the University and its affiliated colleges is 591 at the postgraduate level and 8279 at the undergraduate level.

Nagaland University

Nagaland University is a Central University established in the year 1994 and has its campuses in Lumami, Kohima and Medziphema. The University is an affiliating University with its jurisdiction in the State of Nagaland. The University has presently 47 colleges affiliated to it. The University has 25 Departments located in its three campuses out of which seven departments are in Lumami Campus, six departments in Kohima Campus and twelve Departments in Medziphema Campus Besides, the above full- fledged departments, the University has also started 4 Centres on Tribal studies, Bio-diversity, Mass communication (IIMC-NU) and Gandhian Studies.

During the year, the University has also initiated Centre on Women Studies and an Engineering & Management Institute. The faculty members of the University undertook 27 minor and major research projects and were deputed to participate in various regional, national and international conferences, both in India and abroad. Socially relevant research activities and quality publications by faculty members are indicators of excellence sought to be achieved by the University.

Manipur University

Manipur University established under an Act of the Manipur Legislative Assembly was incorporated as a central university under the Manipur University Act, 2005 with effect from 13.10.2005.

The academic activities of the University are undertaken through its three Schools of Studies and 23 Departments. The number of students enrolled for the various Master's courses in the University during the year was 1,424. Besides, there were 648 scholars pursuing research in different Departments. The University also has one Constituent College and 72 affiliated Colleges located at various places throughout the State of Manipur.

University of Allahabad

The University of Allahabad, set up in 1887, is one of the oldest and prestigious universities in the country. It was declared as an Institution of National Importance and was incorporated as a Central University, under the University of Allahabad Act, 2005 which came into force on the 14th July, 2005.

The academic activities of the University are undertaken through 31 teaching Departments in four on-Campus Faculties, four University Institutes and one independent Centre. In addition, the University has one University College constituting the off-campus Faculty of Medicine, one Constituent Institute and eleven Constituent Colleges admitted to the privileges of the University.

During the year under report, enrollment in the on-campus Faculties of the University and its Constituent Colleges added up to 48,092 students in under graduate level courses, 5714 in post- graduate programmes and 234 in research programmes.

As at present, seven Departments are receiving special support under the Special Assistance Programme (SAP), the Assistance for Strengthening of Infrastructure for Humanities and Social Science Programme (ASIHSS) Programmes and the Innovative Subjects Programme of the UGC and the Fund for Improvement of S&T Infrastructure Programme (FISTI) of the DST.

Deemed-to-be-Universities

Section 3 of the University Grants Commission (UGC) Act, 1956 empowers Government of India to declare an institution of higher education as Deemed-to-be-University on the advice of the UGC. By the time of writing this report, 109 institutions have been declared as deemed-to-be universities, out of which the following 9 institutions were declared as deemed-to-be-universities during the reporting year:

- Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy, Thrissur, Kerala.
- K.L.E. Academy of Higher Education and Research, Belgaum, Karnataka.
- National Institute of Education Planning and Administration, New Delhi.
- MGM Institute of Health Sciences, Navi Mumbai, Maharashtra.
- Kailasalingam Academy of Research and Education, Anand Nagar, Krishnankoil, Virudhunagar, Tamil Nadu.
- Shobhit Institute of Engineering and Technology, Meerut, Uttar Pradesh.
- Nava Nalanda Mahavihara, Nalanda, Bihar.
- Chennai Mathematical Institute, Chennai, Tamilnadu.
- Sumandeep Vidyapeeth, Vadodara, Gujarat.

These institutions have expanded the base of higher education in the country and are offering education and research facilities in various disciplines such as Medical Education, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Diary Research, Forest Research, Armament Technology, Yoga, Music and Information Technology etc.

The Department is determined to introduce accountability and transparency in the processing of applications seeking grants of deemed-to-be-university status under Section 3 of the UGC Act. 1956. Towards this end, the Department has placed the information regarding status of such applications on its website and reviews the position periodically. The UGC has also been advised to put all information in the public domain. The Department has also introduced an internal time-table for processing of such applications.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi
and
Rashtriya Sanskrit Vidyapeetha, Tirupati

Two institutions namely Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati were established in 1962 and 1986 respectively with the objectives of preserving of learning of Shastras as well as promotion of Sanskrit language, literature, philosophy through teaching and research. These institutions were accorded with the status of 'Deemed to be University' in the year 1987. A number of programmes and activities for realising their objectives in effective manner have been started by both these institutions. These institutions are receiving annual grants through the University Grants Commission for meeting their expenses in full.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, provides courses of study from Shastri to Vidya Vachaspati (D.Litt.). Since 1997-98, Vidyapeetha is also offering diploma in Vedic and conducting refresher courses for teachers. It also offers programmes leading to two degrees, namely Vidya Varidhi (Ph.D.) and Manad Upadhi (Honorary D.Litt.). The Vidyapeetha has four faculties namely : Sahitya; Sanskrit; Darshan and Veda Vedanga. These faculties have sixteen departments viz. Sahitya, Puranetihasa, Prakrit, Nyaya Vashaishik, Sankhya Yoga, Advaita Vedanta, Jain Darshan, Sarva Darshan, Mimamsa, Vishishtadvaita Vedanta, Veda, Dharam Shastra, Vyakaran, Paurohitya, Jyotish and Shiksha

Shastra. The Vidyapeetha has introduced two new courses namely P. G. Diploma in Vastu Shastra and Medical Astrology for the interest of public.

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati provides courses of study in various disciplines ranging from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D) and Diploma & Certificate Courses. The Department of Pedagogy of this Vidyapeetha is functioning as an Institute of Advanced Study in Education (IASE) as a measure to use modern technology. A computer center was established in Vidyapeetha to accelerate its publication activities. The Vidyapeetha has four Faculties having nine departments namely, Sahitya, Vyakarana, Nyaya, Jyotisha, Advaitavedanta, Dvaita Vedanta, Visistadvaita Vedanta, Research and Publication, Physical Education and Education.

Central Institute of English and Foreign Languages (CIEFL), Hyderabad

During the reporting year the Central Institute of English and Foreign Languages (CIEFL), Hyderabad with its Regional Centres at Shillong and Lucknow continued to function as an institution 'Deemed to be University.' Parliament passed the English and Foreign Languages University Bill in the winter session which seeks to convert CIEFL into a Central University. The Act is being brought into force.

CIEFL is fully funded by University Grants Commission. The following are its major academic concerns: -

- Improving standards of teaching English and Foreign languages in India.
- Training language teachers in methods and approaches appropriate to the Indian context.
- Producing innovative teaching-learning materials in both print and electronic media.
- Evolving indigenous ways of testing language proficiency.
- Providing expertise in language and teacher education to foreign professionals.
- Promoting inter-disciplinary research in literary and cultural studies, and
- Developing critical inter-cultural understanding of civilizations.

CIEFL is implementing two English language teaching outreach programmes i.e. Schemes of Financial Assistance to English Language Teaching Institutions (ELTI)/Regional Institutes of English (RIE) and District Centre Scheme on behalf of the Department under which in-service training to 40,000 (approximately) secondary school English teachers in the Government sector has been provided. There are fourteen ELTIs and 29 District Centres currently in operation. During the year under report, apart from its regular courses the Institute organized various short term courses and seminars.

CIEFL also provides financial assistance to individuals and voluntary organizations for publication of reference books in English like encyclopedia, descriptive catalogues of rare manuscripts, publication of old manuscripts with or without translation, original writing on linguistic, literary (excluding fiction, drama and poetry), ideological, social, anthropological and cultural themes.

Other Institutions of Higher Learning

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study (IIAS), Shimla was set up in the year 1965, with the objective to promote free and creative thought in the fundamental areas of life. It is a residential centre for research and encourages creative thinking in subjects like Humanities, Indian Culture, Comparative Religion, Social Sciences, Natural Sciences and in other areas as decided by the Institute from time to time. The Institute has exhaustive library and documentation facilities.

The IIAS awards fellowships for advance research in various disciplines every year. During the year upto 31.12.2006, 34 fellows are in position. The Institute holds seminars, each year, on themes of national significance where outstanding scholars and experts are invited to join the members of the academic community of the institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited from time to time to deliver

a series of lectures at the institute. During the period under report five visiting Professors and 25 visiting Scholars visited the Institute and delivered lectures.

Dr. Zakir Husain Memorial College Trust

Dr. Zakir Husain Memorial College Trust, Delhi was established in 1973 to manage and maintain Zakir Husain College (formerly Delhi College), affiliated to the University of Delhi. Prime Minister is the chairperson of the Trust and Minister of Human Resource Development is the Vice-chairperson. The maintenance expenditure of the College is shared between the UGC and the Trust in the ratio of 50:50. In addition, the UGC provides development grants to the College. The matching contribution of such development expenditure is required to be met by the Trust. Since, the Trust has no resource of its own, grants are provided by the Department of Higher Education, Ministry of Human Resource Development to the Trust for meeting its share towards expenditure on maintenance of Zakir Husain College and its administrative expenses.

Scheme of Assistance to the Institutions of Higher Learning of all India Importance

A centrally sponsored plan scheme of 'Assistance to the Institutions of Higher Learning of all India Importance' is being implemented by the Department of Higher Education. Under the scheme, assistance is provided to institutions, which are engaged in educational programmes, different from the normal and established pattern of education. The scheme is designed to promote original educational research work of high order. Financial assistance under the Scheme is given to such institutions of higher education, which are of nationwide importance as recommended by visiting Committee constituted by Government of India. During the year 2006-07 total of Rs. 90.00 lakh toward plan and a total of Rs. 10.00 lakh towards Non- Plan grant has been given to the institutions engaged in Higher Learning. The Scheme is being discontinued from the next financial year.

The financial assistance to the following organizations was provided during the year under report :-

- Sri Aurobindo International Institute of Educational Research (SAIIER), Auroville, Tamil Nadu;

- Sri Aurobindo International Centre of Education, Pondicherry;

- Mitraniketan, Kerala;

- Lok Bharati, Sanosara, District Bhavnagar, Gujarat; and

- American Institute of Indian Studies, New Delhi.

Project of History of Indian Science, Philosophy & Culture

Project of History of Indian Science, Philosophy & Culture (PHISPC) was launched in the year 1990-1991 under the aegis of Indian Council of Philosophical Research (ICPR) with the basic aim to undertake a comprehensive and interdisciplinary study of the scientific, philosophical and cultural heritage of Indian Civilization as they developed in the past and as interacts in our own times with the modernity which is crystallizing in our midst and to publish volumes and monographs on the history of Indian Science, Philosophy and Culture. Later, in the year 1996-97, this project was made independent of ICPR and started receiving funds directly from Ministry of Human Resource Development. At this stage, the scope of the project was enlarged with a revised objective to provide greater autonomy for the completion to the project in time.

PHISPC has set a target of organising about 11 seminars in the year 2005-2006 on its proposed volumes. Six volumes have already been published. During 2005-2006, three more Editorial Fellows have been appointed to edit the volumes envisaged under the Project.

Miscellaneous

Shastri Indo-Canadian Institute

Shastri Indo-Canadian Institute (SICI) was founded in 1968 with the objective to promote academic relations and mutual understanding between India and Canada mainly through funding research and linking academic institutions in the two countries. SICI broadly meets its objective by promoting Canadian Studies in India and Indian Studies in Canada. In addition to this, academic relations have been strengthened through a project viz. Shastri Applied Research Project (SHARP) funded by CIDA and implemented by SICI.

The Government of India signed an MOU with SICI in 1968 to provide financial support to the Institute initially for a period of three years. The agreement was renewed from time to time by signing a Supplementary Addenda. The Addenda XI to the MOU was signed on 3.08.06, according to which Government of India has to provide funds to the tune of Rs.13.45 crores to the Institute during a period of Five years beginning 01.04.2006.

SICI, as per the recommendations of Indian Institute of Management, Bangalore has undertaken restructuring to become a true binational institute. It is now governed by its 34 Indian Member Institutions and 23 Canadian Member Institutions alongwith the representatives of Government of India and Government of Canada.

SICI undertakes India Studies Programme in Canada with a funding from Government of India. Under this programme 32 Canadian Scholars undertook research in 2006-07, and books and journals on Indian Studies were supplied to 23 Canadian Universities, which are members of the Institute.

The Canadian Studies Programme in India was funded by the Department of Foreign Affairs of Government of Canada and fellowships to Indian scholars institutions engaged in teaching and research in Canadian Studies were offered. The Institute, during 2006-07, selected 22 scholars for award of the fellowship to do research on different subjects in Canada. In addition to this, a grant of over Rs.17.20 lakhs was given to 13 centers promoting Canadian Studies in India at various Indian Universities to organise seminars and other activities related to Canadian Studies. Books and Generals were also sent to Canadian Studies Center in Indian Universities.

SHARP, is a joint collaborative project administered by the SICI with an objective of bringing together researchers, policy makers and other stakeholders from India and Canada on the issues related to economic reforms, environmental management and health sector reforms in India. Under the SHARP Project, 19 research topics have been approved by Government of India, each with Canadian and Indian partners. These projects are now complete.

United States Educational Foundation in India

The United States Educational Foundation in India (USEFI) was established in February, 1950 under a bilateral agreement, as replaced by a new agreement in 1963, between the Government of India and the Government of the United States to administer the Fulbright Educational Exchange Program to promote further mutual understanding between the people of the United States of America and India by a wider exchange of knowledge and professional talents through educational contacts.

The Ministry of Human Resource Development (MHRD) nominated five Indian citizens on the USEFI Board of Directors for the year 2006.

During the academic year 2006-07, 48 visiting lecturers 68 research scholars and 41 students/junior research scholars, 14 teachers, and 15 professionals were awarded Fulbright grants ranging from three months to a year. During the year, USEFI also administered a non-Fulbright grant program - Partnerships for Learning Undergraduate Studies Programme (PLUS).

USEFI assisted in recruitment of applicants for the International Fellowships Programme (IFP) for 2006-07 grant programmes and organized pre-departure orientation for 2005-06 IFP batch. The Foundation also administered, on behalf of the U.S. Department of Education, research scholars grants and one short-term group project for American school/college teachers. The cost of the academic program for the short-term group program is reimbursed by the Department of Higher Education, Ministry of Human Resource Development.

Besides the regular exchange programmes, the Foundation conducted a number of workshops/seminars involving visiting U.S. Fulbrighters, Indian Fulbrighters and eminent Indian faculty. The Foundation provided educational advising services to a large number of Indian students keen to pursue their higher education in the United States.

American Institute of Indian Studies

American Institute of Indian Studies (AIIS), a consortium of 55 major American Universities and Colleges was set up in 1962 to promote the study of Indian Civilization and Culture in the United States through Fellowship Program, teaching Indian languages to American students, establishing research and archival facilities in Art, Art History, Archeology and Ethnomusicology, and Organizing seminars workshops and Conferences in all fields of Indian studies.

For the year 2006-2007, AIIS submitted 101 research fellowship applications.

In addition 114 language students came to India under the aegis of the American Institute of Indian Studies to study Hindi, Bengali, Persian, Tibetan, Gujarathi, Malayalam, Sanskrit, Marathi, Urdu, Tamil and Telugu languages.

The Institute administered 21 study abroad Programs which brought about 300 under graduate students from American Universities.

The Institute organized a two day AIIS Junior Research Fellows Conference on January 9th and 10th 2006. The Institute continued to handle administration of Study abroad of 21 American Universities. The Institute organized a day long symposium on The Relevance of Unicode in Indian Media on July 22nd, 2006.

The Centre for Art and Archeology continued to pursue steadfastly its objectives and achieved its further progress in the chosen fields during the period under review. This Department awarded a grant of Rs 15 lakh to help the Centre for Art and Archeology and Teaching of Sanskrit.

National University of Educational Planning and Administration (NUEPA)

The National Institute of Educational Planning and Administration (NIEPA) now National University of Educational Planning and Administration (NUEPA), a Deemed University, is an autonomous organisation set up and fully financed by the Department of Higher Education, Ministry of Human Resource Development. The objectives of the University are to undertake, promote and coordinate research in educational planning and administration, provide training and consultancy services in this field, to train and orient key level functionaries as well as senior level administrators from the Centre and States, to collaborate with other agencies, institutions and organisations, to provide facilities for training and research to other countries particularly of the Asian region in the field of educational planning and administration and to prepare, print and publish papers, periodicals and books, to share experience and expertise in the area of educational planning and administration with other countries and to conduct comparative studies for the furtherance of these objectives.

During 2006-2007, 29 training programmes have been organised till November 2006 and 24 more programmes are likely to be conducted before the end of the financial year. The target for 2007-2008 is to conduct 54 training programmes and to complete the ongoing research projects.

The faculty provide consultancy and professional support to National, State and Institutional level bodies as well as International Organisations like the Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMATs UNESCO, UNICEF, World Bank and SIDA.

The University maintains a well stocked Library/ Documentation Centre on Educational Planning and Administration and Inter Disciplinary subjects. It is perhaps one of the richest libraries in the field of Educational Planning and Management in the Asian Region. It serves the faculty, research scholars and participants of the various programmes, as also other organisations through Inter Library Network. The Library reading room facilities are open to all. The Library has a collection of over 57,798 Volumes, subscribes to as many as 347 periodicals and has a computerized catalogue of books and articles.

NUEPA has been declared as a "Deemed to be University" with effect from 11th August, 2006. A proposal for setting up four Regional Campuses is under consideration.

Scheme of Financial Assistance for Studies, Seminars Evaluation, etc. for implementation of Education Policy

The Scheme of Studies, Seminars, Evaluation, etc. for the implementation of Education policy is intended to provide financial assistance to deserving institutions and organisations, on the merits of each proposal, so as to finance a variety of activities having a direct bearing on the management and implementation aspects of National Policy on Education. These would include sponsoring of seminars, workshops etc. conduct of impact and evaluation studies and consultancy assignments in order to advise the Government on the best alternatives and models for making the system work better.

The guidelines of the scheme have been revised during the year 1999-2000. As per the revised guidelines, the financial assistance under this scheme would cover remuneration and allowances/payment of TA/DA to

project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling of assistance for Studies/Evaluation is Rs. 5.00 lakh per project. The ceiling of expenditure on a National Conference/ Seminar is Rs. 3.00 lakhs and for International Conferences (or, with substantial International participants/members) it is Rs. 5.00 lakhs.

During 2006-2007, financial assistance has been given for organising of 24 seminar /conferences /studies / evaluations etc. till November 2006 and 14 more seminar/ conferences / studies/ evaluations are likely to be sanctioned before the end of the financial year. The target for the year 2007-2008 is to give financial assistance for organising 39 seminars/conferences/ workshop/ evaluation etc.

Financial Requirements (Plan)		(Rs. in lakhs)
B.E.	*R.E.	*B.E.
2006-2007	2006-2007	2007-2008
100.00	80.00	90.00

* Not yet approved.

Scheme of Assistance for Strengthening Education in Human Values

The National Policy on Education has laid considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The Policy has stated that in our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. The policy has mentioned that such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

Within these overall objectives, the Scheme of Financial Assistance for Strengthening Education in Human Values has been under implementation for strengthening human values inputs in the entire educational process at all levels of education viz. pre-primary, primary to secondary, senior secondary schools including non-formal system of education,

higher education in colleges, universities, IITs, IIMs, Engineering Colleges etc. and other educational institutions/bodies, distance education, adult literacy programme etc.

Under the scheme of Assistance for Strengthening Education in Human Values, Ordinarily, Central Government agencies, educational institutions, Panchayati Raj Institutions, registered societies, public trusts and non-profit making companies are eligible for financial assistance to the ceiling of Rs.10 lakh for a project. So far projects have been sanctioned to NGOs for various activities such as inculcation of values through curricular activities, value development through co-curricular activities, development of teaching and learning materials, audio-visual aids, training of teachers, conference/ workshops/seminars for parents/community/ students/teachers, creative activities, school children theatre, setting up of museum corners etc. for promoting universal values such as truth, peace, love, righteous conduct, non-violence and the values enshrined in the Constitution of India.

In the current year, i.e. 2006-07, an amount of Rs. 3.00 crore was allocated of which, an amount of Rs. 2.57 crore has been spent towards financial assistance to 96 NGOs till September 2006. Out of 80 organizations assisted, 7 organizations are from North-Eastern Region. Under the Scheme, the beneficiaries are students, teachers, parents and other community. The programme is monitored by mid-term evaluation, individual evaluation of the organizations through NCERT, CCRT, visit by experts/officers and observing progress report, audited statement of accounts etc

The scheme has been discontinued for 2007-08. Keeping in view the emphasis given on Education for Peace in the National Curriculum Framework 2005, the NCERT is considering the operation of a similar scheme

Scheme of National Research Professorship

Government of India had instituted the scheme of National Research Professorship in 1949 to honour

distinguished academics and scholars in recognition of their contribution to knowledge. Persons of real eminence, who have attained the age of 65 years and who have made outstanding contribution in their respective fields and are still capable of productive research, are considered for appointment as National Research Professors. The appointment is made initially for a period of 5 years, which is extendable by another term of 5 years. Thereafter, a National Research Professor is entitled to life pension.

The maximum number of existing National Research Professors excluding those, who are pensioners, is not to exceed 12. During the year 2006, the following persons of eminence have been appointed as National Research Professors:-

Sl. No.	Name	Discipline
1	Prof. M. S. Valiathan	Medical Sciences
2	Ms. Mahasweta Devi	Literature
3	Shri Habib Tanvir	Theatre
4	Prof. Obaid Siddiqui	Biology
5	Prof. C. S. Seshadri	Mathematics
6	Prof. C.N.R. Rao	Chemistry
7	Dr. M.V. Pylee	Political-Jurisprudence
8	Dr. (Ms) Veena Mazumdar	Sociology
9	Prof. N. S. Ramaswamy	Management
10	Prof. Andre Beteille	Sociology
11	Prof. Bipan Chandra	History

6

Technical Education

Technical Education

The Technical Education system in the country for which this Ministry is the nodal authority, covers courses and programmes in Engineering, Technology, Management, Architecture, Town Planning, Pharmacy, and Applied Arts and Crafts. The Ministry of Human Resource Development caters to the programmes at diploma, undergraduate, postgraduate and research levels.

The Technical Education system at the Central level comprises the Institutions of Excellence like IITs (seven) & IIMs (six) and the statutory body, the All India Council for Technical Education (AICTE), engaged in proper planning and coordinated development of the Technical Education System in the country. There are Deemed-to-be Universities, namely National Institutes of Technology (NITs), Indian Institute of Science (IISc), Bangalore, Indian School of Mines (ISM), Dhanbad, School of Planning & Architecture (SPA), New Delhi, Indian Institute of Information Technology and Management (IIITM), Gwalior, Indian Institute of Information Technology (IIIT), Allahabad, Indian Institute of Information Technology, Design and Manufacturing (IIIT D&M), Jabalpur etc. which play an important role for the growth of Technical Education System in the country. There are 20 National Institutes of Technology (NITs) which are operating to meet the demand of high quality undergraduate and postgraduate education in Engineering & Technology. Other Technical Institutes in the Central Sector, such as the National Institute of Foundry and Forge Technology (NIFFT), Ranchi, the National Institute of Industrial Engineering (NITIE), Mumbai, Sant Longowal Institute of Engineering & Technology (SLIET), Longowal, North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, four National Institutes of Technical Teachers' Training & Research (NITTTRs), and four Boards of Apprenticeship Training are making contribution in their specialized fields for the growth of Technical Education Sector. There are schemes/programmes such as Third Technician Education Project and Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank, which are engaged in bringing out systematic improvements in the Technical Education sector. Specialized programmes such as National Programme for Earthquake Engineering Education (NPEEE), Indian National Digital Library for Science & Technology (INDEST), National Programme in Technology Enhanced Learning (NPTEL) and Technology Development Mission are intended to meet specific requirements of academic efforts and research. There is one Public Sector

Undertaking, namely, Educational Consultants India Ltd. (Ed.CIL) under the Ministry. All these Institutions are playing significant role in producing high quality trained manpower in the field of Technical Education.

With a view to give fillip to science education and the related research, two new institutes i.e. Indian Institutes of Science Education and Research (IISER)at Pune and Kolkata have started functioning and one more such institute is being set up at Mohali in Punjab. Greater emphasis is being given to strengthening and consolidating infrastructure facilities available at the Institutes of national importance / excellence like IITs, IIMs, IISc etc. To enhance opportunities for research in Science and Technology and to improve quality of education, an access to electronic journals and databases is being provided to technical institutions. With a view to get the benefit of the best possible deal, the AICTE and INDEST have joined hands to form a combined AICTE-INDEST Consortium.

To enhance learning effectiveness and to expand access to high quality education, a National Programme on Technology Enhanced Learning (NPTEL) has been launched. This would provide content support in the form of digital video-based courses/ enrichment programmes on a sustained basis and would also help create web-based courses/ programmes for enhancing learning effectiveness in the entire technical education system. A National Programme on Earthquake Engineering is also being implemented by the Ministry with seven IITs and IISc, Bangalore as resource institutions to train the teachers of Engineering Colleges to develop suitable curriculum to meet the crisis of earthquakes etc. Technical Education Quality Improvement Programme (TEQIP) launched with the assistance of World Bank aims at up-scaling and supporting ongoing efforts of the Government of India in improving quality of Technical Education.

There are many challenges before the Technical Education system in the country. On the one hand there are sectoral imbalances in terms of the availability of opportunities and on the other, there is uneven density of Professional Education Institutions in some of the regions. Some States are considerably lagging behind national average in availability of seats for admission. Making available adequate opportunities for admission and upgradation of Technical Education system are thus seen as the challenges before the Government.

Another area of concern is inadequate availability of faculty both in terms of quality and in numbers. Assuring quality of technical faculty and constant upgradation with reference to the fast changes taking place in the world, are the areas which need to be addressed. Promotion of R&D efforts, improvement in employability of trained graduates and postgraduates coming out of the technical institutes, are some of the areas where efforts are required to be concentrated.

The Ministry, being conscious of the requirement of technical education system, is embarking upon several programmes for creating a catalytic environment for the technical education programme in the country. Expansion of centrally funded institutions is one of such programmes and the facilities available in the institutes such as IITs, NITs and IIMs are being further consolidated and improved. New institutions are being visualized which would have impact on the overall technical education scenario in the country. While two Indian Institutes of Science, Education and Research (IISERs) have commenced academic activities during the year at Pune and Kolkata, the third Indian Institute of Science, Education and Research at Mohali, Punjab has been approved. Three new IITs in the States of Andhra Pradesh, Bihar and Rajasthan are being set up. The seventh IIM in the country is being set up at Shillong. Setting up of new IITs, two new Schools of Planning and Architecture, upgradation of five institutions to the level of IITs, creation of state of the art, infrastructural facilities for the Polytechnics in the country, are some of the steps under active consideration. To enhance the employability engineering graduates in the IT sector, a new programme of finishing schools is being launched in some select NITs.

The role played by various institutions/schemes of the technical education programme in the Central Sector is highlighted as under:

All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set up in 1945 and later on in 1987 given statutory status by an Act of Parliament to coordinate development of technical education, its qualitative improvement in relation to quantitative growth, and maintenance of norms and standards. The AICTE has its headquarters in New Delhi and its seven regional offices are located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal and Bangalore. The educational disciplines which come under the preview of AICTE includes Engineering and Technology, Architecture, Town Planning, Management, Pharmacy, Hotel Management and Catering Technology and Applied Arts and Crafts. The Council has All India Boards of Studies (AIBs), Advisory Boards and Regional Committees to assist its activities.

As compared to 562-degree level institutions in 1997-98, now the total number of approved engineering colleges is 1522. Intake capacity has increased from 1,34,298 in 1997-98 to 5,50,986 at present. The number of institutions providing MCA courses has increased from 224 to 1003 with an intake of 56,805.

Accreditation process of Technical Education Programmes has been speeded up. As against 409 programmes accredited during 2003-04 and 570 programmes in 2004-05, 584 programmes have been accredited in 2005-06. For the year 2006-2007, 280 programmes have been considered for accreditation.

At the undergraduate and postgraduate levels, in consultation with the concerned State Government agencies, the AICTE grants approvals for starting of new technical institutions, for introducing new courses or programmes, and for additions/variation in intake capacity in technical institutions. The AICTE has delegated to the concerned state governments powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. Process of granting approvals has been reviewed this year

to make it more transparent, responsible and hassle free. The concerned agencies i.e. State Govts. & Universities are being consulted at all important stages of decision-making. Stakeholders have been empowered to voice their views. The process of approval for new institutions has been streamlined to minimize hardship to stakeholders.

The National Board of Accreditation (NBA) awards accreditation status to programmes as *Accredited for five years, Accredited for three years and Not Accredited* (NA), depending on the marks received on a 1000-point scale. The NBA had applied for provisional membership to the Washington Accord Secretariat on February 03, 2003. The proposal of NBA is under consideration since then and we have since received letters of support from Canadian Council of Professional Engineers (CCPE) and Engineering Council, UK (EC-UK.) NBA is now ready to submit the updated application along with letters of support to get provisional membership in the forthcoming meeting of Washington Accord signatories scheduled for the month of June, 2007 in Washington DC, USA.

Research & Institutional Development (RID) Bureau is a critical wing of the AICTE, which financially supports technical institutions for growth in the original research and industry interactions. To meet this objective, the AICTE has several schemes. During the current year the AICTE received many proposals under the following schemes that were evaluated and considered for funding:

Scheme	Number of Proposals received	Number of proposals approved
Research Promotion Scheme (RPS)	628	211
Modernization and Removal of Obsolescence (MODROB)	1314	195
National Facilities in Engineering & Technology with Industrial Collaboration (NAFETIC)	09	02
Entrepreneurship Management & Development (EMD)	85	17
Nationally Coordinated Project (NCP)	17	5
Industry-Institute Partnership Cell (IIPC)	67	15

Table: Proposals received and approved under various of Research and Institutional Development

For upgradation of skills and for providing opportunity for exchange of knowledge, the AICTE operates a number of programmes for Career Development of teachers in technical education viz. the Quality Improvement Programme (QIP), preparation of course material modules, short-term training programmes, career awards for young teachers, schemes for awarding travel grants and seminar grants etc. The AICTE has now extended the QIP scheme to teachers working in other disciplines of technical education like Pharmacy, Architecture & Town Planning, Management and Applied Arts and Crafts for pursuing Masters/Ph.D Degrees. Further, the scheme of QIP has been extended to polytechnic teachers also. Under the scheme of Emeritus Fellowship, through award of a fellowship and a contingency grant, AICTE provides superannuated faculty members an opportunity to continue research work for a period of two years. AICTE is also operating a scheme called Early Faculty Induction Programme to attract young students towards the teaching career.

The AICTE funds a scheme of National Technical Manpower Information System (NTMIS) for estimation of short term and long term requirement of technical manpower in different fields, for assessment of anticipated gaps in demand and supply and scientific analysis for forward modeling of activities. The NTMIS Scheme presently works from 20 nodal centers all over the country.

The AICTE has set up 106 virtual classrooms in identified technical institutions under EDUSAT scheme to share the knowledge of premier and well-established institutions by the other institutions. The scheme will be extended to add more institutions under AICTE-EDUSAT network.

Under the AICTE-INDEST Consortium Scheme, AICTE has so far provided a grant of Rs. 1 crore to IIT Delhi for subscription to electronic resources to 66 Government/Government aided Institutions having programmes in engineering and technology at postgraduate level.

As part of its endeavor for qualitative improvement of the technical education system, AICTE continues with the efforts for development of Model Curricula too. To provide information to its stakeholders, and for transparency in it's activities, information is regularly updated on its website http://www.aicte.ernet.in and in the Information Kiosk.

Table: Growth and distribution of degree level Engineering Institutions in the country.

Year	No. of Institutions
2006-07	1522
2005-06	1478
2004-05	1358
2003-04	1263
2002-03	1195
2001-02	1057
2000-01	821
1999-2000	755
1998-99	644
1997-98	562
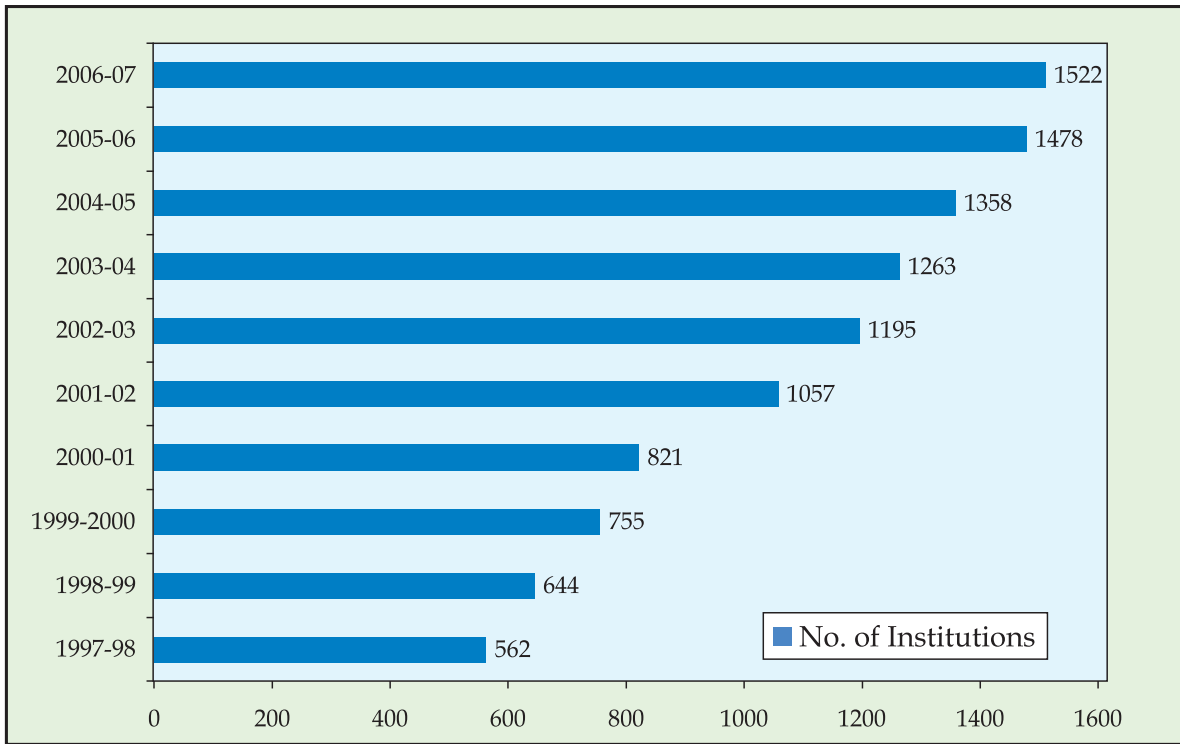
Table: Region-wise distribution of degree level Engineering Instiutions in the country (2006-07)

Region	No. of Institutions
Central	146
Eastern	124
North	141
North-West	183
South	534
South-West	221
Western	173
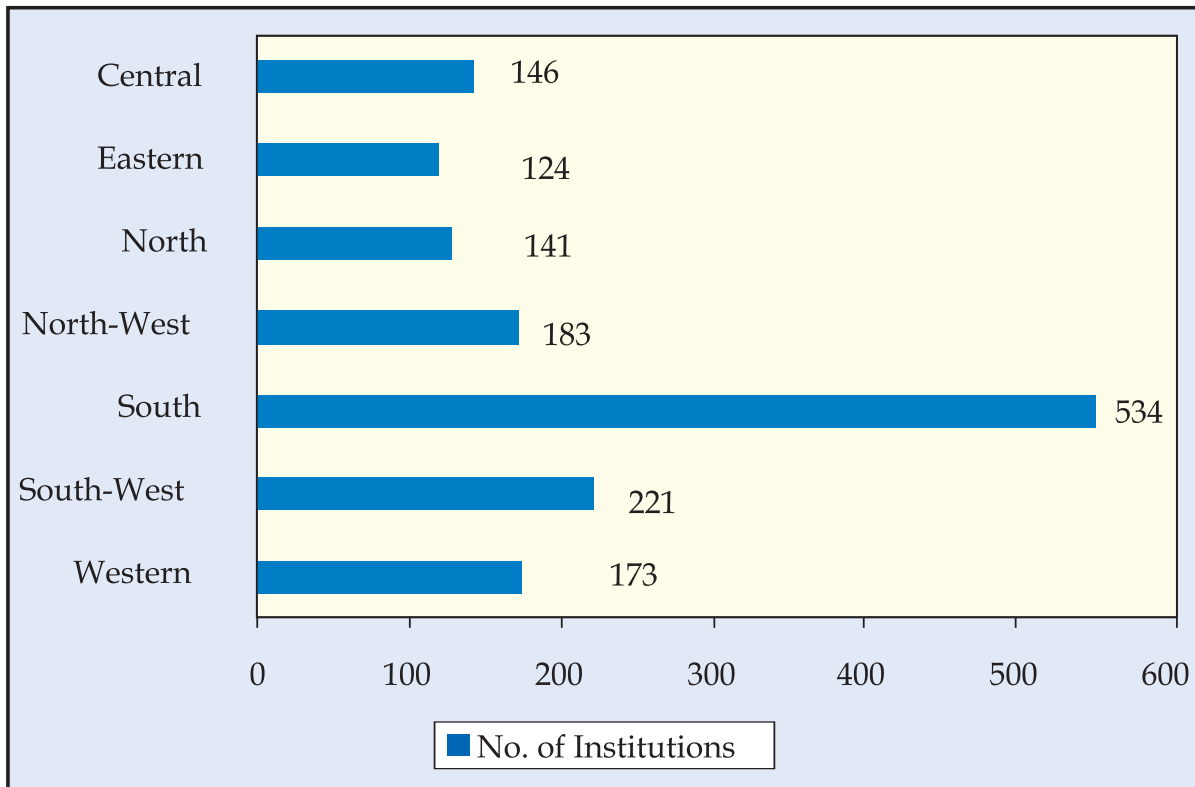
Central Sector Institutions in Technology and Science

Indian Institutes of Technology - IITs

Indian Institutes of Technology (IITs), Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee were established as 'Institutions of National Importance' under the Institutes of Technology Act, 1961. Their main objective is to impart world-class training in engineering and technology; to conduct research in the relevant fields, and for advancement of learning and dissemination of knowledge. These Institutes are also contributing significantly to education and research in basic sciences and humanities.

The IITs offer undergraduate programmes in various branches of engineering and technology; postgraduate programmes with specialization and Ph.D. programmes in various engineering and science disciplines, interdisciplinary areas; and conduct basic applied and sponsored research. At present, the IITs offer B.Tech., M.Sc., M.Design, M.Phil., M.Tech, and Ph.D. Degrees. IITs are maintaining quality of teaching and research of international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in industry. They also contribute to updating the knowledge of faculty of other Engineering Colleges through Quality Improvement Programmes. As host institutions under the Early Faculty Development Programme (EFDP), IITs act as nucleus to cater to the technical requirements of the respective regions.

IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. The IITs have distinguished themselves through excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

In order to provide quality education in science & technology to a larger number of students, the capacities of existing IITs have been enhanced considerably during the 10th Five Year Plan. To keep pace with the change taking place in new technologies, new programmes have being started in identified areas such as new materials, non-destructive evaluation technology, high speed networking and wireless technology, bio-technology and bio-informatics, smart materials, environmental energy, medical science and technology, medical instrumentation, electronics, electronics communication and membrane technology etc.

There will be a substantial increase in student intake in these Institutions during the XIth Five Year Plan.

Indian Institute of Technology Bombay (IITB)

The Indian Institute of Technology Bombay (IITB) was established in 1958 with the cooperation and participation of the then Government of USSR under UNESCO's technical assistance programme.

IIT-Bombay's contribution towards education and research has been possible due to the hard work put in by its highly qualified and vibrant faculty, dedicated staff and brilliant students. The active support of the alumni of the Institute has resulted in remarkable impact on achieving newer heights and receive acclaim from the academic community and the business leaders throughout the world.

In July 2006, the Institute admitted 598 undergraduates, 119 for 2-year M.Sc., 539 for M.Tech., 168 for Ph.D, 47 for M.Des., 14 for M.Phil. and 54 for M.Mgt. programmes.

Currently the student strength at IIT-Bombay is about 5346 under various UG, PG and Ph.D. programmes. With its ambition to become a global leader in the domain of research and of scientific & technological manpower, the Institute has given special focus to its Ph.D. Programmes. The number of student intake for Ph.D. programmes has been increasing significantly. The fact that a majority of them (60%) have their degrees in engineering assumes significance in the context of the increased technical manpower needs of the country. During 2006-07 a total of 1149 degrees were awarded: Ph.D. (105), M.Tech. (404), M.Mgt. (47), M.Des (30), M.Phil. (10), M.Sc. (128), M.S. (1), PGDIIT (2), and B.Tech. (422).

During the period , the Continuing Education Programme (CEP) recorded an increase in its activities to cater to the technical manpower needs of the industry. The Center for Distance Engineering Education is now fully functional and develops courses taught at IIT Bombay in VCD and DVD formats for dissemination to engineering colleges and technical institutions. Video courses are also offered through simultaneous satellite transmission to 13 remote centres spread over six States in India.

The Research and Development activities are conducted through a special unit known as Industrial Research & Consultancy Centre (IRCC). During the first half of 2006-07, about 80 sponsored projects were sanctioned with an outlay of Rs. 18.3 Crores funded by various agencies both from India and abroad. A significant number of consultancy projects were undertaken in this period with a funding outlay of Rs. 7.85 crores. As a result of efforts towards collaborative research, funds to the tune of US$1,20,000 were received to support research in areas of Nanotechnology and solar cells and also to support Ph.D. and M.Tech. Fellowships. Motorola has established a post-doctoral fellowship programme at IIT Bombay to support architecture and application of seamless mobility.

A Confederation of Indian Industries (CII), Western Region – IIT Bombay task force constituted to enhance industry-IITB interaction held its fourth meeting at Tata Motors, Pune on 17th May 2006. Some of the positive actions initiated in these meetings are better job opportunities (placement) for Ph.D. students, enhanced student sponsorships, and the possibility of establishing Transportation (Auto) Design Centre & Polymer Research Centre at the Institute through sponsorship by industries.

Seven Indian patents and one PCT application were filed, and two patents were granted during this period. For the first time, a Trade mark has been registered - the logo of TECHFEST of IIT Bombay. The following were some of the notable acheivements during the year:

- WebNC, an Internet based software for Product Design and Process Planning of Prismatic parts commonly manufactured through CNC machining was licensed to industry for marketing and use.

- Technology for fuel additives in fuel combustion and allied areas in the petroleum and other combustion related domains developed earlier was transferred to user industry.

- A novel design for packaging of cement and other materials was developed by the faculty of Industrial Design Centre and transferred to the user industry.

- IIT Bombay witnessed a large number of foreign visitors for exploring areas of collaboration and cooperation. Memorandum of Understanding (MoUs) were signed with the University of Ulster, Northern Ireland, UK, and the Robert R. McCormick School of Engineering & Applied Science, Northwestern University, USA.

Indian Institute of Technology Guwahati (IITG)

Located on a picturesque lush green area of 285 hectares on the northern bank of the mighty Brahmaputra, IIT Guwahati has completed 11 years of its academic programmes at the beginning of 2006-2007.

The Institute has 11 academic departments namely, Biotechnology, Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering (all these offering B.Tech, M.Tech and Ph.D programmes); Design (offering B.Des and Ph.D programme); Chemistry (offering M.Sc, Integrated M.Sc and Ph.D programmes); Mathematics, Physics (offering B.Tech, M.Sc and Ph.D programmes); and Humanities and Social Sciences (offering PhD programmes). There are three inter-disciplinary academic centres namely, Energy, Environment, and Nanotechnology (offering Ph.D programmes). The Institute also has four service centres namely, Computer and Communication Centre, Central Instruments Facility, Centre for Educational Technology, and Centre for Mass Media Communication.

In 2006 the Institute admitted 347 students in B.Tech, and Integrated M.Sc; 210 students in M.Tech, 75 students in M.Sc and 98 students in Ph.D, making a total of 730 students. The Institute started 4-year B.Tech programmes in Engineering Physics, and Mathematics and

Computing. In 2006 the total student strength was 1874, the total number of faculty was 176, while the total number of non-teaching staff was 280. Most of the students are get job placements through campus recruitment.

The infrastructure of the Institute has been strengthened. The current year saw the completion of the four lane main approach road from the National Highway 31 to the Institute campus including a four lane railway over bridge; a married scholars hostel with 108 flat lets; the Sports Complex comprising indoor stadium, swimming pool, volleyball, basketball, lawn tennis court, athletic track, hockey, football field, etc.; residential quarters; water treatment and supply plant; and sewage treatment plant. Ongoing construction works include an auditorium, a lecture hall complex, faculty residences, a Kendriya Vidyalaya building, two community centres, and one more hostel.

In addition to the Ph.D programmes and in-house research and development works in the departments, most of the faculty members are also engaged in sponsored research and consultancy works. There are 87 ongoing sponsored research projects in the Institute. Most of the projects are sponsored by various Government agencies, namely, Ministry of Human Resource Development, Department of Science & Technology, Council of Scientific & Industrial Research, Department of Atomic Energy, Department of Space, Ministry of Social Justice & Empowerment, etc. In addition to the sponsored R&D projects, the Institute also offers consultancy services to many government, public and private sector organizations/institutions. The clients include: Banking & Insurance Organizations; State Govt. Departments; Power Sector Organizations; Construction Houses; Educational Institutions; Pharmaceutical Industries, etc.

The Institute has signed Memorandum of Understanding (MoUs) with leading national and international institutes for joint academic and research programmes. This year MoUs have been signed with National Institute of Information and Communications Technology of Japan; Philips Research Laboratories, Bangalore; C-DAC and ERNET, among others.

Indian Institute of Technology Madras (IITM)

The Indian Institute of Technology Madras (IITM) was established in 1959. Its primary objective is to promote higher technical education, research and consultancy. A graphic art studio, a desktop virtual reality lab, mechatronics lab and vehicle dynamics lab have been created for the dual degree programme in Engineering Design. A new five-year Integrated Masters programme in Humanities and Social Sciences leading to MA degrees in 3 disciplines viz. Development studies, Economics and English with an intake of 30 students each have been introduced from July 2006. Another User Oriented M.Tech Programme in Automotive Technology has also been introduced in collaboration with TVS Motors, Hosur, from July 2006.

In 2006, a total of 1301 degrees were awarded which include 101 Ph.D., 118 M.S., 459 M.Tech, 78 MBA , 78 M.Sc, 90 Dual Degree and 377 B.Tech. IIT Madras continued to be very active in research during the year. About 691 research papers were published in refereed international and national journals and 742 papers presented in national and international conferences by the faculty members.

In the current year, 70 sponsored projects for a value of Rs 350.00 million and 387 consultancy projects for a value of Rs 1700 million have been obtained. A National Centre for Catalysis Research is being established at IITM for which Department of Science & Technology has granted Rs. 160.5 million. The Industrial Associateship Scheme fostering close interaction with industry has 258 members this year. Six Technology Appreciation programmes were conducted during the year for the benefit of the Industrial Associate Members. The Institute has initiated Inter Disciplinary Research projects in order to bring faculty from different areas together in addressing meaningful problems.

The Centre for Continuing Education (CCE) has been very active in promoting activities for the benefit of working professionals in industries and faculty members of other technical institutions. In the current year 81 courses have been conducted under Continuing Education Programme in which 2175 faculty members from other institutions participated. Under the Book Writing Scheme, the faculty has published 5 books during the year.

IITM plays a lead role in providing guidance and assistance to the other engineering institutions in the

country. Currently there are a total of 90 QIP Scholars - 73 Ph.D. & 17 M.Tech. which includes 12 women in Ph.D. and 5 in M.Tech in the Institute. Specially designed training programme in the area of pedagogy and teaching skill are being conducted.

The first phase of National Programme on Technology Enhanced Learning (NPTEL) project involving all the IITs and IISc coordinated by IITM has been completed. The Hon'ble Minister for Human Resources Development released over 300 courses through video and the web on 3rd September 2006. These courses will be made available to all engineering and management institutions in India, thus enhancing the reach and quality of technical education in the country.

Phase I of the state-of-the-art Data Center with a building management system and on-line backup for all support infrastructures for round the clock operation has been completed and the Phase-II is in progress. Digitization of all old records has been completed. Campus Network upgradation is close to completion. The campus now has a 34 Mbps Internet link.

The building for the Department of Management Studies was completed by renovating the old library building and constructing an additional second floor. The construction of Sindhu, Pamba and Tamirabarani hostels has been completed and Mahanadhi hostel is at the finishing stage. A new large dining facility "HIMALAYA" with a capacity of 3000 has been added to the hostel sector, facilitating the closure of nearly all small dining facilities attached to individual hostels.

The Lemelson Foundation Recognition and Mentoring Programme (L-RAMP), a novel programme to encourage innovators to come up with inventions to aid rural development has been jointly set up by IITM and Rural Innovations Network, with the funding from L-RAMP. L-RAMP provides the technical and financial support to innovators with commercially viable ideas. The Innovation Awards (IA) programme received 462 applications. They covered a wide spectrum of innovations addressing a range of basic human needs. Of these 10 ideas were selected for 'Award of Excellence' and 6 ideas for 'Award of Appreciation'. 90 applications have been received by L-RAMP India for incubation support. Of these 85 applicants have been selected by the L-RAMP team, and 4 are currently being funded.

In addition, 9 innovations have been selected for administration of the proposal development grant.

Indian Institute of Technology, Delhi (IITD)

Established as a College of Engineering in 1961, this Institute was declared an Institute of National Importance under the " Institute of Technology (Amendment) Act, 1961" and renamed as "Indian Institute of Technology Delhi" in 1963.

The Institute offers a wide range of academic programmes in science and engineering disciplines both at the undergraduate and postgraduate levels. This includes four years B.Tech. Programmes in nine disciplines of engineering and technology, five year dual degree programmes in five areas, five year integrated M.Tech Programme, two year M.Sc. Programme in three disciplines, M.Tech. Programmes in Engineering Technology, Management, Humanities and Social Sciences, a 2-year M.Des. Programme in Industrial Design, two MBA programmes and M.S. (Research) programmes in six areas. The Institute also offers opportunities for doctoral research in its 13 departments and 9 research centers.

The Institute is playing a significant role in upgrading the quality and fostering awareness among the teachers from other engineering Colleges and technical personnel from Industries and Government agencies, through Quality Improvement Programme (QIP) and Continuing Education Programme (CEP). Several short-term (QIP/CEP) courses have been organized by the institute faculty and students were admitted to Master's and Doctoral programmes in various departments. In order to enhance the IT skills of officials from the Ministry of Finance, College teachers and personnel from industry, the computer Service Centre of the institute has offered several courses.

Many faculty members received prestigious awards and fellowships for their research contributions. This year IITD graduated 134 Ph.D students in the 2006 Convocation – perhaps the largest number in IIT system. Nearly 1000 students are currently enrolled for Ph.D. It is estimated that more than 500 Journal papers and equal number of Conference papers have been published. Nearly Rs. 4780 Lakh funding has been

received from various funding agencies/ industry towards sponsored research projects, consulting, technology development and HRD programmes. A major funding of Rs. 435 Lakh has been received from the Department of Science and Technology for establishing Micro Manufacturing facility.

IITD bagged six of the twenty-eight Research Funding Awards made under the UK India Education and Research Initiative (UKIERI) which includes one major award of the order of £500,000. A major new research initiative has been taken to promote Rural Industrialization. IIT Delhi so far has been awarded 45 Patents out of 150 patent applications. The rest are under various stages of process.

Several new research facilities have been set up. These include the *Gas Chromatograph: Mass Spectrometry Facility,* is being set up for advance environment analysis and interpretation of various components of the environment, *MALDI-TOF/HRMS Facility* to do advance research in biomolecules and enzymes, *XPS/UPS/AES facility* to study electronic structure of materials and H*igh Resolution Transmission Electron Microscopy* to study nano scale properties of crystalline materials.

Two new M. Tech. Programmes in the area of Transportation Engineering and RF Technologies have been recently started. Two additional programmes are likely to start soon.

Two Professorial Chairs have been created in the area of Power electronics and Design Engineering through initiatives with Alumni. A Professorial Chair in the area of IPR has been sanctioned by the Ministry of Human Resource Development. A major funding of US$500,000 has been received from an alumnus for supporting research travel.

Thirteen MoUs with International/ National Institutions have been signed to promote research and student exchange.

A new 402 seat boy's hostel has been commissioned. A new girl's hostel, having 464 capacity is under construction. A new 1000 seat boys hostel, 96 faculty houses and Academic Complex are likely to start in current year. Internet bandwidth enhancement from the 10 Mpbs to 34 Mbps is under progress.

Indian Institute of Technology, Kanpur (IITK)

The academic activities of IIT Kanpur have enhanced substantially during the past couple of years. In June 2006, the annual convocation of the Institute was held successfully. At that time, 329 B. Tech. Students received their degrees. The corresponding numbers for B. Tech. Dual degree programs, Integrated M. Sc. Programs, and 2-year M. Sc. Programs are 21, 35 and 75 respectively. The Institute also awarded 48 MBA degrees, 369 M. Tech degrees, 17 M. Des degrees and 42 Ph. D. degrees. The Institute has started new academic programs such as Integrated M. Sc. (Economics), B Tech as well as B Tech / M Tech dual degree, M Tech and Ph D programs in Biological Science and Bioengineering, Master of Design and dual degree programs in Civil and Chemical engineering.

The academic registration showed a healthy improvement in July 2006. In the post-graduate programs, a total of about 1500 students registered for several academic activities. About 650 students registered for the doctoral programs, about 850 students for M Tech, M Des and MBA programs and about 2500 students for all undergraduate programs in July 2006. The specific registrations are: B Tech – 1500, B Tech / M Tech dual degree – 500, M Sc (Integrated) – 280, M Sc (2-year) – 200, M Sc / Ph D dual degree – 20.

The infrastructure of the Institute is being developed for student strength of about 6000 students. The Hall of Residence VIII with a capacity of 500 beds was completed and made available to students. A new Hall of Residence – Hall IX – was partially completed with 120 rooms and made available for students. Two new lecture halls with a capacity 325 seats each are under construction and will be ready in July 2007. A new complex of teaching laboratories has been approved for construction. It will house 20 laboratories – 8 for Chemistry, 6 for Physics, 3 for Mathematics and 3 for Humanities and Social Science areas. The Institute continues to provide the best facilities and amenities for students, staff and faculty on the campus.

The research and development activities of the Institute have shown a remarkable growth. There are about 1100 research project activities – small and large – including sponsored research, consultancy and testing works. The

Institute has carried out 12 projects for Indian Railways under the Railway Technology Mission scheme. These technologies were unveiled by the Hon'ble Minister of HRD on September 15, 2006 in New Delhi. The Institute has been coordinating the work of National Project on Earthquake Engineering Education (NPEEE) successfully besides participating in the NPTEL activities. The Institute also developed a common portal for IIT System, which was launched along with the educational portal – Sakshat – by the President of India in October 2006. IIT Kanpur is also participating in the academic activities of Indo-French Cyber University as well as Visionary Leaders for manufacturing programme.

An international distance education project – Indo-French Cyber University-has been undertaken jointly with University of Paris. The project envisages courses to be delivered in three areas – Optimization, Computational Fluid Dynamics and Composite Materials. The Institute has also done well in terms of development of video as well as web-based course material under NPTEL scheme.

The Institute has established the SIDBI Centre for innovation and incubation. The centre is now fully functional and has seven incubating units. All IPR issues are handled by this centre.

Indian Institute of Technology, Roorkee (IITR)

IIT Roorkee, which was converted from the University of Roorkee in September 2001, has rapidly grown since then. The Institute has its main campus at Roorkee (365 acres) and a smaller campus at Saharanpur (25 acres), 50 kms. away from Roorkee. An extension Centre at Greater Noida (10 Acres) is under development.

The Institute offers 11 B.Tech/ B.Arch programmes, 3 dual degree (B.Tech + M.Tech) programme, 57 postgraduate programmes (M.Tech./MBA/MCA/ M.Sc.), and Ph.D programmes in all its 18 academic departments, one academic centre and three centres of excellence (Nanotechnology, Disaster Mitigation and Management, and Transportation system). A Five-year integrated M.Tech programme in Polymer Science and Technology with an intake of 20 has been started in the academic session 2006-07. Total students strength in this academic session is 4137, which includes1989 undergraduates, 1402 postgraduates and 746 research scholars.

Keeping in view the strength/expertise of the faculty/ departments, the Institute has created three multidisciplinary Centres of Excellence viz. Centre for Transportation Systems, Centre for Disaster Mitigation and Management and Centre for Nanotechnology to promote intensive research and development in these areas.

Over the years, the student enrolment has increased and additional rooms in existing hostels have been built to accommodate them. Policies/plans have been formulated for the effective retention and recouping of faculty. Five year Dual Degree programmes have been introduced. The Institute has taken initiatives to establish collaboration with leading institutions of the world. Public Sector organizations have been invited to create professional Chairs through endowments. On research front, there has been a significant increase in the number of publications and also in terms of industrial consultancy outlay and in sponsored research outlay. On campus recruitment for UG &PG students has gone up. A very substantial gain has been registered in the internet connectivity and subscription of over 7000 on line journals.

The Institute took a number of new initiatives during 2006-07 such as starting new academic programmes, new centres of excellence, new MoUs for international collaboration, student and faculty exchange under MoUs, strengthening of Internet and Library resources, creation of new state-of-art building infrastructure, modernization of telephone and power supply network in the campus and commencement of construction activities at the Greater Noida Extension Centre of the Institute.

The Institute has presently 350 faculty members. Faculty is actively engaged in R & D activities. In this year, the Institutes faculty has published 519 research papers in referred journals, and 984 in various national and international conferences. Faculty members have also published 5 books. Besides, the Institute continued to play its role in national development through R&D projects in the fields of Small Hydro Power, Pro-poor IT initiatives and e-governance, Highways Development and Traffic Management, Ecological Assessment, Earthquake Mitigation and Management, Railway engineering etc.

The Institute celebrated its Sixth Annual Convocation on November 11, 2006. On this occasion, numbers of degrees awarded to successful candidates were 331 B. Tech./ B.Arch, 682 M. Tech/ M.Sc/MBA/MCA and 95 Ph.D. The institute also honoured four of its outstanding alumni with the distinguished alumnus award.

The Institute took a number of initiatives for its overall growth towards excellence. A representative list of achievements and other initiatives are as follows:

The Department Metallurgical and Materials Engg. have achieved a breakthrough in the technology of manufacture of brake pads suitable for the Military Aircraft.

The Centre of Continuing Education organized short term courses for in-service engineers and also conducted courses under QIP programme.

Central Library has more than 3.2 lakh documents both print and non print in its collection. It subscribes to 800+ print journals and has access to 9000+ on line journals. A State of the Art new building of Library shall be completed by the end of March 2007.

New MoUs have been signed with Six National and International Organizations / Institute for collaboration.

Under MoUs, Institute arranged summer internship for students at University of Western Ontario, Canada, University of Texas at Dallas, USA, New Jersey Institute of Technology, USA, National University of Singapore and M. Tech. Dissertation of one year duration in German Universities.

A new girls hostel with 90 seats has been inaugurated.

Scanning Probe Microscope, Ion Bean Sample Preparation Unit, Fluorescence Life Time System and Superconducting Quantum Interference Device (SQUID) were installed at the Institute Instrumentation Centre.

All five research scholars hostels have been provided wired line internet connectivity in each room. A large number of scientific and engineering software are available from the Institute Computer Centre through the Campus LAN. Recently Arc GIS facility has been added for Campus Wide Access.

Indian Institute of Technology, Kharagpur (IIT-KGP)

The Indian Institute of Technology, Kharagpur (IIT Kgp.) was the first IIT to be set up, after independence for the purpose of nation building through human resource development in science and technology. IIT Kharagpur being the oldest of the IITs, has provided the necessary leadership to usher in a revolutionary change in the outlook of technical education in the country.

The Institute offers B.Tech (Hons) courses in sixteen different branches of engineering, a B. Arch. (Hons.) course in Architecture and Regional Planning and M.Sc. programmes in five sciences stream. The contents of the course are constantly revised to meet the needs of the changing world with focus on quality. The growth of postgraduate programmes has been quite impressive. At present, the Institute offers about fifty postgraduate degree programmes. There is a unique programme, first of its kind in the country, introduced in 2001-02 to bring medical science, physical sciences and technology on a common platform. The students are admitted to the programme through an All India Test conducted at IITs. The MS degree with major emphasis on research is also awarded in several other disciplines. As part of a collaborative programme, students have visited foreign countries. A significant number of postgraduate projects are sponsored by industries.

The Institute has taken a lead in offering off campus academic programmes leading to regular degrees/diploma to the participants. A Postgraduate Diploma programme in Information Technology (PGDIT) is being offered in the hybrid mode at Kolkata and Bhubaneshwar Extension Centres and at STEP, IIT Kharagpur. The feedback received from the IT industry about the quality of this programmes has been very encouraging.

The Institute's alumni have played significant roles in enhancing the image of IIT Kharagpur. They have also provided generous support to set up specialized laboratories, schools and distinguished lecture series. The Institute has taken up several programmes to network with alumni spread all over the world. For this purpose, the Institute has launched a website for online registration of the alumni. An extremely popular quarterly, Alumni newsletter "KGPlan" is being published regularly highlighting the achievements of students, faculty and alumni.

Indian Institute of Science, Bangalore (IISc)

The Indian Institute of Science, Bangalore came into existence in 1909. The Institute started functioning in 1911 with two Departments and over a period of nine decades, has grown steadily to occupy its present leading position among the institutions of higher learning in the country. The Institute is a post graduate Institution providing quality education and excelling in research and development at the cutting edge of several disciplines in Science, Engineering and Technology. There are now over 40 Departments and Centers of Sciences, Physical and Mathematical Sciences, Electrical Sciences, Mechanical Sciences and Information Science and Services. The Institute has on its roll close to 500 faculty, 2000 students and 1000 supporting staff. The ratio of students to teaching faculty is an enviable one.

The Institute has been able to make many significant contributions by dint of its professional and intellectual excellence and also because of its unique character. It combines the best features of a traditional University and those of a National Laboratory. The primary strength of the Institute lies in research and development in frontier areas and imparting education in current technologically important areas. The research and development efforts of the Institute are reflected in the large number of world-class publications and the large number of research projects sponsored by various funding agencies.

The Institute offers advanced level courses leading to ME, M.Tech., MBA, M.Sc. (Engg.) and Ph.D. degrees. An Integrated Ph.D. program in the Science Faculty attracts the cream of B.Sc. graduates of the country. The Young Fellowship program in Sciences and Young Engineering Fellowship program are new initiatives of the Institute to motivate young students to take up a research career. The Institute is also the National focal point of conducting the Kishore Vaigyanik Protsahan Yojana program of the Department of Science & Technology. Innovative teaching programs introduced in recent years include Satellite Technology, Internet Science and Engineering and Computational Science.

Besides formal education and research, the Institute has been playing a very active role in offering life-long learning opportunities to practicing scientists and technologists through its Centre for Continuing Education and Proficiency program. Every year over 1500 scientists and engineers are trained in these programs. Several outreach programs of the Institute also provide close interactions with different sections of the society, especially the academic fraternity.

The Institute is vigorously pursuing interactions with leading institutions and universities all over the world. Through its International Relations Cell, the Institute has executed Memoranda of Understanding with Universities and R&D Institutions in U.S.A., France, Australia, Germany and other countries. A joint activity with European Institutions to set-up a Cyber University for web-based education has been initiated. A unique collaborative arrangement with French Universities has resulted in the establishment of an Indo-French Research Center in the area of Water Sciences.

What is remarkable about the Institute is the balance it has maintained in its various domains of activities – research, teaching, development, industrial liaison, international outreach and societal concerns. The Institute has recently formulated a series of new research programmes to foster and encourage interdisciplinary activities. These are in the areas in Genomic, Nano-science and Nano-technology, Micro-electromechanical systems, Embedded systems, and Mathematics.

Atal Bihari Vajpayee Indian Institute of Information Technology & Management (ABV-IIITM), Gwalior

ABV-IIITM, Gwalior was set up by the Government of India in January 1996. Academic programmes started in the year 1998-99. The educational programme of the Institute integrates IT with basic managerial functioning. This is highly appreciated by the industry. The objectives of the Institute were framed so as to create facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration. The Institute has been declared as a Deemed University on 26th March 2001.

The Institute started with a two year MBA programme in IT and management during the year 1998-99. Presently, the institute is having a five-year dual degree programme, 5 MBA programmes and 5 M.Tech programmes. The Institute also has a Ph.D. programme.

The present strength is 584. All these programmes have interdisciplinary character. Admission to all programs is done on an All-India basis through an entrance examination. Twenty two students are pursuing Ph.D programmes. The Institute has Departments of IT, Management, and Continuing Education. The academic programmes are delivered through many pedagogic innovations, including peer learning, mentoring, case tools, group learning and co-operative learning.

Several Management Development Programmes (MDPs) for industry executives and Continuing Education Programs for Teachers and industry have been done by the Institute. Some of the new programmes / disciplines are VLSI Design, Robotics and Flexible Manufacturing, Bio- Informatics, Communications Engineering, Management of Public Systems and e-governance and Management of Informal Systems. For increased strength, additional infrastructure in terms of classrooms, students' hostels & amenities, laboratories & equipment has been planned.

Indian Institute of Information Technology (IIIT), Allahabad

Indian Institute of Information Technology, Allahabad was set up during the Ninth Five Year Plan to impart education, training, research and development in the field of information technology and related areas. The Institute was declared as a Deemed University in August 2000. The Institute had started functioning from the year 1999-2000 from its temporary premises in the Allahabad University Campus. The Institute has been shifted to the new campus which has state of art facilities and campus wide networking.

The Institute started its B.Tech Programme with Information Technology during the year 1999-2000. Presently, there is a student strength of 970. The Institute is conducting B.Tech (IT), B.Tech. (Electronics & Communication), M.Tech. in Intelligent Systems, Software Engg., Bio-informatics, Wireless Communication & Computing, Digital Design and Signal Processing.

The IIIT Allahabad has an Extension Campus at Amethi, which was established in 2005. This Campus is conducting B.Tech (IT), MBA (IT) and other short-term programmes.

Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing (PDPIIITDM), Jabalpur

In order to meet the requirement of highly skilled and trained manpower particularly in design and manufacturing, the Indian Institute of Information Technology, Design and Manufacturing at Jabalpur was established in 2005. The Institute is envisioned as academic institution of excellence that facilitates and promotes the competitive advantage of Indian products and manufacturing in global markets. The Institute would serve as an inter-disciplinary institution for education and research in the area of product life cycle management encompassing design and manufacturing using state of the art concepts, tools, processes and practices of the industry world over. It would meet situation in different sectors like automobile, aerospace and defense, industrial machinery, engineering services, high-tech electronics, consumer durables etc.

The Institute is conducting B.Tech. Programmes in Computer Science and Engineering, Electronics and Communication Engineering and Mechanical Engineering and M.Tech. Programmes in Computer Science and Engineering and Mechanical Engineering. The Institute is still operating from its temporary premises. The construction work of its own campus would commence soon.

Indian Institutes of Science Education and Research (IISERs) at Kolkata and Pune

The Indian Institutes of Science Education and Research (IISERs) at Kolkata and Pune commenced their academic session from the year 2006-07 from temporary premises. The vision of these Institutes encompasses creation of research universities of the highest caliber in which teaching and education in basic sciences will be totally integrated with state-of-the-art research. These universities will be devoted to under-graduate and post-graduate teaching in sciences in an intellectually vibrant atmosphere of research. These Institutes will make education and career in basic sciences more attractive by providing opportunities in integrative teaching and learning of sciences and break the barriers of traditional disciplines. At present, these Institutes are offering an

Prime Minister Dr. Manmohan Singh speaking at a function after laying the Foundation Stone for the IISER at Mohali in Punjab.

Integrated Master Programme in Sciences, following +2 curricula, in order to provide entry into research at a younger age.

The third Indian Institute of Science Education and Research is being up at Mohali in Punjab. Two more IISERs are proposed at Bhopal and Thiruvanthapuram.

National Institutes of Technology (NITs)

Seventeen erstwhile Regional Engineering Colleges (RECs) were rechristened as National Institutes of Technology (NITs). All these 17 Institutions were taken over as fully funded institutes of the Central Government and granted deemed university status. The Central Government has also taken over 3 other Institutes namely Bihar Engineering College, Patna, Government Engineering College, Raipur and Tripura Engineering College, Agartala and converted them into National Institutes of Technology (NITs) on 28th January 2004, 1st December 2005 and 1st April 2006 respectively. Thus the total number of NITs has gone up to 20. These institutes are expected to be at par with other national level technical institutes and be able to fulfill the demand of high quality undergraduate and postgraduate level of education in engineering and technology. A bill, namely National Institute of Technology Bill, is presently under consideration of the Parliament.

During the year under report the NITs continued to offer undergraduate and postgraduate programmes in various branches of Engineering and Technology. These institutes have Ph.D. Programmes also.

The total budget allocation for all NITs for the year 2006-2007 was increased to Rs.110.00 crore under Plan and Rs.200.00 crore under Non-Plan, from about 70.00 crores under Plan and 118.00 crores under Non-Plan at the time of conversion. Activities undertaken by the individual NITs during the year under report are as under:

Motilal Nehru National Institute of Technology, Allahabad

Motilal Nehru Regional Engineering College, Allahabad was established in 1961 and converted into National Institute of Technology (NIT) on 14th May 2003. The

Institute has eight departments. The Institute offers four-year undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer Science Engineering, Electronics Engineering, Production and Industrial Engineering, Chemical Engineering, Bio-Technology and Information Technology. The Institute also offers 13 M.E. programmes and Master of Computer Application (MCA) and Master of Management Studies (MMS) programmes. The total intake in the undergraduate stream is around 530, 350 in postgraduate Courses, 60 in MCA and MBA each and 30 in MMS. There also exists facility for Ph.D. programme. The website address of the Institute is www.mnnit.ac.in.

Maulana Azad National Institute of Technology, Bhopal

Maulana Azad College of Technology, Bhopal was established in 1960 and converted into National Institute of Technology (NIT) on 14th May 2003. The Institute has eight Departments. The Institute offers four years BE Courses in the disciplines of Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication engineering, Computer Science and Engineering, Information Technology and a five-year B.Arch. course. The total intake in undergraduate courses is 450. Five new courses have been added during the current year. The Institute also offers M.Tech. courses in 24 different specializations under regular and part-time mode with an intake of 530. The Institute admitted 120 students in MCA and MBA courses during the year. The Institute has five boys hostels and one girls hostel. The Institute has established two problem-oriented research laboratories, one in fluid mechanics and hydraulic mechanics, and the other in heavy electrical mechanics The Institute is maintaining a good library with about one lakh books. Ninety research papers were published by the staff members in various national and international journals of repute. 17 research projects are presently being carried out by the Institute. The website address of the Institute is www.manit.nic.in.

National Institute of Technology, Durgapur

Regional Engineering College, Durgapur was established in 1960 and converted into NIT with Deemed University status on 3rd July 2003. The Institute

has 15 Departments. The Institute offers four-year undergraduate courses in the discipline of Civil Engineering, Electrical Engineering, Mechanical Engineering, Chemical Engineering, Metallurgical Engineering, Electronics and Communication Engineering, Computer Science and Engineering, Bio Technology and Information Technology. The Institute also offers M.Tech. courses in nine disciplines and MBA and MCA. During the current year, a 120 boys hostel for foreign students, computer center extension, electrical machine lab, head power lab were constructed. The website address of the Institute is www.nitdgp.ac.in.

National Institute of Technology, Hamirpur

Regional Engineering College, Hamirpur was established in 1985 and converted to National Institute of Technology, Hamirpur on 14th May 2003. The Institute has five Departments. It offers four-years undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Electronics and Communication Engineering, Computer Science and Mechanical Engineering. The Institute offers a B.Arch. course. The Institute has started postgraduate courses in four disciplines and plans to start five new M.Tech courses. There are four boys and one girls' hostel. The Institute has a well-equipped library. The total intake in UG and PG courses is about 400 students.

National Institute of Technology, Calicut

Regional Engineering College, Calicut was established in 1961 and converted into National Institute of Technology on 14th May 2003. The Institute has eight Departments. The Institute offers four-years undergraduate courses in the disciplines of Civil Engineering, Chemical Engineering, Architecture Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Mechanical Engineering, Production Engineering and Management, Computer Science and Engineering, Information Technology (New) and a five-year B.Arch. course. The Institute also offers M.Tech. Degree in 11 different specializations. In addition, three-year (six-semester) MCA programme is also offered. Four new PG courses have also been approved in the areas of Civil, Information Security, VLSI Design and computer controlled Industrial power. The Institute offers Ph.D. programme in all the disciplines. The Institute has a well-

NIT Calicut

equipped library; it has 79,160 books and 7,802 BIS specifications. It subscribes to 261 foreign journals, 95 Indian journals and dailies. A Digital Library has been started as part of the modernization of the library. NALANDA, i.e. Network of Automated Library and Archives- is the digital library initiated by the Institute. The website address of the Institute is www.nitc.ac.in.

Malaviya National Institute of Technology, Jaipur

Malaviya Regional Engineering College, Jaipur was established in 1963 and converted into Malaviya National Institute of Technology, Jaipur on 14th May 2003. The Institute offers nine undergraduate courses and 10 full time and five part time postgraduate courses. The Institute offers four-year undergraduate courses in Civil Engineering, Chemical Engineering, Electrical Engineering, Electronics and Communication Engineering, Information Technology, Mechanical Engineering and Metallurgical Engineering and a five-year B.Arch. course.The Institute offers three-semester full time and five-semester part-time postgraduate degree programmes in ten disciplines. During the session 2006-2007, 700 students were admitted to B.E. courses. The total strength of postgraduate students is 180. The Institute has at present 151 faulty members

in position out of which 68 possess a Ph.D. degree. The Institute is on the way of Implementing Project REACH on Reverse Engineering under TIFAC-CORE assistance during the current year.The institute is implementing the Project IMPACT for manpower development in Electronics and Computer Engineering funded by the World Bank, Swiss Development Corporation and Government of India. The Central Library is equipped with 1,12,000 books, 12,700 journals, more than 1000 videocassettes with video-viewing facilities, BIS standards and CD-ROM database for its eight Departments. The website address of the Institute is www.mnit.ac.in.

Dr. B.R. Ambedkar National Institute of Technology, Jalandhar

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar was established in 1986 and converted into National Institute of Technology, Jalandhar on 14th May 2003. The Institute has 13 Departments and offers four-year undergraduate courses, in the disciplines of Chemical and Bio-Engineering, Civil Engineering (Structural Engineering and Construction Management), Computer Science and Engineering, Electronics and Communication Engineering, Industrial Engineering, Instrumentation and Control

NIT, Jalandhar conferring Honoris Causa on noted industrialist Lord Swaraj Paul

Engineering, Leather Technology, Mechanical engineering (Mechanical Machine Design and Automation), Sugar and Textile Technology. The total enrolment in the undergraduate stream is around 2000. There are five boys and one girls hostel. The Institute has a well-equipped library. Department of Science and Technology and National Science and Technology Entrepreneurship Development Cell have aided the Institute in promoting Entrepreneurial culture among students/graduates/postgraduates by arranging various programmes. The website address of the Institute is www.nitj.ac.in.

National Institute of Technology, Jamshedpur

Regional Institute of Technology, Jamshedpur was established in 1960 and converted as National Institute of Technology with deemed university status on 27 December 2002. The Institute has 13 Departments and offers four-year undergraduate courses, in the disciplines of civil, mechanical, electrical, metallurgical and computer science and engineering with an intake of 285 students. The Institute also offers postgraduate courses with an intake of 61 and MCA with 80 students. There are nine boys and one girls hostel. The Institute has a well-equipped library.

National Institute of Technology, Kurukshetra

Regional Engineering College, Kurukshetra was established in 1963 and converted into National Institute of Technology, Kurukshetra on 14th May 2003. The Institute is running seven undergraduate courses in discipline of Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics and Communication Engineering, Industrial Engineering,

Information Technology and Computer Engineering with an annual intake of 540 students. Institute also runs a postgraduate course in these subjects with an annual intake of 369 students. The total students strength of the Institute at present is around 3500. The Institute has well developed campus with fibre optic computer networking. The website address of the Institute is www.reck.nic.in.

Visvesvaraya National Institute of Technology, Nagpur

Visvesvaraya Regional Engineering College, Nagpur was established in 1960 and converted into Visvesvaraya National Institute of Technology, Nagpur on 14th May 2003. The Institute has 13 Departments. The Institute offers four-years B.E. courses in the disciplines of Civil Engineering, Chemical Engineering, Mechanical Engineering, Electrical Engineering, Metallurgical Engineering, Mining Engineering, Electronics Engineering, Computer Science and Engineering, Structural Engineering and five-years B. Arch. courses. The Institute offers 17 M.Tech. courses under part-time and regular mode. The Institute also offers one-year diploma in Industrial Management. The total intake in the undergraduate courses is 540 and that in postgraduate is 280. There are seven boys and one girls' hostel. The Industry-Institute interaction Cell of the Institute strives to promote and nurture closer interaction with the industrial sector and to play a significant role in its growth. The website address of the Institute is www.vnitnagpur.ac.in.

National Institute of Technology, Patna

Bihar Engineering College, Patna was taken over as a fully funded Institute of the Central Government and made National Institute of Technology, Patna with effect from 28th January 2004. The Institute would be further strengthened during the coming years. The Institute has been provided with required funds under Plan and Non-Plan Scheme for its development. During the year 2006-07, the number of intake at UG has grown to about 400 students from 183 at the time of take over and at PG level it reached 126 from 67 students.

National Institute of Technology, Rourkela

Engineering College, Rourkela started in the year 1961 and was converted into National Institute of Technology,

Rourkela on 14th May 2003. The Institute has 15 Departments and offers four-year undergraduate course in the disciplines of Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Metallurgical Engineering, Mining Engineering, Applied Electronics and Instrumentations Engineering, Computer Science and Engineering and Ceramic Engineering. The total intake in the undergraduate stream is around 348 at the four-year B.E. level. The Institute also offers six postgraduate courses and a three-year MCA. There are six boys and one girls hostel. NIT, Rourkela is the nodal centre for the National Technical Manpower Information System in Orissa. The institute has produced in the year five Ph.Ds in engineering and 3 Ph.Ds in basic science and has published 106 original research papers in national and international journals. During 2006-07, 1500 students were admitted in undergraduate course and 300 in post-graduate course. The website address of the Institute is www.nitrkl.ac.in.

National Institute of Technology, Silchar

Regional Engineering College, Silchar was established in 1976 and converted into National Institute of Technology, Silchar on 14th May 2003. The Institute is offering undergraduate courses leading to B.E./B.Tech. Degree in various engineering disciplines like Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics and Telecommunication Engineering and Computer Science and Engineering etc. During this year, the institute admitted 300 fresh students. With new admission, total student strength of the institute has gone upto 1200. The Institute has a well equipped library, classrooms and Laboratories. Hostel accommodation is also available for needy students.

National Institute of Technology, Srinagar

Regional Engineering College, Srinagar was established in 1960 and converted as National Institute of Technology on 14th May 2003. The Institute offers four-year undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Electronic and Communication Engineering, Mechanical Engineering, Chemical and Metallurgical Engineering and M.E. courses in Communication and Information Technology

and Mechanical Systems Design. The Institute offers M.Phil. and Ph.D. programmes in all science departments and some engineering departments. The total intake for undergraduate courses is 400. Various departments, including library and administration have been networked together. Faculty members from various disciplines were deputed for higher studies under QIP to the reputed Institutions like IISc, Bangalore, University of Roorkee and IITs.

The consultancy in various Departments has picked up despite the unfavorable conditions and meager industrial base in the State. Training & Placement Department was able to attract reputed government and private sector enterprises and quite a good number of students were placed.

Sardar Vallabhbhai National Institute of Technology, Surat

Sardar Vallabhbhai Regional Engineering College, Surat was established in 1961 and converted into Sardar Vallabhbhai National Institute of Technology, Surat on 14th May 2003. The Institute offers four year B.E. courses in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics Engineering, Production Engineering, Computer Engineering Information Technology and Chemical Engineering. The total intake in undergraduate courses is 510. The Institute also offers M.E. courses in seven different specializations with an intake of 20 each. All departments have facilities for Ph.D. programmes. The Institute has six boys hostels and one girls hostel. The website address of the Institute is www.svnit.ac.in.

National Institute of Technology, Tiruchirapalli

Regional Engineering College, Tiruchirapalli was established in 1964 and converted as NIT with deemed university status on 14th May 2003. The Institute has 13 departments and offer four-year undergraduate courses in the disciplines of Civil Engineering, Computer Science Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Electronics and Communication Engineering, Metallurgical Engineering, Chemical Engineering, Instrumentation

and Control Engineering and a five year B.Arch. course. The total intake in the undergraduate stream is around 530 and 417 in postgraduate courses. This Institution has also been recognized for taking teachers from other educational institutions for the various postgraduate courses and doctoral programmes under the Quality Improvement Programme (QIP) Scheme of AICTE. The final year undergraduate students secure placements through the campus interviews. In recognition of the achievements of the students, General Electric Company of India is offering scholarship to two postgraduate students. The website address of the Institute is www.rect.edu.

National Institute of Technology, Warangal

Regional Engineering College, Warangal was established in 1959 and converted into National Institute of Technology, Warangal on 14th May 2003. The Institute offers seven undergraduate programmes in engineering and 24 postgraduate programmes and Ph.D. programmes in all branches of engineering, sciences and humanities. Majority of the students of this Institute are absorbed in public and private industries. During the year under report 60 companies from different parts of the country have registered with the Institute for placement. Majority of the students get their placement through campus interviews.

The Institute campus is networked and Internet facilities are available for all staff and students. Residential accommodation is provided to all the students and to the majority of the staff on the campus. The website address of the Institute is www.nitw.ernet.nic.

National Institute of Technology, Raipur

Government Engineering College, Raipur has been taken over as a fully funded Institute of the Central Government and made National Institute of Technology, Raipur with effect from 1st December 2005. Presently the Institute offers 12 courses with an intake of 620 students at the undergraduate level and 6 post-graduate courses with an intake of 132 students. The total number of UG and PG students comes to 2744. The Institute has 82 laboratories. The Institute's library has 49,144 books. The Institute has 6 hostels including a girls' hostel

and has the facility of imparting distance education. The teaching faculties of the college are well qualified and highly motivated, most of their laboratories and equipments are up to date. The Institute also undertakes research and development activities. The website address of the Institute is www.gcetraipur.ac.in.

National Institute of Technology, Agartala

Tripura Engineering College, Agartala has been taken over as a fully funded Institute of the Central Government and made National Institute of Technology, Agartala with effect from 1st April 2006. The Institute offers seven courses with an intake of 266 students per annum at undergraduate level. The total number of students is 1064. The Institute is having a library with 43820 books and has 32 laboratories. There are three hostels including a girls' hostel. The website address of the Institute is www.tec.nic.in.

National Institute of Technology Surathkal, Karnataka

Karnataka Regional Engineering College, Surathkal was established in 1960 and converted into National Institute of Technology Karnataka, Surathkal on 14th May 2003. The Institute offers four-year undergraduate courses in the disciplines of Civil Engineering, Chemical Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering, Metallurgical Engineering, Mining Engineering, Computer Engineering and Information Technology. A total number of 457 students were admitted during the year under report, to the first semester out of which 42 were girls. The Institute also offers 21 PG programmes in which about 350 students were admitted. A total number of 60 candidates were admitted to the MCA programme and 18 students were admitted in Ph.D Programme. The Institute has about 1,00,000 books in a library. The website address of the Institute is www.nitk.ac.in.

Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Punjab

The institute was established by the Govt. of India in 1989 in the memory of Late Sant Harchand Singhji Longowal with an objective to provide technical

NIT Surathkal

education in emerging areas of Engineering and Technology. SLIET offers 12 certificate, 10 diploma, 8 degree and 3 PG Courses. The affiliation of this institute is with the Punjab Technical University, Jalandhar. The annual intake of students is 1025.

North Eastern Regional Institute of Science & Technology (NERIST), Itanagar

The Institute was established in the year 1985 to cater to the educational needs of North Eastern Region. The Institute was accorded Deemed University status in the year 2005. 70% seats in the Institute are reserved for seven States of North-Eastern (NE) Region, 20% on merit basis from these States and remaining 10% from all over the country. Now, Sikkim has also been included as eighth member of North-Eastern (NE) States. The Institute offers six Certificate, six Diploma, seven Degree courses & few PG programmes. The courses are of modular pattern having multiple entry and exit options. The Annual intake of student in NERIST is about 1000 students.

Indian School of Mines University (ISM), Dhanbad

The Indian School of Mines University was established in 1926 for providing instructions and research in mining

and allied fields. In 1967, ISM was converted into an autonomous Institution with Deemed University status. During this academic session 8 new 5-years dual degree courses and one B.Tech Electrical Engineering programme have started.   The total strength of students is **1699**. As part of academic curricula, a number of field visits and excursions are organized to various industries/ organizations, research institution, manufacturing and process industries. The School has currently 22 major on-going R&D projects with total external funding of about Rs. 6.99 crores.

The Institute also runs Executive Development courses catering to the needs of mining and oil industries and also offers Industrial Consultancy. Reputed national, multinational and PSUs make their recruitments of the students on the Campus.

An Extension Front Wing of ME & MME Building costing Rs.1.66 crores is going on full swing. One new girl hostel and two wings of boys hostel are under construction and will be ready for occupation shortly.

The Central Library added 1977 volumes of books during this year. The library has computer facilities like

surfing on websites, retrieval of information on Internet, e-mail service and online retrieval of bibliographical searching.

National Institute of Industrial Engineering (NITIE), Mumbai

National Institute of Industrial Engineering (NITIE), Mumbai was set up by the Government of India in 1963 with the assistance of United Nations Development Programme (UNDP) through International Labour Organization (ILO). NITIE is an autonomous body and is governed by a Board of Governors comprising eminent personalities from the government, industry and academics. Since its inception in 1963, National Institute of Industrial Engineering (NITIE) has been providing solutions to the complex problems of industry and business.

NITIE, Mumbai conducts Post-Graduate Diploma in Industrial Engineering (PGDIE), Post-Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM), Post-Graduate Diploma in Industrial Management (PGDIM), Post Graduate Diploma in Information Technology Management (PGDITM) and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management, for the benefits of senior and middle level executives drawn from the Government, public and private sector organizations. It also conducts a fellowship programme equivalent to Ph. D. in the area of industrial engineering and management. The institute is also engaged in applied research in various fields of industrial engineering, energy, safety, environment, marketing, behavioral science, etc. The institute conducts Unit Based Programmes (UBPs) tailor-made to suit the specific requirements of the industry either at their premises or in the institute.

National Institute of Foundry & Forge Technology (NIFFT), Ranchi

The National Institute of Foundry & Forge Technology (NIFFT), Ranchi was established in the year 1966 in collaboration with UNESCO-UNDP, taking cognizance of the pivotal role of foundry & forge industries in the development of core sector in the country. NIFFT is an autonomous body, fully funded by the Government of India and registered as a society under the Societies Registration Act, 1860. The Institute's mission is to provide highly specialized training to personnel for operation and management of the industries. The Institute offers courses at different levels to achieve this goal. These are M. Tech. Course in Foundry and Forge Technology and Manufacturing Engineering; B. Tech. Course in Manufacturing Engineering and Metallurgy and Material Engineering; Advanced Diploma Courses in Foundry and Forge Technology; short term refresher courses in specified areas for participants sponsored by the industries and unit based programme of short duration on request from the industries, R&D organizations and institutions.

It also offers consultancy services to the Industry in the form of preparation of feasibility reports; evaluation of equipment and machinery; testing of raw materials and quality control products.

School of Planning & Architecture (SPA), New Delhi

The School was established by the Government of India in 1955 in the name of School of Town and Country Planning, to provide facilities in education and training in the fields of rural planning, urban planning and human settlement. The School was renamed as the School of Planning and Architecture (SPA), New Delhi in 1959 after the Department of Architecture was included in it. The School was conferred the status of 'Deemed University' in 1979. SPA provides undergraduate and post-graduate education and training in the fields of architecture, planning, design and management of different aspects of human habitat and environment. During the academic session 2006-07, 99 students were enrolled in undergraduate courses and 122 students in post-graduate programmes.

The School is also conducting research in areas of Town Planning & Architecture. A Centre for Excellence has been inaugurated in the Department of Architecture of

the School in collaboration with Autodesk Inc. during the year 2006. A Memorandum of Understanding has also been signed between Guru Gobind Sing Indraprastha University and School of Planning & Architecture, New Delhi. The objective is to collaborate with each other in areas of mutual academic interests and further to disseminate knowledge jointly through teaching, research programmes and consultancy work. Besides this, Master's Degree Course in Building Engineering & Management and Doctoral programmes are also offered leading to Ph.D. degree in disciplines available at the School. The faculty of the School also undertook seven professional/institutional consultancy projects entrusted by the various government departments.

Council of Architecture

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on 1st September, 1972. The Council of Architecture is charged with the responsibility to regulate the education and practice of profession throughout India besides maintaining the register of architects. The COA oversees the maintenance of the standards periodically by way of conducting inspections through Committees of Experts. The COA is required to keep the Central Government informed of the standards being maintained by the institutions and is empowered to make recommendations to the Government of India with regard to recognition and de-recognition of a qualification.

Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT), Bangkok is an autonomous international graduate institute providing advanced education in engineering, science and allied fields. The AIT academic year has three terms beginning January, May and September. The Government of India provides support to the AIT by way of faculty secondment for a period of upto 20 weeks in selected areas of specialization. In addition, Government of India also provides funds to the Institute for purchase of Indian

equipment, books and journals.

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical education need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with the management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok, is a member of the Board of Trustees of AIT, Bangkok.

National Institutes of Technical Teachers Training and Research (NITTTRs)

Established in mid 1960s, and located at Bhopal, Calcutta, Chennai and Chandigarh, the mandate of NITTTRs is to act as Centres for offering quality training programmes for teachers covering the entire gamut of technical education including polytechnics, engineering colleges, vocational management education at Regional and National levels. NITTTRs arrange for practical training for technical teachers in industries on a cooperative education plan. Besides this, NITTTRs design new instructional system and strategies for production of multi media learning materials, develop and disseminate learning resources like text books, laboratory manuals, video programmes and computer assisted instructional multi media packages to technical and vocational institutions and other organizations. They also offer programmes for technical and vocational teachers in distance learning mode using state of the art technologies.

Central Sector Institutions in Management Education

Indian Institutes of Management (IIMs)

Indian Institutes of Management (IIMs) located at Ahmedabad, Kolkata, Bangalore, Lucknow, Indore and Kozhikode are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and

providing consultancy services in the field of management to various sectors of the Indian economy.

IIMs conduct Post-graduate Diploma Programmes in Management (equivalent of MBA), fellowship Programmes in Management (equivalent to Ph.D), Short-term Management Development and Organization based programmes as well as carry out Research and Consultancy for the industry.

These Institutes conduct research to cater to the needs of non-corporate and under-managed sectors, viz. Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat, etc.

IIMs play a leadership role in the nation's managerial manpower development and carry out research in emerging areas. These Institutes are recognized as premier management institutions, comparable to the best in the World for teaching, research and interaction with industries. IIMs being role models have shared knowledge and skills with other institutions to improve their quality and standards in management education. IIMs have earned an international reputation for the quality of their alumni. The Government has also approved the setting up of the seventh IIM in the country at Shillong (Meghalaya).

Details of students admitted including SC/ST and Physically Handicapped (Ph.H.) students in Posts Graduate Programme (PGP) and equivalent courses in IIMs during the Academic Session 2006-07.

Name of the Institute	Name of the course/ Programmes	General	SC	ST	Ph.H.	Total
IIM Ahmedabad	PGP	194	34	15	05	248
	PGP-ABM	23	03	-	-	26
	Total	**217**	**37**	**15**	**05**	**274**
IIM Bangalore	PGP	194	40	11	08	253
	Total	**194**	**40**	**11**	**08**	**253**
IIM Calcutta	PGDM	196	48	20	11	275
	PGDCM	47	-	-	-	47
	Total	**243**	**48**	**20**	**11**	**322**
IIM Lucknow	PGP	201	43	11	02	257
	PGP-ABM	30	-	-	-	30
	Total	**231**	**43**	**11**	**02**	**287**
IIM Indore	PGP	172	03	-	02	177
	Total	**172**	**05**	**-**	**02**	**179**
IIM Kozhikode	PGP	141	29	12	04	186
	Total	**141**	**29**	**12**	**04**	**186**

Indian Institute of Management, Ahmedabad

Indian Institute of Management, Ahmedabad was established in 1961. The Institute offers Postgraduate Programme in Management (PGP), Postgraduate Programme in Agri-business Management, Fellowship Programme in Management and Faculty Development Programmes. The Institute also undertakes Research and Consultancy Projects.

The Post-Graduate Programme in Agri-Business Management (PGP-ABM) is an innovative programme to prepare managers, decision-makers, leaders, and entrepreneurs in the food and agri-business sector.

Indian Institute of Management, Bangalore

Indian Institute of Management, Bangalore was established in 1973. The Institute offers Fellowship Programme in Management (FPM), Post Graduate Programme in Management (PGP), Post Graduate Programme in Software Enterprise Management (PGSM), Executive Education Programmes and Research & Consultancy services. The curriculum of the flagship Programme-PGP is being constantly updated to make the Programme more relevant to the changing environment. Under the Students Exchange Programme, the PGP students are sent to reputed business schools outside India and in turn, students from overseas business schools also attend a term at the Institute.

Under the executive education Programmes, different types of Programmes like Open Programmes, Customized Programmes and International Programmes, are organized for practicing Managers. Computer facilities are available round the clock at the Institute

Indian Institute of Management, Bangalore has five Centres of specializations namely, Centre for Public Policy (CPP), Centre for Insurance Research and Education (CIRE), NS Raghavan Centre for Entrepreneurial Learning (NSRCEL), Centre for Development of Cases and Teaching Aids (C-DOCTA) and Centre for Software Management (CSM).

Indian Institute of Management, Calcutta

Indian Institute of Management, Calcutta was set up in 1961. The Institute offers Post Graduate Programme in Management, Post Graduate Programme in Computer Aided Management and Post Graduate Diploma in Business Management. The Institute also conducts Management Development Programmes, Extension Programmes, In-Company Training Programmes, and Training Programmes sponsored by Government. The Institute also undertakes Research and Consultancy Projects.

The Institute has various activity Centres such as Centre for Rural Development Management, Centre for Development and Environment Policy, Centre for Project Management, Centre for Studies and Research in Environment Management and Management Centre for Human Values.

The institute is equipped with state-of-the-art hardware and software resources capable of providing support for diverse computing requirements.

Indian Institute of Management, Lucknow

The Indian Institute of Management, Lucknow, was set up in 1984. The Institute witnessed an all-round growth in all its activities viz. teaching, research, consulting and training. The Institute offers Post Graduate Programme, Management Development Programme, Fellow Programme in Management, Research Programme and International Exchange Programme.

An Information Technology and Software Management Laboratory has been established to provide the state-of-the-art software development methodologies, including net-based application to the students.

Indian Institute of Management, Kozhikode

Indian Institute of Management, Kozhikode was established by the Government of India in September 1997.

The Institute offers Post Graduate Diploma in Management (PGDM) (equivalent to MBA). In addition to postgraduate programme, the Institute is conducting executive education programmes, undertaking consulting assignments and research projects.

The Institute is equipped with state-of-the-art hardware and software resources, capable of providing support for

diverse computing requirements. The Library and Information Centre of the Institute has already earned recognition as one of the best-equipped information resources centre in the country.

Indian Institute of Management, Indore

Indian Institute of Management, Indore came into existence in September 1997. It primarily offers two years Postgraduate Programme in Management (Equivalent to MBA). The Institute has also organized orientation programmes.

The Institute is equipped with a campus wide Local Area Network (LAN). Each student has been provided with a PC (Pentium-II) in his/her room. Faculty and administration staff is also connected to LAN.

The Institute started conducting Management Development Programmes in 2000-2001. To promote entrepreneurship, the Institute has set up a Business Incubator Unit (BIU) on its campus, the aim of which is to provide the necessary infrastructure facilities to enable conversion of new business ideas into viable business ventures.

Community Polytechnics

The *scheme of Community Polytechnic* was started during the year 1978-79 as a Direct Central Assistance Scheme of the Govt. of India (Ministry of Human Resource Development) with the aim of harnessing the scientific/ technical knowledge available with Polytechnics to secure Community/Rural Development.

A *Community Polytechnic* is not a separate institution. It is a wing of an existing AICTE approved polytechnic, entrusted to undertake rural/community development activities in its proximity through the application of science and technology, making use of infrastructure available in polytechnics. Under the existing norms of the scheme, a one time non-recurring Grant-in-aid of Rs.7.25 lakh and annual recurring Grant-in-aid upto maximum of Rs.7.00 lakh is released to the selected AICTE approved Diploma Level Institutions.

The target groups under the scheme are unemployed youth, women, SCs/STs, minorities, school drop-outs and other disadvantaged sections of the community. The main objective of the scheme is to train the target group in need based skills/trades to make them self/wage employable and in turn enhance their social and economic status.

During the currant year **669 Diploma Level** Institutions have implemented the *Scheme of Community Polytechnics.* The region-wise distribution of *Community Polytechnics* is given below:

Northern Region	:	187
Eastern Region	:	97
Western Region	:	145
Southern Region	:	240
Toal	**:**	**669**

A *Community Polytechnic* works through its *five Extension Centres* established in the villages and *one Main Centre* in the premises of the polytechnic. Each Extension Centre covers 10-12 villages in its surroundings. Each *Community Polytechnic* trains about 500 trainees on an average, in different need based non-formal skills/trades. There is no age and qualification bar for the trainees under the scheme. The skill development under manpower training is imparted through short term training courses of 3-6 months duration. However, no course fees is charged from the trainees.

The coverage of the Scheme have been extended to 364 districts in the country. During the 10th Plan period about 13 lakh persons have been trained in various job oriented non-formal skill/trades.

Scheme for upgrading existing Polytechnics to Integrate the Physically Disabled in the mainstream of Technical and Vocation Education.

The Scheme envisage to integrate the physically disabled into the mainstream of Technical and Vocational Education system by selecting and upgrading 50 existing Polytechnics in different locations in the country to introduce technical/vocational and continuing education programmes for persons with disabilities. The scheme is targeted to benefit every year about 1250 students with disabilities in the formal Diploma level courses and 5000 students in short duration Technical/Vocational courses. All the 50 Polytechnics are full operational.

Other Schemes

Central Institute of Technology (CIT), Kokrajhar, Assam

As per the Memorandum of Settlement (MoS) signed between the Govt. of India, Govt. of Assam and Bodo Liberation Tigers (BLT) on 10-2-2003, a Central Institute of Technology (CIT), Kokrajhar has been established in 2006 in Kokrajhar district of Assam. The first academic session of CIT has already commenced with the help of NERIST-Itanagar and Directorate of Technical Education, Assam. The Institute will offer Certificate and Diploma Courses.

Scheme of Apprenticeship Training (BOATS)

Implementation of the Scheme of Apprenticeship Training is a statutory requirement under Apprentices Act, 1961. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 vocational pass outs in about 8,000 industrial establishments/organizations, as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC), a statutory body.

The basic purpose of the scheme is to fill/match, any gap, in so far as practical/hands on experience of fresh Graduate Engineers, Diploma Holders and 10+2 vocational pass-out is concerned to enhance their technical skills for making their suitability in job absorption as per the needs of the industries.

The four Regional Boards of Apprenticeship/Practical Training located at Mumbai, Kolkata, Kanpur and Chennai which are fully funded autonomous organization of Ministry of Human Resource Development (Department of Higher Education) have been authorized in their respective regions to implement the scheme of apprenticeship training under Apprentices Act, 1961 as amended from time to time.

The period of apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend, which is shared between the Central Government and the employer on 50:50 basis. The existing rates of stipend payable to engineering graduates, technicians and 10+2 vocational pass outs as apprentices are Rs. 1970/-, 1400/

- and 1090/- per month respectively. During the Xth Plan period 2.50 lakh apprentices have received training under the scheme.

Technical Education Quality Improvement Programme (TEQIP)

The Ministry of Human Resource Development has launched in December, 2002 the "Technical Education Quality Improvement Programme of Government of India (TEQIP)" in the country which aims to upscale and support ongoing efforts in improving quality of technical education and enhancing existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring both at national and international levels.

The Government of India has approved for availing IDA Credit of SDR 189.0 million (US$250 million equivalent or about Rs.1125 crores) for the TEQIP which includes a Central Plan for an amount of Rs.350 crore.

The programme is being implemented as a centrally coordinated, multi-state, long term programme in overlapping phases. The programme has been launched in March 2003.

Thirteen States namely, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Uttar Pradesh, Andhra Pradesh, Gujarat, Jharkhand, Karnataka, Tamil Nadu, Uttarakhand and West Bengal, have been selected to participate in the Programme based on their commitment and preparedness. The Centrally funded institutions are provided funds through Central budget and States funded institutions through their respective States budgets. Under the Programme 128 well performing Engineering Institutions are being developed as Centers of Excellence as Lead Institutions and Networked Institutions. Each Lead Institution has network with a minimum 2 Engineering Institutions. The programme will benefit 16,500 graduating students each year by imparting superior skills and training and will also enhance the professional development of 1,000 teachers. The Programme will end in June 2008. Considering the satisfactory performance of implementation of Phase I of the Programme, the a

dialogue for initiating Phase-II under TEQIP has been started with the World Bank.

Technician Education Project -III

After the successful completion of Technician Education I & Technician Education II projects, launched in the Country with the assistance of World Bank, for upgradation of Polytechnics in the country, the Government have launched another project called "Technician Education III" with the assistance of the World Bank. The Third Technician Education Project envelops 12 existing and 9 new polytechnics in the states of Arunachal Pradesh, Jammu & Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Union Territory of Andaman & Nicobar Islands.

The statewise position of new Polytechnics, which are being setup, is as follows:

Jammu & Kashmir (2)

Sikkim (2)

Arunachal Pradesh (1)

Nagaland (1)

Meghalaya (2) and

Tripura (1)

These less developed and remote States and UT were not part of the First and Second Technician Education Projects and the development of technical education in them has been inadequate. Two of the States, Sikkim and Arunachal Pradesh are setting up their first Government polytechnics. The project became effective from 17th January 2001. The duration of the Project was 5-½ years. During 9th JRM, held in November/ December 2005, extension of the Project by one year without additional financial implications was agreed to by the World Bank to sustain the gains accrued through the Project.

The original cost of the Project was Rs 329 crore which was revised to Rs 375 crore in December 2005. Of this amount, about 85% shall be reimbursed by the World Bank under IDA Credit conditions.

The project has three main components, namely - Capacity expansion, Quality improvement and Efficiency improvement. Establishment of new polytechnics, hostels,

revamping of existing courses, starting new courses, training of polytechnic teachers, setting up learning resources utilization centres, computer education for all, introduction of high-tech courses, strengthening Directorates and Board of Technical Education in Project States, encouraging industry and community cooperation with project institutes, are envisaged under the three components of the project.

Miscellaneous

Support for Distance Education and Web-based Learning

National Programme on Technology Enhanced Learning (NPTEL)

The Ministry of Human Resource Development has been implementing the National Programme on Technology Enhanced Learning (NPTEL) for creation of web and video courses by all the IITs and Indian Institute of Science, Bangalore. The emphasis in the programme has been on the development of course materials, both video as well as web-based so as to supplement the efforts of the faculty on the campuses; to address the problem of non-availability of quality faculty and to improve the quality of engineering and management education in the country.

Hon'ble Minister for Human Resource Development launched the NPTEL programme on 3rd September 2006 at the Indian Institute of Technology, Madras, which is the coordinating Institute for the programme.

Indian National Digital Library in Engineering Sciences and Technology (INDEST-AICTE) Consortium

The Ministry of Human Resource Development has set-up the "**Indian National Digital Library in Engineering Sciences and Technology (INDEST-AICTE) Consortium**". The Ministry provides funds for access to electronic resources and databases to centrally funded institutions. The benefit of consortia-based subscription to electronic resources is also extended to all educational institutions under its open-ended proposition. AICTE approved Govt. / Govt.-aided engineering colleges are getting access to selected electronic resources with support from the AICTE and a number of other engineering colleges and institutions have already joined the consortium on their own. A mechanism is in place wherein this consortium takes advantage of collective bargaining and passes on the benefit of e-journals to subscribing members.

Educational Consultants India Limited (Ed.CIL)

Ed.CIL was established as a Government of India enterprise in 1981 to undertake various educational projects with focus on technical assistance activities such as preparation of detailed project reports for establishment of educational institutions, development of curricula, assessment of manpower requirements, carrying out surveys, etc. The focus was subsequently broadened to include activities related to promotion of Indian Education System abroad, placement of foreign students in Indian Institutions and secondment/ recruitment of experts in various fields for Ed.CIL client's abroad as well as in India. During the last few years, Ed.CIL has further widened its areas of operation and taken up turnkey construction & procurement projects (with focus on Educational Institutions) and also entrance testing activities for admission to educational institutions and recruitment.

Ed.CIL is a profit making PSU and has been earning profits for the last over 15 years and has been regularly paying dividend to the Government of India.

International presence of Ed.CIL was strategically increased, in order to increase export of Indian Education, promote Indian Education System abroad and attract foreign students. In this connection, Ed.CIL organized and participated in a number of Education fairs abroad. Seminars, student's counseling and exhibitions were the main activities during these fairs. Indian Education portal - www.educationindia4u.com - was launched to provide comprehensive information about Indian education and act as a single window for enrolment of students.

Colombo Plan Staff College for Technician Education (CPSC)

The Colombo Plan Staff College for Technician Education (CPSC) is a specialized agency of the Colombo Plan. It was established on December 5, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for twelve years. In 1986 CPSC moved to Manila, Philippines.

The Colombo Plan Staff College is a unique organization, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia - Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators, trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes. Besides the regional programmes, in-country programmes are also carried out by CPSC, Manila.

7

Adult Education

Overview

Literacy is essential for an individual's own development and for the development of an empowered, literate and political conscious society. It is also a prerequisite for the achievement of India's development goals. The eradication of illiteracy has been one of the major national concerns of the Government of India since Independence. Recognizing the need for a literate population as a crucial input for nation building a number of programmes were taken up since Independence to eradicate illiteracy among adults, however it was due to the efforts made by the National Literacy Mission, set up in 1988, that for the first time the absolute number of literates outnumbered the number of illiterates in the Census 2001 although gender disparity and regional disparity in literacy still continue to persist. Thus, literacy as defined under in the National Literacy Mission, is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and the creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.

Growth in Literacy

The literacy rate in 2001 has been recorded at 64.84% as against 52.21% in 1991. The 12.63 percentage points increase in the literacy rate during the period is the highest increase in any decade. There has been a significant decline in the absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001. This has also been accompanied by a narrowing of the gap in male-female literacy rate from 24.84% in 1991 to 21.59% in 2001 as female literacy recorded an increase of 14.38 percentage points i.e. from 39.29% to 53.67% as compared to male literacy which recorded an increase of 11.13 percentage points i.e. from 64.13% to 75.26%. Besides, the urban-rural literacy differential has also decreased during the period. All States have registered an increase in literacy rates and 60% male literacy has been achieved in all states except Bihar. Inter-state and intra-state disparities still continue, although the gap between the educationally advanced and backward states has been narrowing over the years.

National Literacy Mission

The National Literacy Mission (NLM) was set up in May, 1988. The goal of National Literacy Mission is to attain a sustainable threshold level of 75% literacy by 2007 by imparting functional literacy to non-literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force.

The revised parameters and enhanced norms of financial assistance of the schemes under National Literacy Mission have also been extended for implementation during the 10th Plan. The main features of the revised schemes include an integrated approach to literacy amalgamating the literacy and post literacy phases. Zilla Saksharata Samities (District Literacy Societies) would continue to oversee and run literacy programmes with the freedom to synergize their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, Panchayati Raj institutions, small scale industries and cooperative societies. The expansion of the Scheme of Continuing Education encompassing the removal of residual illiteracy, imparting equivalency, individual interest programmes, skill development, setting up of rural libraries, information window, charcha mandals and recreation centres has been given due priority. The State Resource Centres and NGOs have continued to be strengthened with expanded role of their activities in furthering the objectives of NLM. Similarly, strengthening of JSS is to continue with their activities extended to rural areas also and Jan Shikshan Sansthans are to function as the repository of vocational/skill development programmes in the district. Financial and administrative powers have been delegated to the State Literacy Mission Authorities within the overall NLM norms. With these improvements, the Mission will continue to consolidate the gains of the previous years and accelerate the pace of the literacy movement.

The Total Literacy Campaign is the principal strategy of NLM for the eradication of illiteracy. The Total Literacy Campaigns are unique since they are area-specific, time-bound, participative, cost-effective and outcome oriented. These are implemented through Zilla Saksharata Samities (district level literacy
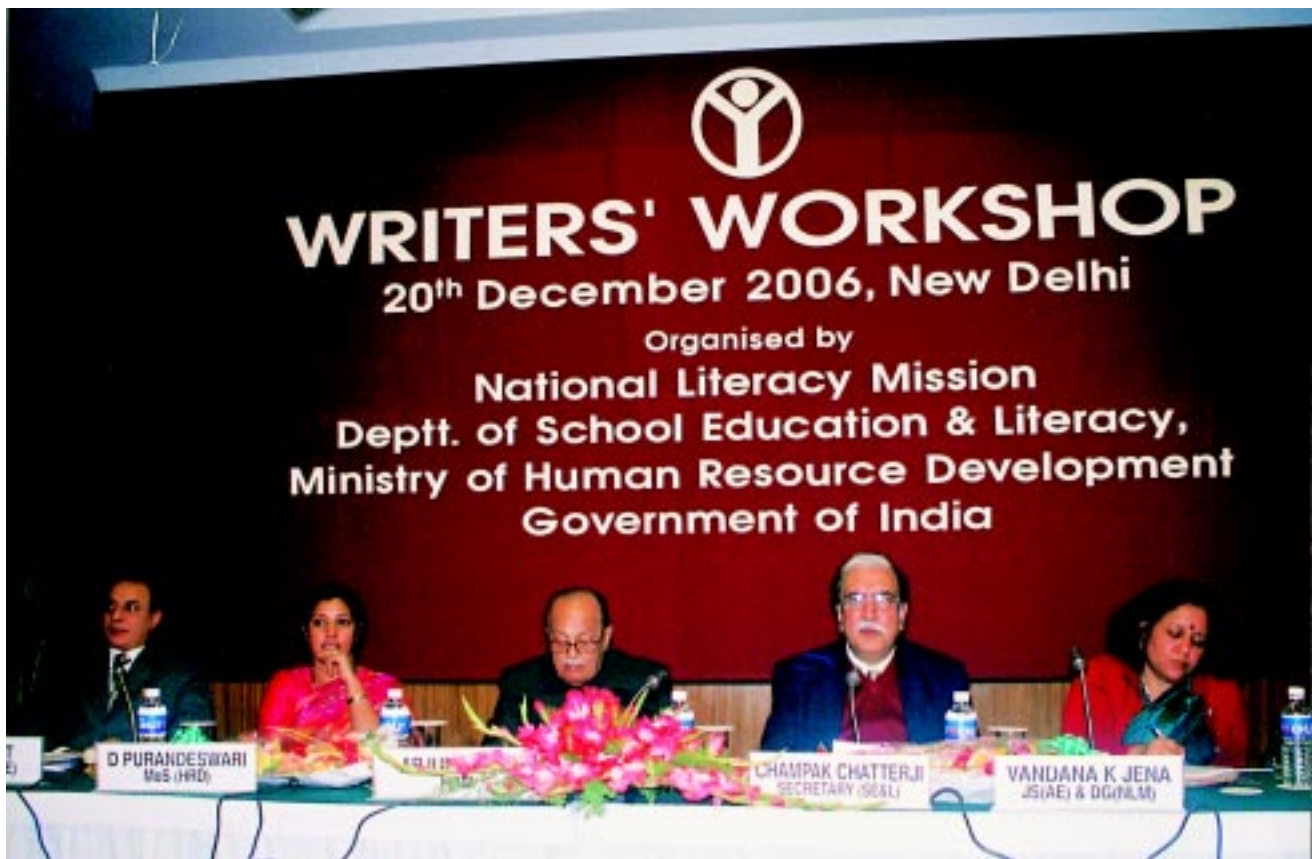
committees) which are registered societies having due representation of all sections of the society. Apart from imparting functional literacy, TLC also disseminates a 'basket' of other socially relevant messages such as enrolment and retention of children in schools, immunization, propagation of small family norms, women's equality and empowerment, peace and communal harmony. These literacy campaigns have generated a demand for primary education, which has been reflected in the rapidly rising enrolment ratio in schools. Consequently, the number of non-literates entering the 15-35 age group has been declining. It is, therefore, necessary to ensure that neo-literates do not relapse into illiteracy and also acquire vocational skills.

The National Literacy Mission aims at ensuring that the Total Literacy Campaigns and the Post-literacy Programmes successfully move on to Continuing Education, which provide opportunities for life-long learning.

The Continuing Education Scheme, the key programme under adult education provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) which provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development. The scheme also undertakes a number of important programmes such as – Equivalency programme, Income generating programmes facilitating the participants to acquire or upgrade their vocational skills and take up income-generating activities; Quality of life improvement programme to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living; and Individual interest promotion programme providing opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and artistic interests.

The National Literacy Mission (NLM) fully recognizes the vast potential of NGOs in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active

promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes and by also conducting evaluation and impact studies; organization of workshops, seminars, etc.

The State Resource Centres (SRCs) managed by NGOs provide academic and technical resource support in the form of material preparation, training, extension activities, innovative projects, research studies and evaluation. State resource centres also take up population education activities including awareness about Hiv/Aids, life skills education, adolescent health etc. At present, there are 26 SRCs.

The objective of the Scheme of Jan Shikshan Sansthan is the educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc. At present, there are 196 JSSs in the country. Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. These encompass a wide variety of skills like mehndi, stitching and tailoring, beauty parlor, cane and bamboo making, fabric painting, computer applications, motor winding, cellphone repair, television repair, automobile repair, genset repair training of health attendant, lab technician and security guard. Apart from vocational skills literacy skills and life enrichment education is also imparted to the learners. About two lakh persons are given vocational training annually. Of these, over 75% are women.

The Central Directorate of Adult Education, a subordinate office, also provides academic and technical resource support to National Literacy Mission. It has been playing an important role in the development of a network of resource support, particularly in the production of prototype teaching/learning materials/media software and harnessing of all kinds of media for furtherance of the objectives of NLM. Monitoring of literacy programmes, programmes conducted by SRCs and JSS is also an important activity of DAE.

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system. Their significance has been realized and put into effect by the NLM. Procedures have been designed to make the objectives of adult education programmes operationally more realistic. The monitoring not only provides essential information for financial audit or programme audit, but it also provides transparency so that public accountability is achieved through wider process of social audit. This information is useful feed back for the field functionaries and decision makers in policy formulation.

Social Impact

The dramatic social mobilization generated by the literacy campaigns has had an enormous impact on other social sectors, most notably women's empowerment, health and population stabilization along with environmental awareness. A framework for effective social action has been provided by the Panchayati Raj Institutions. Democratic participation has been enriched by promoting articulation in society, especially of the under-privileged groups. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of belonging to India's great composite culture and consciousness of unity in diversity.

Present Status

Out of 600 districts in the country, 597 have since been covered under Adult Education Programmes – 101 under Total Literacy Campaigns, 171 Post Literacy Programme and 325 under Continuing Education Programme. There are 26 Resource Centres functioning in various States. At present, there are 196 Jan Shikshan Sansthans in the country and the number is set to increase in the near future. About 120.39 million persons have been made literate so far. About 60% of the beneficiaries are women, while 22% and 12% belong to Scheduled castes and scheduled tribes respectively.

Adult Education

Literacy – Prerequisite For Development

Literacy as a qualitative attribute of the population is one of the most important indicators of the socio-

economic and political development of a society. It is a major component of Human Resource Development and is thus basic to any programme of social and economic progress.

Literacy Scenario: Challenges

Post-independent India inherited a system of education which was characterized by large scale inter and intra-regional imbalances. The system educated a select few, leaving a wide gap between the educated and the illiterate. Educational inequality was aggravated by economic inequality, gender disparity and rigid social stratifications.

Since independence, there has been a growing realization that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people as a whole and that the only way this change can be accomplished is through education. A number of programmes taken up to impart Adult Education during the last four decades before launching of National Literacy

Mission in May 1988 could not be very successful on account of a number of inherent weaknesses such as the low levels of literacy, centre-based approach, lack of mass awareness and community participation.

Female Literacy

The problem of illiteracy is further aggravated by social constraints, which inhibit female literacy and the educational development of women. Inequality between the genders is one of the most crucial and yet one of the most persistent disparities in India where differences in female and male literacy rates are glaring, more so in the rural areas and among the disadvantaged sections of society.

Significant progress has been made in the field of female literacy, which has been increasing at a faster rate as compared to male literacy from 1981 onwards. Consequently, the male-female literacy differential at 26.62 percentage points in 1981 was reduced to 24.84 percentage points in 1991, which has further been reduced to 21.6 in 2001, when growth in female literacy

was recorded at a higher rate at 14.41 percentage points as compared to the corresponding figure for males at 11.72. The encouraging phenomenon of the faster growth in female literacy is not only visible in all the states across the country but is also reflected in the progress registered by the deprived sections of society particularly the SCs/STs. Moreover, women constitute more than 60 percent of the total beneficiaries under Adult Education Programmes.

Scheduled Castes/Scheduled Tribes

Acute economic deprivations and social disabilities accentuate the problem of illiteracy amongst the scheduled castes/scheduled tribes. In case of scheduled tribes, the main problems arise from lack of communication, inaccessibility of their habitations, scattered population, lack of adequate institutional infrastructure, dearth of qualified local instructors and the variety of tribal dialects that make the problem of tackling illiteracy more difficult.

As per the 2001 Census the literacy rate of Scheduled Castes was 54.69 percent, the male and female literacy rate being 66.64% and 41.90% respectively. The literacy rate of scheduled castes has increased by 17.28% during the decade 1991-2001. Bihar has the lowest scheduled caste female literacy rate i.e. 15.58%. The Scheduled tribes literacy rate which was 29.6% in 1991 increased to 47.1% in 2001. It means the literacy rate of scheduled tribes increased by 17.5%. The male and female literacy rate among the scheduled tribes was 59.71% and 34.76% respectively in 2001. The female literacy rate among the scheduled tribe was also lowest in Bihar i.e. 15.54%. In Rajasthan the female literacy rate among the scheduled castes and scheduled tribes which was 8.31% and 4.42% in 1991, has increased to 33.87% and 26.16% in 2001.

Illiteracy Size 2001 Census

⬜ As a result of tremendous efforts on educational front and slight decline in the growth rate of population, the number of illiterates during the decade 1991-2001 came down from 329 millions in 1991 to 304 millions in 2001.

North Eastern Region

The North-Eastern Region of the country comprising eight States – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura is largely inaccessible, remote and hilly with a difficult terrain. The population, largely scheduled tribes, is dispersed with a low density. Although economically under-developed with low levels of urbanization, it has a rich ethnic cultural heritage along with linguistic diversity. All these factors combined, result in marked intra-regional differences in educational development. While, on the one hand, Mizoram has the second highest literacy rate in the country, on the other hand Arunachal Pradesh has the lowest literacy rate in the north-east region. All the districts in the NER have already been covered under the literacy programmes.

Growth of Literacy

Over the decades, there has been a substantial improvement in literacy rates. The overall literacy rate was only 18.33 per cent in 1951, which rose to 52.21 per cent in 1991 and has further increased to 64.84 per cent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.26 per cent for males and 53.67 per cent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 24 million. The number of literates, on the other hand, increased by 203.6 million during the last decade.

At present, over three-fourth of male population and over half of female population are literate. During the last decade, female literacy rate has shown much higher growth, increasing by 14.38 percentage points as against 11.13 for males, thus reducing the male-female differential in literacy rates from 24.84 in 1991 to 21.59 in 2001. All states have registered an increase in literacy rates and 60% male literacy has been achieved in all States except Bihar. However, disparities between and within states continue, although the gap between the educationally advanced and backward states has been diminishing over the years.

National Literacy Mission : Goals & Objectives

A nationwide effort to eradicate illiteracy was set in motion with the establishment of the National Literacy Mission (NLM) in May 1988. A concerted effort was made, at the planning and implementation levels, to reinterpret and make relevant the role of adult literacy in individual, community, and national life so that the objectives of the Mission are realistically achieved. The goal of the National Literacy Mission goes beyond the simple achievement of self-reliance in literacy and numeracy to functional literacy. The achievement of functional literacy implies knowledge of reading, writing and numeracy, self-reliance skill development, imbibing values of national integration, conservation of the environment, women's equality, observance of small family norms, etc. Thus, literacy as defined under in the National Literacy Mission, is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and the creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.

The goal of National Literacy Mission is to attain a sustainable threshold level of 75% by 2007 by imparting functional literacy to non-literates in 15-35 years, which is in the productive and reproductive age group and constitutes a major segment of the work force. The acquisition of literacy skills gives rich dividends in terms of increased productivity, improvement in health care, family stabilization and general betterment of the social and political life of the community. Besides this age group, persons outside this age limits are not excluded from the programme.

National Literacy Mission Authority

National Literacy Mission Authority was set up as an independent and autonomous wing of the Department and vested with executive and financial powers in its sphere of work.

The NLMA has a General Council, Executive Committee and Project Approval Committee. The General Council functions under the Chairmanship of Minister for Human Resource Development and lays down the policies and programme in the field of Literacy and Adult Education. The Executive Committee and Project Approval Committee function under the Chairmanship of Secretary, Elementary Education & Literacy. While the Executive Committee carries out all other functions of the Authority, the Project Approval Committee considers and approves literacy projects for financial assistance.

Beyond Literacy

After experimenting with successive and alternative models of adult literacy, the NLM adopted Total Literacy Campaign approach as its principal strategy for the eradication of illiteracy. Total Literacy Campaigns (TLCs), which provide basic literacy skills to the non-literate population primarily in the age group 15-35 years, have been launched in almost all the districts of the country. The Campaigns are implemented through Zilla Saksharata Samities (district level literacy committees) which are registered societies having due representation of all sections of society.

With the implementation of TLCs, millions of non-literates are acquiring basic literacy skills, which are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation which constitute two closely related operational stages are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The National Literacy Mission aims at ensuring that the total literacy campaigns and the post literacy programmes successfully move on to continuing education, which provides life-long learning.

The funding ratio between the Centre and State Government is 2:1, with the exception of districts under the tribal sub-plan where the ratio is 4:1. Implementing agencies are now allowed to incur expenditure on basic literacy activities along with post literacy and advanced phase of Continuing Education.

Out of 600 districts in the country 597 have since been covered under Adult Education Programmes – 101 under Total Literacy Campaigns, 171 under Post Literacy Programme and 325 under Continuing Education Programme. About 120.39 million persons have been covered under Literacy Programmes as on 31.3.2006. About 60% of the beneficiaries are women, while 22% and 12% belong to Scheduled Castes and Scheduled Tribes respectively.

1 new district (Poonch in Jammu & Kashmir) was covered under TLC and 32 districts moved from TLC to PLP during 2005-06. 6 districts moved from TLC to PLP during the current year 2006-07 so far.

Residual Illiteracy

Although the Total Literacy Campaigns took the form of a mass movement and spread throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, frequent transfer of Collectors etc. Restoration of stagnating projects is a priority area. Despite success of the literacy phase, there are still pockets of residual illiteracy. Priority would continue to be given to cover the uncovered districts and those having female literacy rate below 30%. Focus continues to be on women and those belonging to disadvantaged groups. Projects for Residual Illiteracy (PRIs) have already been taken up in 30 districts of Rajasthan, 10 districts of Andhra Pradesh, 1 district of Bihar, 14 districts of Karnataka, 3 districts of Tripura, 12 districts of Madhya Pradesh and 8 districts of West Bengal.

Launching of Special Literacy Drive

The Council of the NLMA in its meeting held in April, 2005 under the Chairmanship of Hon'ble HRM decided to launch a special literacy drive in the 150 low literacy districts of the country. So far, 134 districts in the States of Arunachal Pradesh (7), Andhra Pradesh (8), Bihar (31), Chhattisgarh (2), Jammu & Kashmir (8), Rajasthan (10), Jharkhand (12), Karnataka (2), Madhya Pradesh (9), Meghalaya (3), Nagaland (2), Orissa (8), Punjab (1), Uttar Pradesh (27) & West Bengal (4) have been covered under the Special Literacy Drive through ongoing TLCs/PLPs as well as newly sanctioned PRI projects.

Continuing Education

Continuing Education is an indispensable aspect of the strategy of human resource development and of the goal of the creation of a learning society. Concerted efforts are required on the part of all stakeholders to see that the achievements of the last decade do not go waste. Educators around the world are increasingly recognizing the importance of moving beyond a narrow concept of adult basic education. In this context, the NLM has made continuing education a necessary component of its activities.

The Scheme of Continuing Education provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs)

and Nodal Continuing Education Centres (NCECs), to serve a population of about 2000-2500 people by providing facilities of library, reading room, learning centres, sports and cultural centres and other individual interest promotion programmes. Ten to fifteen such centres form a cluster, with one of them acting as the nodal CEC.

The CECs provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development.

During the current financial year, 20 new districts have been covered under Continuing Education Scheme. With this addition, continuing education programmes are running in 325 districts.

The CECs, including the nodal ones, are set up in active consultation with the user community and the programmes are designed to meet its demands. The stress on imparting literacy skills to non-literates is sustained. Teaching of primers, identification of target groups, other items of work connected with basic illiteracy eradication continue unabated. An assistant Prerak is appointed for undertaking basic literacy programme in the CECs.

The stress on continuing education includes a thrust on rural libraries, which will see more books, more magazines and more periodicals being made available in villages across the country. This is especially relevant as most districts are likely to complete post literacy programmes and move towards the continuing education phase. The State Resource Centres develop relevant teaching learning material and books for rural and urban neo-literates. The increased thrust seeks to ensure that they do not relapse into illiteracy. Apart from establishing CECs, the scheme also undertakes the following programmes:

☐ Equivalency Programmes,

☐ Quality of Life Improvement Programmes,

☐ Individual Interest Promotion Programmes,

☐ Skill Development and Income Generating Programmes.

As a part of this strategy, there is stress on establishing rural libraries, which will provide reading and learning material to neo-literates in their own languages.

Wide acceptance and local sustainability is achieved by involving NGOs, voluntary agencies, social workers, and Panchayati Raj institutions in the planning and implementation of the scheme of continuing education. Various development departments, technical institutions, professional groups and Directorate of Adult Education, Government of India provide inputs needed by the programme. State Resource Centres (SRCs) and Jan Shikshan Sansthans join hands by giving the necessary resource and training support.

Empowering State Literacy Mission Authorities (SLMAs)

Keeping pace with the endeavours, campaigns and programmes, which are being initiated by the NLM, the State Literacy Mission Authorities (SLMA) – the state level society registered under the Societies Registration Act, 1860 have been strengthened and revitalized. The devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions taken without any delay, leading to more efficient developmental programmes. Each state has to set up a SLMA. The SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs now:-

☐ Serve as Nodal Agencies at the state level for monitoring and implementing the scheme of continuing education.

☐ have been empowered to approve continuing education projects and funds have been placed at their disposal; and

☐ are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level, and state level.

Non-Governmental Organizations

The National Literacy Mission (NLM) fully recognizes the vast potential of NGOs in furthering its programmes and schemes. Ever since its inception, NLM has taken measures to strengthen its partnership with NGOs and has given voluntary organizations an active promotional role in the literacy movement. These NGOs are provided 100% financial assistance for imparting literacy to adult non-literates in the age group of 15-35; organizing vocational and technical education programmes for neo-literates; provision of academic and technical resource support; promoting innovation, experimentation; conducting evaluation and impact studies; organization of workshops, seminars etc. NGOs are also associated in the Continuing Education Programme.

With more and more districts having completed the post-literacy programmes, the NGOs have to diversify the scope of their activities and are expected to take up area-specific continuing education programmes for life-long learning.

State Resource Centres

The State Resource Centres (SRCs) managed by NGOs provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation etc.

A new SRC was sanctioned in the State of Chhattisgarh during 2006-07 and with this, the number of SRCs in the country has gone up to 26. Three of the existing SRCs located in Karnataka, Kerala and Uttaranchal were upgraded from Grade 'B' to Grade 'A'.

Secretary (SE&L) and JS (AE) & DG (NLM) held an interactive session with State Resource Centres on 18.8.2006 at Vigyan Bhavan New Delhi to discuss the experimental research/ action research undertaken by them under the Population and Education Development Education Programme funded by the Ministry of Human Resource Development. All the SRCs participated in the Session and made presentations on issues like life-

skills education for commercial sex workers, awareness on HIV/AIDS among adults and adolescents, abuse of drugs. The SRCs exchanged their experiences and also the challenges faced by them in implementation of their projects under this programme. Representatives form the Ministry of Social Justice and Empowerment, National Aids Control Organisation (NACO), United Nations Fund for Population Activities (UNFPA) participated and shared their experiences with the participants. A field visit was also conducted on 19.8.07 for the participants and they visited two shelter homes for HIV/AIDS affected children and adults located in Delhi.

During the current year 2006-07, grants-in-aid have been provided to 16 registered voluntary agencies for promoting literacy programmes such as publication of magazines for neo-literates, imparting literacy linked vocational training programmes etc., apart from the release of annual maintenance grant to SRCs.

Jan Shikshan Sansthan

The Scheme of Jan Shikshan Sansthan or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skills and quality of life of its beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc.

Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. About 16.74 lakh persons have benefited through vocational programmes and other activities organized by the JSS during 2005-06.

The scope of activities of the JSS has since been enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/ technical skills. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report. 90 JSS have so far been evaluated by the empanelled evaluating agencies. The findings of the evaluation reports indicate that:-

- The coverage of women was over 70%;
- A wide range of courses suited to the needs of the target group with a flexible curriculum and duration have been designed;
- Courses taken up are need-based, job oriented and open good avenues for self and wage employment; and
- The level of awareness of the beneficiaries has increased through value oriented inputs and life enrichment education.

Annual Action Plans for the JSS

Action Plan is prepared by every JSS as per the need of the target group in its district. Government scrutinized the Action Plans after holding meetings with Jan Shikshan Sansthans at Kanpur, Lucknow, Bharuch, Aurangabad, Narendrapur and Bangalore during March-May, 2006. The performance/progress of JSS is monitoring though the Directorate of Adult Education.

Improvements in the JSS Scheme

Keeping in view the emergence of millions of neo-literates through the total literacy campaigns launched in the country and the transformation that has taken place in the economic and social set up over the years, the rules and scope of these polyvalent educational institutions have widened manifold. To run the scheme more effectively in the changed scenario, a convention was organized in Delhi in July, 2006 in which Chairmen of all the Jan Shikshan Sansthans were invited to discuss various issues regarding this scheme. The Convention was inaugurated by Shri Arjun Singh Minister of Human Resource Development. A number of suggestions were put forward by the participants for improvement and effective implementation of the scheme. Hon'ble Minister announced setting up of a Committee to review the existing JSS guidelines.

Accordingly, a Review Committee was constituted in August, 2006 under the chairmanship of Smt. D. Purandeswari Devi, Minister of State (HRD) comprising Chairmen of 8 different Jan Shikshan

Sansthans and three officials. The Committee conducted a few field visits to obtain first hand information about the functioning of different JSSs and also held meetings at Bhopal, Hyderabad and Delhi. A convention was held at Hyderabad in November, 2006, which was chaired by the Hon'ble Minister of State for HRD. Directors of all the JSSs, SRCs, Directors of Adult Education in different states and all the members of the Review Committee were invited. The members of the Review Committee had an opportunity to hear their point of view/suggestions on the JSS Scheme and had an opportunity to interact with them on different issues.

After in-depth study and detailed discussions, the Committee has finalized its report on the guidelines of the Jan Shikshan Sansthan Scheme.

Major Activities of 2006-07

The 9th meeting of the Council of National Literacy Mission Authority (NLMA) was held on 22.5.2006 under the chairmanship of Hon'ble Minister of Human Resource Development. In this meeting the new strategy for the revamped NLM which focused on literacy for rights governance and livelihoods was discussed. The per learner cost of Projects for Residual Illiteracy (PRIs) was enhanced to TLC rates of Rs.90/- to Rs.180/-.

The 63rd meeting of the Executive Committee of NLMA was held on 29.6.2006 under the chairmanship of Secretary (SE&L). A number of crucial issues were discussed including Equivalency Programmes and the role of the Departments of Adult and Continuing Education in Literacy. The possibility of collaboration between TCS, C-DAC and NLMA to produce computer based learning material was explored as was the possibility of setting up a separate cell for Adult Education in National University of Educational Planning & Administration (NUEPA).

The 48th meeting of the Project Approval Committee of NLMA was held on 31.10.2006. Per learner cost of PRIs in respect of 17 districts of Karnataka was enhanced to Rs.180/-. TLC/PLP/PRI proposals of

17 districts were approved in the meeting. A proposal of nation-wide mass mobilization presented by Bharat Gyan Vigyan Samiti (BGVS) was approved by the PAC. Two projects of Asian Development Research Institute (ADRI), Patna viz. Public Action for Expanding Opportunity: Targeting poverty through Multi-focal Literacy Interventions and Social Impact of Literacy: An Examination in a Bihar district, were also approved by the PAC.

The Third Regional Workshop was organized at Dehradun on May 24-26, 2006 to review the literacy programmes both at the basic literacy stage and continuing education stage for the States of Northern India viz. Uttaranchal, Uttar Pradesh, Jammu & Kashmir, Himachal Pradesh, Bihar and Jharkhand. State representatives presented an analysis highlighting the status of programmes in their States for their effective implementation. To enable a rich exchange of experience, best practices and innovations were presented by representatives from SLMA Karnataka, West Godavari district of Andhra Pradesh, Idduki district of Kerala, Chittorgarh district of Rajasthan, Pudukottai district of Tamil Nadu and Begusarai district of Bihar. The Secretary School Education and Literacy inaugurated the workshop and attended the entire deliberations. Chief Secretary, Govt. of Uttaranchal presided over the valedictory session of the workshop.

An adult literacy programme was launched for the convicts and under trial inmates in the prisons of Delhi on the directives of Delhi High Court. The programme covers over 1250 non-literates in Tihar and Rohini Distt. Jail. The programme was launched by the Prison Administration on 26th June, 2006 with the support of the NLM. The State Resource Centre, Delhi is co-coordinating and providing all academic, technical and material resource support to the programme. The classes are running successfully. The educated inmates of Prisons have pledged to volunteer two hours per day till the targeted inmates become literate as per NLM norms.

For the first time ever, teams of non official members of the Council of NLMA visited districts including the districts which had won the Satyen Maitra awards,

Rajasthan wins UNESCO Confucius Prize for Literacy 2006

The UNESCO Confucius Prize for Literacy 2006 was awarded to the Directorate of Literacy and Continuing Education of Rajasthan for its Useful Learning through Literacy and Continuing Education Programme in Rajasthan. The prize carries a cash award of US $ 20,000 and a Citation.

The main crux of the literacy programme in Rajasthan is built round the fact that female literacy is 43.90 per cent which is much below the national average and the gender disparity is at 31.8 per cent. Hence the State Government has designed a number of programmes specifically targeted at illiterate women of the State. In order to empower the women it has organized Mahila Shikshan Shivir (Camp for illiterate Women), which run for a period of 15 days. The women are taught two Integrated Pace and Content of Learning (IPCL) based primers and are also enlightened on topics of daily utility such as environment, sanitation, mother and childcare etc. After the camp, the participant women are linked to CE centres for continuity and the completion of subsequent Primers. Further, to upgrade existing occupational skills of the neo-literate women, 15-day special vocational training camps were organized in all the districts. The objective was to make the women economically self-sufficient.

Apart from the above, Self HelpGroups for neo-literate women have been constituted and facilities for marketing the goods prepared by the women have also been arranged. One of the important initiatives taken by the State Government is the "Equivalency Programme" for the neo-literates conducted in collaboration with the National Institute of Open Schooling. The programme, which was initially launched in Ajmer and Sikar districts, saw 11,000 neo literates appearing in the exam conducted by the NIOS with a pass percentage of 86. This programme has now been expanded to all the 32 districts.

namely- Changlang (Arunachal Pradesh), Cuddapah (Andhra Pradesh), Toothukudi (Tamil Nadu), Idduki and Kollam (Kerala) and Chittorgarh and Hanumangarh (Rajasthan). The members were highly appreciative of the work done at the grass root level and initiatives taken by the local community, through SHGs etc. to sustain the programme despite all odds.

A three-day annual conference of the Directors of State Resource Centres (SRCs) was organized by the National Literacy Mission at North-Eastern Hill University, Shillong during April 25-27, 2006. His Excellency Shri M.M. Jacob, Governor, Meghalaya was the chief guest at the inaugural session. The main objectives of the conference were to review the progress of SRCs, finalization of Annual Action Plan and convergence with other departments. The conference reviewed the progress of SRCs and gave detailed inputs to be included in the Annual Action Plan for 2006-07.

A Convention of the Chairmen of Jan Shikshan Sansthans was held under the Chairmanship of the Minister of Human Resource Development in July 2007. In this Convention, several issues confronting the JSSs and their functioning were raised and discussed. Based on the deliberations, it was decided

to set up a Committee under the chairmanship of Dr. D. Purandeswari Devi, Minister of State for Human Resource Development to review the existing guidelines and make suitable recommendations.

An exhibition-cum-sale of the products made by the Jan Shikshan Sansthans entitled 'KRITI' was held for 5 days during November, 2006 in Delhi Haat New Delhi. The exhibition was inaugurated by the Minister Human Resource Development Shri Arjun Singh. This provided a unique opportunity to all the JSSs to bring their products being produced by the persons trained in different trades in the JSSs under one roof. The products were well appreciated by all the dignitaries/visitors at Delhi Haat and there was very good response to the products. 95 JSSs participated in the exhibition. The highlights of the exhibition was the cultural programmes which were performed by the cultural troupes of the JSS, the National Service Scheme, the Zonal Cultural Centres and the Delhi Schools Literacy Projects.

In an exercise in convergence the Jan Shikshan Sansthans participated in the exhibition 'Yuva Kriti ' during the National Youth Festival which was held in Pune during 12-16 January 2007. The Youth Festival was organized by the Ministry of Youth Affairs and Sports in collaboration with the State Government of Maharashtra.

A National level Writers Workshop at New Delhi on December 20, 2006 in which 100 eminent writers from across the country including Gita Hariharan, Indira Goswami, Manoj Das, Baby Haldar, Vasanthi and Krishna Sobti participated. The workshop was organized in order to involve creative writers in the activities of National Literacy Mission, including the writing of books, short stories and poems for neo-literates, as well as theme based writings on issues like female feticide, domestic violence, HIV/AIDS, gender equity etc. Hon'ble Minister of Human Resource Development while inaugurating the workshop stressed upon giving new impetus to the NLM in order to realize the dream of Shri Rajiv Gandhi the then Prime Minister. Ministers of State (HRD) also participated in the workshop.

 A White House Conference on Global Literacy was held in New York on 18th September, 06. The Conference was hosted by the First Lady of USA, Mrs. Laura Bush. The main themes of the Conference was Mother-Child Literacy and Intergenerational Learning, Literacy for Health and Literacy for Economic Self Sufficiency. Ms. Bhaswati Mukherjee, Ambassador / Permanent Representative of India to UNESCO, Paris represented India at the Conference. Dr. C. Krishnamohan Rao, Deputy Director, Directorate of Adult Education, Govt. of Andhra Pradesh was invited to the Conference where he made a presentation on "Akshara Mahila." As a follow-up to the White House Conference, India is going to host a Regional Conference on Global Literacy for South Asia and Central Asian Region, including Iran tentatively on 29th and 30th November 2007 at New Delhi.

A Standing Committee of the CABE on 'Literacy and Adult Education' has been set up under the chairmanship of Prof. Basudeb Barman, Member of Parliament (Lok Sabha) with the specific terms of reference to advise the National Literacy Mission Authority on the effective implementation of the schemes. Two meetings of the Committee have been held on 28.11.2006 and 13.12.2006.

A Working Group on School Education & Literacy was set up by the Planning Commission on 27th June, 2006 under the chairmanship of Secretary, Department of School Education & Literacy for formulation of the 11th Five Year Plan 2007-2012. The Working Group constituted two Sub-Groups viz. (i) Sub-Group on Adult Education under the chairmanship of Shri M.N. Roy, Secretary, Panchayati Raj, Govt. of West Bengal to review the existing literacy programmes and suggest measures for improving implementation of thereof, and (ii) Sub-Group on Adolescent Education under the chairmanship of Shri Anil Bordia, Chairman, Foundation for Education & Development, Jaipur to review the existing plans and programmes for adolescents and make its recommendations for the 11th Plan. Both these Sub-Groups have already submitted their reports, for inclusion in the Working Group Report.

Directorate of Adult Education

Directorate of Adult Education is the academic and technical wing of the National Literacy Mission (NLM). It is responsible for providing guidance and support to institutions and individuals connected with literacy promotion activities in the country. The main functions of the Directorate of Adult Education include academic and technical resource support for implementation of various literacy programmes under National Literacy Mission (NLM); monitoring and evaluation of the literacy campaigns; production of media material and harnessing of all kinds of electronic print; traditional and folk media for the furtherance of the objectives of NLM; development of teaching/learning material; organizing training and orientation programmes; providing professional academic and technical guidance and also monitoring of Jan Shikshan Sansthans; bringing out various publications concerning literacy activities in the country and implementation of Population and Development Education through State Resource Centres.

Jan Shikshan Sansthan

The Directorate of Adult Education provides technical and academic support to the Jan Shikshan Sansthans (JSSs), which conduct literacy linked vocational training programmes. The main activities undertaken by the Unit during 2006-07 are:

ASHA Resource Centre in Rajasthan

The Government of India has launched the National Rural Health Mission (NRHM) to address the health needs of rural population especially the vulnerable sections of societies. The State Resource Centre, Jaipur has been assigned the task of monitoring the activities under this mission in Rajasthan

Accredited Social Health Activist (ASHA) is a new brand of community-based functionary conceptualized to help the health programme of National Rural Health Mission in the state of Rajasthan. ASHA is a change agent in Health Sector Reform and she is at the base of NRHM pyramid. She is selected by the community through Gram Sabha on the population of 1000. However, the selection criteria for tribal and desert areas are based on one ASHA worker for a population of 500. She will facilitate any health related demands of deprived sections of the population, especially women and children. ASHA Resource Centre is established in collaboration with the State Resource Centre in Rajasthan.

An orientation programme to brief the Chairmen and Secretaries of newly sanctioned JSSs was organized on May 16, 2006 at DAE, New Delhi. 25 persons participated. A field visit to Jan Shikshan Sansthans of Delhi was also conducted in this regard to appraise the participants about the functioning of JSSs.

A three-day orientation programme for the Directors (I/C) and Programme Officers of 14 newly sanctioned JSSs was organized from August 10-12, 2006 at Aurangabad, Maharashtra in which 24 persons participated.

A three-day annual meeting for the Directors of JSSs was organized at Hyderabad from 1-3 November 2006 in collaboration with JSS, Ranga Reddy, Andhra Pradesh. Apart from the Directors of the JSS, the Directors of State Resource Centres and the Directors of State Directorates of Adult Education participated in the meeting.

Material

Material Unit of the Directorate of Adult Education provides guidance in preparing primers and other material for neo-literates. It also reviews the primers and other material produced by SRCs and SLMAs and other agencies. The main activities undertaken by the Unit during the year 2006-07 are:

A workshop to review Teaching-Learning Material (Primer-II) in 17 tribal dialects of Manipur was organized from July 18-20, 2006 at Kohima in collaboration with SLMA. The reviewers included linguists, writers, and officials of SLMA, SDAE and DAE.

A workshop to review the Teaching-Learning Material of PLP produced in 11 dialects of Manipur State was organized in collaboration with SLMA/Dept. of Education, Govt. of Manipur from August 1-3, 2006.

Material review meeting for the material prepared/ produced by SRCs of Arunachal Pradesh, Bhopal and Patna (ADRI and Deepayatan) and SDAE Arunachal Pradesh was organized at DAE, New Delhi from October 17-18, 2006.

A workshop to review neo-literates books in Hindi (1168) and other languages (463) developed by SRCs was organized from October 9-13 in Jamia Millia Islamia University in which materials of 15 SRCs was reviewed. Another workshop was also conducted to review material developed by SRCs, SDAEs, ZSSs and Voluntary agencies from 17-18 October 2006 in DAE in which 18 representatives participated.

A Writers Workshop on development of teaching-learning material for Post Literacy Programme in 9 tribal dialects was organized at Dimapur (Nagaland) in collaboration with SRC, Shillong and Directorate of School Education, Govt. of Nagaland from December 4-8, 2006. 56 persons attended.

Population and Development Education

PDE Units of 25 State Resource Centres and 3 Documentation Centres are catering to the needs of Population & Development Education. After the discontinuation of funding from UNFPA in December 2001, NLM decided to provide the funds. The main activities undertaken by Population and Development Education unit during the year 2006-07 included the following:

A three day Review Meeting of PDE units of 25 State Resource Centres (SRCs) and 3 Documentation Centres was organized in collaboration with SRC, Patna (Deepayatan) from August 10-12, 2006 at Patna with the following objectives (a) review the progress of the PDE from October 2005 to March 2006 and (b) approve the Annual Action Plan for the year 2006-07. 28 persons attended the programme.

State Resource Centre

State Resource centers have been created all over India as academic and technical Resource Support Bodies in order to help the institutions working in the field of literacy and adult education. The primary responsibilities of these centers include the preparation of appropriate/suitable curriculum, teaching learning materials and training programmes for different field functionaries. These SRCs are functioning under the aegis of NGOs and Universities. The main activities undertaken by the SRC Unit in the year 2006-07 were as follows:

The Directorate of Adult Education organized a three-day annual conference of the Directors of State Resource Centres (SRCs) at North-Eastern Hill University, Shillong during April 25-27, 2006 on behalf of the NLM.

A three-day Orientation Programme for the Programme Coordinators (Training Unit) of SRCs was organized in collaboration with SRC, Chennai from November 22-24, 2006 at Chennai. The main objective of the programme was to orient the Programme Coordinators on HIV/AIDS, female feticide and adolescent issues. 25 persons attended the programme.

A three-day Orientation Programme for the Associate Coordinators (Material, PL & CE Unit) of SRCs was organized in collaboration with SRC, Pune from November 28-30, 2006 at Pune. The main objective of the programme was to orient the Associate Programme Coordinators on HIV/AIDS, female feticide and adolescent issues. 25 persons attended the programme.

A three-day Orientation Programme for the Associate Programme Coordinators (PL & CE Unit) of SRCs was organized in collaboration with SRC, Kolkata from December 6-8, 2006 at Kolkata. The objective of the programme was to orient the Associate Programme Coordinators on HIV/AIDS, female feticide and adolescent issues. 25 persons attended the programme.

A five-day training programme was organised for the Directors of all SRCs. The main objectives of the programme are to provide orientation on issues related to administration, to impart the management skills and to update the capacity of the Directors. In all, there were 26 participants. The programme was organized at the Management Development Institute Gurgaon from March 12-16, 2007.

Evaluation

The National Literacy Mission has adopted several measures for the evaluation of the literacy programmes. The evaluation is of two kinds – concurrent and external. The concurrent evaluation for TLC/PLP/CE districts is done through the NLM empanelled external evaluation agencies nominated by the state Directorates of Adult/Mass Education. External evaluation of all literacy programmes in the districts is conducted through one of the three agencies suggested by the National Literacy Mission, out of which the districts select one agency. The activity undertaken by the Unit during 2006-07: An important two-day National Workshop on Evaluation was held on 31st January to Ist February 2007 at Management Development Institute, Gurgaon (Haryana). The main objectives of this workshop was to disseminate the findings of the evaluation to the officers of the NLM and Directorate of Adult education and to apprise them about the status of implementation of the literacy programmes in the concerned districts, as well as to judge the quality of the evaluation reports. About 20 empanelled evaluation agencies from across the country participated and presented their districts evaluation reports regarding TLC/PLP and CEP. The Workshop was inaugurated by Dr. Bhalchandra Mungekar, Member Planning Commission. The Secretary School Education and Literacy gave the Valedictory address. The workshop was an important milestone in the evaluation programme of NLM.

Literacy at the Worksite - The Raichur Experience

In a new innovative initiative launched by the District Collector Raichur the unskilled labourers of NREGP were provided lessons in literacy by the Prerak of the CE Centre, who was appointed as the Supervisor for that worksite.

Most of the unskilled labourers at the worksite were illiterate. To add value to the programme, it was decided that for one hour each day, groups of unskilled workers would be imparted literacy with the help of the Preraks/Assistant Preraks at the worksite. The teaching learning material, primers, hanging blackboard, chalk, etc. were provided by the Mass Education Department of the State Government under the Continuing Education Programme. A temporary shelter with a thatched roof had been constructed where the learners sat on the floor and were taught. The Secretary School Education and Literacy along with JS (AE)/ DG NLM visited Raichur and interacted with the learners. The learners were asked to read and write and although the programme was launched recently, the learners were able to identify alphabets and letters and seemed enthusiastic to learn. The participants also delighted the officers by rendering a literacy song.

This initiative is an excellent effort at convergence between NREGP and NLM. All the five NREGP districts of Karnataka are implementing this initiative. If it is implemented in all the districts in the country, it would transform the literacy landscape of the country.

Media

Media plays an important role in the literacy activities both for dissemination of information and encouragement to the learners. At the National level, DAE produces video films and audio programmes which are used for instruction, motivation and training both through telecast and non-telecast and broadcast and non-broadcast modes. The well-conceived spots are mounted on prime times of Doordarshan and All India Radio; The video spots on literacy produced by DAE were telecast on Doordarshan from national and regional Kendras with a special focus on North Eastern states. The literacy programmes were regularly telecast through Gyandarshan daily in the morning and evening. The audio programmes produced by DAE were also broadcast on Gyanwani from different radio stations in the country.

A special project on same language subtitling by Prof. Brij Kothari of IIM, Ahmedabad continued throughout the year. The intention was to draw the attention of the neo-literates towards moving strip at the bottom of the screen and to stimulate them to read the script of each song, which would help them to improve their reading skills. Few radio programmes were developed and broadcast by 25 State Resource Centres throughout the country and different audio programmes/ Jingles/spots produced were broadcast through different stations of All India Radio at regional levels. The audio and video programmes produced in different languages were circulated among the State Directorates of Adult/Mass Education, State Resource Centres, Jan Shikshan Sansthans and other voluntary organizations for using them in the field.

The media unit has finalized about 16 new productions for production of spots, Jingles, episodes for TV and Radio and work was allotted to the selected producers.

Monitoring

Monitoring has been recognized as essential tool for identification of the strengths and weaknesses of the Adult Education Programme and designed to make the objectives operationally more realistic and to ensure its implementation. The broad strategy of implementation of the Adult Education Programme as conceived in the National Literacy Mission emphasizes the need for having an efficient management and monitoring system. The information compiled at the state level, which is received by the Directorate, is analyzed and compiled in the form of status report by DAE. The main activities undertaken by the Monitoring Unit in 2006-07 are: An orientation programme on implementation of Project for Residual Illiteracy (PRI) in 31 low literacy districts of UP was organized in collaboration with Directorate of Alternative & Non-formal Education, SLMA, Govt. of Uttar Pradesh, Lucknow from April 18-19, 2006. The objective of the training programme was to sensitize the ZSS Secretaries, KRPs, SLMA officials, SRC personnel. 68 persons attended the programme.

Directorate of Adult Education, New Delhi and UNESCO, New Delhi jointly organized a two day

Literacy Programme in Braille for the Visually Impaired, Malappuram District, Kerala

The Braille literacy programme, a unique programme for the physically challenged, was launched in Malappuram district on March 18, 2005. The main components of the programme were (i) to conduct a baseline survey of the visually impaired population, imparting Braille literacy to people between the age group of 15-50, promotion of the individual interests of the visually impaired, vocational skill development, help them to start income generation ventures, improve their socio-cultural level, etc. among others.

The survey found that there were 2,423 visually impaired people in Malappuram district, of which 1,095 were females and 1,328 males. Among the 1,165 people in the age group of 15-50, 584 had no knowledge of Braille.

In January, 2006 literacy classes were started at the 14 centres attached to the Block Panchayat headquarters with the help of 14 Braille instructors and 14 organisers. The classes were planned for 100 days with 4 hours of learning time in a day. The literacy primer developed by State Resource Centre, Kerala was translated into Braille for the programme. The programme generated considerable media interest in the state of Kerala and was extremely successful.

After the successful completion of the programme in March 2006, post literacy and continuing education programmes have been initiated at block level. A meeting was convened in May 2006 at the District Literacy Mission office for planning and formulation of the action plan. As such it is decided to start Class IV level equivalency classes and equip them individually in vocational programmes. Such classes have started in seven centres. The equivalency books prepared by SRC have been converted into braille language with the help of experts.

Skill development vocational programmes like soap making, broom preparation, etc., for the visually impaired have already been organised. Guidance has been provided by experts and officials for organizing small income generating units. The State Resource Centre has initiated programmes for converting neo-literate books into braille language. District panchayat came forward to meet the lion's share of the expenses in this regard.

National Seminar on "Literacy in the context of the Education for All Global Monitoring Report - 2006" on April 18-19, 2006 at UNDP, New Delhi. The main objectives of the seminar were to discuss the key findings on literacy in the global monitoring report and their policy implications for the Indian context and to review the implications of the literacy programme and discuss Literacy Initiatives For Empowerment (LIFE). 45 persons attended the workshop.

A review meeting of State Literacy Mission Authorities and State Resource Centres of Chattisgarh, Madhya Pradesh, Maharashtra and Orissa was organized in New Delhi on 27th October 2006 in. The Directors of SLMAs and SRCs of these states attended the meeting.

Publication

Publication Unit brings out various kinds of publications related to literacy and adult education for different level of users. Publication Unit also comprises photo section, art section, a desktop publishing system (DTP) and binding output. Manuscript originating at different sources is made ready for printing through different pre-printing stage like editing, composing, designing, page making, colour scheme, dummy making with visuals etc. Publication Unit of DAE brought out various kinds of publications related to literacy and Adult Education during 2006-07. The books published were in different languages for neo-literates; Guidelines on different aspects of the literacy programmes (Basic Literacy, Post Literacy and Continuing education) for neo-literates; Policy guidelines, annual reports, statistical data books etc. for academicians and social sciences researchers; Special publications for important occasions such as International Literacy Day celebrations and national/international level workshops etc.

Throughout the year a good number of publications were brought out and other associated works like photo-documentation, design artwork making of publications and dispatch of printed materials were carried out. Many publications were distributed free of cost to various levels of users in the country.

On the occasion of the International Literacy Day on 8th September, 2006, a special publication titled "Innovations in Literacy" was released by Vice President of India and a set of 8 books for neo-literates was also presented to the Vice-President.

Training

In view of a very large number of volunteer teachers, master trainers, functionaries and resource persons involved in the literacy effort, training is found to be one of the gray areas in the effective implementation of literacy programmes. With the sanction of CE programme the number of new cadres and other functionaries, apart from re-training some of the existing cadres, are likely to face upsurge. Moreover, in the years to come the focus of the literacy programme is going to be on CE, which would necessitate identification and mobilization of Preraks, Asstt. Preraks, Trainers and Resource persons of much higher caliber so that in addition to literacy instruction, other important aspects concerning functionality, skill development and empowerment are adequately attended to. The main programmes organized by Training Unit are:

A Workshop on Development of training Modules on the role of Panchayat Raj Institutions in Literacy and linkages with other rural development programmes was conducted in collaboration with State Resource Centre, Dehradun from May 2-5, 2006. Training modules have been developed on the following topics – Panchayati Raj, Gram Panchayat and Gram Sabha, Chhatirya Panchayat, Zilla Panchayat and responsibility on Gram Panchayat in development schemes. 40 persons participated in the workshop.

International Literacy Day

International Literacy Day is celebrated on 8th September at the state and national level every year. A national level function was organized at Vigyan Bhawan, New Delhi on 8th September 2006. The Chief Guest for the function was His Excellency Shri Bhairon Singh Shekhwat, Vice President of India. NLM – UNESCO Awards are given every year in the national function to the selected State Resource Centre, Jan Shikshan Sansthan and University, Department of Adult, Continuing Education and Extension for their outstanding work done in the field of adult and literacy

programmes. This years' award winners are: 1) State Resource Centre, Kolkata 2) Jan Shikshan Sansthan Aurangabad and 3) Department of Continuing Education & Extension, S. V. University, Tirupati.

Satyen Maitra Memorial Award is given every year to selected TLC/PLP/CE districts for their best performing and significant achievements in literacy programmes. The awards for 2006 went to Changlang, Arunachal Pradesh (TLC), Hanumangarh, Rajasthan (PLP), Cuddapah, Andhra Pradesh (CEP), Kollam, Kerala (CEP) Toothukudi, Tamil Nadu (CEP)

A eight minute documentary on Rajasthan was produced through SLMA, Rajasthan and was screened on September 8, 2006 on the occasion of the International Literacy Day (ILD) celebrations. Video report on the ILD celebration was telecast through DD-I National Network on September 9, 2006 whereas news capsule etc. was shown on the event day from different channels of Television. The programme for ILD celebration was broadcast live by All India Radio on September 8, 2006. Officials of DAE/NLM also gave talks on literacy over Doordarshan and All India Radio during the celebrations of ILD 2006.

A special publication titled "Innovations in Literacy" designed and printed by DAE, was released by Hon'ble Vice President of India on the occasion of ILD at Vigyan Bhavan, New Delhi. Eight other books of different titles for neo-literates were designed and printed which were also released in the main function of ILD at Vigyan Bhavan, New Delhi.

- UNESCO's Confucius Prize for Literacy has been awarded to Directorate of Literacy & Continuing Education, Government of Rajasthan for its Useful Learning through Literacy and Continuing Education Programme in Rajasthan. The award carries a cash award of US $ 20,000 and a citation. The theme for award for this year was "Literacy for Sustainable Development". The Directorate of Literacy & Continuing Education of Rajasthan received this award for their literacy programmes specifically targeted at illiterate women.

NLM Achievements

- The literacy rate in 2001 has been recorded at 64.84% as against 52.21% in 1991. The 12.63 percentage points increase in the literacy rate during the period is the highest increase in any decade.

- 120.35 million persons have been made literate so far.

- Rate of growth is more in rural areas than in urban areas.

- The gap in male-female literacy rate has decreased from 24.84% in 1991 census to 21.59% in 2001.

- Female literacy increased by 14.38% i.e. from 39.3% to 53.67% whereas male literacy increased by 11.13% i.e. from 64.13% to 75.26% during the last decade.

- Gender equity and women's empowerment is also visible as about 60% of participants and beneficiaries are women.

- During 1991-2001 the population in 7+age group increased by 171.6 million while 203.6 million additional persons became literate during that period.

- All the States and union territories without exception have shown increase in literacy rates during 1991-2001.

- In all states and union territories, the male literacy rate is now over 60%. Kerala continues to have the highest literacy rate of 90.86% and Bihar has the lowest literacy rate of 47.00%

- Significant decline in absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001.

- Out of the total 600 districts in the country, 597 districts have been covered by NLM under literacy programme. Of these 101 districts are under TLC,171 are under PLP and 325 are under Continuing Education.

- Jan Shikshan Sansthans have been set up in the current year.

- One new SRC was set up in Chattisgarh and three SRCs viz Kerala, Karnataka and Uttarakhand were upgraded from Category B to Category A.

8

Distance Learning & Scholarships

Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promote, coordinate and determine standards in such systems. To fulfill the first objective, IGNOU provides opportunities to the students, including those from the disadvantaged groups, physically challenged, homemakers, minority groups and based in remote areas for innovative and need based general as well as continuing education for their overall development. IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation etc. The University has adopted an integrated multiple strategy for instruction consisting of print materials, audio-visual, radio, educational TV, teleconferencing, video conferencing as also at face to face counseling at its study centers throughout the country. The evaluation system followed by the University consists of continuous assessment and term end examinations.

The University has developed a large number of programmes ranging from: purely academic to technical, professional and vocational; Doctoral degree to the competency Certificates; and from highly professional progammes to general awareness programmes. Many of these programmes are modular in nature. In the year under report, the University has added sixteen new programmes. The University is now offering a total of 126 programmes consisting of 14 Doctroal, 20 Master's Degree, 15 Bachelor's Degree, 21 P.G. Diplomas, 20 Diploma Programmes, 36 Certificate and Awareness level programmes. The total number of students registered during 2006 was 4,29,542. The cumulative enrolment of students at IGNOU is over 1.48 million as on in January 2007. The student support system network of IGNOU now consists of 60 Regional Centres, seven Sub-Regional Centres and 1409 Study Centres. The teaching and non-teaching staff strength as on date in IGNOU are 325 and 1157 respectively.

The Distance Education Council (DEC), an authority of IGNOU, is responsible for promotion of Open and Distance Learning (ODL) system as well as for coordination and maintenance of standards. As on date there are 13 State Open Universities (SOUs) and 119 Correspondence Course Institutes (CCIs) in conventional Universities. The Council has extended technical and financial support for development of technological infrastructure, institutional reform, professional development and training, student support services, computerization and networking for improvement of quality of education.

Secretary, Department of Higher Education in the Ministry of HRD, Shri R.P Agrawal (centre) at a Brainstorming Session on 'National Mission in Education through Distance Learning' organised by IGNOU in New Delhi. Also seen in the picture are Prof. V.N Rajasekharan Pillai, Vice Chancellor, IGNOU (left) and Shri N.K Sinha, Joint Secretary in the Ministry of HRD (right).

Gyan Darshan: IGNOU coordinates the functioning of exclusive 24 hour satellite based Educational TV Channels called Gyan Darshan (GD). It is a collaborative venture of various

government agencies. It has potential to offer a bouquet of 6 channels. Gyan Darshan – 1 is the 24 hours exclusive Educational TV channel of the country. Prasar Bharti has put this channel on DTH in 2005. The University has added Gulestan-e-Urdu under Bhasha Mandakini bouquet for teaching/learning of Urdu and creating awareness about the richness of the language. Gyan Darshan-2 is being utilized as interactive channel for tele-counselling, tele-lecturing, tele-training of coordinators/counsellors. Gyan Darshan-3 'Eklavya' Channel is devoted to technical education for the benefit of engineering students in the county. Transmission of this channel has been fully automated. GD-4 is "Vyas" Channel; a curriculum based higher education channel. In the year 2005, the University established about 100 EduSat supported Satellite Interactive Terminals in its regional centers and study centers all over the country.

Renowned Agricultural Scientist, Dr. M.S Swaminathan being presented the Citation of D. Sc. (Honoris Causa) by the Honorable Chief Justice of India, Shri. K G Balakrishnan, (left) and Prof. VNR Pillai, VC, IGNOU, (right) on the occasion of the 18th Convocation of IGNOU on March 17, 2007.

Gyan Vani: IGNOU is nodal agency for the implementation of radio cooperative of 40 FM channels dedicated to education and development. Seventeen FM stations are operational at Allahabad, Bhopal, Coimbatore, Bangalore, Mumbai, Lucknow, Vishakhapatnam, Delhi, Kolkata, Chennal, Varanasi, Guwahati, Jabalpur, Mysore, Rajkot, Raipur and Shillong. In addition, every Sunday, Radio Counselling is provided for one hour from 186 Radio Stations of All India Radio (AIR). Toll free conferencing facility is also available to the learners in 80 cities, who interact freely with the experts.

Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) has been created as a national centre for distance education activities under Sarva Shiksha Abhiyan. DEP-SSA covers all the 35 States/UTs. DEP-SSA is engaged in developing capacity building among educational institutions in the States. Under the DEP-SSA Project, State Resource Group (SRG) has been constituted in each State under the Chairmanship of

State Project Director, which provides support in the formulation of proposals, implementation and review of the programme at the State level.

The DEP-SSA is a national centre for training of in-service teachers and other functionaries. In 2006, SSA organized 74 workshops sessions and more than 1395 functionaries associated with SSA participated in the workshops for learners. The project is also involved in the launch of EduSat supported Rajiv Gandhi Education Project for the Tribal and remote schools. 740 Teachers of Sidhi District have been trained for utilization of EduSat for teaching-learning purposes. Moreover, 42 school teachers have been trained in e-content generation.

The North East-Project (NEP) undertaken by IGNOU for the educational development of the North Eastern States has contributed significantly to the establishment of the network of open and distance learning. All the academic programmes of IGNOU are being offered through the network to enhance access to the people in rural and remote areas of the region. In view of the special needs of the region, 49 Learner Support Service

centres were established taking the number of such Centres to 210 in the region. Some of these centres are in remote, inaccessible and far-flung minority dominated areas. The student population registered a growth of about 30% during the previous year. Sixty academic programmes of IGNOU are being offered through this network to enhance access to higher education to the people of rural and remote areas of North East.

Distance and Open Learning, with the combination of information and communication technologies adopted by the University has helped in addressing the issues of equity, access and quality. 29 centres in NER have been identified for setting up of EduSat terminals during the 1st Phase. Out of these, 15 are already operational. Gyan Vani Radio Stations have been set up at Guwahati and Shillong. For various programmes, including teacher training programmes, being offered by IGNOU, face-to-face counseling is being augmented by radio counseling through the newly commissioned Gyan Vani Stations at Shillong and Guwahati. The University through its Special Study Centre in Central Jail, Shillong is continuing to impart short-term vocational training programmes to women inmates.

The six month Certificate in Primary Education Programme has been translated into Khasi and Garo languages for the benefit of the teacher trainees of the State of Meghalaya. During the year, about 3000 teacher trainees from the states of NER were sponsored by the State Governments for training through IGNOU's teacher training programmes. North East Media Focus (NEMFO) was launched under NEP for capacity building of youths in multimedia operations. As many as 6854 students have benefited from the Computer Literacy Programme launched in the North Eastern States. In the State of Mizoram, 160 Forest Officers of the State Government were trained in Computer Literacy.

IGNOU, at International level, is currently offering academic programmes in 32 countries. In collaboration with UNESCO and International Institute for Capacity Building in Africa (IICRA), Distance Education Programmes of the University are being offered in Ethiopia, Liberia, Madagascar and Ghana. Through an agreement signed with Commonwealth of Learning

(COL), University is offering its Distance Education Programme in Lesotho, Swaziland, Namibia, Seychelles, Jamaica, Malawi and Belize.

Commonwealth of Learning (COL), Vancouver, Canada

Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Governments of Commonwealth countries in the year 1988. India made an initial pledge of 1 million pounds (Rs. 250 lakhs) towards establishment of COL. The entire pledge of Rs. 250 lakhs was remitted to COL. From the year 1995-96 India has been making its contribution to COL every year. COL is voluntarily funded by the Commonwealth countries and India is the third major donor after U.K. and Canada. During the last year and current year (2006-2007), India made a contribution of Rs.2.46 crores each year to COL. During the current year 50% of the Indian contribution i.e. Rs.1.23 crores has been deposited in the ICICI Bank Account of COL in New Delhi and the remaining amount (Rs.1.23 crores) has been sent to COL in Canadian Dollar. India is represented by Secretary (Higher Education) on the Board of Governors of COL.

COL has focused its attention on activities in the instructional materials, telecommunication and technology, training information service etc. With regard to India, major objectives identified by COL are to assist IGNOU, State Open Universities, and the National Institute of Open Schooling (NIOS) by providing consultants in course design, equipment, study visits, training and research fellowships for staff etc.

SAKSHAT : A One Stop Education Portal

The Ministry of Human Resource Development has conceptualized the development of an Education Helpline – SAKSHAT : A One Stop Education Portal, to facilitate life long learning of students, teachers and those in employment or in pursuit of knowledge free of cost to them. To give effect to this concept a pilot project of 'Sakshat' has been designed and developed with the help, cooperation and participation of various
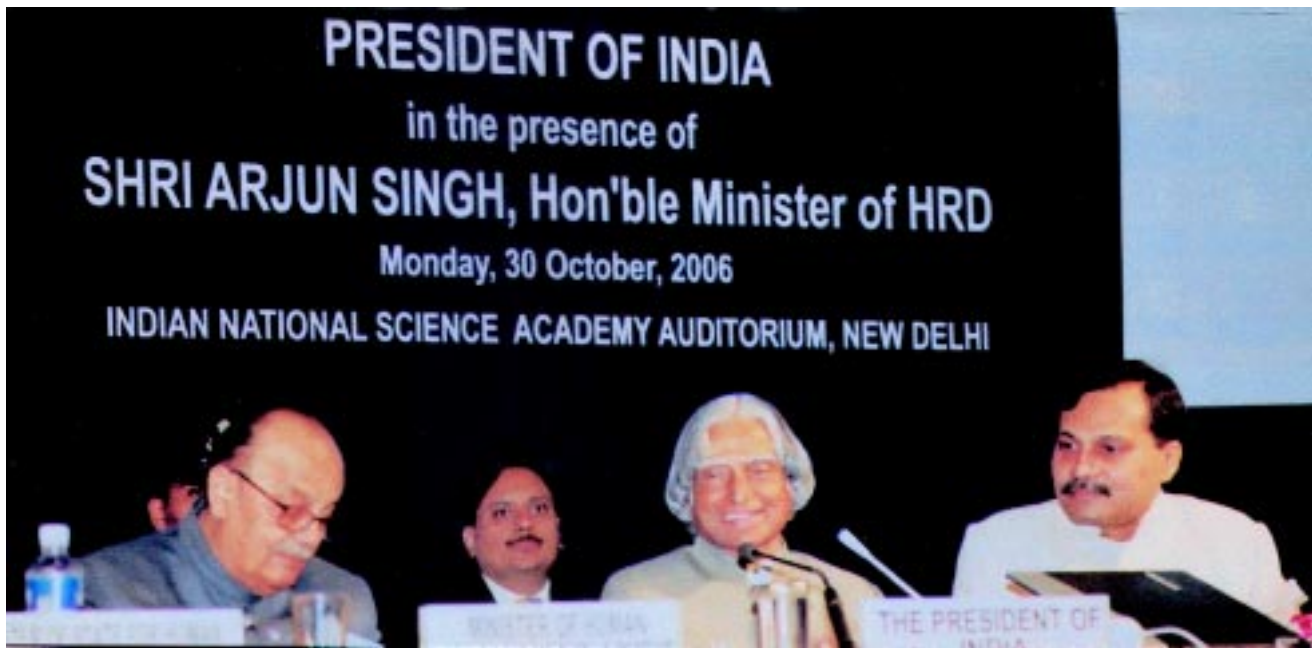
H.E The President of India, Dr. A.P.J. Abdul Kalam, (centre) at the function to launch the Pilot Project of Sakshat, on October 30, 2006 at New Delhi. Also seen in the picture are Shri Arjun Singh, Minister of HRD (on his right) and Shri N.K. Sinha, Joint Secretary in the Ministry of HRD. (on his left)

experts from IGNOU, IISc, Delhi University, CBSE, IITs, National Informatics Centre (NIC), National Council of Educational Research & Training (NCERT), National Institute of Open Schooling (NIOS), University Grants Commission (UGC), All India Council for Technical Education (AICTE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), and other institutions. Many top players in the field of ICT have promised their free support to this endeavour. The content development task for 'Sakshat' is being looked after by the Content Advisory Committees (CACs), for the respective subjects, which consist of representatives from educational institutions like IGNOU, Delhi University, KVS, NVS, NIOS and NCERT and prominent academicians in the field. In addition, some NGOs have also provided their content free of cost for this portal. The pilot project of 'Sakshat' has been launched on 30.10.2006 by His Excellency, the President of India. The vision is to scale up the pilot project of 'Sakshat' to cater to the learning needs of more than 50 crore people.

The portal, *inter-alia*, contains the virtual class which has four quadrant approach to learning, which includes written course material, animations, simulations, video lectures, related web links, question answers, confidence building measures and other details apart from a

mechanism for maintaining the progress profiles of learners on 'Sakshat'. To begin with, the content being made available is for classes XI and XII of CBSE curriculum and is primarily in English, but all the State Governments have been requested to adapt these contents as per requirements of their Examination Boards and also to translate them into their local languages. The approach is a collaborative one in which entire content of 'Sakshat' could be loaded on to the State Government's servers with a view to enlisting active participation of experts at all levels and also minimizing the bandwidth requirements. In addition to the audio-visual contents, simulations, animations etc., one vital feature of 'Sakshat' that had been planned was an interactive feature wherein students would be able to interact with the teachers to clarify doubts or to dive deep into the realm of knowledge. This functionality of 'Sakshat' has been activated with effect from the Republic Day, 2007. To begin with, subject experts for Class XI and XII in Physics, Chemistry, Mathematics, Biology, English, Accountancy, Economics and Business Studies are available in adequate numbers between 5 p.m. to 11 p.m. every day to answer the queries of students on-line. This unique feature is expected to reduce the stress level of examinees appearing at Board / competitive examinations. The students could access this feature at http://www.sakshat.ac.in or

http://www.sakshat.ignou.ac.in/sakshat/index.aspx by clicking on the column "Interact" and selecting the option "Talk to a Teacher". This would open up subject-wise chat rooms. The learners may enter a chat room where she/he would be able to find various other students and teachers already logged in. The students can ask any question or get their doubts cleared by typing it in the relevant box and sending it to the chat room. Private chat with a teacher could also be used by the students in case some students feel that others may laugh at the question itself. Gradually, depending on the demand, the timings of availability of subject experts and the subjects for which the facility would be available could be enhanced.

In order to ensure that usufructs of Information and Communication Technology [ICT] reach even to those, who are illiterate or dropouts or in need of like skills, a module of digital literacy has been prepared. This module tells everything about computers i.e how to use them; how to log on to internet; and how to surf and come to 'Sakshat', to get the relevant knowledge modules. Effort has been made to prepare this initial module for digital literacy, called 0th module, in such a manner that it does not place any reliance on reading or writing. The 0th module would be circulated through CDs, and other means of communication apart from making it available on 'Sakshat' for users to download and freely use it for spreading digital literacy among the masses. The objective of this effort is to empower those on the other side of the digital divide to benefit from the advancements in the field of ICT.

Yet another feature, which has been introduced is "Learn from Specific Professors". Under this feature, to begin with, a module called "Learn from Prof. C.N.R. Rao" has been made available on the 'Sakshat' site.

The other functionalities in the pipeline include availability of open source simulation software packages on 'Sakshat' with a view to helping university level students of Science, Engineering, Technology etc., in solving complicated mathematical, design or computational model problems. Virtual reality labs are the next in line wherein a modest beginning would be made to complement the teaching/learning through internet in a distance learning mode so that the handicaps of distance learning technique such as absence of teachers and peer group pressure as well as lack of practical exposure could be mitigated. 'Sakshat' would also be branching out to various utilitarian packages such as data base on soil conservation, geographical information systems and robotics etc. The approach is to invite every Indian to freely contribute his/her wisdom or whatever expertise he or she wants to share with fellow countrymen so as to enable all of us to put all our knowledge and energies together for making India a Knowledge Super Power.

In order to achieve the dream of reaching every Indian learner, we need to achieve various technological breakthroughs. These issues are being addressed with the help of IISc, IITs, IT-BHU, Jadavpur University who have agreed to anchor the following activities:

Sl.No.	Technological Challenge	Anchor Institution
1	Low cost and low power consuming access devices and networking / connectivity for all	IIT, Madras and IISc, Bangalore
2	☐ Pedagogical Research ☐ Multi Lingual Content Development ☐ Inter-faces for other cognitive faculties	IIT, Kharagpur
3	Quality Assurance and Standardisation	Jadavpur University
4	Virtual Labs	IIT, Delhi
5	Digital Literacy	IT-BHU
6	Virtual Technical University	IIT, Kanpur

National Scholarship Division

The National Scholarship Division of the Department of Higher Education administers two Centrally Sponsored Schemes viz. National Merit Scholarship Scheme (Plan) and Scheme of Scholarship to Students from Non-Hindi Speaking States for Post Matric Studies in Hindi (Non-Plan). This Division also authenticates the certificates of Educational Qualifications of the candidates going abroad for employment and higher study.

National Merit Scholarship Scheme

The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for talented children from Rural Areas in existence since 1961-62 and 1971-72, respectively, were merged and a new scheme titled "National Merit Scholarship Scheme" was formulated and notified on 16th February, 2005 for implementation with revised provisions w.e.f. February, 2004-05. The objective of the National Merit Scholarship Scheme (NMSS) is to provide financial assistance to the 17,000 Meritorious Students studying at Post-matric to Post-graduate level in Government Schools/Colleges and Universities. In addition, 10976 scholarship (at the rate of 2 per block) are awarded to meritorious students of class IX every year which is renewed in Class X. Under the scheme, the parental income ceiling was raised from Rs.25,000/- per annum to Rs.1,00,000/- per annum. The rate of Scholarship is Rs.250/- per month for Classes IX & X, Rs.300/- per month for Classes XI & XII, Rs.500/- per month for graduation courses and Rs.750/- per month for B.E./B.Tech/MBBS/LLB/B.Ed and Post graduation level courses both for fresh and renewal scholarships. The Scheme is operated through the State Governments/UT Administrations. The budget allocation for 2006-2007 is Rs.13.00 crore. Till 10th January 2007, an amount of Rs.202.37 lakh has been released to the various State Governments/UT Administrations towards the scholarships disbursed or to be disbursed to the students. This covers 3858 fresh scholarships and 2990 renewal scholarships.

Scheme of Scholarship to Students from Non-Hindi speaking States for Post Matric Studies in Hindi

The Scheme was started in 1955-56 with the objective to encourage the study of Hindi in Non-Hindi Speaking States and to make available to the Governments of these States, suitable personnel to man teaching and other posts where knowledge of Hindi is essential. The Scheme was revised from 2004-2005. Under the revised Scheme, 2500 Scholarships are provided to meritorious students studying at post-matric to Ph.D. level, for recognized fulltime courses of education for study of Hindi as one of the subjects on the basis of the results of "examinations next below" conducted by a Board of Education or a University or a Voluntary Hindi Organisation. The rate of Scholarship ranges from Rs.300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Governments/ UT Administrations. The budget allocation for the year 2006-2007 is Rs.1.50 crore. Till 10.01.2007, an amount of Rs.15.63 lakhs has been released to various State Governments/UT Administrations towards the scholarships disbursed or to be disbursed to the students. This covers 382 fresh scholarships and 157 renewal scholarships.

Authentication of Educational Documents – Move Towards Transparency

The Department of Higher Education has been authenticating the educational qualifications of people going abroad for employment for approximately the last one and half decades. This also includes qualifications of foreign nationals who are completing their studies in India and returning to their respective Countries. This is a Consular function to be performed by the Ministry of External Affairs and this Department is assisting the Ministry of External Affairs, in this regard, on their request.

The procedure for authentication of educational documents has been simplified in consultation with the Ministry of External Affairs. The powers to authenticate educational qualifications have also been delegated to all the 28 State Governments and 7 UT Administrations (to Kerala on 1st July, 2004 to 12 State Governments viz. Andhra Pradesh, Bihar, Punjab, Haryana, Rajasthan, Uttar Pradesh, Madhya Pradesh, West Bengal, Gujarat, Maharashtra, Karnataka, Tamil Nadu, on 8th July, 2004, to Jammu & Kashmir on 29th September, 2005, to Goa on 11th July, 2006 and to remaining 20 State Governments and UTs on 5th January, 2007 so that those who want to have their educational qualifications authenticated in their home State can do so without taking the trouble of traveling to Delhi. This has gone a long way in mitigating the hardships of authentication seekers as they are now not required to travel long distance to Delhi for authentication of their educational documents. Month-wise summary of number of documents authenticated by the National Scholarship Division from April 2006 to December 2006 is given in Table below:-

Month	No. of Certificate authenticated
April, 2006	4372
May, 2006	4865
June, 2006	3692
July, 2006	5129
August, 2006	5057
September, 2006	4470
October, 2006	3946
November, 2006	4051
December, 2006	3577

For the purpose of effective monitoring of authentication work, a Close Circuit Television (CCTV) System with 13 cameras having audio/video recording facility have been installed in NS Division. Recordings are also being preserved in CDs. The authentication data recorded on various personal computers is also hosted on Ministry of Human Resource Development's website (www.education.nic.in) for the purpose of public information and transparency.

External Scholarship Division

Scholarship is an incentive as well as encouragement to meritorious students. A special emphasis is given to studies abroad where also the innovative methods are used and substantial developments have taken place in the field of education. The Ministry of Human Resource Development facilitates the award of foreign scholarships with a view to encouraging meritorious students & scholars and to enable them to enhance their knowledge of developments taking place outside our country. The External Scholarship Division of the Ministry processes scholarships offered by various foreign countries under Cultural/Educational Exchange Programmes, which enable Indian students to study at the level of Post Graduate/Ph.D/Post Doctoral Research work abroad.

Many Scholarships/Fellowships are awarded to Indian nationals by the Governments of U.K., Canada and New Zealand under the Commonwealth Scholarship/Fellowship Plan. The Commonwealth Scholarship Plan covers a large number of disciplines, such as, Remote Sensing Technology, Communication Engineering, Bio-technology/ Bio-chemical Engineering, Robotics, Agronomy/Forestry, Social Sciences, Physical/Life Sciences, Management Studies, Environmental Studies etc. During the year 2005-06, 26 Indian nationals were awarded scholarships under the Commonwealth Fellowship/Scholarship Plan. (19 for U.K. & 7 for Canada). During 2006-07, 17 were selected for UK and 4 for Canada till December 2006.

The Government of India have entered into agreements for providing scholarships to Indian students through Cultural Exchange Programmes (CEP) or Educational Exchange Programmes (EEP) signed between India and Japan, China, Mexico, Israel, Norway, Belgium, Italy, Czech, Portugal and the Slovak Republic.

The European Union signed a Memorandum of Understanding (MoU) with India on 7th January 2005 offering a scholarship programme for Indian students to study in various European countries. The Erasmus Mundus Programme provides a separate India Window

Programme for Indian students only.   An amount of Euro 33 million has been earmarked for the years 2004 to 2009. The European Commission has offered 57 Masters courses in 2006 and 300 fellowship has been approved for the Academic year 2006-07.

The German Govt. scholarship (DAAD) for Indian students is being operated directly by the German Embassy. For New Zealand , the scholarships could not be processed as the New Zealand Vice Chancellor's Committee did not agree to our request for exemption of ECE(Education Credential Evaluator) Certificate to India Scholars which they introduced since 2002 academic year. During the period under report no offer of award for scholarship was received from the Government of Malaysia and Trinidad & Tobago.

The Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching fellowship and is meant for scholars who have specialized in modern Indian studies in the fields of History, Economics and Political Science. A consolidated stipend of £24,536/- per annum is paid by the Government of India to St. Antony's College, Oxford (U.K.). The present Fellow who joined the

College in October 2005 has been allowed extension upto September, 2007.

The British Visitorship Programme is directly handled by the British Council in India. The Council sponsors candidates for short-term courses in the United Kingdom in the fields of Education, Science, Medicine, Technology & Arts by enabling Indian Academics/Researchers to visit institutions/counterparts in U.K. for mutual discussions, updating their professional knowledge through conferences, seminars and courses.

No Obligation to Return to India Certificate (NORI) is required by persons who proceeded to the USA on J1 and J2 Visas and wish to convert these to H1 or H2 Visas for settling or gaining regular employment in USA. The Embassy of India/Consulates General of India (CGI) in the USA issues this certificate, after obtaining clearance from the Ministry of Human Resource Development.

Introduction of Undertaking

The earlier provision for taking a Bond of Rs.60,000/- from Indian scholars before their departure for higher

studies abroad has been replaced by an Undertaking keeping in view the present scenario of globalisation of economy & job opportunities in India vis-à-vis other developed countries. However, the Bond would continue to operate in respect of those countries where Government of India arrange air passage and provide supplementary stipend to Indian scholars. In cases where no Government of India funds are involved, it is felt sufficient to take an Undertaking from the students as is the practice in other organizations. The new system will avoid unnecessary burden to the awardees of Scholarships.

Achievements

During the year 2005-06, a total of 93 Indian students/scholars availed scholarships against 219 nominated under CEPs/EEPs and Commonwealth Scholarship Plan. During the current year, 78 Indian nationals have availed scholarships till 31st December, 2006 under various CEPs/EEPs and Commonwealth Scholarship Plan against 191 nominated. More number of awards are awaited from various countries. Details are given in the table below:

Sl.No.	Country	2005 – 2006			2006 - 2007		
		Nominated	Accepted by donor country	Utilized	Nominated	Accepted by donor country	Utilized (upto Dec. 2006)
1.	Japan	32	28	28	30	28	28
2.	China	26	16	13	16	16	09
3.	Israel	06	06	06	08	05	04
4.	Mexico	04	04	03	02	approval awaited	—
5.	Slovak	—	—	—	—	—	—
6.	Korea	—	—	—	04	04	04
7.	Czech	03	02	02	06	06	01
8.	Iran	—		—	—		—
9.	U.K.	55	21	19	65	21	17
10.	Canada	21	11	07	22	07	04
11.	Belgium	08	02	01	07	02	—
12.	Italy	48	33	33	28	27	09
13.	Portugal	07	—	01	—	—	—
14.	Norway	06	03	02	05	02	01
15.	Greece	01	—	—	02	01	01
	G. Total	**217**	**126**	**115**	**195**	**115**	**78**

Statement indicating details of Indian Scholars sent to different countries.

Education of SCs, STs, Minorities and Girls

Constitutional provisions

Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilized for the benefit of these weaker sections in our society.

Commitment in NCMP

The UPA Government has set six basic principles for governance. One of them is **"To provide for full equality of opportunity, particularly in education and employment for scheduled castes, scheduled tribes, OBCs and religious minorities"**. Besides, the National Common Minimum Programme (NCMP) of the UPA Government contains following provisions aimed at the welfare and empowerment of these communities: –

❐ UPA Government will take immediate steps to reverse the trend of communalization of education that had set in the past five-years.

❐ Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five-years. A review committee of experts will be set up for this purpose.

❐ The UPA will ensure that nobody is denied professional education because he or she is poor.

❐ All reservation quotas, including those relating to promotions, will be fulfilled in a time bound manner. To codify all reservations, a Reservation Act will be enacted.

❐ The UPA Government is very sensitive to the issue of affirmative action, including reservations, in the private sector.

Special provisions

Government of India has taken number of steps to strengthen the educational base of Scheduled Castes and Scheduled Tribes. The following special provisions have been incorporated for SCs and STs in the existing schemes of both the Departments: –

❐ Relaxed norms for opening of primary /Middle schools; a primary school within 1 km walking distance from habitations of population upto 200 instead of habitations of upto 300 population.

❐ Abolition of tuition fee in all States in Government Schools at least upto the upper primary level. In fact, most of the states have abolished tuition fees for SC/ST students up to the senior secondary level.

❐ Free textbooks, uniforms, stationery, schools bags etc.

❐ The **Constitutional (86ᵗʰ Amendment) Bill,** notified on 13 December 2002 provides for free and compulsory elementary education as a Fundamental Right, for all children in the age group of 6-14 years.

❐ Sarva Shiksha Abhiyan (SSA): The Sarva Shiksha Abhiyan (SSA) and its components, the District Primary Education Programme (DPEP), National Programme of Nutritional Support to Primary Education (NPNSPE), Kasturba Gandhi Balika Vidyalayas (KGBV), Mahila Samakhya (MS), National Programme for Education of Girls at Elementary Level (NPEGEL) are some of the Centrally Sponsored Schemes that provide education to children in the age group of 6-14 years besides mainstreaming out–of-school children and dropouts. SSA has adopted **'zero rejection'** policy so that no child is left out of the education system. SSA provides following interventions:

Setting up alternative schooling models.

❐ Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.

❐ Focus on girls, especially those belonging to SC/ST communities and minority groups.

❐ Back-to-school camps for out of schoolgirls and free textbooks for girls.

❐ **National Programme for Education of Girls at Elementary Level (NPEGEL):** The Scheme

is being implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average as per Census 2001. The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education to under–privileged/disadvantaged girls at elementary level. The scheme has been formulated for education from classes I to VIII as a distinct gender component of SSA.

❒ **Mahila Samakhya (MS):** Mahila Samakhya Programme (Education for Women's Equality) was launched in 1989 in ten districts of Uttar Pradesh, Gujarat and Karnataka. The basic objective of Mahila Samakhya is to promote empowerment of women through education. Mahila Samakhya is a women's empowerment project, which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's 'traditional roles'. The programme is oriented to rural areas and the main thrust of the programme is to mobilise village women particularly from the most disadvantaged sections of society. Participation of SC & ST women is very large in the programme.

It has taken up issues like water, health, economic activities and social violence.

❒ **District Primary Education Programme (DPEP):** The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner including coverage of these groups as well. According to a study by NUEPA, 74811 schools in DPEP districts had more than 60% students belonging to SC/ST communities.

❒ **Kasturba Gandhi Balika Vidyalayas (KGBVs)** is a scheme launched in July, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and Minority Communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the enrolment for girls from SC, ST, OBC and Minority Communities. For the remaining 25%, priority is accorded to girls from families below poverty line.

Government of India has sanctioned 1180 KGBVs till date. Upto September end 2006, 782 KGBV schools have been operationalised and 52,186 girls have been enrolled in them, of which 13,779 are SC and 14,637 are ST girls.

❒ **National Programme of Nutritional Support to Primary Education (NP-NSPE):** The National Programme of Nutritional Support to Primary Education, popularly known as **Mid-Day Meal Scheme**, is intended to give a boost to Universalisation of Primary Education by increasing enrolment, retention and attendance and simultaneously impacting upon the nutritional status of students in primary classes. The Programme envisages provision of cooked meals/ processed food of calorific value equivalent to 100gms of wheat/rice for children studying in classes I-V. The programme, which started in August 1995, covers nearly 12 crore children.

❒ **Jawahar Navodaya Vidyalayas**: Government of India launched a scheme in 1985-86 to provide good quality modern education to talented children, predominantly from rural areas and have established on an average one school in a district. So far 540 Navodaya Vidyalayas have been established in 34 States and Union Territories.

Navodaya Vidyalayas provide reservation of seats in favour of children belonging to Scheduled Castes and Scheduled Tribes in proportion to their population in the concerned Districts provided that in no district such reservation is less than the national average. JNVs are serving rural students, especially girls, SCs and STs in excess of national averages.

❒ **Kendriya Vidyalayas**: The Kendriya Vidyalayas Sangathan (KVS) was set up in 1965 to establish and run schools primarily for catering to the educational needs of the children of transferable central government employees including Defence personnel whose education was handicapped owing to frequent transfers of their parents from one linguistic region to another and the resultant change in course of study. Over the years, the number of Kendriya Vidyalayas has increased to 931.

The Kendriya Vidyalayas provide 15% and 7.5% reservation to Scheduled Castes and Scheduled Tribes respectively in fresh admissions and in recruitment of teaching and non-teaching staff. Qualifying standards are relaxed, if necessary, for SC and ST candidates.

Following concessions are given at the time of recruitment:

❒ No application fee is charged from SC/ST candidates.

❒ All eligible SC/ST candidates are called for interview irrespective of their cut off marks wherever sufficient number of candidates are not available.

❒ Age relaxation of five years.

❒ Separate interviews under the relaxed standards.

❒ Five grace marks to SC/ST candidates by the Interview Board.

❒ If necessary, posts reserved for SC/ST are advertised separately.

❒ A member of SC/ST in the Selection Committee/ DPC.

❒ **National Council for Educational Research & Training (NCERT)**: NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, education of educationally disadvantaged groups.

NCERT operates the National Talent Search Scheme for pursuing courses in science and social science upto doctoral level and in professional courses like medicine and engineering upto second-degree level subject to fulfilment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SCs and 75 for STs.

❒ **National Institute of Open Schooling (NIOS):** The SC/ST students are given concession in admission fees to the extent of Rs. 200/- for bridge courses, Rs. 250/- for secondary courses and Rs. 300/- for senior secondary courses.

❒ **National Literacy Mission (NLM):** The objective of the NLM is to impart functional literacy. The focus of the NLM is on rural areas, particularly on women, SCs and STs.

□ **Jan Shikshan Sansthan (JSS):** This is an adult education programme aims at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc.

Literacy campaigns have had an enormous impact on other social sectors. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of belonging to India's great composite culture and consciousness of unity in diversity.

□ **Central Institute of Indian Languages (CIIL):** The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

□ **National Merit Scholarship Scheme (NMSS):** The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas are in existence since 1961-62 and 1971-72 respectively. These have been merged and a new scheme entitled 'National Merit Scholarship Scheme' has been framed for implementation with revised provisions from 2005-06. The objective of the National Merit Scholarship Scheme is to support talented students and encourage them to excel academically in studies by giving recognition and financial assistance at post-metric level on state wise merit basis and also separately to talented and meritorious students in rural areas for Classes IX to X for all categories. The revised rate of scholarship varies from Rs. 250/- to Rs. 750/- p.m. depending on the level of education and course of study. The scheme is implemented through State Governments.

□ **National University of Educational Planning & Administration (NUEPA):** Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NUEPA. It carries out studies, seminars, symposiums, etc. and evaluates ongoing programes/existing educational programmes. It covers programmes and schemes for scheduled castes and scheduled Tribes. It also generates material for educational institutions.

□ **University Grants Commission**: University Grants Commission runs the Remedial Coaching Scheme with a view to improve the academic skills and linguistic proficiency of the Scheduled Caste and Scheduled Tribe students to prepare them for the National Eligibility Test (NET) conducted by UGC/CSIR.

  □ UGC has earmarked 15% and 7.50% reservation for SCs and STs respectively in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc. in universities/colleges. State universities follow reservation policy of the respective state governments. The Commission issues guidelines/directives/instructions from time to time for implementation of reservation policy of the Government of India.

  □ There is relaxation in the minimum qualifying marks for admission for SC/ST candidates.

  □ UGC implements the Career Orientation programme for the graduates for gainful employment in the wage sector in general, and self-employment in particular for all including SCs/STs.

  □ Commission provides financial assistance for extension activities to SCs/STs.

  □ Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in universities and colleges.

  □ **SC/ST Cells:** University Grants Commission provides assistance to universities/deemed universities for establishment of Special SC/ST Cells, to ensure effective implementation of Reservation Policy for SCs/STs in admissions,

recruitment both in teaching and non-teaching posts, staff quarters/hostels, fellowships etc. Till now, 120 SC/ST Cells have been established in universities including deemed Universities.

❒ In order to oversee the implementation of the reservation policy in Central/Deemed Universities, the Commission has constituted **Monitoring Committee** under the chairmanship of Secretary, UGC.

❒ There is a **Standing Committee** on SCs and STs to review the performance of the implementations of reservation policy and advise the Commission on the matters.

❒ **Community Polytechnics:** The scheme of Community Polytechnics has been in operation in selected diploma level institutions since 1978-79. It provides platforms for transfer of appropriate technologies to rural masses/local communities. Preference is given in training to rural youths, SCs, STs, women, school dropouts and other disadvantaged groups and helps them to obtain need based gainful employment. It applies Science and technology through skill oriented non-formal training, technology transfer and technical support services.

❒ **Engineering Colleges:** The higher educational institutions administered by the Central Government including IITs, IIMs, Regional Engineering Colleges, etc. provide reservation to the extent of 15% and 7.5% for SCs and STs students respectively in admissions. Apart from reservation, there is relaxation in minimum qualifying marks for admission and seats are reserved in hostels for SC/ST students. Reservation percentages vary in institutions run by the State Governments as per State Government's policy.

Following facilities are provided to SCs and STs in Joint Entrance Examination conducted by IITs:

❒ 15% and 7.5% reservation for SCs and STs respectively. 50 seats for SC and 22 seats for ST category are available at IIT, Delhi.

❒ Relaxation in qualifying norms.

❒ Reduced cost of application form.

❒ SC/ST candidates called for Counseling are paid single second class rail fare.

❒ All SC/ST candidates admitted to IIT-BHU and IT-BHU are exempted from payment of tuition fees. In addition, all SC/ST students are granted free mess and a pocket allowance of Rs. 70/- per month subject to the fulfilment of norms of parental income.

❒ Special facilities of Book Banks are provided. Some IITs have special book banks for exclusive use of SC/ST students.

SCSP & TSP

Scheduled Caste Sub-Plan (SCSP) & Tribal Sub-Plan (TSP): From the allotted budgets of the Departments of School Education & Literacy, and Higher Education, 16.20% and 8.00% are allocated nationally under the Scheduled Caste Sub-Plan (SCSP) and the Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively.

National Monitoring Committee for Minorities' Education

The National Monitoring Committee for Minorities' Education (NMCME) was re-constituted on 7th August, 2004 under the Chairmanship of Minister of Human Resource Development. Since then, it has met on 27th August, 2004, 17th November, 2004 and 11-12th July,

2006. A Standing Committee of the NMCME was also constituted to attend to the problems related to the education of minorities on an ongoing basis. The Standing Committee visited Uttar Pradesh, Maharashtra, Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Pondicherry, Haryana, Bihar, Jharkhand, West Bengal, Himachal Pradesh, North-Eastern States, Andaman Nicobar Islands, and Lakshadweep and has submitted its Reports to the National Monitoring Committee for Minorities' Education. Recommendations of the NMCME are sent to the concerned Departments/ Ministries and the State Government for necessary action thereto.

National Commission for Minority Educational Institutions

The National Commission for Minority Educational Institutions was set up on 11th November, 2004 to advise the Central Government or any State Government on questions relating to the education of minorities, to look into complaints regarding violation of the constitutional protection guaranteed to minorities to establish and administer educational institutions of their choice and also to permit minority educational institutions to seek affiliation to scheduled central universities. During the year 2006, upto 30.11.2006, the Commission received 3050 petitions, out of which 2100 have been dealt with. The Commission's powers have been further amplified through the National Commission for Minority Educational Institutions (Amendment) Act, 2006.

Area Intensive and Madrasa Modernisation Programme (AIMMP)

In the 10th Five Year Plan, the two major schemes relating to minorities i.e. the Scheme of Area Intensive programme for Educationally Backward Minorities and the Scheme of Financial Assistance for Modernisation of Madrasa Education have been merged into a single scheme of Area Intensive and Madrasa Modernisatin Programme. The components of the old scheme being continued in the new scheme are a) infrastructal development and b) Madrasa Modernisation.

Infrastructural Development

The objective of this component is to provide basic educational infrastructure in primary/upper primary and secondary schools where there is need for them and viability is established on the basis of a school mapping exercise. The target area identified is 325 blocks and 4 districts of Assam. This component is being implemented in these regions only.

Since the beginning of the scheme the following physical targets have been achieved:

- opening/construction of buildings for 3010 primary/upper primary/ secondary schools;

- establishment of 10 residential higher secondary schools for girls

- construction of 4000 additional classrooms;

- upgradation of 79 primary schools to upper primary schools and high schools to higher secondary schools'

- construction of 31 hostel buildings for girls in higher secondary schools'

- toilets/urinals in 2540 schools;

- provision of drinking water in 113/primary/ upper primary schools;

- electrification of 1230 primary/upper primary/ secondary schools;

- provision of science rooms/laboratories in primary/upper primary schools; and

- provision of 214 computers.

HRD Minister Shri Arjun Singh (centre), Minister of State, HRD, Shri M.A.A Fatmi (second from right) Shri Champak Chatterjee, Secretary, Department of School Education and Literacy in the Ministry of HRD (extreme right) and other dignitaries at a meeting of the National Monitoring Committee for Minorities' Education held on July 11–12, 2006, at New Delhi.

Madrasa Modernisation

Under this component, salary of 2 teachers per Madrasa @ Rs.3000 per month per teacher for teaching modern subjects like Science, Maths, English and Social Studies in lower classes and @ Rs 4000 p.m. for higher classes is provided. In addition, one time grant of Rs. 7000/- per Madrasa for purchase of science and maths kits and another grant of Rs.7000 per Madrasa for book banks and strengthening of libraries are also given. The assistance is available to madarsa institutions all over the country volunteering to seek assistance.

The expenditure in 2005-06 was Rs.29.00 crore. During 2006-07 a budget provision of Rs.50 crore has been made, out of which Rs. 27.57 crore has been released as on 31.12.2006.

Educational Development in the NE Region and J&K

Government of India's Policy for the North East

Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are all special category States and the national planning and resource allocations impart a special emphasis to the economic and social development of the above states of the North Eastern Region .

The development plans in the North East are centrally financed on the basis of 90% grant and 10% loan. The Ministries/Departments of the Government of India earmark 10% of their Gross Budgetary Support (GBS) for implementing their schemes in the region. During 2006-07, an allocation of Rs.1548.10 crore and Rs.245.23 crore, respectively, has been made for implementing various schemes / programmes in the region by the Department of Higher Education and Department of School Education & Literacy. An expenditure of Rs.802.44 crore and Rs.142.65 crore respectively has been incurred as on 25.1.2007.

Non-Lapsable Central Pool of Resources

The shortfall in utilization of this 10% provision by any Ministry/Department (except some exempted ones) is automatically transferred to the Non Lapsable Central Pool of Resources (NLCPR) administered by the Ministry of Development of North Eastern Region (DoNER) for funding specific development programmes in the North Eastern Region. During 2006-07, proposals worth Rs.233.49 crore for various infrastructure development projects in the region have been approved.

University & Higher Education

University Grants Commission (UGC)

During 2006-07 (as on 25.1.2007), grants amounting to of Rs.81.84 crore (Plan) and Rs.74.03 crore (Non Plan) have been disbursed by the University Grants Commission to the universities and affiliated colleges located in the North Eastern Region, as per details given below:

(Rs. In crores)

S.No.	Name of the State University	Plan	Non-Plan
1.	Arunachal Pradesh University.	1.63	--
2.	Assam University.	3.01	6.29
3.	Dibrugarh University.	1.22	--
4.	Guwahati University.	3.29	0.02
5.	Manipur University.	17.71	8.25
6.	NEHU, Meghalaya	22.42	33.92
7.	Mizoram University, Mizoram	13.59	7.18
8.	Nagaland University, Nagaland	3.41	13.67
9.	Tripura University.	0.67	--
10.	Tezpur University.	14.89	4.70
	Total	**81.84**	**74.03**

Establishment / Conversion of State Universities into Central Universities

Rajiv Gandhi University Bill, 2006, Tripura University Bill, 2006 aimed at conversion of these State Universities into Central Universities and Sikkim University Bill, 2006 for establishment of a Central University in Gangtok, were introduced in the Winter Session of Parliament which have been assented to by the President of India on 10.01.2007 after passage by both the Houses of Parliament. These Acts will come into force on such date as the Central Govt. may notify in the Official Gazette. These Universities would be broadly on the pattern of the existing Central Universities and would be funded through the University Grants Commission (UGC).

Setting up of Faculty of Engineering / Management in the North East

In order to tackle the problem of regional imbalances in access to higher education, wherever Engineering and / or Management Faculty are not available, such faculty has been sanctioned in one Central University in each State of the North East. Such faculty has also been sanctioned to one State University in those States of the North East, where there is no Central University. The Ministry has allocated over Rs.100.00 crore for the universities of the NE region from the additional Rs.153.00 crore provided by the Planning Commission under the National Common Minimum Programme (NCMP). The present status of setting up the Engineering / Management Faculties in the North East is at Annexure-I.

Indira Gandhi National Open University (IGNOU)

Programmes based on curriculum, continuing education is being transmitted regularly from the Gyan Vani Radio Stations at Guwahati and Shillong, which were dedicated to the Nation in May 2005. For various programmes including teacher-training programmes, being offered by IGNOU, fact-to-face counseling is being supplemented by radio counseling through the Gyan Vani Stations. Need based education and training / entrepreneurship development programmes are also being developed and conducted. Considering the importance of creating an environment for entrepreneurship development, the IGNOU through its Regional Centres conducts short term entrepreneurship/ training programmes in PC Hardware maintenance, handicrafts (design, production and marketing of cane and bamboo products) and fruit processing, dairy farming, mushroom cultivation and basic T.V. and audio production in the States of NER.

The North East Project (NEP) undertaken by IGNOU for the educational development of the North Eastern States and funded by Prime Minister's non-lapsable funds has contributed significantly for the establishment for the network of open and distance learning. All the academic programmes of IGNOU are being offered through the network to enhance access to the people in rural and remote areas of the region. During the year, an expenditure of Rs.28.28 lakhs has been incurred under the project and as on 31.12.2006, 49 Learner Support Service centers were established taking the number of such centers to 210 in the region. 60 academic programmes of IGNOU are being offered through this network to enhance access to higher education to the people of rural and remote areas of North East. 29 centres in NER have been identified for setting up of EDU SAT terminals during the 1st phase. Out of these, 15 are already operational.

During the year, about 3000 teacher trainees from the states of NER were sponsored by the State Govt. for training through IGNOU's training programmes. About 6854 students have benefited from the Computer Literacy Programme launched in the North Eastern States as a collaborative initiative with the Ministry of Communication and Information Technology through the Community Information Centres.

Technical Education

The Tripura Engineering College (TEC), Agartala has since been taken over by the Central Government w.e.f. 1.4.2006 and upgraded as the National Institute of Technology (NIT). During 2006-07, Rs.200.00 lakhs (Plan) and Rs.150.00 lakhs (Non-Plan) have been released. An amount of Rs.268.12 lakhs has also been sanctioned to TEC under NLCPR.

As per the Memorandum of settlement signed between the Government of India, the Govt. of Assam and Bodo Liberation Tiger (BLT) on 10th February. 2003, a Central Institute of Technology was proposed to be setup in Bodoland area. Accordingly, a Central Institute of Technology (CIT) at Kokrajhar has been made functional in the current academic year 2006-07 which is governed by a full-fledged Governing Body called CIT-Society. The said Society was registered with the help of Bodoland Territorial Council (BTC). The first batch of students was admitted during Nov-Dec. 2006 in two disciplines. An amount of Rs.300.00 lakh under Plan has been released to CIT, Kokrajhar during 2006-07.

The Government has approved, in principle, to upgrade the **Manipur Institute of Technology (MIT)** to the status of National Institute of Technology (NIT).

In view of the felt need of expansion of facilities for high quality management education in the North East, the Government has approved the proposal to set up an **Indian Institute of Management (IIM)** at Shillong, Meghalaya. The Government of Meghalaya has agreed to provide land free of cost for IIM at Shillong. The State Government has made an appropriate temporary accommodation available and the academic session is likely to commence from the academic year of 2007-08.

Promotion of Hindi in North Eastern Region

Under the Scheme of Financial Assistance to Voluntary Hindi Organizations for the promotion of Hindi, the Central Hindi Directorate has approved grants of about Rs.1.17 crore to 86 organizations located in North Eastern States for the year 2006-2007.

Under the Scheme of Workshop for Neo-Hindi Writers of non-Hindi Speaking States, one workshop of 8 days duration was organized at Govt. College, Itanagar w.e.f. 10.7.2006 to 17.7.2006.

Under the Scheme of Travel Grants to Research Scholars of Hindi of non-Hindi speaking States, two scholars of Manipur University, Imphal have been selected for travel grants to carry out research work in Sathottari Hindi or Bhartiya-Nepali Kavita Ka Tulnatmak Adhayan, and Bhartiya-Nepali Sahitya ka Itihas.

In order to create an appropriate atmosphere for learning Hindi in North-Eastern States, the Central Hindi Directorate has so far supplied 2125 Hindi books to 72 institutions located in Arunachal Pradesh, Assam, Manipur, Meghalaya and Nagaland during the year 2006-2007.

Under the scheme of Teaching Hindi as a second language to non-Hindi speaking Indians and Foreigners, 342 students from North Eastern States have been registered in the various courses being run by the Department of Correspondence Courses of Central Hindi Directorate.

School Education

In response to the persistent requests from the NE States, the Government has decided to meet 15% of the State share under the Sarva Shiksha Abhiyan Programme from the Non Lapsable Central Pool of Resources (NLCPR) as a special dispensation for the years 2005-06 & 2006-07. The Ministry of DoNER as on 08.01.2007 has released funds to the tune of Rs.100.32 crore.

Under the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education, 72 DIETs and 16 CTEs/IASEs have been sanctioned so far, for the North Eastern States. Central assistance of Rs.1152.69 lakhs is extended to the NE States for meeting recurring and non-recurring expenditure during 2006-07. Central assistance has also been extended to Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura for strengthening of SCERTs in these States.

Ninety six Kendriya Vidyalayas have been sanctioned in the North East Region to cater to the educational needs of children of transferable Central Government employees including Defence and Paramilitary personnel by providing a common programme of education. An amount of Rs.23.50 crore has been allocated during 2006-07. Out of this, an amount of Rs.17.62 crore has been released to KVS (as on 2.2.2007).

Eighty four Jawahar Navodaya Vidyalayas (JNVs) have been sanctioned in N.E. Region including Sikkim. 40 Jawahar JNVs are functioning in permanent buildings, while construction work in 28 JNVs is under progress. Land is yet to be handed over in remaining 16 JNVs by the State Government. During 2006-07, the Navodaya Vidyalaya Samiti (NVS) has spent an amount of Rs.34.00 crores on construction activities in NE Region.

Buildings at 4 locations have been completed and shifted from temporary to permanent accommodation. Also construction work for 4 new buildings, additional infrastructure like dormitories and staff quarters have been sanctioned in 29 JNVs.

Educational Development in Jammu & Kashmir

During 2006-07 (as on 25.1.2007), grants amounting to Rs.3.43 crore (Plan) and Rs.0.04 crore (Non Plan) have been disbursed by the University Grants Commission (UGC) to universities in J&K, as per details given below:

Rs. in crores

S.No		Plan	Non-Plan
1.	Jammu University	1.17	0.04
2.	Srinagar University	2.26	-
	Total	**3.43**	**0.04**

National Institute of Technology Srinagar

The Regional Engineering College (REC), Srinagar was established in 1960, as a joint venture of the Central Government and the Government of Jammu & Kashmir. The management and control of the REC was taken over by the Central Govt. and became a fully funded Institute of the Central Govt. from the financial year 2003-04. Subsequently the REC, Srinagar was converted into a National Institute of Technology with "Deemed University" status w.e.f. 7.8.2003. During 2006-07, Rs.1000.00 lakhs has been released under Non-Plan to NIT, Srinagar.

Reconstruction plan for J&K

The Prime Minister announced a reconstruction plan for J & K during his visit to the State on 17th and 18th November 2004, which included (i) extension of Total Literacy Campaigns (TLCs) to the remaining three districts viz., Poonch, Doda & Kargil and (ii) Starting of 8 new degree colleges, including a women's college, in Jammu Region and 6 new degree colleges, including a women's college, in Kashmir Region.

TLCs have since been sanctioned in respect of Poonch, Doda & Kargil districts and the first instalment of grant amounting to Rs.46.66 lakh Rs.43.83 lakh and Rs.15.00 lakh, respectively, has been sanctioned. Government of Jammu & Kashmir had approved setting up of 14 degree colleges in different places in the State, which have become functional during 2006-07.

Prime Minister reviewed the progress of implementation of the Reconstruction Plan for J&K and a decision was taken for setting of 10 more new degree colleges in J&K under the Reconstruction Plan. The State Govt. has been requested to submit detailed proposal for setting up of new Degree Colleges and to take up with the Planning Commission about the requirement of resources. The UGC has also been asked to take up the matter with State Govt. for any assistance that may be required.

Under the Centrally Sponsored Scheme of Teacher Education, 14 DIETs and 2 CTEs were sanctioned for Jammu & Kashmir. Non-recurring Central assistance amounting to Rs.1106.93 lakhs was released for civil works and purchase of equipments for DIETs of J&K State. Rs.20.00 lakhs had been released to the State for the project work to prepare State Perspective Plan for the Teacher Education Programme.

In Jammu & Kashmir 36 Kendriya Vidyalayas are functional. During 2006-07 (as on 31.12.2006), an amount of Rs.1316.34 lakh has been released under Plan to Kendriya Vidyalaya.

14 Jawahar Navodaya Vidyalaya (JNVs) have been sanctioned in J&K. 13 JNVs are functioning in permanent buildings. The construction work in 1 Vidyalaya viz. Kargil

is under progress. The Navodaya Vidyalaya Samiti (NVS) has spent an amount of Rs.8.00 crore on construction activities in J&K during 2006-07. Additional infrastructure like dormitories and staff quarters has been sanctioned in 12 JNVs during 2006-07.

In J&K, cooked **Mid-Day Meal Programme** was launched on 15.8.2004 covering about 10% of the eligible children. The programme was thereafter universalized from April 2005. Present coverage is about 10.93 lakh children at primary stage studying in 15737 primary school and 5852 EGS/AIE Centres.

For the year 2006-07, a central assistance of 20209.97 MTs of rice have been allocated to the State. Rs.63.20 lakhs has been released for Management, Monitoring & Evaluation component. State Government has been advised to utilize the funds as per the revised guidelines issued in September 2006. Assistance for kitchen devices worth Rs.262.71 lakh @ Rs. 5000 per school, has been released for procurement of kitchen devices for 5254 schools. 1st instalment of central assistance of Rs.1147.29 lakhs towards the cooking cost has also been released to the State Government during 2006-07.

Languages and related areas, Book Promotion & Copyright

11

Development of Languages

Languages being the most important media of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, promotion and development of 22 languages listed in the Schedule VIII of the Constitution of India, including classical languages on the one hand and English as well as the foreign languages on the other hand have received due attention.

Some of the important programmes that continued during the year are promotion and development of Sanskrit language through different Sanskrit institutions; development of Hindi and training of Hindi teachers from non-Hindi States; promotion of all Indian languages of VIIIth Schedule by making use of Information Technology; providing financial assistance to State Governments for appointment of Language Teachers.

All these schemes will be continued in the next financial year, except the Central Sponsored Scheme of Appointment of Language Teachers and the scheme of Development of Sanskrit Education, which have been dropped.

Central Hindi Directorate

The Central Hindi Directorate was established on 1st March, 1960 by Government of India to promote and propagate Hindi and to develop it as a link language throughout India in pursuance of Article 351 of the Constitution of India. The Headquarter of the Central Hindi Directorate is located in New Delhi whereas its four Regional Offices are situated in Chennai, Kolkata, Hyderabad and Guwahati. Ever since its inception the Directorate has been implementing a number of schemes for the promotion and development of Hindi.

Under its Scheme of Preparation and Publication of Dictionaries, Conversation Guides and self-taughts the Directorate has published 71 Prestigious Publications which include the Mile Stone Publication of **"Bhartiya Bhasha Kosh", "Tatsam Shabd Kosh"** and **"Samekit Hindi-Samyukta Rashtrabhasha Kosh"** During the financial year 2006-07 the Directorate has published the following books under this scheme.

1. Hindi-Russian Conversation Guide (Revised Edition)
2. Hindi-English Dictionary of Common words
3. Hindi-Swahili Dictionary
4. French-Hindi Dictionary

The Department of Correspondence Courses of Central Hindi Directorate has been conducting various courses to teach Hindi as a second language to the non-Hindi-speaking Indians and foreigners through the media of English, Tamil, Malayalam and Bangla languages. Approximately 4.27 lakh Indian and foreign students have benefited themselves through these courses till date. During the year 5000 students have already been enrolled in its various courses. This figure is likely to touch 9000 by the end of the financial year. The Department also conducted examinations of its various Hindi courses at 72 centers in India and 11 centers abroad. The Department has scheduled to organize 20 Personal Contact Programmes for the benefit of its students. Out of these 15 have already been organized at various places. The Department has also published **Tamil-Hindi Conversation Guide and Devnagari Lipi Abhyas Pustika.** Under its scheme of teaching Hindi through Cassettes/CDs, two CDs on nouns in Hindi and pronouns in Hindi have already been produced so far and two are expected by March, 2007.

Under the Directorate's various schemes of Extension Programme 8 workshops of 8 days duration each are organized every year for the neo-Hindi Writers of non-Hindi-speaking States. Out of these 8 workshops six have already been organized at Gandhi Nagar (Gujarat), Government Arts College, Itanagar, North Bengal University, Raja Ram Mohanpur; Kodungallur, Kerala; Deoghar and Kesarbailahoti College, Amaravati whereas two are scheduled to be held at Kolhapur and Shantiniketan. Two national symposia have been organized at Lucknow University and Jammu University w.e.f. 25th to 26th August, 2006 and 26th-28th Oct. 2006 respectively. 18 Hindi research scholars of various Universities located at Manipur, Karnataka, Calicut, Andhra, Kerala and Utkal have been selected for travel grants under the scheme of travel grants to Research Scholars. Hindi scholars have delivered three lectures each in three Universities located at various stations under the scheme of

'**Pradhyapak Vyakhyan Mala** More lectures are scheduled by end of March 2007.

Under its scheme of study tours of Hindi students of graduate and postgraduate levels of non-Hindi-speaking states, a study tour was organized at Jabalpur University, Sagar University and Madhya Pradesh Rashtrabhasa Prachar Samiti, Bhopal for the students of West Bengal, Arunachal Pradesh and Maharastra to acquaint them properly with the Hindi mainstream.

For the promotion and development of Hindi and to create a proper atmosphere in the Non-Hindi Speaking States the Directorate also implements the scheme of Financial Assistance to Voluntary Hindi Organisations. Under this scheme financial assistance is provided to VHOs for organizing Hindi classes, Hindi Shorthand and Typing classes and for running Hindi Libraries/ Reading Rooms etc. During the financial year 244 VHOs located in various states in India, have been approved for financial assistance.

In addition to this 4 manuscripts have been selected for financial assistance "Under the scheme of financial assistance for publications in Hindi during 2006-2007.

Under the Scheme of Free Distribution of Hindi Books about 1000 institutions will be supplied Hindi books during the current financial year. Out of this 700 institutions have already been supplied Hindi books. Under the scheme of Exhibition of the Publications of the Central Hindi Directorate, 10 exhibitions have already been organized at various places whereas 2 more are expected to be held by the end of the financial year.

Commission for Scientific and Technical Terminology (CSTT)

Commission for Scientific and Technical Terminology established as per the recommendation of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution, carries out the following functions;

(a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.

(b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.

(c) To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by obtaining useful feedback.

(d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.

(e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/ University Cells/ Glossary Clubs or other agencies).

(f) To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology.

Achievements of the Commission during the year 2006-2007

Terminology Evolutions and Updation in Hindi

Hindi equivalents were developed on subjects like Semiconductor, Plasma Physics, Engineering, Forestry, Biochemistry, Banking, Library Science, Political Science and Administration

Terminology Evolution in Regional Languages

Technical equivalents were coined in regional languages like Marathi, Kannada and Konkani

School Terminology

As an attempt to choose the technical terms used in the text books of NCERT more than 25 meetings were held during the year involving 10 subjects

Approval/ Development of Terminologies for various agencies

During the current year, the requests received from the following organisations for the approval/ development of terminologies were considered:

Department of Parliamentary Affairs, Central Water Commission, Bank Note Press, Silk Board, IREDA, ISRO and National Scheduled Caste Finance and Development Corporation

Development of Hindi Definitional Dictionaries

Definitional dictionaries were prepared on Electronics, Biotechnology, Environmental Science, Architecture, Jain Philosophy, Drama Film and Television

Development of Encyclopaedias

During the current year work on the development of encyclopaedias was continued on Biotechnology, Animal Husbandry, Information Technology.

Publication of Journals

Four issues each of the Gyan Garima Sindhu and Vigyan Garima Sindhu were published during the year.

Other Publications

The Commission during the year has published six glossaries and 4 monographs

Grants-in-Aid

The grants allotted under the Heads 2202 and 3601 were distributed to the Granth Academies/ Text book Production Boards/ University Cells after obtaining utilization certificates.

Training Programmes/ Workshops/ Seminars

To make people aware about the terminologies developed by the Commission and to promote technical writing in Hindi, 30 programmes were organized by the Commission during the year in various parts of the country. Around 35000 participants (Teachers/ Lecturers/ Officials/ Scientist were benefited by the programmes. Experts in the field delivered around 250 lectures during these programmes.

Exhibitions

To make the people exposed to the publications of the Commission, 12 exhibitions were organized by the Commission in different parts of the Country.

Special Achievements and Initiatives by the Commission in 2006-07

❑ A Rule Book for the Commission has been prepared and is being implemented with the approval of the Ministry.

❑ States are contacted for the creation of National Terminology in which the equivalents of a particular technical term would be available in all languages.

❑ The Chattisgarh Rajya Hindi Granth Academy, Raipur and Tamilnadu State Council for Higher Education have been recognized and a grant of Rs. 50 lakhs and Rs. 15 lakhs have been released to the States respectively.

❑ Local Area Networking of the Computers and Office Automation work is in progress.

❑ The launching of the website of the Commission, is in its final stages.

❑ A permanent display room for the publications of the Commission has been set up in the Commission.

❑ Specific limits have been fixed to streamline the programmes of the Commission for a better output.

Kendriya Hindi Shikshan Mandal (KHSM), Agra

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Government of India under the over all control of the Department of Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis and it was established on 19th March, 1960 by Ministry of Education and Social Welfare of the Government of India. The Sansthan is recognized as an advanced center for teaching, training and research in Hindi as a second/foreign language and also for applied Hindi linguistics and functional Hindi. It has eight regional Centers at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur , Bhubaneshwar and Ahmedabad. Besides these centers Sansthan has seven Departments at its headquarters to channelize its activities of Research, Instructional Material development imparting training through distance mode and fulfilling the needs of various other institutes.

The Sansthan and its regional centres conduct more than 25 types of Hindi teaching and training courses. More than 57982 Indian and foreign students/teachers/ students-cum-teachers/in-service teachers and officers/ employees have been trained by the Institute. Foreigners from 71 countries, both students and oriental scholars, have learnt Hindi so far under the programme "Propagation of Hindi abroad".

During the year 2006-07, the Sansthan organized 87 teaching training programmes for Indian and foreign students in which 3182 students were trained. In the advanced orientation courses for Hindi Teachers of Universities/Colleges, 15 teachers were trained. Apart from this, 250 trainees of different Training Colleges and Institutes of Mizoram, Manipur, Gujrat, Mysore and Sikkim were trained under the Language improvement courses. 229 in-service teachers also received training through correspondence mode. Similarly, the Institute and its regional centers trained about 2297 in service teachers through the orientation courses conducted for the school teachers of different Non-Hindi speaking States.

Sansthan efforts in field of Teaching of Higher Hindi, Teachers Training and propagation of Hindi include the following activities/programmes.

(i)   Regular Parangat (M.Ed.), Hindi Shikshan, Parangat (B.Ed.) Hindi Shikshan Praveen (D.Ed) programmes are held in Agra.

(ii) Regular Hindi Shikshan Parangat Courses are also run by Hyderabad Centre on regular Basis.

(iii) Dimapur Centre runs two regular programmes for North-East region; Vishesh Gahan and Hindi Shikshan Praveen.

(iv) Guwahati center of KHS started Praveen (D.Ed) level course. It also started weekend diploma programme for translation. Both the programmes are very successful.

(v)   Delhi Centre of the Institute and its headquaters at Agra offer full session courses of Mass Communication and Hindi Journalism, Translation. Theory and Practice and Diploma in Applied Hindi Linguistics.

(vi) The work of preparing textbooks for different level of the Hindi Teachers Training Diploma Courses were Undertaken and textbooks of TTI, Dimapur were prepared and published.

(vii) The preparation of instructional material based on Modern Technology and Audio-Visual Methods is a continuous process. CD's & ACDS were prepared under this programme.

(viii) The Department of Research and Languages Development has prepared text books for Meghalaya, Mizoram, Nagaland and Sikkim. Projects of preparing learners dictionaries for 16 Languages and Hindi Lok Shabd Kosh for 48 Dialects of Hindi are under progress.

(ix) Realizing the acute shortage of a practical Hindi Dictionary for Non-Hindi learners, a project of compiling such a Dictionary had been undertaken and Hindi-Mizo, Hindi-lotha, Hindi-Ao dictionary were prepared and published.

(x)   The Institute also signed an MoU with CIIL, Mysore for developing 'Hindi on-line' self learning programme and for 'Development of Hindi Corpora' for machine translations. Almost 4 million entries have been completed.

(xi) During the year 2006-07 the construction of the Mysore centre was completed and construction work of the building of Delhi Centre has commenced.

(xii) KHS has organized 8 Workshops for preparation of Textbooks and dictionaries for Hindi Learners of N.E. region.

(xiii) National Seminars for celebration of 150 years of First Freedom movement and Renaissance were organized at Kolkata and Mumbai. Other seminars were organized at Bhubaneshwar and Delhi to discuss different aspect of Hindi Teaching and Learning.

(xiv) Before 31st March, 2007 more seminars will be organized at Hyderabad, Mysore and Delhi.

(xv) Some important vocational Programmes are also conducted by Sansthan at HQ. Agra and Delhi under the Evening Programme.

The significance of the activities of Sansthan is that its students belong to every part of the country. During the admission process, Sansthan, gives representation to all states.

The number of women participants in the activities of Sansthan is very high, being sometimes more than 50%.

Appointment of Language Teachers

This Department implements the Centrally Sponsored Scheme of financial assistance for appointment of Language Teachers which has following three components:

(A) Appointment of Hindi Teachers in Non-Hindi speaking States/Union Territories

Under this scheme 100 percent financial assistance is provided to various State Government on approved funding pattern for appointment to new posts of Hindi teachers for a Plan period, in upper primary, middle, High school and Higher secondary schools and opening/strengthening of Hindi teachers training colleges for training of the untrained Hindi teachers available in the States/Union Territories.

During the year grants have been released to the following State Governments under the scheme:

Sl No.	Name of the State Government	Amount Released (Rupees in lakhs)	Teachers assisted (in Numbers)
1	Andhra Pradesh	42.59	500
2	Arunachal Pradesh	204.00	200
3	Karnataka	313.20	325
4	Mizoram	991.95	991
5	Nagaland	143.00	200
	Total	**1694.94**	**2016**

Besides the above, an amount of Rs. 248.90 lakhs was released to Assam for the construction of a hostel building.

(B) Appointment of Language Teachers (Urdu)

The objective of the Scheme is to provide financial support to the State /Union Territories, for appointing Urdu teachers and payment of honorarium to the existing teachers teaching Urdu language, with a view to promote Urdu. Under the scheme 100% financial assistance is provided for a period of five years irrespective of the Plan period towards payment of salary to teachers recruited and also a sum of Rs.500 p.m. is paid as honararium to existing teachers teaching Urdu language. The scheme is being implemented in the blocks/districts having concentration of educationally backward minorities as identified by Ministry of Social Justice and Empowerment.

During the year grant of Rs.54.34 Lakhs were released to Andhra Pradesh for Appointment of 78 Urdu teachers.

(C) Appointment of Teachers of Modern Indian Languages

The objective of the scheme is to effectively help in the implementation of the three language formula whereby assistance is provided to Hindi speaking States and Union Territories to develop manpower for teaching the Modern Indian Language (MIL) preferably a South Indian Language (SIL) as a third language in schools. Under the scheme 100 percent financial assistance is provided to the States for paying the salaries and allowances to teachers appointed for teaching MIL. During the year no financial assistance could be given as no proposals have been received from the States.

Central Institute of Indian Languages

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office of the Ministry of Human Resource Development, was set up to help in evolving and implementing language policy of the Government of India and to coordinate the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society. The Institute promotes Indian languages through comprehensive schemes.

Main Schemes and Programs

Scheme I – Development of Indian Languages

Seeks to develop Indian languages through research, development of human resources and the production of materials in modern Indian languages, including tribal/minor/minority languages. During April 1, 2006 to December 28, 2006, the Institute has conducted: 46 Workshops, 3 Training-cum-Workshops, 4 Orientation Courses, 7 Refresher Courses, 8 National Integration Camps, 1 Special Lecture, 4 Seminars, 10 Meetings, 2 Field Works, 1 National Seminar, 2 International Conferences and 3 Conferences. In addition to the above programmes, 45 Project Workshops are going on 'Foundation for Endangered Languages' (FEL). International Conference on Vital Voices: Endangered Languages & Multilingualism, was held from 25th to 27th October 2006 at CIIL, Mysore. There were 44 registered participants with 23 from 10 foreign countries: Australia, Japan, Malaysia, Netherlands, Russia, UK, USA, Canada, Singapore and Italy. All India Linguists Conference was held from 2nd to 4th November 2006 at Varanasi. International Conference on South Asian Language Analysis (SALA) was held during December 19-21, 2006 at Mysore.

Scheme II – Regional Language Centres

Aims at implementation of the three language formula of the Government and prepare instructional materials. The secondary school teachers deputed by States and Union Territories are trained in languages other than their mother tongue. The 7 Regional Language Centres conduct teacher training programmes.

There are 360 teacher trainees undergoing 10 months Intensive Course in different Indian languages. During the year 2006-2007, the Institute introduced 5 new languages in various Centres viz., Bodo (NERLC, Guwahati), Dogri (NRLC, Patiala), Konkani (WRLC, Pune), Maithili & Santhali (ERLC, Bhubaneswar). The details of admission in each language are as follows: Assamese-9, Bengali-19, Bodo-16, Dogri-12, Gujarati-7, Kannada-17, Kashmiri-20, Konkani-8, Maithili-12, Malayalam-20, Manipuri-10, Marathi-13, Nepali-14, Oriya-13, Punjabi-29, Santhali-19, Sindhi-10, Tamil-23, Telugu-21, Urdu-68. In addition to the training, several workshops to prepare instructional materials are also conducted. In addition to these, the National Integration Camps, Refresher Courses are also conducted for the ex-teacher trainees. On request of the State Govt., the Institute also conducted Orientation courses for school teachers deputed by the State Govts.

Scheme III – Grants in Aid

Financial Assistance is provided to individuals and voluntary organizations for publications in Indian languages, including tribal languages (other than Hindi, Urdu, Sindhi, Sanskrit and English).

GRANTS IN AID (01.04.06 – 28.12.06)			
Sl. No.	Name of the Schemes	No. of cases cleared	Amount Spent (in Rs.)
01.	Scheme I : Maintenance grant to Voluntary Organizations	17	2,34,725
02.	Scheme II : Bulk Purchase	158	24,87,181
03.	b) (i) Publication	33	6,17,215
04.	(ii) Little Magazine	49	2,45,000
	TOTAL	257	35,84,121

Scheme IV – Classical Tamil

The Central Plan Scheme on Classical Tamil was announced by the Govt. of India on Sept.17,2004. Under Central Plan Scheme for Development of Tamil, Central

Institute of Indian Languages (CIIL), Mysore has established the Centre of Excellence for Classical Tamil in its premises and created necessary infrastructure for housing the Senior Fellows, Fellows, Programmers and office staff. This Centre is headed by a senior Professor-cum-Deputy Director, who is proficient with Tamil language and literature, and especially with Classical Tamil. The Centre for Classical Tamil has, at present 2 Senior Fellows, 8 Fellows, 2 Associates, 2 Post Doctoral Fellows, 10 Junior Research Fellows engaged in research on Classical Tamil and 4 Programmers, 1 Web Designer, 2 Upper Division Clerks, 2 Lower Division Clerks and a regular Stenographer have been attached to the Head of the Centre.

The Classical Tamil period refers from 300 BC to 600 AD. In all, there are 41 Tamil Classical Texts pertaining to this period and the critical editions of all these works with variations and notes are in the final stages of preparation and will be published by CIIL before the end of March 2007. In addition to this, relating to antiquity of Tamil, the following works have been completed and are ready for publication.

- Tamil Grammatical Tradition from Ancient to Modern Period.
- The Connections between Tamil and Malayalam
- Major Trends in Sangam Literature and Thirukkural.
- Theories relating Dravidian family of Languages to other Language families and the spread of the Dravidian family.
- Ancient Port Towns, Capital cities and Trade Centres
- Traditional Technology in Tamilnadu
- Development of Tamil Coinage.

CIIL under the Scheme of Classical Tamil has so far conducted the following programs:

First Project Advisory Committee Meetings for the following projects:

- Digital Library for Ancient Tamil Studies - 01.02.2006 & 02.02.2006 at Mysore
- Historical Survey of Tamil Dialects - 11.02.2006 at Mysore
- Antiquity of Tamil - An interdisciplinary Research-17.02.2006 at Chennai

- Corpus Development for Ancient Tamil - 18.02.2006 at Chennai
- Translation of Ancient Tamil Works - 22.02.2006 & 23.02.2006 at Mysore
- Historical Grammar of Tamil - 24.02.2006 & 25.02,2006 Annamalai Nagar
- Critical Edition of Ancient Tamil - 27.02.2006 & 28.02.2006 Annamalai Nagar
- India as a Linguistic Area - 02.03.2006 & 03.03.2006 at Mysore
- Visual Episodes on Ancient Tamil Grammar, Literature etc. - 6.03.2006 & 07.03.2006 at Madurai
- On-Line Teaching for Classical Tamil - 08.03.2006 to 10.03.2006 at Thiruvananthapuram

The Second Project Advisory Committee for the following have been conducted:

- Ancient Tamil Works
- Historical Grammar of Tamil
- Critical Edition of Ancient Tamil works
- Corpus for Ancient Tamil works have been conducted

Three Materials Production Workshops for Online teaching of Classical Tamil have been conducted.

An International Conference on Streams of Language – Dialects in Tamil from early to modern times as reflected in writing and speech – Dialects in history and literature, was conducted. One Seminar on Musical References in Tholkappian has been conducted. Meeting with producers of visual episodes on Classical Tamil was also held.

List of Publications brought out by CIIL, Mysore

The Institute has brought out the following publications during **April 2006 to November 2006**.

- An Intensive Course in Telugu
- Sindhi Language Book
- Pictorial Glossary in Panchamahali Bhili
- Pictorial Glossary in Garasiya Bhili
- Pictorial Glossary in Dungari Bhili

- Pictorial Glossary in Dehwali Bhili
- Pictorial Glossary in Rathwi Bhili
- An Intensive Course in Sanskrit
- Maharashtra: The Land, Language & Literature
- M.B. Emeneau: A Bibliography with Citation Index
- Indian Linguistics: Journal of the Linguistic Society of India

List of Publications under pipe line for printing **up to 31st March 2007**.

- Ho Grammar
- Test of Language Proficiency in Assamese
- Test of Language Proficiency in Gujarathi
- Translation To-day Volume .2 No. 2
- Western Assamese Lexicon
- Kheza –English- Dictionary

NELD - North East Language Development Programme

In 2006-07 CIIL Centre at Guwahati-NERLC-imparted ten month training to 49 teachers from different parts of the country learning the four Scheduled languages of Northeast Region- Assamese, Bodo, Manipuri and Nepali.

CIIL has undertaken several language development programs [NELD-North East Language Development Programme] in consultation with native speakers of the region. 24 language development programs involving 24 Researchers in different University departments are underway in six different States.

CIIL faculty members were involved in training programmes conducted by the NCERT in Arunachal Pradesh and Meghalaya on language education component of the new National Curriculum Framework.

Two workshops were conducted in Nagaland for preparation of Mother tongue text books for classes VII & VIII in seventeen languages.

A detailed Khasi Dialect Survey in Meghalaya was undertaken during the year.

NERLC has developed Teaching materials in tribal languages and has also developed Grammar of Bodo language.

For Jammu and Kashmir CIIL has trained 32 teachers in Dogri and Kashmiri language at the NRLC Centre.

Senior faculty members visited the state for discussion regarding undertaking Linguistic Survey of the state in collaboration with the Department of Linguistics in Kashmir University.

National Council for Promotion of Urdu Language (NCPUL)

- National Council for Promotion of Urdu Language (NCPUL) is responsible for promotion of Urdu Language in the country and advises Govt. of India on issues connected with Urdu language and having bearing on education as may be referred to it.

- One of the significant initiatives of the Council has been the transformation of the Urdu speaking population into part of the employable technological workforce in the emerging information technological scenario and the penetration of computer education to the grass root level. One-year course 'Diploma in Computer Applications and Multilingual DTP' was launched across the country. 223 Computer Centres were established in 22 States and 125 Districts. Approximately 12500 students are pursuing this course including 50% seats reserved for girls. Through this diploma, substantial number of students got employment locally in Private Sector and Education Institutions.

- To preserve the rare art of Calligraphy an important segment of our national cultural heritage, a diploma course in Calligraphy and Graphic Design was launched to provide better employment opportunities to the Urdu calligraphers. 12 Centres were established wherein 300 students are pursuing the course.

- To popularize the Urdu language, a national programme of Urdu learning through Distance Mode resulting in award of Diploma has been launched. During the year 2006-2007, 16,223 learners were enrolled. 153 Urdu Study Centres were established in 21 States and 97 districts.

- A two year 'Diploma in Functional Arabic' course was launched to enrich the instruction of Arabic

National Council For Promotion of Sindhi Language (NCPSL)

The National Council for Promotion of Sindhi Language (NCPSL) is a fully funded autonomous organization under the Ministry of Human Resource Development, Department of Secondary & Higher Education with its headquarters at New Delhi.

The main objectives of the NCPSL are to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi, the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.

For the purpose of propagation and development of Sindhi language, the organization operates a number of schemes:-

(i)   Giving financial assistance to Voluntary Organisations for selected promotional activities relating to the Sindhi Language;

(ii)   Award of Prizes to Sindhi Writers for Literary books. Five awards of Rs.20,000/- each are given to Sindhi writers, Sahityakar Samman Award Rs.50,000/- and Sahitya Rachna Samman Award Rs.50,000/- are given under this category.

(iii) Bulk purchase of Sindhi Books/Magazines/Audio-Video Cassettes related to Sindhi, published/ produced during the concerned financial year for free distribution to Educational Institutions/ Schools/Colleges/Public Libraries, etc;

(iv)   Financial Assistance is also given for publication and purchase of books in Sindhi Language; and

(v)   Conducting Sindhi Language Learning Classes.

During the year, NCPSL has

(i)   Given financial assistance to five Writers (individuals) to get published their manuscripts.

and provide experience to the students of modern and colloquial Arabic at spoken level as well as at writing level. This is a job oriented and very popular course. 177 Arabic Study Centres in 17 States established. During the year 2006-2007, 14000 learners registered, are pursuing the Course.

❒   Publication is an important activity of the NCPUL. All endeavours were made to make available to the readers authentic texts of classics made during last 300 years of evolution of Urdu poetry and prose. So far 1276 books have been published. During the year 2006-07, Council has published 95 titles so far. Council also brings out two journals (i) Urdu Duniya (Monthly), (ii) Fikr-o-Tehqeeq (quarterly).

❒   Financial assistance towards conducting of Seminar/ Conference/ Workshop/Lecture series in favour of 33 NGOs was approved by Executive Board during the year. Besides this NCPUL provides grant for publication of manuscripts, Bulk purchase of books for libraries, subsidy to Urdu news paper for availing UNI services. Council is preparing to hold its next Regional Book Fair at Guwahati.

❒   NCPUL organized 8th Kul Hind Urdu Kitab Mela from 17th - 24th Dec., 2006 at Kolkata. NCPUL participated in several book fairs organized by other national agencies like NBT, ITPO etc. across the country.

(ii) Has published Sindhi Reader I & Sindhi Proverbs for Advance Diploma of Sindhi Language Learning Courses of NCPSL.

(iii) Award Function of NCPSL for honouring the scholars and writers was held in Kolkata on 17.6.2006 in which five Awards of Rs.20,000/- each and one award each under Sahityakar Samman Award and Sahitya Rachna Samman Award Rs.50,000/- were given to the Awardees.

(iv) Two Voluntary Organisations were given 100% financial assistance to organize seminar & conference.

(v) To Promote Sindhi Language in various parts of the country, the Books/Magazines/Audio-Video Cassette/CDs/VCDs & 4200 books were distributed at free of cost to 150 approved libraries of Schools/Colleges/Educational institutions.

Central Institute of English & Foreign Languages

The District Centre Scheme is housed at the Centre for Training and Development, CIEFL, Hyderabad and is fully funded by the MHRD. The District Centre Scheme (DCS) aims to improve English Language proficiency and teaching competence of secondary school teachers of English in India through District Centres of English set up preferably in rural districts in India . These District Centres attempt to achieve saturation level training .

The DCS training programmes have proved successful because they are teacher-friendly and flexible, and are conceived to suit varied teacher needs and convenience.

It has also succeeded in providing training programmes that are accessible for teachers from rural and backward areas.

The DCS offers 3 types of teacher-training programmes that address the English language needs and convenience of various target groups like 10-day Orientation programmes, 2-3 days Need-based programmes and a year-long correspondence cum contact course. Successful candidates of this course are awarded the Certificate in the Teacher of English - Secondary level by CIEFL. The DCS also conducts other training programmes in the form of workshop sessions and interactive seminars for heads of schools, the English Inspectorate of Districts etc.

Number of District Centres

Total no. of District Centres: 54 (spread across 16 states in India)

MHRD funded- 40. State funded-14.

Teacher Training under the District Centres Scheme:				
Year	No.of D.Cs	No. of teachers training in OP (Orientation Course)	No.of teachers in CeC (Correspondence Course)	No.of teachers trained in NBC (need based course)
2002-03	13	Nil	Nil	Nil
2003-04	20	2700	250	1500
2004-05	29	3124	94	1457
2005-06	44	3399	1206	1199
2006-07	54	2300 (till Dec. 06)	2500	1600 (till Dec 06)

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, a Deemed University w.e.f 7.5.2002 is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit teaching up to the Doctorate level through ten Campuses at Jammu, Jaipur, Sringeri, Mumbai, Allahabad, Thrissur, Lucknow, Garli and Bhopal.

The Rashtriya Sanskrit Sansthan offers teaching Shastri (B.A) and Acharya (M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha, Ganita Jyotisha, Sarva Darshana, Veda Nyaya (Navya), Mimamsa, Advaita Vedanta, Dharma Shastra, Vishishtadvaita Vedanta, Sankhya Yoga Paurohitya, Jain Darshan, Baudha Darshan, Puranetihasa as traditional subjects alongwith English and Hindi. Besides tutorial facility of one modern subject such as Political Science, History, Economics Sociology etc. is provided at Under Graduate Level. The course of Shiksha Shastri (B.Ed) is also conducted in the Campuses. The Campuses also offer research programmes leading to the degree of Vidyavaridhi (Ph.D). About 15,000 students will appear in the examinations of the Sansthan during the year.

The Sansthan provides Financial Assistance to Voluntary Sanskrit Organizations engaged in the propagation, development and promotion of Sanskrit to the tune of 75% of the approved expenditure on the salaries of teachers, scholarships to students, construction and repair of buildings, furniture, library etc. So far, 739 Voluntary Sanskrit Organizations have been assisted. 23 Adarsh Sanskrit Mahavidyalayas including Shodh Sansthan have also been provided financial assistance under a separate scheme according to which 95% of recurring and 75% of non-recurring expenditure is provided by the Rashtriya Sanskrit Sansthan.

The Sansthan also pays honorariums to 125 retired, eminent Sanskrit Scholars at the rate of 2,500/- per month to teach in Adarsh Sanskrit Pathshalas and other State Government run Sanskrit Colleges under the Shastra Chudamani Scheme. Financial Assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune for the organization of vocational training, for the purchase and publication of Sanskrit books and rare manuscripts and the organization of the All India Elocution Contest. Under the Scheme of the President's Awardee of the Certificate of Honour, every year 15 scholars of Sanskrit one of the Pali/Sanskrit and three each of Arabic and Persian are selected and are paid honorarium of Rs.50,000/- each per annum for their life time. The number of present awardees who are getting grants from the Rashtriya Sanskrit Sansthan (Deemed University) is 292. From the year 2002 onwards 8 young scholars have also been selected for the Maharishi Badrayan Vyas Samman for which the Sansthan will give one-time award of Rs. 1,00,000/- to each scholar.

Sansthan will also conduct two cycles of Non-formal Sanskrit Classes during the period under report of three months duration in around 600 centres (100 in North East and 500 in the rest of the Country). Through this Programme a minimum of 30,000 students will be initiated into Sanskrit learning throughout India.

The Sansthan functions as a nodal agency for Planning and Monitoring of production of Sanskrit software for Bhasa Mandakini (language channel of Gyan Darshan) being telecasted by IGNOU and Doordarshan.

Maharshi Sandipani Rashtriya Vedvidya Pratisthan, Ujjain

The Rashtriya Veda Vidya Pratishthan had been established in January 1987 as an autonomous organization registered under the Societies Registration Act, 1860 with the objective of : (a) Preservation, conservation and development of the oral tradition of Vedic studies; (b) study of the Vedas through Pathashalas as well as through other means and institution; (c) creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it to the contemporary needs; and creation of infrastructure and other conditions for the collection of information and storage of relevant material as also publication and diffusion through various means. The important programmes and activities during 2006-2007 are:

Financial Assistance to Vedic Institutions

One of the objectives of the Pratishthan is to establish, take over, manage or supervise Vedic Pathashalas/ Research Centres all over the country and maintain or run them for any of the objectives of the Pratishthan . Under this provision, financial assistance is given to various Veda Pathashalas/Vidyalayas in the country.

Scheme for Preservation of Oral Tradition of Vedic Recitation

This scheme , which had been in operation in Government since fifth five-year plan period, was transferred to the Pratishthan for execution with effect from 1.4.1994. It is meant for providing special incentive for the preservation of the oral tradition of Vedic recitation. Under this scheme, one Swadhyayi-teacher is required to teach minimum two and up to a maximum of ten students at his home or any suitable place in the locality.

Vedic Classes for All

For popularizing Vedic studies and knowledge, the Pratishthan has a scheme of conducting Vedic Classes for all those who are interested in the subject, without any requirement of their possessing any academic qualification.

Seminars

The Seminars are organized by the Pratishthan for promotion of research in the priority areas. These are wholly or partially financed by the Pratishthan. During the Year under report, the Pratishthan continued this activity and provided financial assistance for organizing the Seminars by different organization.

Vedic Sammelans

The Vedic Sammelans occupy an important place in the programmes of the Pratishthan and are the means for popularizing Vedic studies and Knowledge in the country. One All- India and Six Regional Vedic Sammelans are held for three days, including the time for inaugural and valedictory functions. These Sammelans are organized in collaboration with prominent Vedic institutions, Universities and Vidyapeethas etc. In places where such institutions are not available, Organising Committees of eminent scholars and prominent persons are constituted to conduct the Sammelans.

Fellowships

One of the means for promotion of vedic research is through award of Fellowships. For this purpose, a comprehensive fellowships scheme is in operation in the Pratishthan. The main objective of the Scheme is to promote research in Vedas and Vedic Literature at various

levels by providing opportunity to scholars, specially the young scholars, to engage themselves on a whole-time basis in research projects on the theme of their choice preferably among the major areas of investigation identified by the Prathisthan's own projects in the field of Vedas and related disciplines.

Publication

Publication is an important programme of the Pratishthan for achieving its objectives. Under this programme, out-of-print and rare texts relating to Vedic literature are reprinted and published. Printing of critical editions and translations into various languages of certain texts, monographs on important topics and report of research work done by Fellows of Pratishthan are also undertaken. In addition, the research papers presented at the Seminars and workshops and the proceedings thereof are also taken up for publication.

The Pratishthan is also publishing a quarterly Journal namely "Vedavidya" in which outstanding essays related to Vedas are published in Hindi, English and Sanskrit so that both the scholars and general people can take advantage.

For achievement of its objectives, the Pratishthan has been pursuing a number of programmes and activities since its inception and the same were continued during 2006-07. The important programmes are: (1) Provision of financial assistance to Nityagnihotris and aged Vedic Pandits; (2) Video/Audio recording of Vedic recitation of various shakhas of Vedas; (3) Publication of rare and

out-of-print Veda Samhitas, Brahmanas and other Vedic literature, etc.

Ministry of HRD had approved new academic programmes relating to : (I) establishment of Adarsh Veda Vedyalayas, (II) financial assistance to Special Gurukulas for sustenance of Shakhas of Vedas which are on the verge of extinction, (III) preservation of Srauta Karma Parampara and its documentation, (IV) establishment of two Vedic Research Centres and (V) undertaking special projects in collaboration with Scientists and Vedic Scholars to promote scientific study in the field of Vedas.

World Vedic Conference

In order to bring out the rich wealth of knowledge embodied in the Vedas and to relate it with the contemporary needs at the global level, a five-day "World Vedic Conference" was held at Ujjain from 13th to 17th January, 2007.

Scheme for Development of Sanskrit Education

The Central Scheme for Development of Sanskrit Education is operated since 1962 based on the recommendations of the Sanskrit Commission appointed by Government of India in 1956. The Scheme has been modified from time to time and last such revision in the Scheme was made during the year 2005-06 to give it wider coverage and to encourage smaller institutions/ NGO's working in this field. Under the provisions of the Scheme 100% financial assistance is provided to the State Government/voluntary organizations, universities/ Deemed Universities, Sanskrit Board, and also Samman Rashi is provided to Eminent Sanskrit Pandits in indigent circumstances, and scholarships are provided to students of Class IX to XII to encourage students to study sanskrit. The following are the main components of the Scheme:

Samman Rashi to eminent Sanskrit Pandits in indigent circumstances

Under this scheme, assistance is being given to eminent, traditional Sanskrit pandits who are not below the age of 55, and are in indigent circumstances and are engaged in study/research in Sanskrit. Each selected scholar is given a maximum of Rs.24000/- per annum. As per the modified scheme this Samman Rashi will be paid to pandits through their bank account and disbursed by Rastriya Sanskrit Sansthan.

Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit Education, grants are provided to facilitate the appointment of teachers for teaching modern subjects, i.e. modern Indian Languages (MIL), Science, (including Mathematics) and Humanities, in traditional Sanskrit Pathshalas.

In addition to the existing provision of grant of financial assistance for providing three teachers, a computer teacher on an honorarium of Rs.3000/- per month is also provided to traditional Sanskrit Pathshalas. Depending upon the actual requirement, financial assistance upto Rs.1.00 lakh towards the cost of two computers and peripherals with a lump sum grant of Rs.10000/- as a one time grant for installation and books, is also provided to each Sanskrit Pathshala.

Providing facilities for teaching Sanskrit in High/ Higher Secondary Schools

Grants are given to meet the expenditure for the salaries of Sanskrit teachers to be appointed in those Secondary and Senior Secondary Schools where the State Governments are not in a position to provide facilities to teach Sanskrit. The facility for teaching of Sanskrit, i.e. Grant of Financial assistance towards salary of one teacher, is also extended to all CBSE schools, which do not have a Sanskrit teacher on their rolls.

Scholarships to students studying Sanskrit in High and Higher Secondary Schools

In order to attract students towards Sanskrit in the Secondary and Senior Secondary Schools, merit scholarships are given to Sanskrit Students of classes IX to XII, at the rate of Rs.250/- per month for students of classes IX and X and at the rate of Rs.300/- per month for students of XI and XII.

Grants to State Governments, Deemed Sanskrit Universities, and NGOs for various schemes for the promotion of Sanskrit

Under this scheme, State Governments are paid 100 per cent assistance for various programmes for the development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic Scholars, conducting Vidwat Sabhas, holding of evening classes and organising of the Kalidasa Samaroha, etc.

Proposals for research/research projects in Sanskrit, received from Deemed Sanskrit Universities and NGOs (Registered Bodies) are covered under the scheme. Such assistance is limited by the conditions that no NGO will receive more than Rs.20,00,000/- per institution per project, subject to a maximum of three projects in a financial year. Under the revised norms the proposals of NGO's could be received through the Rashtriya Sanskrit Sansthan and amount released through them.

Central Grant to Rashtriya Sanskrit Sansthan/ Deemed Universities / CBSE / NCERT

Financial assistance upto 100% is given for improving the methodology of teaching Sanskrit in schools, Sanskrit Colleges/Vidyapeethas and for the appropriate orientation of teachers towards this end. Proposals from CBSE/NCERT, Rashtriya Sanskrit Sansthan, Saraswati Vidyapeetha, Hyderabad and Deemed Sanskrit Universities are considered for assistance.

An amount of Rs.16 crores has been provided for the year 2006-07 for this Central scheme for Development of Sanskrit. Under the scheme, all the financial assistance to State Governments/ Voluntary agencies/NGOs are given either through the concerned State Government or RSkS, New Delhi.

Book Promotion and Copyright

Copyright Office

The Copyright Office was established in 1958 under section 9(1) of the Copyright Act, 1957. It functions under the administrative control of the Department of Higher Education. It is headed by a Registrar of Copyrights who holds certain powers of a civil court while handling cases relating to copyright. The main function of the Copyright Office is to undertake registration of copyright. The Register of Copyright maintained by the Copyright Office provides information regarding works of copyright to the general public. In addition to registration, facilities like inspection of the Register and taking extracts thereof are also available in the Copyright Office.

As provided under section 13 of the Copyright Act, copyright subsists in the following classes of works:

(a) Original literary, dramatic, musical and artistic works;

(b) Cinematographic films; and

(c) Sound Recording

The Copyright Office also registers changes in the particulars of copyright entered in the Register of Copyrights in accordance with the Copyright Rules, 1958. The Act also provides for inspection of the Register of Copyrights or taking certified copies of the extracts from the Register of Copyrights by any interested person against payment of the prescribed fee, under section 47. To facilitate this, an index of the works whose particulars have been entered in the Register is also maintained in the Copyright Office. While minor corrections and changes in particulars entered in the Register can be made by the Registrar, the

Copyright Board is empowered to expunge any entries made in the register on an application by the Registrar or any person aggrieved.

Procedure for registration of copyright

As provided under section 45 of the Copyright Act, 1957, the author or publisher or owner of copyright or any other person interested in the copyright in a work can make an application in the prescribed format along with prescribed fee to the Registrar of Copyrights for entering particulars of the work in the Register of Copyrights. If no objections are received regarding such an application and after holding such enquiry as deemed fit by the Registrar, entries of the particulars of the work will be made in the Register. The extracts of entries thus made will be made available to the applicant. In case of all artistic works and also in case of unpublished works in other categories, a copy of the work with the seal of Copyright Office, where feasible, will be returned to the applicant and another copy will be kept in Copyright Office.

Copyright Rules

In order to facilitate the smooth functioning of the Copyright Office as well as the Copyright Board, the Copyright Rules, 1958 have been framed by the Union Government. These rules provide for the procedure of registration, various forms for application, fees, terms of reference for the Board, licencing process etc. The application format for applying for registration of copyright is given in Schedule-I appended to the Copyright Rules, 1958 which includes a Statement of Particulars and Statement of Further Particulars. The fee structure for registration etc. is given in Schedule-II.

In order to educate the users about copyright law, the Copyright Office has brought out a Handbook of Copyright Law, explaining the various issues relevant to the Indian Copyright Act. The details regarding registration procedure including application form and fee structure, relevant extracts of Copyright Rules, 1958 and the Handbook of Copyright Law are available in the relevant section of the website of Department of Higher Education - www.education.nic.in or at www. copyright.gov.in.

Copyright Board

The Copyright Act provides for a Copyright Board to settle copyright disputes, Copyright Office for registration of copyright works and for setting up of copyright societies to do copyright business. The first Copyright Board, a quasi-judicial body was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of errors in copyright registration, disputes in respect of assignment of Copyright and granting of licenses of published works withheld from public and other areas as mandated by Copyright Act 1957 and rules made thereunder.

The present Copyright Board was reconstituted under Chairmanship of Dr. Raghbir Singh, former Law Secretary (Legislative), in April 2006 for a period of 5 years. The present Board has heard many cases in meetings held at New Delhi in the months of June, September and November 2006 and January 2007.

Copyright Societies

The Copyright Act, 1957 provides for setting up separate copyright societies for different categories of works. So far four Copyright Societies have been registered; one each for cinematograph films (Society for Copyright Regulation of Indian Producers of Films & Television (SCRIPT), musical works (Indian Performing Right Society Limited (IPRS), sound recordings (Phonographic Performance Limited (PPL)) and the Indian Reprographic Rights Organization (IRRO) for photocopy rights. These societies have been actively participating in generating awareness about Copyright. They also have set up their own Anti Piracy Cells which, in collaboration with the Police and Enforcement authorities, have been engaged in curbing piracy in musical and sound recording works. Department of Higher Education interacts frequently with the these Copyright Societies and encourages them to be proactive in the field of copyright administration.

Copyright Enforcement in India

Chapter XIII of the Copyright Act, 1957 provides for penalties for the offences committed under the Act and empowers the police to take necessary action. The actual

enforcement of the law is the concern of State Governments through the respective police force. However, during the last few years, the Central Government has taken various steps to improve the enforcement of the Copyright Act and to curb piracy. These measures include the setting up of a Copyright Enforcement Advisory Council (CEAC), which has as its members, senior representatives from all concerned departments as well as other stakeholders. The CEAC regularly reviews the implementation of the Copyright Act including the provisions regarding anti-piracy. Several other measures taken by the Central Government include persuading the State Governments for (i) the setting up of special cells in the State Governments for enforcement of copyright laws; (ii) appointment of nodal officers in the states for facilitating proper coordination between the stakeholders and enforcement agencies; (iii) holding of seminars/ workshops etc. for sensitizing the public about Copyright Laws; (iv) collective administration by Copyright Societies.

Copyright Enforcement Advisory Council (CEAC)

The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the Copyright Enforcement Advisory Council (CEAC) is three years. The CEAC is reconstituted periodically after the expiry of the term. After the expiry of the initial term of the Council on November 5, 1994, its term was extended for a further period of three years w.e.f. 6.11.2000 and 5.11.2003. The present CEAC was reconstituted on March 8, 2006 and the first two meetings of the reconstituted CEAC were held in June and December 2006 respectively under the Chairmanship of Secretary (Higher Education). The Joint Secretary (Copyrights) is the Vice-Chairman of the CEAC. In its December meeting, the Copyright Enforcement Advisory Council (CEAC) has approved the formation of three sub-committees to deal in a focused manner with issues relating to (a) Awareness Building (b) Enforcement and shared experiences of the members (c) Mechanism to ensure that the benefits of enforcement flowed back to creators and the right holders, respectively. These sub-committees shall meet after every two months.

Special Cells for Copyright Enforcement

In all, twenty-four States and UTs have set up Enforcement Cells. These are the states/ UTs of Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttarakhand, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Pondicherry. These States and UTs have either set up separate Copyright Enforcement Cells or constituted special cells in the Crime Branch to look after copyright offence cases. All other States and UTs have also been requested to establish such cells.

Nodal Officers

In order to facilitate proper co-ordination between the stakeholders and the enforcement agencies in the matter of enforcement of copyright laws, the Ministry requested the State Governments to designate Nodal Officers to deal with enforcement issues. As of now, the following twenty-four States and UTs have designated Nodal Officers in their respective States and UTs.

Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttarakhand, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli and Daman and Diu, Lakshadweep and Pondicherry.

International Copyright (IC)

India is a member of the World Intellectual Property Organisation (WIPO), a specialised agency of the United Nations, which deals with Copyright and other Intellectual Property Rights. India is also a member of Berne Convention and the TRIPS Agreement. This year delegations from India participated in the following WIPO Meetings:

- ❑ 9th Inter-Governmental committee (IGC) on Intellectual Property and Genetic Resource, Traditional Knowledge and Folklore held in Geneva from 24th April to 28th April, 2006.

- 14th Session of WIPO Standing Committee on Copyright and related Rights (SCCR) held in Geneva from 1st May to 5th May, 2006.

- 2nd Session of Provisional Committee on Proposals related to a WIPO Development Agenda held in Geneva from 26th June to 30th June, 2006.

- 15th Session of WIPO Standing Committee on Copyright and Related Rights (SCCR) held in Geneva from 11th to 13th September, 2006.

- 42nd Series of Assemblies of Member States of World Intellectual Property Organisation (WIPO) held in Geneva from 25th September to 3rd October, 2006.

- 10th Session of the Inter-Governmental Committee (IGC) on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held in Geneva from 30th November to 4th December, 2006.

- 1st Special Session of WIPO Standing Committee on Copyright and Related Rights (SCCR) held in Geneva from 17th January to 19th January, 2007.

The Ministry is also engaged in the task of capacity building at all levels in the fields of IPR. Officials at various levels are deputed for attending round tables, conferences and meetings in IPR and related fields. A delegation from India also participated in WIPO Asia-Pacific Regional Symposium on Emerging Issues of Copyright and Related Rights in the Library held in Vientiane, Lao People's Democratic Republic from 13-15th February, 2007.

Scheme of Intellectual Property Education, Research and Public Outreach

The Scheme of Intellectual Property Education, Research and Pubic Outreach was operationalized in the Tenth Five Year Plan Period by a physical merging of three Plan schemes namely, (I) Scheme of Organizing Seminars and Workshops on Copyright Matters (II) Scheme of Financial Assistance for Intellectual Property Right Studies and (III) Financial Assistance on WTO Studies, as all the three schemes were corelated to each other. For effective implementation of the cause of promoting awareness and

research on Copyright, IPR and WTO Matters, the merger has proved quite useful. Under the Scheme, financial assistance is provided to UGC recognised universities, institutions affiliated to those universities, other educational institutions, Copyright Societies and registered voluntary organizations dealing in the area of IPRs. The objectives of the scheme include creating general awareness by way of organising seminars and workshops on copyright matters and carrying out education and research related activities on IPR matters. The amount spent during the last four years under the scheme is given in the table below:

(Rs. In lakh)

Year	Expenditure
2003-04	Rs.219.32
2004-05	Rs.78.89
2005-06	41.17
2006-07	Rs.170.03 (upto December 2006)

IPR CHAIRS

In view of the fact that the field of IPR was gaining momentum the world over, the Ministry of Human Resource Development initiated action for establishment of IPR Chairs in the year 2001. Four Professorial Chairs with potential for development and growth of IPR Education, Research and Training were instituted in the Universities of Delhi, Chennai, Cochin University of Science and Technology, Kochi and National Law School of India University, Bangalore. One Chair each at Allahabad and Pune Universities were set up on Intellectual Property Rights issues by the Council of Scientific and Industrial Research (CSIR). In 2005, ten additional IPR Chairs on IPR studies and IP Management have been or are being set up. These are: three Chairs on IP Management at Indian Institutes of Management, Ahmedabad, Kolkatta and Bangalore, five Chairs in the general areas of IPR Studies at Indian Institutes of Technology, Delhi, Khargpur, Chennai, Mumbai and Kanpur, two Chairs on IPR and Development areas at the Delhi School of Economics, University of Delhi and Centre for Economic Studies and Planning, Jawaharlal Nehru University, Delhi. The progress of the Chairs is being monitored by a Coordination and Review Committee. The mission of

the IPR Chairs is capacity creation in IP practice, education, training and research through a multi-disciplinary approach to develop suitable academic programme in IP Education, Research and Training, to provide a framework for analyzing the impact of Intellectual Property in development initiatives in the country and dissemination of knowledge and information through outreach programmes.

General Agreement on Trade in Services (GATS)

Education is identified as one of the twelve services which are to be negotiated under the General Agreement on Trade in Services (GATS). For the purpose of negotiations, the Education Sector has been divided into five sub-sectors. They are as follows:

1. Primary Education
2. Secondary Education
3. Higher Education
4. Adult Education
5. Other Education

The negotiations under GATS take place under the Offer and Request approach. Countries make offers to their trading partners regarding access to their internal market. Similarly Countries make requests on their partners seeking access to their markets. The discussions take place under four modes of Supply. They are as follows.

1. Cross Border Supply	Mode 1
2. Consumption abroad	Mode 2
3. Commercial presence	Mode 3
4. Movement of Natural Persons	Mode 4

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment.

Under Education Services, the Indian revised offer made by India was to partially open up the Higher Education Sector under the condition that Higher Education Institutions can only charge fee as fixed by an appropriate authority and that such fees do not amount to charging capitation fee or lead to profiteering. The provision of the Higher Education services would also be subject to regulations already in place or to be prescribed by an appropriate regulatory authority.

International Standard Book Number (ISBN)

The International Standard Book Number (ISBN) is a unique International Publishers Identifiers Number, which is meant for Monographic publications. The ISBN was a ten-digit number (replaced by a 13 digit number from 1.1.2007), which is designed to replace the handling of long bibliographical descriptive records. The ISBN is known throughout the world as a short and clear machine-readable identification number, which makes any book unambiguously identifiable. It is an essential instrument in modern distribution and nationalization opportunities in the book trade.

The Raja Rammohun Roy National Agency for ISBN is functioning under the advice of the International ISBN Agency, Berlin since 1985 and is engaged in registering works of Indian publishers, authors, institutions, universities and Government departments which are responsible for publishing books. Since inception, the National Agency has allocated 11,784 prefixes to various publishers in different categories. To facilitate easy allotment of ISBN to the publishers, the Agency also participated in the 4th International Mumbai Book Fair, 2005. The Indian delegation also attended the 34th International ISBN Agency Annual General Meeting 2006 held in Paris.

A new ISBN system of 13 digits has been operationalised with effect from 1.1.2007. The Editor, London, UK has been asked to look into the function of the International ISBN Agency until a successor organization to Prussian Cultural Foundation is appointed. The Indian Agency is a member of the International ISBN Agency and an annual fee of £ 2500 is paid for membership.

Book Promotion

The National Policy on Education envisages easy accessibility to books for all segments of the population. It calls for measures aimed at improving the quality of books including textbooks and workbooks. There is also a need for the development of the indigenous book publishing industry and fostering book mindedness in the country. National Book Trust (NBT), an autonomous organization under this Ministry works

in this direction. In its effort to popularize the book culture in the country and to make affordable books accessible to all, NBT organizes a World Book Fair in New Delhi every alternate year. NBT also participates in a number of national and international book fairs. NBT organized the World Book Fair in New Delhi in February 2006. Under the scheme of Book Promotional Activities and Voluntary Agencies, grants are given to voluntary organizations for organizing book fairs in all corners of the country.

Scheme of Book Promotional Activities and Voluntary Agencies

In order to encourage book promotional activities by Non-Government Organizations, the Ministry gives grants-in-aid to voluntary organizations and associations of publishers and authors for organizing seminars, training courses, workshops and annual conventions connected with book promotional activities. Grants are released up to a maximum of 75 per cent of the total expenditure approved by the Grant-in-Aid Committee set up for the purpose.

During the year 2006-07, a part of the scheme has been transferred to the National Book Trust, an autonomous organization under this Ministry with regard to sanctioning grant-in-aid to NGOs for organizing book promotional activities like book fairs, exhibitions and seminars etc. Two activities have been retained in the Ministry viz (a) conduct research/survey connected with the book industry; and (b) to conduct any other activity related to development of policy in the area of book promotion.

Financial assistance to NGOs have been given for organizing book fairs in places like Guwahati in the North East, Kargil in Jammu & Kashmir besides other parts of the country. Expenditure under the scheme during last three years is as under:

(Rs. In lakh

S.No.	Year	Expenditure
1.	2003-04	109.67
2.	2004-05	107.00
3.	2005-06	130.00
4.	2006-07	30.00 upto December 2006*

* scheme transferred to the National Book Trust, India

The National Book Promotion Council

The National Book Development Council is an advisory body set up in 1967 to lay down guidelines for the development of book industry. Its role is to function as an advisory body to facilitate exchange of views on all major aspects of book promotion, inter-alia, covering writings/authorship, book production, publication and sale of books, prices and copyright, development of the books reading habit, reach of books to different segments of population in different Indian languages and quality and content of Indian books in general. Action is under way to reconstitute the council.

The National Book Trust, India

The National Book Trust, India was established in 1957 by the Government of India to promote books and the habit of reading. The main objectives of the Trust are to publish and to encourage the publication of good literature, and to make such literature available at moderate prices to the public. In furtherance of these

HRD Minister Shri Arjun Singh and German Federal Foreign Minister Dr. Frank-Walter Steinmeir inaugurating the specially created India Forum at the Frankfurt Book Fair-2006.

objectives, the trust publishes various books including classical literature and translations of foreign works. These books are published in English, Hindi and other languages recognized in the Constitution of India. The NBT also provides assistance to authors and publishers to bring out text and reference books. It also organizes and participates in seminars, workshops, national and international book exhibitions and fairs. Encouraging the preparation and production of quality books for children in all the languages of India through the National Centre for Children's Literature is yet another aspect of the trust's activities.

During the current year, apart from the usual ongoing programmes, the Trust successfully undertook various activities with a special focus on promotion of the books-reading habit among people. These activities resulted not only in maximizing the reach of Trust's books to the common population but also in enhancing NBT's revenue returns substantially.

Some of the major activities undertaken included the following:

Publishing Programme

The Trust publishes a wide variety of books ranging from works of fiction to books on social sciences, medical sciences and cutting edge technology for all segments of society and age groups. In addition, the Trust also publishes select books for children in Bhili, Gondi, Santhali and some north-eastern languages, such as Ao Naga, Garo, Khasi and Mizo. It also pays special attention to those genres, which have not been adequately covered in India. These relate to books on science, technology, environment, besides books on the land and people of India, designed for the general reader.

Continuing its ongoing endeavour to publish quality books for all sections of the society including to meet the special requirements of different regions, languages and categories of readers including neo-literates, children etc. and special regions like the North East region, the Trust brought out the following titles during the period:

S.No.	Language	Original	Translation	Reprint	Revised	Total
1	Assamiya	0	5	2	0	7
2.	Bangla	0	2	10	0	12
3.	English	22	3	105	3	133
4.	Gujarati	0	1	2	0	3
5.	Kannad	2	4	0	0	6
6.	Malayalam	0	4	0	0	4
7.	Marathi	2	3	8	0	13
8.	Oriya	4	14	0	0	18
9.	Punjabi	5	13	1	0	19
10.	Tamil	1	2	75	0	78
11.	Telugu	1	3	0	0	4]
12.	Urdu	0	6	0	0	6
13.	Hindi	29	15	302	16	362
	Total	**66**	**75**	**505**	**19**	**665**

With a view to further diversify and enrich its publishing programme, the Trust added some new series to cover important areas. The new series launched during the period include, Popular Social Science series, Afro-Asian series, Indian Diaspora series and Autobiography series.

Promotion of Books and Reading Habits

Being a nodal body for the promotion of Indian Books abroad and for the dissemination of book culture in India, the Trust participated in many important International Book Fairs abroad as well as within the country.

International Book Fairs

During the period the National Book Trust participated in many important International Book events for promotion of Indian books abroad. The International Book Fairs include Bologna Children's Book Fair, Nepal Education & Book Fair, Beijing International Book Fair, Colombo International Book Fair, Frankfurt Book Fair, Dhaka Book Fair, Karachi International Book Fair and Lahore International Book Fair.

National Book Fairs

The Trust organized eight (8) book fairs within the country, namely, Uttaranchal Book Fair, Dehradun, Indore Book Fair, Pathshal a Book Fair, Muzaffarpur Book Fair, Jhansi Book Fair, Kohima Book Fair, National Book Fair, Ahmedabad and Jalandhar Book Fair. All these book fairs attracted substantive participation by private publishers from across the country and each was visited by large number of people from all walks of life.

Apart from organizing book fairs at its own level the Trust through its four regional offices, namely, Northern Regional Office, New Delhi, Southern Regional Office, Bangalore, Eastern Regional Office, Kolkata and Western Regional Office, Mumbai participated in large number of book fairs and exhibitions where not only a record sale of the Trust's books to the tune of Rs.128 lakh was realized but also large number of book club members under the special scheme of the Trust for book promotion could be enrolled.

Enrolment of Agents and Distributors

During the period 91 new agents and distributors were enrolled across the country.

Book Clubs

Continuing its popular Book Club Scheme for book promotion across the country, the Trust enrolled 2114 new book club members during the period.

Pustak Parikrama

Taking books through mobile exhibition vans to the doorstep of the people all across the country and in particular semi urban, rural and difficult areas including the North East is a prestigious and highly popular scheme of the Trust. Continuing this unique endeavour, more than 1250 mobile exhibitions were organized all across the country the during the year.

Seminars, Book Release functions and related Literary programmes

During the period, the Trust organized book release functions at various places releasing 41 books under different series accompanied by discussions with eminent experts and panelists on the themes of the released books. Some of the major new publications released included "Indira Gandhi" by Inder Malhotra, "Courts, Legislature Media Freedom" by Shri K.N. Hai Kumar, "Condition of Indian Peasantry" by Shri G.S. Bhalla, English Book "Japan" by Shri Yamaguchi Hiroichi, "Population of India in New Millennium" by Mahendra K. Premi, "India : Historical Beginnings & the Concept of the Aryan" by Prof. Romila Thapar & many Others, and a book on "Saudi Arabia" by Gulshan Dietl. Kavi Darbars and seminars were also held as a part of the book promotion at various book fairs of the Trust including a seminar on "Bachao ki Gatividhian" in October at Indore and a Kavi Darbar during the Dehradun Book Fair as well as at the Kullu Book Exhibition. All these activities of the Trust received immense public participation.

Short Term Training Course on Publishing

To create a core mass of experts in terms of publishing professionals in the country, the Trust during the period, organized four (4) book publishing courses, one each at Kolkata (West Bengal), New Delhi, Ahmedabad (Gujarat) and Guwagati (Assam).

Children's Activities

The Government of India have established the National Centre for Children Literature (NCCL), to coordinate, plan and aid the publication of quality children's literature in various Indian languages. Besides developing a library-cum-documentation center of children's literature, the Centre is engaged in organizing workshops, seminars and exhibitions, and promoting the habit of reading at the school level by encouraging setting up of Reader's Clubs. The NCCL also conducts surveys and takes up research work related to children's literature.

Apart from bringing out interesting and quality books at affordable prices under the special series Nehru Bal Pustakalaya, the Trust through its National Centre for Children's Literature ("NCCL") disseminated to Readers Clubs the monthly Children's magazine and specially designed posters for promotion of reading habit among children. It also established 1200 new Readers Clubs as a part of Readers Club movement which is a popular scheme amongst the schools and children all across the country. During the period 15 Readers Club orientation programmes were organized by the National Centre for Children's Literature of the Trust at different regions of the country. In addition, the National Centre for Children's Literature held various book review workshops, competitions, Storytelling Marathon, Seminars, Children Kavi Darbars, workshops on book review, workshop on Creative Writing both as a part of different book fairs and separately at different places in the country to reach out to the children especially in rural, difficult areas, especially the North East. A brainstorming session was also organized with Rajiv Gandhi Foundation in December for promoting the reading habit among children especially in Jammu & Kashmir.

Golden Jubilee Celebrations

Since the Trust was established by the Government of India in 1957 it is also celebrating its Golden Jubilee in 2007. Various programmes and special publishing efforts are underway to commemorate the event. In terms of publishing the Trust is already working on various Anthologies on plays, short stories and poetry in different Indian languages including Hindi and English which are likely to come out shortly to coincide with the Golden Jubilee of the Trust on 1st August 2007. In addition, special book exhibitions, discussions by eminent persons, seminars and readings by authors from different Indian languages are also being scheduled for commemoration of the event.

Assistance to Voluntary Organisations for Book Promotion

The scheme of book promotion by providing financial assistance to voluntary organisations was transferred by the Ministry to the Trust from the current financial year. About 270 proposals were examined by the Committee constituted by the Trust and a sum of Rs.1.5 crores has been sanctioned to various agencies whose programmes were found to be appropriate and in accordance with the objectives of the scheme i.e. to organise book promotion related events, book exhibitions, seminars, readings, workshops etc. at different places and regions across the country.

Frankfurt Book Fair 2006

The Frankfurt Book Fair, held annually at Frankfurt, is the largest of its kind in the world. Over 110 countries participate in the fair every year. The fair attracts over 7000 publishers and 300000 visitors from all over the world. Each year, the FBF partners with one country or region for a special presentation. This is called the Guest of Honour Presentation (GHP). In 2006 India was accorded this honour, thereby becoming the only country to be accorded this honour twice. The earlier occasion was in 1986.

For this year's guest of Honour Presentation (GHP), the Ministry of Human Resource Development sanctioned a special grant of Rs. 20.00 crores for the purpose. The National Book Trust (NBT) was designated as the nodal agency of the Government of India. The NBT successfully organised and executed the project of Guest of Honour Presentation (GHP) in coordination with various other concerned Ministries, organizations, and institutions.

The FBF gave a lot of visibility to India and offered an opportunity to the Germans to discover and debate different aspects of a vibrant, dynamic and contemporary India.

HRD Minister Shri Arjun Singh releasing a book at the National Pavilion of India at the Frankfurt Book Fair-2006.

The fair was officially inaugurated on October 3 at the Congress Centre by Shri Arjun Singh, the Union Minister for Human Resource Development. He was also the keynote speaker from the Indian side. The main presentation from India was in the Forum of the fair ground where various activities such as seminars and reading sessions with authors were organized. The India Pavilion showcased nearly 200 publishers from India and 75 Indian authors including Mahashweta Devi, Shashi Tharoor and Amitav Ghosh.

The Guest of Honour presentation, given the collective title of Today's India was reminiscent of the famous Festivals of India of yesteryears. It spanned a period of one year and included, apart from a national Indian book display in the India Pavilion, readings by eminent Indian Authors from all Indian languages, theatre and artistic presentations, presentations of Indian dance forms, academic seminars, cultural presentation in the Forum, Indian exposition on crafts, Indian art exhibitions at various German Museums and screening of Indian films. One important component of the presentation comprised providing of a translation subsidy to foreign publishers for publishing selected Indian books from various Indian languages into German, Spanish, and French. The scheme received a tremendous response.

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International Cooperation & UNESCO

UNESCO

India is among the founding members of UNESCO, a constituent body of the United Nations, which came into existence in 1946. Building the "Defences of Peace in the Minds of Men" is the primary goal of UNESCO, for which education is its main tool. India has been playing an active role in promoting UNESCO's ideals and objectives.

UNESCO Division in the Ministry coordinates India's interface with UNESCO and in addition looks after administrative matters concerning Auroville Foundation, an autonomous organization set up under the Auroville Foundation Act, 1988.

Indian National Commission for Cooperation with UNESCO

For associating its principal bodies interested in educational, scientific and cultural matters with the work of UNESCO, the Government of India had set up the Indian National Commission for Cooperation with UNESCO (INCCU) in 1949. The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. The Minister of Human Resource Development is the President of the Commission, Secretary (HE) is its ex-officio Secretary General and Joint Secretary in charge of the UNESCO Division is the ex-officio Deputy Secretary General of the Commission. The Deputy Secretary/Director (UNESCO) functions as Secretary of the Commission. The total membership of the Commission is 100 with 50 individual and 50 institutional members distributed evenly among its five Sub-Commissions. The membership is for a period of 4 years. The main function of the Commission is to advise the Government on all matters concerning UNESCO. The Commission has been playing an important role in UNESCO's work particularly in the formulation and execution of its programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region.

Activities of the Commission

Participation in the activities organized by ACCU, Tokyo, Japan in the Asia and the Pacific region :

The Indian National Commission for Cooperation with UNESCO continues to coordinate the participation of Indian individuals/organisations in the various activities organized by the Asia/Pacific Cultural Centre for UNESCO (ACCU). These include participation in photo contests, picture book illustrations, ACCU awards and Prizes etc.

Scheme of Financial Assistance to Voluntary Organization, UNESCO Clubs and Associated Schools

UNESCO associates itself with various local and international non-Governmental Organizations (NGOs) to promote its objectives. The Indian National Commission operates a scheme of financial assistance to voluntary organizations, UNESCO Clubs and Associated Schools for undertaking activities in consonance with UNESCO objectives. There was a budget provision of Rs. 3.00 lakhs. As less number of qualified applications were received from NGOs, an expenditure of Rs. 1.25 lakh has been incurred so far during the year 2006-2007.

Participation in Seminars, Working Group Meetings Sponsored by UNESCO/its Regional Offices

From January, 2006 to December, 2006, INCCU nominated 5 Officers of the Department of Higher Education and Department of School Education & Literacy, Ministry of Human Resource Development and 11 experts from other Organizations/State Governments/NGOs, etc. to participate in various regional and international workshops/training courses/Seminars/Working Group Meetings sponsored by UNESCO and its Regional Offices.

Education for International Understanding

UNESCO is running a project named Associated School Project (ASP net). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INCCU, 42 schools and Teacher Training Institutions from India have been enlisted with UNESCO under this project. There

are 252 Clubs and 264 Associated Schools registered with INCCU.

Education for Sustainable Development

In December 2002, the UN General Assembly adopted a Resolution to put in place a UN Decade of Education for Sustainable Development (UNDESD) lasting from 2005 – 1014. UNESCO was designated as the lead agency for the Decade and for developing an International Implementation Scheme. India has welcomed the commencement of the UNDESD. To oversee the implementation of DESD in the country, a national committee consisting of experts and officials from Government, Civil Society, Academics and NGOs on Education, Environment and other related fields, has been constituted under the Chairmanship of Secretary, Department of Higher Education. So far, two meetings of this committee have been held in the year 2006. Centre for Environment Education, Ahmedabad has been nominated as the nodal institution for implementation of the decade in the country.

Scheme for Holding of Meetings of Committees/Conferences and organization of Exhibitions in furtherance of UNESCO's aims and objectives

This Scheme is meant for meeting the expenditure on TA/DA of non Official members for attending the meeting of the Sub-Commissions of the Indian National Commission and its full body, organization of exhibitions, INCCU lecture series and other meetings, in furtherance of UNESCO's aims and objectives. There was a budget provision of Rs. 14 lakhs at BE stage for this scheme during the current financial year. Under this head an expenditure of Rs. 1.97 lakhs has been incurred so far in connection with holding a meeting of the Indian National Commission for co-operation with UNESCO which was held on 30 October 2006 in New Delhi. This meeting was held to apprise the members of the Commission about the outcome of the 33rd General Conference of UNESCO and 174th and 175th sessions of the Executive Board of UNESCO.

UNESCO Coupons Programme: The Commission continues to operate the UNESCO International Coupons Programme designed to assist individuals and institutions working in the field of educational publications, scientific equipment, educational films, etc.

from abroad without undergoing the foreign exchange and import control formalities. Presently the UNESCO is reformulating the programme.

Contribution to UNESCO's budget

Each Member State of UNESCO contributes to UNESCO's regular budget for each biennium. This contribution is at a fixed percentage approved by the General Conference from time to time. India's share of contribution for the calendar year 2006 is 0.423 percent of the total budget of UNESCO, which translates into around Rs. 6.32 crores. The Budget provision for this purpose for the current year is Rs. 688.00 lakhs under Non-Plan. The balance will be adjusted for the calendar year, 2007. The BE for 2007-2008 is proposed at Rs. 688.00 lakhs. An amount of Rs. 458 lakhs has since been released towards the contribution.

Construction of a building for housing the office of UNESCO, New Delhi

India is responsible for providing free office accommodation to UNESCO in New Delhi. At present, it is housed in a building rented by the Indian Government. It has been decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. For the 10th Plan an amount of Rs. 3 crores has been allocated for the construction.

Participation in General Conference of UNESCO

The General Conference of UNESCO is held every alternate year to approve inter-alia, UNESCO's Programme and Budget for the next biennium. India sends a high powered delegation to the General Conference. The 34th General Conference of UNESCO will be held in October 2007.

Permanent Delegation of India to UNESCO(PDI)

India has a permanent delegation at Paris accredited to UNESCO. Presently Ms. Bhaswati Mukherjee (IFS-1976) is the Permanent Representative of India to UNESCO.

The Permanent Delegation of India to UNESCO (PDI) coordinates and maintains liaison in respect of all the

activities viz. Executive Board, General Conference, Scientific provisions, Elections and reciprocal support arrangements of ASPAC Group (Asia Pacific Group) between the Indian National Commission for UNESCO (INCCU) and the UNESCO Secretariat.

Main Trends within UNESCO

UNESCO continued its activities in its key mandates of Education, Culture, Natural Sciences, Social and Human Sciences and Communication. India played a crucial role in these discussions at the Executive Board at its 174th and 175th Sessions and was often instrumental in evolving a consensus on difficult and contentious issues.

174th and 175th Sessions of UNESCO's Executive Board.

The 174th Session of the Executive Board was held from 28th March to 13th April 2006. Among its highlights was the adoption of a Draft Global Action Plan for achieving Education For All (EFA) by 2015. India was part of a small Working Group, which negotiated and finalised this Decision. The Director General was asked to take appropriate measures to strengthen South-South Cooperation in Education and to more fully involve National Commissions in the ongoing preparations of the Draft Programme and Budget. As Chairperson of the Executive Council of the International Bureau of Education, India negotiated and co-sponsored a draft decision on the convening of an International Conference on Education in 2008 in Geneva.

The 175th Session of the Executive Board was held in Paris from 26th September to 13th October 2006. For the first time in 40 years, the Asia Pacific Group nominated India to co-chair the Drafting Group to negotiate the draft programme and budget for next biennium. Other important highlights included the adoption by consensus of India's proposal to host the 4th International Conference on Environmental Education in Ahmedabad in November 2007. Due to the consultations conducted by India earlier, the Board approved proposal with strong support cutting across regional lines. As in the earlier Sessions of the Board, as Chairman of the G-77 and China Group on South-

South Cooperation in Education, India was instrumental in ensuring that the issue of South-South Cooperation in Education would remain a priority on the future agenda of the Board. India also continued to play a crucial role in finalising the decision on the Global Action Plan and supported the Director General's request for a realistic budget based on real growth with an additional component for EFA. Finally, subsequent to the adoption by the Board of a decision to issue a commemorative medal to mark the 800th birth anniversary of Mawlana Jalal-ud-Din Balkhi-Rumi, India decided to sensitise the Executive Board for support to an international feature film on Rumi currently being produced and directed by the Indian filmmaker, Shri Muzaffar Ali. This initiative would be followed up at the next Session of the Executive Board.

Women in UNESCO

To commemorate 60 years of UNESCO, a special publication of "60 Women Contributing to these 60 Years" and "Constructing the Foundations of Peace" was published during this period. The publication pays tribute to India's Member on the Executive Board, Dr. Kapila Vatsyayan who in her article on "The Transforming Power of the Human Mind" traces her own and India's multidimensional relationship with UNESCO.

Education

International Bureau of Education

For the first time in 30 years, India was elected to chair the Executive Council of the International Bureau of Education. During this period, India provided much needed leadership and direction to the Council. The Indian Presidency played a key role in the selection process initiated by the Director General of UNESCO for the selection of a new IBE Director.

White House Conference on Global Literacy

At the personal invitation of First Lady Mrs. Laura Bush, India participated at the launch of the White House Conference on Global Literacy in New York on 18th September 2006. While the opening remarks were made by Mrs. Laura Bush, the valedictory address was made by US President George W. Bush. An important

presentation in one of the panels was made by Dr. C. Krishnamohan Rao, Deputy Director, Directorate of Adult Education in Andhra Pradesh who made an excellent presentation on " Akshara Mahila", which underlined that literacy and livelihood programmes, when linked strengthened each other. Mrs. Bush noted that India could use this as a "Good Practice" for other countries in Asia.

Education for All

Following the meeting of the Working Group on EFA from 3-5 July 2006 where India played an important role in defining the agenda for the next Ministerial meeting, India participated at the 6th High Level Group held in Cairo, Egypt from 14-16 November 2006. The Indian delegation was led by MOS for HRD Smt. Purandeshwari. The Leader of the Indian delegation made key interventions at the main sessions specially on the road map towards accelerated progress to EFA goals as well as policies and strategies to expand early childhood care in education. MOS for HRD also participated at the working lunch hosted by the Director General for Ministers of Education of E-9 countries to discuss the agenda of the next E-9 Ministerial Review Meeting to be held in Bali, Indonesia in March 2008. It was agreed that this meeting would focus on teacher education and training.

UNESCO Confucius Prize for Literacy

The UNESCO Confucius Prize for Literacy for 2006· was awarded inter-alia to the Directorate of Literacy and Continuing Education in Rajasthan for having raised significantly the total literacy percentage of both men and women in Rajasthan during the past decade, for having provided literacy and reading room facilities and for having sought public participation and support.

1st Meeting of States Parties to the Convention against Doping in Sports

The 1st meeting of States Parties to the UNESCO Convention against Doping in Sports was held in UNESCO, Paris from 5-7 February 2007. India participated in the meeting as an observer.

Science

Indian selected for the Overall Review Committee

Dr. Ashok Jhunjhunwala of I.I.T., Chennai was selected by the Director General to a select Review Committee to prepare a strategy for the overall reform of the UNESCO Natural Science and Social & Human Sciences sectors. India has underlined that the restructuring should focus on the Science and Culture interface, Science as an instrument for Social Development, Science Education and Best Practices in Science Education.

39th Session of International Oceanographic Commission Executive Council

A strong Indian delegation participated in the 39th Executive Council Session of the International Oceanographic Commission held in UNESCO Paris (21-28 June). India underlined its decision to develop its own Tsunami Early Warning System in the Indian Ocean.

17th Session of the Intergovernmental Council of the International Hydrological Programme

India participated in the 17th Session of the Intergovernmental Council of the International Hydrological Programme from 3-7 July 2006. India played an active role and intervened successfully in order to obtain decisions, which were in line with our national interest on fresh water issues.

19th Session of Man and Biosphere Council

India also participated in the 19th International Coordination Council meeting of the UNESCO Man and Biosphere programme (ICC-MAB) on 23-27 October 2006. India's proposal to host a Workshop on Drylands Management in 2007 was unanimously accepted and appreciated.

Bioethics and COMEST

India was represented by an expert at the International Bioethics Committee (IBC) meeting held in November 2006. Justice Leila Seth continues to represent India as an expert at the Special Session of the World Commission on the Ethics of Science Knowledge and Technology (COMEST) held in Paris in June 2006 which deliberated on the issue of developing international guidelines for ethics in science.

UNESCO-L'Oreal Fellowship awarded to Indian woman scientist

Every year 15 women worldwide are selected for their work in science for the UNESCO-L'Oreal Fellowship. Dr. Ruchi Singh, senior researcher and Ph.D. student at the Institute of Pathology in New Delhi, was selected as one of the recipients of the UNESCO- L'Oreal Fellowship for Science. She is the first Indian woman to be selected for this award. The award would enable the recipient to pursue higher research in her chosen field, which is Parasitology.

Communication and Information

25th Session of the IPDC Intergovernmental Council

India participated as an Observer at the 25th Session of the IPDC Intergovernmental Council held from 21-23 March 2006. India's annual contribution of US$30,OOO to the activities of the IPDC was acknowledged with appreciation. India also participated actively in the discussion relating to implementation of the action line dealing with media in the follow-up to the World Summit on Information Society.

Malayala Manorama, an Indian publication from Kerala was awarded the 2006 UNESCO IPDC Prize for promoting rural public awareness. The Prize, consisting of a sum of US$20,OOO is awarded every two years and is intended to recognize a meritorious and innovative activity in improving communication in rural communities, mainly in developing countries. Malayala Manorama was selected for its imaginative communication campaign aimed at raising awareness of the importance of water conservation.

Culture

Intangible Cultural Heritage

Being among the first 30 States Parties to the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage, India participated as Vice Chairman in the 1st Meeting of States Parties in June 2006 and was elected by a huge majority to the Intergovernmental Council to the Convention. Subsequently India was confirmed for a full four-year term. India participated at the 1st Meeting of the Committee held in Algiers on 18-19 November 2006 and provided crucial inputs to the on-going negotiations on the preparation of texts required for the implementation of the Convention, including the Operational Directives and the Criteria for Inscription on the Representative List.

30th Session of the World Heritage Committee

As a Member of the World Heritage Committee India participated in its 30th Session held in Vilnius, Lithuania from 8-16 July 2006. India was elected as Vice Chairman. Because of our proactive approach and detailed information provided ahead of the meeting, the advisory bodies to the Committee recommended that Hampi be removed from the Danger List. This decision was applauded by the Committee. India also provided much needed support to developing countries, specially African countries in their efforts for inscription of sites to the World Heritage List, which included support to Mauritius Government's Delegation for their proposal to include 'Aapravasi Ghat' in the World Heritage List.

Launch of African Heritage Fund

Because of our support to Africa's efforts to nurture and protect its own heritage, India was invited to participate at the launch of the African World Heritage Fund in Maropeng, South Africa on 4-5 May 2006. India had contributed US$30,000 for the feasibility study for the Fund and later US$50,000 for the fund itself. This gesture of solidarity to Africa has been greatly appreciated.

Commemoration of 2550th Anniversary of the Buddha

An International Symposium to commemorate the 2550th Anniversary of the Buddha was organised at UNESCO from 7-9 October, 2006. Among the 2500 Buddhist monks, nuns and scholars, several of them were from India. The programme focussed on the contribution of the Buddha to humanity, sustainable development and world peace. As the country, which is the birth place of the Buddha, India was invited to deliver an address at the inaugural event along with countries with a Buddhist following, including Japan and China. India's statement underlined that the Buddha is an outstanding representative of India's religious tradition and has become an integral part of India's culture.

India ratifies Convention on Cultural Diversity

India became the 17th State, the first from Asia, to ratify UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression, thereby being among the first 30 States to ratify the Convention, which will enter into force in March 2007. This demonstrates India's commitment to protect cultural diversity.

Regional and Political Groupings at UNESCO

ASPAC

India was elected as Vice Chair of the ASPAC group at UNESCO and subsequently as Chairman Asia-Pacific on a number of important Committees, including the Committee dealing with the issue of 'Relations between the Three Organs of UNESCO'.

G-77 and China

In the G77 and China Chapter of UNESCO, India was elected to chair the Committee for South-South Cooperation in Education and in this capacity was able to successfully push forward a decision through the Executive Board, calling for creation of a South-South programmes/fund for education in UNESCO as a follow-up to the call given by the Second South Summit held in Doha, 2005.

Auroville Foundation

Auroville was founded by the 'Mother', a disciple of Sri Aurobindo, on the 28th day of February, 1968 as an international cultural township on the outskirts of Puducherry in Villupuram District of Tamil Nadu where 1838 people from 41 countries including India live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity.

UNESCO by a resolution passed in 1968 had invited its Member States and international non-governmental organizations to participate in the development of Auroville as an international cultural township designed to bring together the values of different cultures with integrated living standards which correspond to man's physical and spiritual needs.

The Township is under the administrative control of the Ministry since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

As per Section 10(3) of the Auroville Foundation Act, the Foundation consists of (a) Governing Board; (b) Residents Assembly; and (c) Auroville International Advisory Council. The Governing Board of the Auroville Foundation, comprising 9 members, was reconstituted on 6th September, 2004. The International Advisory Council of Auroville was reconstituted on 28th October, 2004.

According to the provisions of the Auroville Foundation Act, the Government of India provides grants to the Foundation for meeting the expenditure on the establishment, maintenance and development of Auroville under Plan & Non-Plan grants.

The Budget provision for the Foundation for the year 2006-2007 is Rs. 327.00 lakhs under Plan and Rs.75.00 lakhs under Non Plan. An expenditure of Rs. 200.75 lakhs under Plan and Rs.30.00 lakhs under Non-Plan has been incurred so far during 2006-07

A major boost to the development of the city is proposed during the Eleventh Five Year Plan, through proper housing and infrastructure facilities in an environmentally friendly atmosphere.

International Cooperation Cell

International Cooperation:- The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the Education sector and the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries with a view to giving a more focused attention to such bilateral collaborations. During the year EEPs/ MOUs have been signed with Afghanistan, Croatia, Ecuador, Saudi Arabia, Rwanda, China and South Africa. EEPs with Mongolia, Armenia, Israel, Guyana, Australia, Hungary, Myanmar, Syria, Tanzania, Uzbekistan, New Zealand, Brazil, Thailand, Sri Lanka and Mexico had been signed earlier. Proposals for EEPs with about 30 countries including USA, Malaysia, Yemen, Libya, Portugal, Vietnam, and Kazakhstan are at various stages of negotiations. In addition, MOUs for mutual recognition and equivalence of degrees, diplomas and other educational qualifications with several countries like Armenia, Ukraine, Russia and China are under consideration.

The IC Cell also coordinates the Cooperation with SAARC, Commonwealth, ASEAN and the Mekong Ganga Cooperation Project as well as with other bilateral/ multilateral cooperation programmes in the Education Sector. A delegation led by MOS (HE) visited South Africa to attend the 16th Conference of Commonwealth Education Ministers.

Visit of Foreign Delegations: Visits by foreign delegations to India at the ministerial level with the objective of strengthening bilateral relations between India and other countries are coordinated by the IC Cell. Ministerial level delegations from Rwanda, Eritrea, Libya, Saudi Arabia, Sweden, Afghanistan, Croatia and Egypt have already visited India and have had fruitful exchange of views for further cooperation. Other important dignitaries from Netherlands, Northern Ireland, UK, and Kenya also visited India in the recent past.

The IC Cell also coordinates the visit of ministerial delegations from India to various countries. A delegation led by Hon'ble Minister for Human Resource Development visited Saudi Arabia during the year.

FDI Proposals: The IC Cell also coordinates the examination of proposals received from the Foreign Investment Promotion Board (FIPB) and the Project Approval Board (PAB) in respect of the Education Sector.

Annexures

Annexure-I
Statistical Statements

STATEMENT 1: Total Number of Recognised Educational Institutions in India 2004–05 (Provisional)

S. No.	STATES/UTs	Primary/ Junior Basic Schools	Middle/ Senior Basic Schools	High Schools/ Hr. Secondary Intermediate/ Pre-Degree/ Jr. Colleges	Degree and above levels		Universities/ Deemed Univs./ Institutions of National Importance#
					Colleges for General Education	Colleges for Professional Education	
1	2	3	4	5	6	7	8
1	Andhra Pradesh	61680	16667	17710	1340	406	25
2	Arunachal Pradesh	1371	495	214	10	4	1
3	Assam	30068	8143	5374	317	50	7
4	Bihar	39347	10963	3629	743	45	19
5	Chattisgarh	33595	10799	2670	213	5	5
6	Goa	1003	73	445	23	13	1
7	Gujarat	16385	22623	7718	507	216	20
8	Haryana	11800	2269	5222	166	113	9
9	Himachal Pradesh	11178	2210	2341	89	33	7
10	Jammu & Kashmir	12049	4239	1347	50	137	9
11	Jharkhand	16572	4933	1196	117	22	8
12	Karnataka	26645	26816	11818	930	360	27
13	Kerala	6827	3049	5402	186	127	9
14	Madhya Pradesh	96737	34641	8301	760	109	21
15	Maharashtra	41669	26295	18717	1208	450	42
16	Manipur	2552	831	706	58	5	2
17	Meghalaya	5851	1759	711	54	2	1
18	Mizoram	1481	939	512	26	2	1
19	Nagaland	1520	480	379	37	1	1
20	Orissa	45700	15893	8661	700	80	15
21	Punjab	13352	2503	3980	212	100	10
22	Rajasthan	55942	26201	10144	611	117	25
23	Sikkim	684	185	161	2	4	2
24	Tamil Nadu	33470	7111	9234	445	362	41
25	Tripura	1776	1001	652	14	3	1
26	Uttar Pradesh	129976	36874	12766	1009	224	41
27	Uttaranchal	14663	3861	1855	86	4	9
28	West Bengal	50397	1929	7971	374	139	26
29	A&N Islands	213	58	95	3	1	0
30	Chandigarh	25	8	118	12	9	4
31	D&N Haveli	127	91	22	0	0	0
32	Daman & Diu	53	24	28	1	1	0
33	Delhi	2463	635	1712	63	41	17
34	Lakshadweep	21	6	11	0	0	0
35	Pondicherry	328	127	227	11	16	1
	TOTAL	**767520**	**274731**	**152049**	**10377**	**3201**	**407**

\# As on 31.3.05 (University Grants Commission Annual Report 2004-05)

STATEMENT 2 Enrolment By Stages 2004-05 as on 30-09-2004 (Provisional)

S. No.	STATES/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry. (Classes VI-VIII)			Sec/Hr. Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	3894649	3797762	7692411	1918363	1724667	3643030	1781072	1378977	3160049	659616	397103	1056719
2	Arunachal Pradesh	100064	84609	184673	32698	26972	59670	24356	17163	41519	4226	2519	6745
3	Assam	1794039	1716626	3510665	737094	652661	1389755	459818	339574	799392	125610	88732	214342
4	Bihar	5938345	4103774	10042119	1430687	778302	2208989	923934	379050	1302984	418270	135423	553693
5	Chattisgarh	1776950	1628552	3405502	687761	522233	1209994	424603	275140	699743	103226	60028	163254
6	Goa	55713	51115	106828	38830	34616	73446	31529	30337	61866	9074	12569	21643
7	Gujarat	3702105	2850917	6553022	1431810	1041725	2473535	1012769	690912	1703681	371491	274198	645689
8	Haryana	1097631	976308	2073939	656396	528418	1184814	511875	371859	883734	150392	113939	264331
9	Himachal Pradesh	350760	320047	670807	219699	199103	418802	367716	322733	690449	54815	48813	103628
10	Jammu & Kashmir	504792	464687	969479	253629	203268	456897	201480	153401	354881	44078	36327	80405
11	Jharkhand	1911035	1535949	3446984	544507	379752	924259	236978	143778	380756	132617	76559	209176
12	Karnataka	3040721	2843186	5883907	1549520	1396782	2946302	1137328	1001912	2139240	393039	313202	706241
13	Kerala	1298261	1245161	2543422	850689	777341	1628030	684173	696777	1380950	128985	184170	313155
14	Madhya Pradesh	5491292	4859801	10351093	2156596	1670352	3826948	1292618	729396	2022014	521054	237364	758418
15	Maharashtra	5918639	5466844	11385483	3277661	2910891	6188552	2590608	2081424	4672032	956721	577892	1534613
16	Manipur	180660	168237	348897	72315	64985	137300	50445	46298	96743	21257	17422	38679
17	Meghalaya	232537	235418	467955	65594	71246	136840	36873	37326	74199	16432	14284	30716
18	Mizoram	64803	58902	123705	26301	25213	51514	18574	18504	37078	7855	4325	12180
19	Nagaland	117054	107192	224246	44547	41073	85620	25093	22578	47671	7505	6139	13644
20	Orissa	2718222	2500346	5218568	997910	843023	1840933	838016	544482	1382498	293855	73332	367187
21	Punjab	1010079	891329	1901408	555492	486602	1042094	458266	395032	853298	136285	143422	279707
22	Rajasthan	5063707	4266085	9329792	2003374	1153437	3156811	1261080	531945	1793025	262492	131986	394478
23	Sikkim	43337	42812	86149	13529	15154	28683	8934	9049	17983	3885	2711	6596
24	Tamil Nadu	3321365	3082051	6403416	1934301	1763557	3697858	1521320	1431034	2952354	429873	379493	809366
25	Tripura	240599	220610	461209	99196	88394	187590	64764	54145	118909	12956	9491	22447
26	Uttar Pradesh	13241089	11338549	24579638	4168396	2929626	7098022	3757509	2168550	5926059	926531	581460	1507991
27	Uttaranchal	616672	574833	1191505	287620	264632	552252	266550	204068	470618	69295	62447	131742
28	West Bengal	5065416	4815936	9881352	1945462	1676564	3622026	1280474	922458	2202932	470211	276298	**746509**
29	A&N Islands	20852	19422	40274	12442	10987	23429	9581	9056	18637	1227	1479	2706
30	Chandigarh	34233	28675	62908	20257	17459	37716	22592	20599	43191	25980	25329	51309
31	D&N Haveli	18085	15539	33624	7192	4665	11857	4474	2926	7400	0	0	0
32	Daman & Diu	8696	7625	16321	4345	3815	8160	3430	2829	6259	294	325	619
33	Delhi	744712	716002	1460714	422128	400364	822492	346082	322901	668983	366700	342469	709169
34	Lakshadweep	3736	3317	7053	2298	1812	4110	2198	1942	4140	0	0	0
35	Pondicherry	53693	50306	103999	35018	32078	67096	29768	30351	60119	9873	10326	20199
	TOTAL	**69674543**	**61088524**	**130763067**	**28503657**	**22741769**	**51245426**	**21686880**	**15388506**	**37075386**	**7135720**	**4641576**	**11777296**

STATEMENT 3: Gross Enrolment Ratio in Classes I-V and VI-VIII & IX-XII of Schools for General Education (All Students) 2004-05(Provisional) As on 30-09-2004

S. No.	STATES/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes IX -XII (14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	96.05	97.40	96.71	73.73	69.68	71.76	52.12	42.91	47.66
2	Arunachal Pradesh	129.95	115.90	123.12	81.75	69.16	75.53	0.57	0.47	42.37
3	Assam	105.59	104.80	105.20	72.05	67.22	69.70	35.90	28.32	32.23
4	Bihar	95.40	71.18	83.75	39.66	24.29	32.43	21.64	10.31	32.23
5	Chattisgarh	136.06	127.53	131.84	89.20	70.19	79.87	44.18	30.07	37.30
6	Goa	111.43	108.76	110.13	102.18	98.90	100.61	58.39	57.24	57.82
7	Gujarat	126.44	109.86	118.65	80.39	66.27	73.77	43.19	33.47	38.64
8	Haryana	80.00	84.90	82.23	77.68	74.85	76.39	46.20	40.46	43.60
9	Himachal Pradesh	109.27	108.49	108.90	109.85	107.04	108.50	135.69	126.56	131.26
10	Jammu & Kashmir	84.41	82.98	83.72	64.87	55.39	60.28	38.90	31.63	35.38
11	Jharkhand	102.91	86.34	94.80	49.41	36.98	43.41	17.58	11.74	14.80
12	Karnataka	108.40	105.73	107.10	87.64	83.19	85.47	47.69	45.03	46.40
13	Kerala	93.53	93.69	93.61	100.91	95.38	98.19	58.98	61.34	60.15
14	Madhya Pradesh	135.35	128.74	132.16	89.41	76.52	83.29	42.86	27.58	35.72
15	Maharashtra	110.34	110.40	110.37	98.96	97.09	98.08	57.98	52.90	55.60
16	Manipur	154.41	148.88	151.69	97.72	91.53	94.69	50.45	46.77	48.61
17	Meghalaya	145.34	149.95	147.62	72.08	80.96	76.45	32.63	33.93	33.27
18	Mizoram	132.25	122.71	127.53	82.19	81.33	81.77	44.22	45.13	44.67
19	Nagaland	88.68	87.15	87.94	55.68	55.50	55.60	21.45	21.10	21.28
20	Orissa	131.89	127.37	129.69	78.82	69.21	74.11	51.89	34.72	43.43
21	Punjab	74.49	80.52	77.20	63.78	67.40	65.42	39.17	40.10	39.60
22	Rajasthan	125.40	116.66	121.24	84.82	54.80	70.67	43.65	20.98	33.06
23	Sikkim	144.46	142.71	143.58	61.50	72.16	66.70	33.09	33.51	33.30
24	Tamil Nadu	119.52	117.23	118.41	109.22	104.66	107.00	62.58	61.55	62.08
25	Tripura	133.67	128.26	131.03	80.65	75.55	78.16	41.25	36.34	38.86
26	Uttar Pradesh	110.63	104.15	107.54	57.82	46.29	52.43	42.68	28.87	36.32
27	Uttaranchal	117.02	118.52	117.74	88.23	87.92	88.08	63.16	52.46	58.03
28	West Bengal	112.92	111.27	112.11	69.43	63.31	66.46	35.19	27.29	31.39
29	A&N Islands	109.75	107.90	108.85	103.68	109.87	106.50	47.91	50.31	49.04
30	Chandigarh	77.80	69.94	74.01	65.35	72.75	68.57	51.35	58.85	54.67
31	D&N Haveli	139.12	129.49	134.50	89.90	66.64	79.05	44.74	32.51	38.95
32	Daman & Diu	144.93	127.08	136.01	108.63	127.17	116.57	68.60	70.73	69.54
33	Delhi	89.83	99.72	94.42	82.61	93.54	87.59	49.37	55.77	52.26
34	Lakshadweep	62.27	55.28	58.78	57.45	60.40	58.71	43.96	48.55	46.00
35	Pondicherry	141.30	122.70	131.64	112.96	103.48	108.22	76.33	75.88	76.10
	TOTAL	**110.70**	**104.67**	**107.80**	**74.30**	**65.13**	**69.93**	**44.26**	**35.05**	**39.91**

STATEMENT 4: Enrolment By Stages (Scheduled Castes) 2004-05 (Provisional) as on 30th September, 2004

S. No.	STATES/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry. (ClassesVI-VIII)			Sec./Hr. Sec./Pre-Degree (Classes- IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh	773567	752054	1525621	374299	322089	696388	346969	250341	597310	82964	37125	120089
2	Arunachal Pradesh	176	111	287	97	59	156	88	40	128	0	0	0
3	Assam	187844	179009	366853	87466	79617	167083	62512	48740	111252	8910	6114	15024
4	Bihar	1050868	597040	1647908	188667	89841	278508	69659	31372	101031	52985	17300	70285
5	Chattisgarh	249998	227015	477013	98649	73651	172300	59177	37858	97035	11695	6598	18293
6	Goa	1070	1045	2115	478	417	895	371	306	677	169	177	346
7	Gujarat	332687	290061	622748	140057	106264	246321	86882	55445	142327	25240	16757	41997
8	Haryana	291423	265095	556518	134842	109403	244245	76616	51652	128268	16745	8426	25171
9	Himachal Pradesh	103164	97686	200850	58276	53477	111753	40565	34480	75045	7797	5132	12929
10	Jammu & Kashmir	51477	42553	94030	31487	26543	58030	27923	16800	44723	26	5	31
11	Jharkhand	257164	183439	440603	64380	38802	103182	24897	11670	36567	7375	3212	10587
12	Karnataka	603568	570849	1174417	284744	246816	531560	191039	154401	345440	44021	32695	76716
13	Kerala	134676	126588	261264	84565	75569	160134	63120	66097	129217	11077	18102	29179
14	Madhya Pradesh	983188	864939	1848127	392036	294278	686314	195687	100583	296270	49603	40353	89956
15	Maharashtra	877259	820139	1697398	489069	420424	909493	372756	281185	653941	90981	57477	148458
16	Manipur	4438	4053	8491	2754	2603	5357	1921	1636	3557	579	473	1052
17	Meghalaya	1499	1284	2783	1246	1084	2330	932	859	1791	241	196	437
18	Mizoram	234	214	448	94	114	208	59	50	109	0	0	0
19	Nagaland	0	0	0	0	0	0	0	0	0	49	51	100
20	Orissa	513947	466011	979958	144853	112780	257633	92137	64077	156214	14618	3879	18497
21	Punjab	477571	435443	913014	196887	174809	371696	116436	99572	216008	11475	12070	23545
22	Rajasthan	1000565	824656	1825221	336648	175887	512535	173899	59892	233791	34317	10344	44661
23	Sikkim	3104	3110	6214	747	832	1579	446	397	843	104	108	212
24	Tamil Nadu	657399	577598	1234997	361880	332447	694327	263369	246975	510344	44022	36991	81013
25	Tripura	47239	43834	91073	18798	16720	35518	14816	10141	24957	2244	1383	3627
26	Uttar Pradesh	3606517	2198443	5804960	1026081	386781	1412862	601468	139078	740546	180568	97401	277969
27	Uttaranchal	151406	147658	299064	74430	61839	136269	42807	24855	67662	6034	4650	10684
28	West Bengal	1276776	1168338	2445114	444675	330726	775401	266587	165804	432391	67520	33667	101187
29	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
30	Chandigarh	4689	4283	8972	2269	2010	4279	1339	1228	2567	1650	1329	2979
31	D&N Haveli	351	328	679	149	138	287	164	134	298	0	0	0
32	Daman & Diu	375	317	692	207	195	402	262	178	440	0	0	0
33	Delhi	108525	92284	200809	52232	54800	107032	28043	28951	56994	17137	15419	32556
34	Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
35	Pondicherry	9367	9209	18576	6863	6293	13156	5321	5312	10633	1660	1756	3416
	TOTAL	**13762131**	**10994686**	**24756817**	**5099925**	**3597308**	**8697233**	**3228267**	**1990109**	**5218376**	**791806**	**469190**	**1260996**

STATEMENT 5: Gross Enrolment Ratio (SC Students) in age Group (6-11) and (11-14) 2004-05 (Provisional) as on 30-09-2004

S.No.	STATES/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)			Enrolment Ratio SC (IX-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	107.29	108.68	107.97	79.64	73.70	76.78	60.77	49.09	55.26
2	Arunachal Pradesh	-	-	-	-	-	-	-	-	-
3	Assam	161.93	161.27	161.61	118.20	112.14	115.23	68.69	56.67	62.85
4	Bihar	97.66	60.92	80.15	34.43	19.45	27.58	11.49	6.46	62.85
5	Chattisgarh	152.44	144.60	148.60	101.70	80.06	91.16	50.58	36.06	43.71
6	Goa	107.00	104.50	105.75	47.80	41.70	44.75	37.10	30.60	33.85
7	Gujarat	158.42	155.11	156.86	103.75	89.30	96.98	47.74	34.65	41.62
8	Haryana	99.46	105.20	102.11	76.18	73.92	75.15	33.75	27.92	31.13
9	Himachal Pradesh	121.37	122.11	121.73	112.07	109.14	110.65	59.65	53.88	56.85
10	Jammu & Kashmir	122.56	111.98	117.54	101.57	91.53	96.72	69.81	44.21	57.34
11	Jharkhand	105.40	78.39	92.18	48.41	32.34	40.78	15.76	8.84	12.61
12	Karnataka	116.07	113.71	114.91	88.71	82.55	85.74	45.59	42.65	44.23
13	Kerala	108.61	105.49	107.08	108.42	99.43	103.98	55.86	59.02	57.43
14	Madhya Pradesh	149.42	144.16	146.91	100.78	87.84	94.79	41.55	27.26	35.27
15	Maharashtra	149.96	147.24	148.63	134.36	126.63	130.67	76.86	68.75	73.15
16	Manipur	147.93	135.10	141.52	137.70	130.15	133.93	64.03	54.53	59.28
17	Meghalaya	-	-	-	-	-	-	-	-	-
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	141.97	135.08	138.61	67.37	54.75	61.20	34.38	24.46	29.47
21	Punjab	107.56	113.99	110.53	72.65	75.67	74.04	32.25	32.54	32.39
22	Rajasthan	131.48	121.27	126.66	80.93	48.06	65.54	33.77	14.29	25.03
23	Sikkim	155.20	155.50	155.35	74.70	83.20	78.95	44.60	39.70	42.15
24	Tamil Nadu	110.12	102.05	106.19	96.24	91.84	94.08	52.89	51.67	52.29
25	Tripura	152.38	146.11	149.30	81.73	76.00	78.93	51.09	36.22	43.78
26	Uttar Pradesh	131.91	88.54	111.27	67.46	29.80	50.12	33.60	9.77	23.04
27	Uttaranchal	144.20	150.67	147.32	122.02	110.43	116.47	56.33	36.55	46.99
28	West Bengal	116.28	110.32	113.36	65.59	51.84	58.92	30.33	21.07	25.95
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	52.10	47.59	49.84	37.82	40.20	38.90	16.74	17.54	17.11
31	D&N Haveli	-	-	-	-	-	-	-	-	-
32	Daman & Diu	-	-	-	-	-	-	-	-	-
33	Delhi	65.38	67.86	66.49	52.76	63.72	57.86	20.93	24.53	22.62
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Pondicherry	133.81	115.11	123.84	114.38	104.88	109.63	76.01	66.40	70.89
	TOTAL	**123.33**	**106.62**	**115.30**	**77.92**	**61.50**	**70.17**	**39.76**	**28.73**	**34.68**

STATEMENT 6 Enrolment By Stages (Scheduled Tribes) 2004-05(Provisional) As on 30th September, 2004

S. No.	STATES/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry. (ClassesVI-VIII)			Sec./Hr. Sec./Pre-Degree (Classes- IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh	420435	386870	807305	145992	102940	248932	115550	63044	178594	19870	7770	27640
2	Arunachal Pradesh	72400	61971	134371	22373	19430	41803	17414	12667	30081	3464	2152	5616
3	Assam	277778	267048	544826	131875	112394	244269	85106	58708	143814	14289	11445	25734
4	Bihar	54086	31864	85950	9190	4121	13311	3919	2016	5935	3824	1256	5080
5	Chattisgarh	515130	468840	983970	189557	136925	326482	111712	68317	180029	30091	17504	47595
6	Goa	2277	1931	4208	1906	1835	3741	1127	951	2078	282	174	456
7	Gujarat	632491	536418	1168909	180723	147134	327857	106991	75077	182068	26944	19232	46176
8	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh	19284	18245	37529	11579	10104	21683	8508	6840	15348	2673	1993	4666
10	Jammu & Kashmir	84591	65400	149991	42948	26453	69401	14507	8159	22666	65	16	81
11	Jharkhand	582670	449595	1032265	157070	105597	262667	58538	34376	92914	13253	8581	21834
12	Karnataka	247227	230307	477534	109915	94924	204839	69720	51579	121299	10619	5824	16443
13	Kerala	19716	18563	38279	9942	8777	18719	5678	5841	11519	1435	1876	3311
14	Madhya Pradesh	1344207	1155864	2500071	395719	286407	682126	134692	66916	201608	33239	18321	51560
15	Maharashtra	678289	594045	1272334	279183	221657	500840	166135	103612	269747	21166	9241	30407
16	Manipur	65584	57596	123180	19415	16460	35875	12111	10205	22316	7228	5920	13148
17	Meghalaya	185922	189379	375301	51996	59008	111004	28090	27171	55261	8993	9025	18018
18	Mizoram	64569	58688	123257	26207	25099	51306	18515	18454	36969	3574	2993	6567
19	Nagaland	100871	91854	192725	37893	34851	72744	21539	19398	40937	7440	5691	13131
20	Orissa	668258	572999	1241257	135132	90616	225748	73259	47301	120560	9911	901	10812
21	Punjab	0	0	0	0	0	0	0	0	0	45	18	63
22	Rajasthan	734333	602795	1337128	245276	126495	371771	130749	43644	174393	27733	7157	34890
23	Sikkim	15175	15173	30348	4396	5309	9705	2793	3181	5974	554	637	1191
24	Tamil Nadu	49063	30442	79505	23808	22031	45839	12601	11501	24102	1339	984	2323
25	Tripura	94207	81212	175419	26284	20788	47072	15213	10871	26084	1880	994	2874
26	Uttar Pradesh	20733	13387	34120	9055	3630	12685	5523	2000	7523	1947	942	2889
27	Uttaranchal	21048	21181	42229	12823	12301	25124	8367	6239	14606	2688	1894	4582
28	West Bengal	373472	327604	701076	104357	72848	177205	54670	31559	86229	10354	5878	16232
29	A&N Islands	1906	1732	3638	1052	831	1883	605	646	1251	106	143	249
30	Chandigarh	0	0	0	0	0	0	0	0	0	278	242	520
31	D&N Haveli	13352	11670	25022	5335	3110	8445	2972	1702	4674	0	0	0
32	Daman & Diu	1125	974	2099	489	406	895	304	207	511	0	0	0
33	Delhi	3331	2412	5743	1576	1370	2946	1206	1010	2216	11447	8680	20127
34	Lakshadweep	3716	3291	7007	2282	1804	4086	2154	1908	4062	0	0	0
35	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	7367246	6369350	13736596	2395348	1775655	4171003	1290268	795100	2085368	276731	157484	434215

STATEMENT 7: Gross Enrolment Ratio (ST Students)In age Group (6-11) and (11-14) 2004-05 (Provisional) as on 30-09-2004

S. No.	STATES/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)			Enrolment Ratio SC (IX-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	104.85	103.17	104.03	71.92	60.91	66.92	53.25	33.36	43.99
2	Arunachal Pradesh	139.23	123.94	131.74	86.05	74.73	80.39	47.06	40.86	44.24
3	Assam	111.11	116.61	113.74	99.15	90.64	95.05	49.48	33.74	41.56
4	Bihar	87.24	55.90	72.23	26.26	14.72	21.13	10.59	6.50	41.56
5	Chattisgarh	132.08	123.38	127.79	79.98	59.02	69.61	37.61	23.40	30.57
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	135.15	122.47	129.02	67.69	61.05	64.54	32.72	25.36	29.22
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	137.74	140.35	139.00	128.66	126.30	127.55	77.35	62.18	69.76
10	Jammu & Kashmir	111.30	90.83	101.35	93.37	64.52	79.77	26.38	17.00	22.01
11	Jharkhand	125.85	97.74	111.84	53.24	37.85	45.76	16.82	10.32	13.64
12	Karnataka	112.89	112.90	112.89	85.21	78.45	81.94	42.25	36.58	39.64
13	Kerala	115.98	116.02	116.00	99.42	97.52	98.52	40.56	41.72	41.14
14	Madhya Pradesh	155.58	139.77	147.85	82.10	62.53	72.57	23.76	12.51	18.29
15	Maharashtra	140.72	120.50	130.50	85.38	74.63	80.26	41.33	28.86	35.45
16	Manipur	149.05	137.13	143.23	71.91	65.84	68.99	32.73	28.35	30.57
17	Meghalaya	131.86	136.24	134.04	65.82	76.63	71.16	28.66	28.01	28.34
18	Mizoram	137.38	127.58	132.53	84.54	83.66	84.11	46.29	47.32	46.80
19	Nagaland	84.06	82.01	83.07	51.91	51.25	51.59	20.13	19.59	19.87
20	Orissa	125.38	114.14	119.93	47.92	34.07	41.19	22.27	15.21	18.84
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	114.03	100.63	107.57	86.67	51.01	70.01	39.03	14.65	27.55
23	Sikkim	252.92	252.88	252.90	87.92	106.18	97.05	46.55	53.02	49.78
24	Tamil Nadu	153.32	101.47	128.23	119.04	122.39	120.63	50.40	54.77	52.40
25	Tripura	134.58	121.21	128.04	62.58	53.30	58.11	30.43	23.13	26.89
26	Uttar Pradesh	172.78	121.70	148.35	75.46	36.30	57.66	92.05	50.00	75.23
27	Uttaranchal	123.81	132.38	127.97	128.23	136.68	132.23	64.36	51.99	58.42
28	West Bengal	120.47	104.33	112.35	62.12	49.22	56.08	26.80	17.15	22.22
29	A&N Islands	95.30	173.20	121.27	105.20	83.10	94.15	30.25	32.30	31.28
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	133.52	129.67	131.69	88.92	62.20	76.77	42.46	24.31	33.39
32	Daman & Diu	-	-	-	-	-	-	-	-	-
33	Delhi	-	-	-	-	-	-	-	-	-
34	Lakshadweep	61.93	54.85	58.39	57.05	60.13	58.37	43.08	47.70	45.13
35	Pondicherry	-	-	-	-	-	-	-	-	-
	TOTAL	128.06	115.49	121.91	73.88	59.49	66.98	32.99	21.95	27.68

STATEMENT 8: Dropout Rates in Classes (I-V,) (I-VIII) and (I-X) 2004-2005

S. No.	STATES/UTs	Classes I-V			Classes I-VIII			Classes I- X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	31.77	32.14	31.95	57.72	61.08	59.36	62.30	65.24	63.69
2	Arunachal Pradesh	45.86	48.01	46.85	63.23	61.90	62.63	69.59	72.30	70.79
3	Assam	51.58	48.34	50.07	72.41	74.60	73.38	75.18	74.69	74.96
4	Bihar	53.37	48.62	51.59	73.57	76.44	74.69	81.46	85.64	83.06
5	Chattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	-1.11	6.26	2.43	4.28	9.69	6.90	42.66	38.52	40.65
7	Gujarat	35.72	34.27	35.09	43.63	50.00	46.34	58.01	61.05	59.29
8	Haryana	5.04	4.54	4.81	19.86	29.61	24.51	28.01	37.72	32.48
9	Himachal Pradesh	5.78	9.82	7.74	13.48	18.36	15.89	-13.16	-0.47	-6.98
10	J&K	40.92	31.80	36.92	39.72	37.02	38.57	54.63	52.53	53.75
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karanataka	16.25	15.49	15.88	49.81	50.21	49.99	59.71	58.99	59.38
13	Kerala	-9.28	-5.54	-7.43	-15.93	-8.42	-12.24	10.64	3.52	7.15
14	Madhya Pradesh	11.12	9.13	10.21	43.09	45.07	43.95	60.48	70.31	64.70
15	Maharashtra	6.60	6.81	6.70	26.46	31.74	28.99	52.11	56.40	54.16
16	Manipur	29.71	32.74	31.18	34.47	30.91	32.80	46.04	39.58	43.02
17	Meghalaya	51.77	48.15	49.97	65.99	62.43	64.21	79.64	78.65	79.15
18	Mizoram	50.84	48.71	49.84	68.99	64.34	66.84	69.52	64.11	66.95
19	Nagaland	41.79	43.66	42.69	41.09	43.93	42.49	66.98	67.63	67.29
20	Orissa	42.60	35.17	39.34	65.56	56.64	61.95	66.40	61.46	64.42
21	Punjab	27.42	19.91	23.96	32.64	34.82	33.67	43.68	44.49	44.06
22	Rajasthan	58.92	52.90	56.59	60.85	71.33	65.34	69.33	80.72	73.87
23	Sikkim	52.01	46.80	49.44	72.48	70.02	71.22	83.34	81.15	82.30
24	Tamil Nadu	1.94	-0.14	0.94	24.62	23.24	23.96	57.27	52.71	55.19
25	Tripura	43.76	42.58	43.20	62.05	66.42	64.15	73.58	73.11	73.36
26	Uttar Pradesh	21.80	-3.78	12.06	43.71	39.18	41.94	40.49	48.99	43.77
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	43.23	44.10	43.65	63.70	63.55	63.63	75.92	80.34	78.03
29	A&N Islands	4.03	3.36	3.72	8.98	12.03	10.44	38.55	35.30	36.97
30	Chandigarh	1.46	3.91	2.59	17.03	9.14	13.40	17.69	15.63	16.73
31	D&N Haveli	21.37	36.10	28.23	44.81	60.55	51.95	64.23	70.60	67.06
32	Daman & Diu	1.51	0.06	0.84	12.91	21.29	17.03	41.62	45.36	43.43
33	Delhi	-9.27	-1.47	-5.37	27.71	28.53	28.12	45.04	48.84	46.92
34	Lakshadweep	0.77	14.51	7.62	2.91	31.24	16.41	19.16	18.57	18.88
35	Pondicherry	-2.20	-1.93	-2.07	-6.90	-7.98	-7.41	18.24	15.47	16.89
	INDIA	**31.81**	**25.42**	**29.00**	**50.49**	**51.28**	**50.84**	**60.41**	**63.88**	**61.92**

* Dropout rates are shown combined with the respective parent state.

STATEMENT 9 : Dropout Rates of SC Students in classes I-V, I-VIII and I-X 2004-2005

S. No.	STATES/UTs	Classes I-V			Classes I- VIII			Classes I- X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	32.77	34.40	33.58	62.22	67.53	64.83	68.42	72.59	70.39
2	Arunachal Pradesh	17.50	26.67	20.00	34.29	45.00	38.18	17.86	15.38	17.07
3	Assam	55.85	49.86	53.15	70.15	70.49	70.30	72.65	68.98	71.01
4	Bihar	44.02	74.10	54.83	81.88	81.76	81.84	89.83	92.10	90.61
5	Chattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	53.68	58.66	56.10	62.50	69.25	65.72	79.69	77.69	78.71
7	Gujarat	23.3	25.6	24.4	39.23	56.59	47.34	57.88	70.72	63.90
8	Haryana	15.73	13.41	14.63	39.04	45.52	42.13	60.87	69.94	65.11
9	Himachal Pradesh	16.12	16.96	16.53	31.42	35.08	33.24	47.62	48.60	48.09
10	J&K	33.30	16.60	26.25	25.24	21.31	23.56	60.67	59.84	60.29
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karanataka	24.22	14.90	19.95	42.82	51.93	47.32	64.46	65.70	65.04
13	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	23.24	14.04	18.74
14	Madhya Pradesh	18.41	11.57	15.39	39.62	41.57	40.45	61.81	72.25	66.23
15	Maharashtra	6.66	8.71	7.65	25.44	34.38	29.76	54.71	58.21	56.38
16	Manipur	37.14	25.68	31.62	0.00	0.00	0.00	1.17	1.15	1.16
17	Meghalaya	52.04	46.25	49.41	63.38	61.32	62.37	76.08	74.85	75.48
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	48.10	39.42	44.58	65.86	66.17	66.00	70.61	71.94	71.20
21	Punjab	32.05	25.87	29.20	53.67	51.12	52.46	65.32	66.10	65.69
22	Rajasthan	54.49	57.59	55.83	67.55	78.05	71.97	77.14	86.72	80.74
23	Sikkim	51.82	45.19	48.55	79.83	70.09	75.49	86.13	84.11	85.23
24	Tamil Nadu	15.77	10.10	13.66	28.37	25.42	26.98	62.66	61.76	62.23
25	Tripura	35.20	35.33	35.26	62.29	70.22	66.20	66.77	73.55	70.02
26	Uttar Pradesh	25.81	38.41	30.60	51.03	67.35	57.17	64.51	86.95	72.92
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	51.77	58.33	54.93	70.22	75.31	72.55	79.72	81.07	80.25
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	9.65	10.82	10.20	60.41	54.31	57.53	85.93	80.78	83.83
31	D&N Haveli	15.15	8.22	11.51	18.46	25.42	21.77	20.37	44.68	31.68
32	Daman & Diu	0.00	0.00	0.00	4.62	1.52	3.05	2.25	4.17	3.11
33	Delhi	4.67	5.28	4.95	0.00	0.00	0.00	70.36	67.72	69.15
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Pondicherry	1.01	2.89	1.95	0.00	0.00	0.00	21.56	24.23	22.89
	INDIA	32.73	36.14	34.21	55.20	59.95	57.26	69.11	74.17	71.25

* Dropout rates are shown combined with the respective parent state.

STATEMENT 10: Dropout Rates of ST Students in classes I-V, I-VIII and I-X 2004-2005

S. No. 1	STATES/UTs 2	Classes I-V			Classes I-VIII			Classes I-X		
		Boys 3	Girls 4	Total 5	Boys 6	Girls 7	Total 8	Boys 9	Girls 10	Total 11
1	Andhra Pradesh	51.27	56.94	54.04	76.57	81.46	78.81	81.16	85.11	82.87
2	Arunachal Pradesh	47.91	47.74	47.83	68.03	66.58	67.37	73.38	74.89	74.05
3	Assam	58.65	50.15	54.98	74.17	77.41	75.53	78.15	75.89	77.18
4	Bihar	59.16	62.99	60.82	76.27	76.10	76.20	88.02	90.29	88.96
5	Chattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Gujarat	50.0	47.3	48.8	64.47	70.19	67.08	72.45	76.61	74.36
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	0.11	6.67	3.40	11.55	22.48	17.01	37.84	43.07	40.35
10	J&K	0.00	0.00	0.00	0.00	0.00	0.00	66.00	79.49	71.79
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karanataka	9.42	6.36	7.97	44.39	51.28	47.56	62.38	64.09	63.17
13	Kerala	4.43	4.25	4.34	21.11	23.51	22.26	55.40	50.18	52.87
14	Madhya Pradesh	17.36	7.35	13.07	45.37	51.44	48.04	74.57	80.22	76.92
15	Maharashtra	28.24	36.98	32.35	54.86	62.43	58.42	73.57	83.64	78.26
16	Manipur	46.12	56.27	51.00	57.69	56.53	57.16	72.27	72.07	72.18
17	Meghalaya	54.17	47.36	50.80	70.68	68.40	69.55	82.00	82.87	82.43
18	Mizoram	50.77	48.68	49.79	68.39	63.85	66.28	69.21	63.80	66.64
19	Nagaland	39.71	37.71	38.78	44.78	40.81	42.93	68.66	68.86	68.75
20	Orissa	58.67	58.54	58.62	80.18	79.88	80.06	83.00	83.61	83.24
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	53.72	59.51	56.22	66.27	73.74	69.14	70.24	83.80	75.30
23	Sikkim	30.51	18.27	24.47	52.14	36.05	44.49	73.02	61.74	67.72
24	Tamil Nadu	12.41	10.00	11.67	44.12	23.74	35.31	65.00	53.13	59.68
25	Tripura	57.27	60.59	58.84	79.83	83.11	81.40	85.09	87.06	85.99
26	Uttar Pradesh	27.13	16.29	22.70	23.14	23.50	23.29	50.42	57.41	53.32
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	48.93	47.71	48.40	81.06	73.01	78.47	89.55	83.41	87.90
29	A&N Islands	7.34	7.94	7.62	24.76	20.67	22.87	55.92	47.09	51.85
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	25.35	42.31	33.34	50.82	69.10	59.01	70.10	79.13	74.11
32	Daman & Diu	1.69	0.80	1.28	38.20	38.42	38.30	76.51	81.34	78.94
33	Delhi	0.00	0.00	0.00	0.00	0.00	0.00	13.72	33.61	23.37
34	Lakshadweep	1.034929	8.24	4.5	0	0	0	19.05	19.08	19.07
35	Pondicherry	-	-	-	-	-	-	-	-	-
	INDIA	**42.55**	**42.04**	**42.32**	**64.97**	**67.09**	**65.87**	**77.75**	**80.66**	**78.97**

STATEMENT- 11: Number of Teachers 2004-05 (Provisional) as on 30-09-2004

S. No.	STATES/UTs	Primary			Middle/Upper Primary			Sec. / Hr. Sec.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	91782	75153	166935	60900	43085	103985	116326	68033	184359
2	Arunachal Pradesh	2518	1112	3630	2164	905	3069	2760	796	3556
3	Assam	53811	29077	82888	55734	17328	73062	56461	20792	77253
4	Bihar	59187	14015	73202	43550	12191	55741	36202	4876	41078
5	Chattisgarh	49712	19107	68819	19762	6296	26058	20110	8776	28886
6	Goa	398	1805	2203	123	361	484	2925	5085	8010
7	Gujarat	16928	19111	36039	92845	89461	182306	52874	18774	71648
8	Haryana	25085	24806	49891	6136	3760	9896	37176	27728	64904
9	Himachal Pradesh	15596	12605	28201	8752	4995	13747	18678	11711	30389
10	Jammu & Kashmir	19697	12213	31910	16707	11572	28279	15362	8935	24297
11	Jharkhand	23858	6244	30102	19523	8719	28242	8490	4855	13345
12	Karnataka	39371	24900	64271	83836	108582	192418	63555	29856	93411
13	Kerala	11125	30333	41458	14435	30961	45396	39526	94814	134340
14	Madhya Pradesh	176011	62857	238868	111198	18239	129437	43147	51196	94343
15	Maharashtra	75393	115080	190473	109218	83264	192482	190874	87671	278545
16	Manipur	4939	3094	8033	5181	3572	8753	7183	4950	12133
17	Meghalaya	7300	6445	13745	4317	3090	7407	3512	2692	6204
18	Mizoram	3015	2954	5969	4777	2200	6977	3043	1394	4437
19	Nagaland	5159	2968	8127	3921	2375	6296	4760	3424	8184
20	Orissa	63709	35370	99079	23419	7974	31393	60383	17321	77704
21	Punjab	14771	23905	38676	6336	6870	13206	29256	37748	67004
22	Rajasthan	86981	32988	119969	115456	44967	160423	85596	33001	118597
23	Sikkim	2559	2562	5121	755	417	1172	929	468	1397
24	Tamil Nadu	37390	82579	119969	26217	30741	56958	81940	129487	211427
25	Tripura	6145	1891	8036	6565	2315	8880	12201	5269	17470
26	Uttar Pradesh	285888	113569	399457	124097	33750	157847	154858	29852	184710
27	Uttaranchal	20741	22974	43715	11274	6165	17439	22343	8791	31134
28	West Bengal	110096	41569	151665	11303	4171	15474	85722	34781	120503
29	A&N Islands	414	540	954	340	383	723	1423	1418	2841
30	Chandigarh	46	212	258	15	176	191	918	4005	4923
31	D&N Haveli	259	282	541	167	111	278	161	135	296
32	Daman & Diu	99	327	426	133	148	281	193	119	312
33	Delhi	7714	17030	24744	2473	6737	9210	20064	39082	59146
34	Lakshadweep	180	143	323	87	61	148	263	116	379
35	Pondicherry	783	2186	2969	691	931	1622	2602	3223	5825
	TOTAL	1318660	842006	2160666	992407	596873	1589280	1281816	801174	2082990

Department of Higher Education*

Annexure II

Statement showing the details of the grants released to the tune of Rs.1.00 lakh and above to NGO/Voluntary Organisation during the year 2005-06

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
AHMEDABAD	29-03-2006	1-18/2003-SCH.6	CENTER FOR ENVIRONMENT EDU 50169 STATE BANK OF SAU	273419
AHMEDABAD	17-03-2006	1-52/2003 SCH-6	CENTRE F0R ENVIRONM.EDU. A/C.N0.50169 SB 0F SAURA	195000
AHMEDABAD	28-06-2005	7-183/2003 SCH-1	SHREE UMIYA KVC EDU. TRUST, 3957 CAN.BANK	250000
AHMEDABAD	26-07-2005	17-168/2001 SCH-1	SHRI JAGRUTI EDU.TRUST, A/C.N0.5279 AHME.C0-0P BA	500000
AHMEDABAD	26-07-2005	17-168/2001 SCH-1	SHRI JAGRUTI EDU.TRUST, 5279 AHME.DITT.C0-0P.BAN	500000
ALLAHABAD	22-12-2005	2-62/2005 PN-2	INDIAN ACADEMY 0F S0CIAL SCIENCES,01000070004 SBI	250000
ALLAHABAD	02-06-2005	7-41/2002 SCH-1	GANESH SHIKSHAN SANSTHA A/C.N0.3167861 UNITED BAN	320000
ALLAHABAD	19-12-2005	16-5/2005 BP	NATI0NAL INSTTE.0F CARRL. DEVEL0P.SB-2619 UBI	125000
ALLAHABAD	07-11-2005	2-70/2004 PN-2	INDIAN ACADEMY 0F S0CIAL SCIENCE,01000070004 SBI	239759
ALLAHABAD	19-10-2005	2-17/2005 PN-2	PEOPLES COUNCIL 0F EDU. A/C.N0.54 PNB	150000
ALLAHABAD	12-08-2005	17-197/2001 SCH-1	VAISHNAVI SHIKSHA SAMITI SB-14458 CAN.BANK	400000
ALMORA	10-03-2006	1-40/2005 SCH-6	SEVA NIDHI PARYA.SHIKSHA SANSTHA, 409 CAN.BANK	2500000
ALMORA	12-01-2006	16-87/2005 BP	JALAGAM SAMITI SAJGORI, A/C.N0.4692 CAN.BANK	140000
ALMORA	02-02-2006	1-41/2005 SCH-6	UTTARAKHAND SEVA NIDHI PARYAV.SHIK.SANS.409 C.B.	1038407
ALMORA	02-02-2006	1-40/2005 SCH-6	UTTARAKHAND SEVA NIDHI PARYAV.SHIK.SANS.409 C.B	2477475
ALMORA	02-01-2006	16-43/2005 BP	MHRWSC&ST DEVE.S0CITY, 096200-0100174428PNB	120000
ANANTAPUR	18-08-2005	7-30/2002 SCH-1	NAVJEEVAN RURAL DEVEL0P.ASSO. 11198 INDIAN BANK	250000
ANANTAPUR	14-02-2006	9-43/2005 EHV	SRI SATHYA SAI INST'T.OF HIGHER LEARN.432CAN.BANK	100000
ANANTAPUR	17-05-2005	17-80/2002 SCH-1	SOCIETY FOR WELFARE AWAKE RURL ENVIORN,790 CB	550000
ANANTPUR	18-08-2005	7-80/2002 SCH-1	SREE PADMAVATI MAHILA MANDALI,9762 SYN.BANK	250000
ARRAKKONAM, VELLORE	18-08-2005	14-39/2004 IE	PALLAVA C0UNCIL F0R INTEG EDU. 7376S0UTH IND.BANK	437670
BAGEPALLI	28-03-2006	16-20/2006.BP	N B URBAN AND RURAL SERVICE DEV 16532 CAN BANK	200000
BALANGIR	10-08-2005	14-57/2003 IE	JAGAT BANDHU BISWA BHA. SIKSH.NIKE.3979 A.GRAM.B.	392800
BANGAL0RE	27-06-2005	7-1/2003 SCH-1	SNEHA BHARATHI EDU. S0CITY,MCSB 000082012 CAN.BAN	175687
BANGALORE	27-03-2006	7-48/2002 SCH-1	SRI S S EKATA CHARITABLE TRUST,01000050056SB 0F M	500000
BANGALORE	27-03-2006	7-2/2006 SCH-1	SS SOCIETY,37365CAN.BANK	500000
BANGALORE	05-05-2005	7-48/2002 SCH-1	S.S.SWAMIJI EKATA CHARIT.TRUST,C1-000050056 SB MY	500000
BANGALORE	21-06-2005	7-139/2002 SCH-1	NEW CRECENT EDUL.SOCITY, ®27249 CAN.BANK	600000
BANGALORE	27-03-2006	17-24/2001 SCH-1	VED S0CIETY,3633CAN.BANK	500000
BANGALORE	04-10-2005	9-145/2003 EHV	S.S.RAVISHANKAR VIDYA MANDIR,01100050064 SBI	125000
BANGALORE	05-12-2005	9-147/2003 EHV	S.S.RAVISHANKAR VIDY M. TRUST,01100050064 SBI	125000
BANGALORE	12-01-2006	16-104/2005 BP	CENTRE F0R URBAN AND RUL DEVEL0P.CA-938 VIJAYA BAN	140000
BANGALORE	27-03-2006	7-108/2002 SCH-1	G A SEVA SAMSTHE,27244 CAN. BANK	400000
BASTI	29-03-2006	14-49/2004 IE	SYS SAMITI, S/F 6683 PNB	1497144
BASTI	29-03-2006	14-76/2005 IE	SYS SAMITI, S/F 6683 PNB	2599510
BELGAUM	21-06-2005	7-113/2002 SCH-1	SAMRUDDHI SERVICE SOCIE. ®A/C.N0.9609 CAN.BANK	590000
BETUL	16-02-2006	14-51/2004 IE	SCH.&REHABLIT.CENTRE F0R THE BLIND, 155BANK 0F MA	400000
BH0PAL	31-05-2005	9-77/2004 EHV	MANAV SANSADHAN VIKAS SAMITI,1240 CAN.BANK	487500
BHADRAK	09-01-2006	14-84/2004 IE	CENTRE F0R REHABIL.SERVIC &RESEARCH, 5184 IOB	200000
BHARATPUR	06-05-2005	9-215/2004 EHV	M.M.TARUN SAMAJ SAMITI, A/C.N0.3885 BANK OF INDI	150000
BHARATPUR	09-12-2005	9-215/2004 EHV	MITRA MANDLI TARUN SAMA SAMITI,3885 BANK 0F INDIA	150000
BHARATUR	18-11-2005	2-40/2004 PN-2	M.M.TARUN SAMAJ SAMITI, 3885 BANK OF INDIA	150000
BHAVNAGAR	21-12-2005	7-12/2005 U-3	LOK BHARATI, A/C. NO. 56025002709 SB SAURS	1740000
BHIND	19-12-2005	14-34/2005 IE	GAUTAM SHIKSHA PRASAR SAMITI,01100050868 SBI	635823
BHIND	21-02-2006	16-75/2005 BP	YCP EVAM KALYAN SAMITI, 147 DS CENTRAL BANK	120000
BHIND	12-01-2006	16-93/2005 BP	SHRI R.S.SHIK.PRASAR SAMITI, 117 JILA S.K.BANK	140000
BHIND	27-03-2006	14-8/2006 IE	G S PRASAR SAMITY,A/C.N0. 01100050868 SBI	369322
BHOPAL	06-01-2006	9-92/2004 EHV	NEW CULTURE EDU.S0CIETY, A/C.NO.2163 CAN.BANK	100000
BHUBANESWAR	27-03-2006	14-101/2005 IE	WCV HANDICAPPED,A/C.N0. 01/009038 ANDHRA BANK	268250
BHUBANESWAR	22-12-2005	9-17/2005 EHV	S0CIETY F0R NATURE EDUC. AND HEALTH,20809 CAN.BANK	891000
BHUBANESWAR	27-03-2006	14-114/2005 IE	INDIAN INSTTE.0F EDU.& CARE,100060 SB 0F TRAVAN	1781550

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BHUBANESWAR	09-01-2006	14-57/2004 IE	ORISSA MEDIA CENTRE,A/C. NO.01100005061 SBI	501450
BHUBANESWAR	27-03-2006	14-52/2005 IE	KALINGA YOUTH ASSO.9150 CUTTAK GRAMYA BANK	117625
BHUBANESWAR	16-02-2006	21-65/2005 TS-4	WOMEN,SPOLY.001696 CBI	460000
BHUBANESWAR	02-08-2005	7-133/2002 SCH-1	ORISSA MEDIA CENTRE, A/C. NO.3323 CAN.BANK	250000
BHUBANESWAR	27-07-2005	14-97/2004 IE	BHIMA BHOI SCH00L CAMPU F0R THE BLIND,100097 SB TR	350000
BHUBANESWAR	02-12-2005	9-217/2004 EHV	ORISSA MEDIA CENTRE,A/C. NO.1002236 UCO BANK	179500
BHUBANESWAR	20-05-2005	9-217/2004 EHV	ORISSA MEDIA CENTRE,A/C. N0.S/B 2236 UCO BANK	179500
BHUBANEWSWAR	02-01-2006	2-66/2003 PN-2	BATAG0SWAMI RECREATI0N CLUB,135 PURI GRAM.BANK	150000
BHUBANSWAR	27-03-2006	14-135/2005 IE	ORISSA MEDIA CENTRE,A/C. N0.01100005061 SBI	690325
BISHNUPUR	08-06-2005	14-113/2004 IE	NINGTH0.Y0UTH WELFARE ORGANI,10852 MANI.STAT.C0 B	322500
BISHNUPUR	28-03-2006	16-39/2006 BP	CENTRE F0R RURAL DEVEL0P CD-2130 URBAN CORPO.BANK	160000
CHANDEL	23-12-2005	9-106/2003 EHV	MANIPUR BOARD.AREA DEVE S0CIETY,01000050264 SBI	129500
CHANDIGARH	23-11-2005	2-61/2005 PN-2	CRRID, 55049 348238 SB OF PATIALA	250000
CHENNAI	27-03-2006	14-14/2006 IE	TN ASSO.F0R THE BLIND,953 UDAYAPATTI BRANCH	395020
CHENNAI	27-03-2006	14-61/2005 IE	NATI0NAL ASSO.F0R THE BLIND,45997 UBI	407900
CHENNAI	09-11-2005	9-46/2004 EHV	C.P.RAMASWAMI AIYAR FOUNDATI0N,01100060354 SBI	325000
CHENNAI	01-09-2005	14-134/2004 IE	TAMIL NADU ASSO.F0R THE BLIND, 5809 IOB	254550
CHENNAI	25-02-2006	14-32/2005 IE	NATI0NAL ASSO. FOR THE BLIND,45997 UBI	315872
CHENNAI	16-01-2006	1-6/2003 SCH-6	CPR ENVIR0NTL.EDU.CENTRE, 2523000100060913 PNB	1264646
CHENNAI	27-03-2006	1-6/2003-SCH.6	CPR ENVIRONMENT EDU CEN-2523000100060913 PNB	410354
CHIMAKURTY PRAKASAM	27-07-2005	14-96/2004 IE	S.K.R.PUPIL S0CIETY, A/C. NO.14969 ANDHRA BANK	175750
CHITTOOR	22-06-2005	7-149/2002 SCH-1	RUSHIVALLEY SCH00L CUM HOSTAL,01000050001 SBI	600000
COIMBATORE	27-03-2006	14-72/2005 IE	CRC S0CIETY F0R THE DISAB CHILDREN, 1928 IND.BANK	3107060
CUDDALORE	30-03-2006	14-73/2005 IE	IEPC,6769 CITY UNION BANK LTD.	1614240
CUDDALORE	10-08-2005	14-33/2004 IE	INTEGRATED EDU.PR0M0TI0. COUNCIL,6769 CITY UNI.BA	334065
CUDDAPAH	10-03-2006	7-88/2002-SCH.1	SUNDEEPA EDUCATIONAL &SOCIAL WELFARE 1963 CAN BANK	567600
CUDDAPAH	03-03-2006	7-33/2002 SCH—1	SHED, 9346 RAYALSEEMA GRAMINA BANK	400000
CUDDAPAH	13-07-2005	7-88/2002 SCH-1	SUNDEEPAH EDUL.&S0CIAL WELFARE S0CITY,1963 C.B.	280467
CUDDAPAH	16-09-2005	17-81/2000 SCH-1	DR.AMBEDKAR DALITA V.A. SANGAM,01100050024 SB HYD	500000
CUDDAPAH	11-05-2005	7-129/2002 SCH-1	OSMANIA MUSLIM MINORITY EDUL.SOCITY,01100050228SBI	225000
CUDDAPAH	20-05-2005	17-81/2000 SCH-1	DR.AMBEDKAR DVA SANGAM 01100050024 SB OF HYD.	250000
CUDDAPAH	11-05-2005	7-129/2002 SCH-1	OSMANIA MUSLIM MINORITY EDUL.SOCIETY,590981 SBI	124502
CUTTACK	16-02-2006	21-65/2005 TS-4	BP FILM AND TELEVISI0N INSTT.0F 0RISSA,8236AN.BA	687000
CUTTACK	08-12-2005	14-116/2003 IE	SRI SATYASAI JANASEVA, A/C.NO.5164 PNB	513500
CUTTACK	27-03-2006	14-137/2005 IE	SRI SATYASAI JANASEVA, A/C.NO.5164 PNB	418750
CUTTAK	19-07-2005	16-56/2005 BP	TRIBAL LIFE SOCIETY 0F 0RISSA,01100060184 HB 0F HY	100000
DAKS.SOLAPUR	27-12-2005	14-88/2004 IE	SBVP BAHUDDESHIYA SAMST A/C.N0.45(JOINT)BANK 0F MA	230000
DARRANG	30-03-2006	14-89/2005 IE	DRHD,ASSO.01000050096 SBI	708000
DARRANG	30-03-2006	14-88/2005 IE	N H WOMEN AND CHILD DEVE SOCIETY,2993/10 P G BANK	301500
DELHI	12-01-2006	16-103/2005 BP	CHIEF EXECUTIVE,RENAISSAN A/C.NO.9733VIJAYA BANK	108000
DELHI	10-03-2006	6-4//2005 SCH-6	CBSE,A/C.NO.9287 SYN.BANK	800000
DELHI	05-01-2006	9-13/2005 EHV	SPIC-MACAY,01100053050 SBI	1500000
DELHI	05-05-2005	16-18/2005 BP	PUSTAK MELA SAMITI,A/C. N0.3698 NAINITAL BANK L	700000
DELHI	04-01-2006	9-4/2005 EHV	INSTTE.0F PEACE RESEARCH & ACTI0N,948 UC BANK	250000
DELHI	27-12-2005	9-76/2004 EHV	SPIC-MACAY,01100053050 SBI	1000000
DELHI	27-03-2006	7-11/2005-U.3	AMERICAN INSTITUTE OF INDIAN STUDIES 8135 SBI	900000
DELHI	02-12-2005	9-214/2004 EHV	SECY.PANCHAM,A/C. NO. 12310 SYN.BANK	186000
DELHI	12-05-2005	9-101/2002 EHV	INSTT.OF PEACE REASEARCH &ACTION,948 UCB(UCO BANK	250000
DELHI	21-09-2005	1-36/2003 SCH-6	INDIAN ENVIR0MENTAL S0CIETY,22902 BANK0F BAR0DA	722627
DELHI	29-04-2005	9-64/2002 EHV	CITIZENSHIP DEVELOP.SOCIETY,255946 PNB	236000
DELHI	23-09-2005	9-76/2004 EHV	SPIC-MACAY,01100053050 SBI	750000
DELHI	01-07-2005	9-76/2004 EHV	SPIC-MACAY, A/C. NO. 01100053050 SBI	1000000
DELHI	25-11-2005	2-72/2005 PN-2	NATI0NAL C0UNCIL 0F ECON0 RESEAR.000705002603 ICIC	1348725
DEOGHAR	06-01-2006	9-7/2005 EHV	R K MISSI0NVIDYAPITH,A/C NO.01190015349 SBI	150000
DHENKANAL	27-03-2006	7-72/2002 SCH-1	SAMAJIK SEVA SADAN, A/C. NO.111439 CAN.BANK	500000
DHENKANAL	06-07-2005	7-72/2002 SCH-1	SAMAJIK SEVA SADAN,A/C. N0.111439 CAN.BANK	464548
DHENKANAL	27-03-2006	17-52/2001 SCH-1	MANAB SEVA SADAN, 4553 UCO BANK	390000
DHULE	29-06-2005	17-6/2000 SCH-1	W.K.BHAGINI SEVA MANDAL,A/C.N0.1361 INDIRA SAHA.B	240000
FARIDABAD	09-01-2006	9-91/2004 EHV	KISHORA EDU.SOCIETY,A/C. NO. 4563 SYN.BANK	200000
FARIDABAD	27-03-2006	14-110/2005 IE	ASSO.F0R THE WELFARE OF HANDICAPP.12088 BANK BRO	754104
FARIDABAD	27-03-2006	14-111/2005 IE	NATI0NAL ASSO. F0R THE BLIND, 11435 BANK 0F BAR0	1772030

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GANDHI ANAND	29-06-2005	7-21/2002 SCH-1	ST.FRANCIS XAVIER,S HOME, S/B - 7181 IOB	113484
GHAZIPUR	29-03-2006	14-119/2005 IE	PSD SOCIETY, 19671 UBI	151000
GHAZIPUR	13-03-2006	14-95/2004 IE	PSD S0CIETY,19671 UBI	248750
GUNTUR	20-06-2005	17-5/2001 SCH-1	ST.PETER MPHW(F)DEVEL0P. S0CIE.1437-115-1111KVBLT	500000
GUNTUR	31-08-2005	17-5/2001 SCH-I	ST.PETER M.P.H.W.(F)DEVL0P SOCIETY,1437-115-1111KV	500000
GUNTUR	18-11-2005	17-38/2001 SCH-1	PRIYADARSHI.EDUL.DEVEL0P S0CIETY,CA-30030 ANDH.BAN	1111250
GUNTUR	03-10-2005	7-77/2002 SCH-1	VISWA EDUL.SOCIETY,A/C. NO.1693 CAN.BANK	250000
GURGAON	27-03-2006	14-145/2005 IE	NATI0NAL ASSO.F0R THE BLIND,14599BANK 0F INDIA	162730
GURGAON	29-03-2006	5-63/2005-PN-11	INDIAN DEVELOPMENT FOUNDATION 52211461675 STANDARD	1833000
GURGAON	16-02-2006	14-65/2004 IE	NATI0NAL ASSO.F0R BLIND, 14599 BANK 0F INDIA	126501
GUWAHATI	27-01-2006	16-86/2005 BP	LEP TOP SOCIETY,809/SOCY ASSAM STATE C0-OP APE.B	120000
GUWAHATI	31-05-2005	9-204/2004 EHV	SOCIO-ECONOMIC DEVELOP. ORGAN.01100050741 SBI	250000
GUWAHATI	08-06-2005	14-10/2005 IE	GARD DAKHINGA0N,A/C. N0.8038 ALLAHABAD BANK	253500
GUWAHATI	06-01-2006	14-56/2004 IE	SOCIO-ECONOMIC DEVEL0P. ORGANI.105669908850 SBI	870000
GUWAHATI	06-01-2006	14-10/2005 IE	GARD, 8038 ALLAHABAD BANK	200000
GUWAHATY	25-10-2005	1-58/2003 SCH-6	ASSAM SCIENCE SOCIETY, 01100060101 SBI	1898970
GWALIOR	27-03-2006	14-90/2005 IE	AMAR JYOTI CHARITABLE TRUST,1612 SYN.BANK	261900
HABSIGUDA	03-03-2006	17-14/2002 SCH-1	HYD.CITY W0MEN WELFARE C0UNCIL,6105 ANDH.BANK	478800
HAILAKANDI	05-08-2005	7-89/2002 SCH-1	WODWICHEE,A/C.N0.2807 CACHAR GRAMIN BANK	500000
HAILAKANDI	13-03-2006	7-89/2002 SCH-1	WODWICHEE, 2807 CACHAR GRAM.BANK	500000
HAILAKANDI	31-03-2006	14-142/2005 IE	WODWICHEE, 2870 CACHAR GRAM.BANK	442735
HAILAKANDI	07-09-2005	14-55/2004 IE	WODWICHEE, A/C.N0.2870 CACHAR GRAMIN BANK	507840
HAZARIBAGH	02-01-2006	16-50/2005 BP	MARKMAN WELFARE SOCITY,A/C.N0.3509 SYN.BANK	392000
HUBLI	23-03-2006	7-2/2003 SCH-1	SNEHA EDU.&DEVEL0P.S0CIT. 34925 CAN. BANK	500000
HYDERABAD	27-03-2006	7-45/2002 SCH-1	HRD SOCIETY, 3666 ANDHRA BANK	700000
HYDERABAD	23-09-2005	9-43/2004 EHV	INSTTE.OF HUMAN STUDY,A/C.NO.6000 ANDHRA BANK	226000
HYDERABAD	29-04-2005	7-45/2002 SCH-1	HRD SOCIETY,A/C.N0.3666 ANDHRA BANK	255000
HYDERABAD	06-05-2005	9-112/2004 EHV	CENTRE FOR DEVELOP. ACTION, 3703 CAN.BANK	100000
HYDERABAD	16-05-2005	17-156/2002 SCH-1	KASTURI EDUL.SOCIETY,192 AP STATE CO-OP.BANK LTD	500000
HYDERABAD	04-01-2006	9-30/2005 EHV	INSTTE.0F HUMAN STUDY,A/C NO.6000 ANDHRA BANK	321000
HYDERABAD	29-03-2006	11-16/2005-D.III(L)	CENTRAL INSTITUTE OF ENGLISH AND FORE 983 CAN BANK	5612825
HYDERABAD	04-10-2005	9-75/2004 EHV	YOUNG ENVOYS INTERNATION S/B-A/C.N0.2614 IND.BANK	250000
HYDRABAD	23-06-2005	17-14/2002 SCH-1	HYD.CITY WOMEN WELFARE COUNCIL,6105 ANDHRA BANK	600000
IMPHAL	03-06-2005	16-22/2005 BP	INDIGENOUS WORLD,A/C.N0. 729 INDIAN OVERSEAS BANK	150000
IMPHAL	31-05-2005	9-203/2004 EHV	KANGLEI MIMETHEATRE REPERTORY,01100050624 SBI	220000
IMPHAL	07-06-2005	16-7/2005 BP	RURAL DEVELOP.ASSO.A/C. N0.3067 BANK 0F BARODA	225000
IMPHAL	05-01-2006	9-203/2004 EHV	KANGLEI MIMETHEATRE REPERT0RY,01100050624 SBI	220000
INDORE	28-03-2006	14-24/2005 IE	NATI0NAL ASSO.F0R THE BLIND,050121 SB 0F INDORE	189804
JAJPUR	09-01-2006	17-147/2001 SCH-1	KB JUBAK SANGH, 3302 IOB	365000
JAJPUR	24-05-2005	17-8/99 SCH-1	INSTTE.0F S0CIAL WELFARE ACTI0N & RESEARCH,5397CB	300000
JAJPUR	18-05-2005	17-54/1999 SCH-1	W0MAN AWARENESS &RURAL DEVEL0P,5970 C.B.	250000
JAMNAGAR	30-06-2005	7-86/2002 SCH-1	AMIN-E-SHARIAT EDU.TRUST A/C.N0.2823 CORPO.BANK	1003000
JODHPUR	27-02-2006	14-25/2005 IE	JBS KALYAN NYAS,05088 UCO BANK	100000
JUNAGADH	27-12-2006	7-182/2003 SCH-1	K.R.EDU.AND CHARITABLE TRUST,2270 BANK OF IND.	135000
JUNAGARH	02-08-2005	17-113/2000 SCH-1	SHRI S.KATHI SAMAJ EDU. CHARITBLE TRUST,4921 V.BA	474508
KAKINADA	27-05-2005	7-43/2002 SCH-1	UMA EDUL.&TECHL.SOCIETY, 01100050143 SB 0F HYD.	250000
KAKINADA	27-06-2005	14-63/2004 IE	UMA MANOVIKASA KENDRA. A/C.N0.61961 CAN.BANK	1142862
KAKINANDA, EAST G0DAVARI	01-06-2005	17-6/2001 SCH-1	HELP THE W0MEN,S,A/C.N0. 10104716772 SBI	500000
KALAHANDI	25-05-2005	9-44/204 EHV	SHREE R.K.ASHRAMA,A/C. N0.01100050409 SBI	140000
KALKATA	20-05-2005	9-195/2004 EHV	DUNLOP WOMEN ASSO.F0R SOCIAL ACTION,C&1/102 SBI	150000
KAMRUP	20-01-2006	9-204/2004 EHV	SOCIO-ECONOMIC DEVEL0P. 0RGA.01100050741 SBI	250000
KANCHEEPURAM	27-03-2006	14-70/2005 IE	KEEL0TTIVAKKAM GRAMA SANAM,45/18621 IND.BANK	490700
KANDHAMAL	02-03-2006	14-27/2005 IE	AHIMSA,011-00050371 STATE BANK OF INDIA	300000
KANKER	20-01-2006	14-133/2004 IE	ARUSHI,005501025375 ICICI BANK LTD.	745020
KARAMANIKUPPAM	02-01-2006	16-53/2005 BP	S0CI0 EC0N0MIC WELFARE ASSO.1230155000055803KV BA	120000
KARBI ANGLONG	20-01-2006	16-66/2005 BP	RURAL AREA WELFARE S0CITY,01190010704 SBI	120000
KARIMGANJ	31-03-2006	14-137/2004 IE	ROGURTOOK CLUB&LIBRARY, 2989 CACHUR GRAM.BANK	347500
KARWAR	06-05-2005	9-45/2004 EHV	RAJAYOGA EDU.&RESEARCH FOUNDA.01100050113 SBI	750000
KARWAR,UTTAR KANNADA	29-03-2006	7-111/2002 SCH-1	BAPUJI GRAMEENA VIKAS SAMITI, 13972 C0RP0.BANK	830000
KARWAR, YELLAPUR	06-05-2005	9-225/2004 EHV	RAJAYOGA EDU.&RESEARCH FOUNDA.01100050113 SBI	250000
KE0NJHAR	27-07-2005	14-92/2004 IE	BHARAT JYOTI,A/C. N0.13076 CBI	220000
KHAJIRI	31-03-2006	14-77/2005 IE	ASSO.F0R RURAL DEVEL0P.& W0MEN WELFARE,10704 IOB	539200
KHURDA	27-03-2006	14-50/2005 IE	SAHEED YUBA SANGHA,ID-23 PURI GRAM.BANK	552598

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KOCHI	14-11-2005	2-53/2005 PN-2	KERALA HISTORY ASSO.A/C. N0.57067440158 SB 0FTRAV	250000
KOHIMA	29-03-2006	16-31/2006 BP	K C SOCIETY,9681/63 UCO BANK	160000
KOLAR	03-03-2006	17-73/2000 SCH-1	CAUVERY RURAL DEVEL0P. S0CITY,47/9281 SB 0F MYSORE	500000
KOLHAPUR	16-01-2006	21-44/2005 TS-4	INSTTE.0F CIVIL AND RURAL ENGG.CD-28 BANK 0F INDI	484000
KOLKATA	23-09-2005	9-216/2004 EHV	R.K.MISSION INSTTE OF KOLKATA,S/B-A/C 7035 IOB	184500
KOLKATA	09-01-2006	9-5/2005 EHV	INDIAN MIME THEATRE, A/C. NO.13085 BANK OF INDIA	164000
KOLKATA	24-03-2006	9-51/2004 EHV	PADATIK, 13375 CAN.BANK	175000
KOLKATA	12-01-2006	16-78/2005 BP	PUBLISHERS AND B00KSELL. GUILD,CD-601154 UBI	560000
KOLKATA	01-03-2006	2-51/2005 PN-2	HIJLI INSPIRATION,A/C.N0. 1043413460-7 SBI	127000
KOLKATA	14-07-2005	9-83/2004 EHV	S0CIETY F0R NATURE EDU. A/C.N0.11007 IOB	891000
KOLKATA	25-11-2005	2-46/2004 PN-2	INSTT.0F DEVEL0P.STUDI.CUL UNIV.01000050787 SBI	200000
KOLKATA	26-12-2005	9-6/2005 EHV	VIVEKANADA NIDHI, A/C. NO.3891 UTI BANK	333500
KOLKATA	04-01-2006	9-28/2005 EHV	NANDIKAR,S/B-A/C.111831 ALLAHABAD BANK	250000
KOLKATA	01-08-2005	9-74/2004 EHV	NANDIKAR,A/C.N0.111831 ALLAHABAD BANK	250000
KOLKATTA	29-04-2005	9-161/2003 EHV	VIVEKANANDA NIDHI,A/C. N0. SB/AC 3891 UTI BANK LTD	241000
KOTTAYAM	19-05-2005	16-73/2004 BP	DARSAN CULTURE SOCITY, 626701028957 ICICI BANK	350000
KOTTAYAM	02-01-2006	16-62/2005 BP	DARSAN CULTURE S0CIETY, 026701028957 ICICI BANK	240000
KURNOOL	27-03-2006	14-133/2005 IE	HEALORS SOCIETY,26372 ANDHRA BANK	1242317
KURNOOL	01-09-2005	14-100/2004 IE	HEALORS SOCIETY,A/C. N0. 26372 ANDHRA BANK	1031636
LONAVLA(PUNE)	26-08-2005	5-19/2005 SCH-6	KAIVALYAD.SMYM SAMITI, 1267 CAN.BANK	2500000
LONAVLA,PUNE	06-01-2006	5-19/2005 SCH-6	KAIVALYADHAMA SMYM SAMITI,1267 CAN.BANK	4000000
LONAVLA,PUNE	04-10-2005	9-150/2003 EHV	K.S.M.YOGA MANDIR SAMITI,A/C.N0.1267 CAN.BANK	500000
LUCKNOW	25-05-2005	9-208/2004 EHV	NEW PUBLIC SCH0OL SAMITI A/C.N0.01100051021 SBI	150000
LUCKNOW	13-03-2006	14-107/2004 IE	NATIONAL ASSO.F0R THE BLIND,13232 IOB	524095
LUCKNOW	11-01-2006	16-92/2005 BP	PRAG SARVODAYA SAMITI, A/C.N0.341 UBI	140000
MADURAI	27-03-2006	14-62/2005 IE	INTEGRATED EDU.IMPR0VEM. COUNCIL,25813 CAN.BANK	1676100
MADURAI	27-03-2006	14-74/2005 IE	IEIC, 20173 INDIAN BANK	3212780
MANAMADURAI	23-03-2006	21-71/2005TSIV	SEIKALATHUR K A POLYTEC 325 CAN BANK	538000
MATHURA	30-09-2005	2-6/2004 PN-2	GYAN DEEP SHIKSHA BHARTI A/C.N0.5793 IOB	120000
MAYURBHANJ	27-03-2006	14-140/2005 IE	RURAL ORGANIS.F0R S0CIAL ELEVATI0N,6868 B.GRAM.BAN	541450
MAYURBHANJ	27-10-2005	14-142/2004 IE	RURAL ORGANIS.F0R S0CIAL ELEVATION,6868 BAITAR.G.B	280550
MAYYURBHANJ	20-05-2005	14-27/2003 IE	RURAL ORGANISATI0N,F0R SOCIAL ELEVATI0N,6868BGB	224875
MEDINIPUR	08-07-2005	7-71/2002 SCH-1	PRABUDDHA BHARATI SHISU (PBS) S/F-846 PNB	320000
MIDNAPORE	24-10-2005	9-106/2004 EHV	LOKCHHANDA CULTURAL UNIT ,6334 INDIAN BANK	265500
MOTBUNG	30-03-2006	17-169/2001 SCH-1	ORIENTAL WOMEN SOCIETY 1070080101 SBI	500000
MUMBAI	01-09-2005	2-40/2005 PN-2	SPASTICS S0CIETY 0F INDIA, 23805000164 STAND.CHA.B	150000
MUMBAI	24-08-2005	2-30/2004 SCH-6	H0MI BHABHA CENTRE F0R SCIENCE EDU.100431 CBI	1881314
MUMBAI	01-09-2005	2-40/2005 PN-2	SPASTICS S0CIETY 0F INDIA, 23805000164 STAND.CHA.B	109730
MUMBAI	25-05-2005	9-52/2004 EHV	YUVAK BIRADARI(BHARAT) A/C.N0.106868 DENA BANK	187500
MUMBAI	03-07-2005	2-57/2004 PN-2	THE SPASTICS SOCIETY OF INDIA,23805000164 SCB	150000
MUMBAI	27-12-2005	9-8/2005 EHV	YUVAK BIRADARI(BHARAT) A/C.N0.106868 DENA BANK	500000
MUMBAI	09-01-2006	7-29/2005 SCH-1	INSTTE.0F S0CIAL SCIENCE, 0100005172 SBI	400000
MUMBAI	16-01-2006	21-44/2005 TS-4	AGNEL TECH.C0LLEGE, A/C. NO.60687 CAN.BANK	710000
MUMBAI	16-01-2006	21-44/2005 TS-4	PREMLILA VITHALDAS POLY.A/C.NO.808 UBI	1412000
MUNGER	17-01-2006	16-81/2005 BP	HARIJAN ADIVASHI MAHILA KALYAN SAMITI,C-97MKG BAN	160000
MYSORE	29-04-2005	9-108/2004 EHV	R.K.INSTT.0F MORAL &SPIRIT EDU.01190009588 SB MYSO	250000
MYSORE	06-05-2005	9-81/2004 EHV	RAJYOGA EDU.&RESEARCH FOUNDA.01100050091SB MYS	475000
MYSORE	04-01-2006	9-108/2004 EHV	R.K.INSTTE.0F M0RAL&SPIRI EDU.01190009588 SB 0F MY	250000
NAGAON	08-06-2005	14-9/2005 IE	MAHILA MANDAL ,A/C. N0. 01170072246 SBI	253500
NAGPUR	04-01-2006	9-12/2005 EHV	BHARTIYA ADIM JATI SEVAK SANGH, 29457 BANK 0F BAR	135000
NAGPUR	06-05-2005	9-143/2003 EHV	Y0UTH F0R UNITY &V0UNTAR.ACTION,1100005229 SBI	200000
NANDED	27-03-2006	14-79/2005 IE	VV SHIKSHAN SANSTHA,797 HING0LI PE0PLE C0-0P.BANK	623530
NANDED	02-08-2005	7-28/2002 SCH-1	VASANT SHIKSH.SANSTHAN, A/C.N0.8449 SYN.BANK	490365
NANDED	21-06-2005	7-47/2002 SCH-1	JYOTIBA PHULE SEVA TRUST, A/C.050079 SB 0F PATIALA	391591
NANDED	15-09-2005	7-130/2002 SCH-1	SANSKRUTI SMWARDHAN MANDAL,SGP-4 BANK 0F MAHARAS	346657
NANDED	27-03-2006	7-130/2002 SCH-1	SKT.SAMVARDHAN MANDAL, A/C.N0.SGP-4 BANK 0F MAHA	1070000
NANDED	23-06-2005	7-28/2003 SCH-1	VASANT SHIKSHAN SANSTHA A/C.N0.8449 SYN.BANK	890000
NANDURBAR	08-12-2005	17-18/2002 SCH-1	ADIWASI DHYANPEET,20 DHULLA DISTT.CENT.C0-0P BANK	183692
NANDURBAR	08-09-2005	17-18/2002 SCH-1	ADIWASI DHYANPEET,20DHU DISTT.CENTL.C0-0P.BANK	410645
NANDURBAR,DHULE	28-06-2005	17-103/2001 SCH-1	INDIRA MAHILA SEVA S0CIT. (IMSS)002060 UNI.WEST.BA	510000
NASIK	10-03-2006	14-139/2004 IE	NATI0NAL ASSO.F0R THE BLIND,11334 CAN.BANK	215970
NELLORE	06-05-2005	7-39/2002 SCH-1	POLYMERS EDUL.S0CIETY, 631001109027 ICICI BAN	435000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
NELLORE	16-05-2005	17-94/2002 SCH-1	TRAINING RECONST.EDUL. ENVIOR.SOCIETY,CA-10 P.G.BA	300000
NELLORE	03-03-2006	7-39/2002 SCH-1	POLYMERS EDUL.S0CIETY, 631001109027 ICICI BAN	870000
NELLORE	16-08-2005	17-78/2002 SCH-1	VIJAYA LAKSHMI EDUL. SOCIETY,15315 SYN.BANK	500000
NEW DELHI	13-01-2006	9-9/2005 EHV	POETRY SOCIETY, 5483 CAN BANK	247000
NEW DELHI	29-04-2005	9-90/2004 EHV	SANKALP,A/C.N0.16997 ANDHRA BANK	500000
NEW DELHI	12-05-2005	9-155/2003 EHV	THE POETRY SOCIETY,5483 CAN.BANK	247000
NEW DELHI	06-05-2005	9-219/2004 EHV	SRI SSI CENTRE &SCH00L, 20029 SBI	400000
NEW DELHI	24-05-2005	9-224/2004 EHV	SOCIO-SERVICE ART GROUP, A/C.N0.131 UCO BANK	400000
NEW DELHI	27-06-2005	14-132/2005 IE	SERVANTS 0F THE PE0PLE S0CIETY, 2298 CAN.BANK	3244364
NEW DELHI	20-05-2005	9-220/2004 EHV	INDIA INTERNATIONAL RURL. CULTUREL CENTRE,5094 C.B	250000
NEW DELHI	01-02-2006	9-22/2005 EHV	SANKALP,A/C.N0.16997 ANDHRA BANK	1000000
NEW DELHI	05-05-2005	16-78/2004 BP	ASSO.OF WRITERS AND ILLUSTRA,90172010070720 SYN.	187500
NEW DELHI	31-03-2006	14-4/2006 IE	SERVANTS 0F THE EOPLE SOCIETY,2298 CAN.BANK	683880
NEW DELHI	27-10-2005	9-224/2004 EHV	SOCIO-SERVICE ART GROUP,A/C.N0.131 UCO BANK	400000
NEW DELHI	20-01-2006	16-84/2005 BP	BENGAL ASSO.A/C.N0.58220 UBI	160000
NEW DELHI	02-12-2005	9-48/2004 EHV	SRI AUROBIND0 EDU.S0CITY,A/C.NO.3398 UCO BANK	187793
NEW DELHI	08-11-2005	9-22/2005 EHV	SANKALP,A/C.N0.16997 ANDHRA BANK	1000000
NEW DELHI	08-12-2005	2-7/2005 PN-2	ZAKIAR HUSAIN CENTRE FOR EDUL.STUDIES,41352 SBI	150000
NEW DELHI	05-12-2005	9-105/2004 EHV	SRI AUROBIND0 EDU.S0CITY,A/C.N0.3398 UCO BANK	189234
NEW DELHI	25-11-2005	9-146/2004 EHV	SAFDAR HASHMI MEMORIL TRUST,704483 PNB	140000
NEW DELHI	29-12-2005	16-49/2005 BP	PUSTAK MELA SAMITI,A/C. NO.3698NANITAL BANK LTD.	320000
NEW DELHI	30-09-2005	9-219/2004 EHV	SRI SATHYA SAI INTERNATI0 CENTRE &SCH.20029 SBI	398193
NEW DELHI	28-03-2006	16-14/2006 BP	FEDRATI0N 0F INDIAN PUBLISERS,1256 CAN.BANK	1598780
NEW DELHI	25-11-2005	9-45/2005 EHV	INDIA INTERNATI0N.RURAL CUL.CENTRE,5094 CAN.BANK	250000
NEW DELHI	17-02-2006	2-59/2005 PN-2	SDR STUDIES, 14576 SBI	150000
NEW DELHI	01-12-2005	18-6/2005 SKT-2	RASHTRIYA SKT.SANSTHAN, 01100033322 SBI	831000
NEW DELHI	11-11-2005	9-220/2004 EHV	IND.INTERNATI0NAL RURAL CULTURAL CENTRE,5094 C.B.	250000
NEW DELHI	01-03-2006	2-65/2005 PN-2	S&T EDUCATORS FORUM,A/C NO.2481450000075HDFC BANK	150000
NEW DELHI	05-12-2005	9-49/2004 EHV	SRI AUROBINDO EDU.S0CITY.A/C.N0.3398 UCO BANK	244595
NEW DELHI	30-09-2005	9-90/2004 EHV	SANKALP,A/C.N0.16997 ANDHRA BANK	1000000
NEW DELHI	14-03-2006	14-64/2004 IE	NATI0NAL ASSO.F0R THE BLIND,22795 P NB	146650
NEW DELHI	22-03-2006	16-47/2005 BP	FEDERATI0N 0F INDIAN PUBLISER,1256 CAN.BANK	1500000
NEW DELHI	09-03-2006	17-45/2005 IC	NIP ORGANIZATI0N,A/C.N0. 000701228699 ICICI BANK	100000
NEW DELHI	28-08-2005	16-48/2004 BP	INITIATIVE F0R REC0NSTRU. AND MOBILIZA.0233C0P.BA	125000
NEW DELHI	24-08-2005	16-35/2004 BP	INDIAN REGI0NAL J0URNALI.ASSO.3983 NATI0NL.BANK L	250000
NEW DELHI	14-09-2005	17-101/2003 IC	FICC AND INDUSTRY, A/C. NO.8976 UBI	325000
NEW DELHI	27-10-2005	9-85/2004 EHV	HAMDARD EDU.SOCIETY,A/C. NO.27 UCO BANK	230000
NEW DELHI	13-03-2006	2-4/2006 PN-2	F0UNDA.0F SAARC WRITERS &LITERATURE,37488 OBC	250000
NEW DELHI	22-12-2005	9-141/2003 EHV	INDRAJAL CUL.F0UNDATI0N, A/C.N0.4159ANDHRA BANK	225000
NEW DELHI	04-01-2006	9-3/2005 EHV	RAJYOGA EDU.&RESEARCH FOUNDATI0N, 7165 UBI	250000
NEW DELHI	24-03-2006	16-44/2006 BP	UNESCO,52710001130 STANDARD CHARTERD BANK	320000
NEW DELHI	12-01-2006	16-62/2005 BP	SEHYOG VIKAS SAMITI,A/C. NO.35965 CBI	160000
NEW DELHI	30-03-2006	10-1/2000 SKT-2	NCERT,A/C.N0.15588 SBI	3465100
NEW DELHI	09-01-2006	9-29/2005 EHV	RAMAKRISHNA MISSI0N,A/C NO.6712 CBI	270500
NEW DELHI	06-01-2006	16-46/2005 BP	INTIATI.F0R REC0NSTRU.AND M0BILI(IRAM)0233C0RP0.BA	120000
NEW DELHI	06-01-2006	16-20/2005 BP	S0CIETY F0R EMPOW.THEY0UTH&DOWNTR0.01100040810SBI	100000
NEW DELHINE	20-05-2005	9-53/2004 EHV	SRI SSI CENTRE&SCH00L, N0.20029 SBI	392743
NIT FARIDABAD	23-09-2005	14-127/04 IE	ASSO.F0R THE WELFARE 0F HANDICAP.12088 BANK BAR0	678013
NIZAMABAD	24-05-2005	17-36/2002 SCH-1	GRACY ORGANIS.F0R DEVELO SERVICES,8634 ANDRA BANK	250000
NIZAMABAD	24-05-2005	17-36/2002 SCH-1	GRACY ORGANI.F0R DEVEL0P SERVICE, 8634 ANDHRA BANK	480000
NOIDA	02-12-2005	9-103/2004 EHV	BRECHTIAN MIRROR, A/C. NO.3190 CAN.BANK	215000
PARBHANI	26-07-2005	17-13/99 SCH-1	SWAMIVIVEKA.SHIK.PRASA. MANDAL,PE0PLE C0-0P BANK	250000
PASCHIM MEDINIPUR	08-07-2005	7-71/2002 SCH-1	PRABUDDHA BHARATI SHIH (PBS)S/F-846 PNB	640000
PATNA	12-01-2006	16-42/2005 BP	BADHTE KADAM, A/C. NO. 8747 UTI BANK	160000
PATNA	11-07-2005	17-47/2002 SCH-1	PRIYADARSHINI S.S.SANSTH (PSSS)625901130060 ICICI	250000
PATNA	13-06-2005	17-20/2001 SCH-1	RURAL &URBAN DEVELOP.SOCIETY,12925 CORPO.BANK	480000
PATNA	27-03-2006	16-22/2006-BP	CHANAKYA INTERNATIONAL 529 CAN BANK	120000
PATNA	17-03-2006	17-47/2002-SCH.1	PRIYADARSHINI SWASSTHA SEWA SANSTHA625901130060ICI	289400
PAVOORCHATRAM	23-03-2006	21-71/2005-TSIV	MSP VELAYUTHA N L POLY 141432 TAMIL NADU BANK PVT	395000
PERAMBALUR	29-03-2006	14-68/2005 IE	ST.JOHN SANGAM TRUST,988 CAN.BANK	233850
PERAMBALUR	26-10-2005	14-41/2004 IE	ST.JOHN SANGAM TRUST,A/C.NO.988 CAN.BANK	225832

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
PERAMBALUR	01-02-2006	7-101/2001 SCH-1	ST.JOHN SANGAM TRUST,A/C NO.988 CAN.BANK	260000
PERAMBALUR	06-03-2006	17-101/2001 SCH-1	ST.JOHN SANGAM,988 CAN. BANK	520000
PERIYAKULAM	23-03-2006	21-71/2005TSIV	T M POLTECHNIC5524 LAKSHMI VILAS BANK	567000
PHULBANI, KANDHAMAL	20-05-2005	14-27/2005 IE	ADIVASI HRIJAN INTEGRAT. MS AGEN.011-00050371SBI	336500
PILANI	23-02-2006	17-140/2005 IC	BIRLA INSTT.0F TECH.&SCINC 120001 SB 0F BIKANER&JA	150000
PONDICHERRY	14-12-2005	7-9/2005 U-3	SRI AUROBINDO INTERNATI0 CENTRE 0F EDU.13920 CBI	1000000
PONDICHERY	19-12-2005	7-8/2005 U-3	SRI AUROBINDO I.C.E. 13920 CEN.BANK OF INDIA	760000
PRAKASSAM	08-09-2005	17-80/2001 SCH-1	SIDDARTHA EDUL.SOCIETY, CA-105 RAYALSEEMA GRAM.BA	500000
PRODDATUR	18-05-2005	7-1229/2002 SCH-1	OSMANIA MUSLIM MINORITY EDUL.SOCI.01100050228 SBI	450000
PUNE	16-11-2005	1-61/2001 D(ENE)/SCH	BHARTIYAVIDYAPEETH INST.0F ENVIR0.5720BHAR.SB LT	127129
PUNE	20-05-2005	9-222/2004 EHV	DYAN-DEEP JANKALYAN FOUNDATI0N,28680 BANK MAHARA	250000
PUNE	02-01-2006	2-44/2005 PN-2	DECCAN COLLEGE(PG&RI)A/C NO.1CENTRAL BANK 0F INDIA	100000
PURI	19-01-2006	14-65/2003 IE	GRAM UNNAYAN SAMITI,A/C NO.1655 IOB	225000
RAIPUR	10-02-2006	16-48/2005 BP	T0PPERS EDUL.S0CIETY,A/C. N0.01100044350 SBI	154400
RAJAMUNDRY	23-06-2005	7-40/2002 SCH-1	LUTHERAN EDUL.S0CIETY, A/C.N0.1218 ANDHRA BANK	350000
ROURKELA	16-02-2006	21-65/2005 TS-4	UG INSTTE.0F ENGG. A/C. N0.01100050351 SBI	231000
SAHIBGANJ	10-03-2006	17-174/01SCH-1	GYAN NIKETAN	490000
SALCETE	23-12-2005	21-41/2005 TS-4	AGNEL POLY.A/C.N0.5470 CORPO.BANK	501000
SAWAI MADHOPUR	19-09-2005	17-51/2001 SCH-1	JANJATI MAHILA VIKAS SANSTHAN,17664 BANK OF BRO	1000000
SHIBGANJ	07-11-2005	17-174/2001 SCH-1	GYAN NIKETAN, A/C.NO.5063 UCO BANK	600000
SHIGGA0N,HAVERI	28-06-2005	17-64/2002 SCH-1	SHREE C.GRAMEENVIDAYA SAMSTE,01100050247 SBI	500000
SHILLONG	31-05-2005	9-42/2004 EHV	MONTFORT BROTHER 0F ST. GABRIEL,9422 FEDERAL BANK	110000
SOLAPUR	30-03-2006	14-97/2005 IE	JSK MANDAL, 585 CENTRAL C0-0P.BANK LTD.	345480
SOLAPUR	05-05-2005	16-42/2005 BP	SHRI NAGNATH BAHUUDESYA SANSTHA,2001/150 UWB LTD.	150000
SONEPAT	16-11-2005	17-12/2002 SCH-1	RAMJAS SHIKSHA SAMITI, A/C.NO.20024 SBI	203125
SUBARNAPUR	18-07-2005	9-153/2004 EHV	MAGADHESWAR CLUB,A/C. N0.10374 CAN.BANK	250000
THIRUVANAN-THAPURAM	27-03-2006	14-112/2005 IE	NATI0NAL ASSO.F0R THE BLIND,20076 SB 0FTRAVANC	383460
THIRUVANAN-THAPURAM	27-03-2006	5-7/2005 SCH-5	STATE INSTTE.0F EDUL.TECH. 1540 CAN. BANK	3750000
THIRUVANA-THAPURAM	21-04-2005	5-8/2004 SCH-5	STATE INSTT.OF EDUL.TECH. A/C.N0.1540 CAN.BANK	4000000
THOUBAL	16-06-2005	9-221/2004 EHV	WOMEN INCOME GENERATION CENTRE,01170080923 SBI	126000
THOUBAL	12-01-2006	7-14/2003 SCH-1	COMMUNITY DEVEL0P R0GRA CENTRE,01000050212 SBI	400000
THOUBAL	30-09-2005	9-131/2003 EHV	EASTERN S0CIAL WELFARE ASSO.01100050711 SBI	111500
TIRUCHIRAPALLI , TRICHY	12-05-2005	9-199/2004 EHV	CAUVERY C0LLEGE F0R W0M. 01000030303 SBI	118500
TRICHY	27-12-2005	7-100/2002 SCH-1	DPW ASSOCIATI0N, A/C. NO.11688 IOB	215425
TRICHY	27-03-2006	14-71/2005 IE	VERD S0CIETY,01100060277 SBI	609710
TRICHY	29-03-2006	14-64/2005 IE	SISTERS 0FTHE CR0SS S0CI. F0R EDU.13070117085GTBA	428030
TRICHY	27-06-2005	14-37/2004 IE	VINAMATHEE EDUL.&RURAL DEVE.S0CIT.01100060277SBI	555092
UMRANGSHU, N.C.HILLS	22-06-2005	9-211/2004 EHV	SP MEMORIAL SHIKSHA NIKETAN SAMITI,01000050011 SBI	100000
UNNAO	18-01-2006	16-80/2005 BP	VD TRIPATHI RAJKIYA PUSTALAYA, 3440 UBI	135200
UTTAR KANNADA	28-06-2005	7-111/2002 SCH-1	BAPUJI GRAMEENA VIKAS SAMITI,SB-13972 C0RPO.BANK	415000
VADODARA	04-01-2006	9-5/2005 D-3(L)	NCPSL,57019376801 SB OF TRAVANCORE	2000000
VAITHIKUPPAM	01-08-2005	9-73/2004 EHV	SRI AUR0BIN.CENTRE.F0R ADVAN.RESEACH,13529CBI	210000
VAITHIKUPPAM	06-01-2006	9-42/2005 EHV	SRI AUROBIN0D CENTRE F0R ADVANCE RESEAR.13529CBI	150000
VARANASI	18-11-2005	2-59/2004 PN-2	GANDHIAN INSTTE.0F STUDIS 2307 BANK OF BARODA	200000
VARANASI	29-06-2005	2-59/2004-PN-II	GANDHIAN INSTITUTE OF STUDIES-2307 BOB	250000
VARANASI	20-02-2006	16-45/2005 BP	BHARTIYAVIDYA ADHYAYAN KENDRA, 12448CAN.BANK	144400
VELLORE	30-03-2006	14-69/2005 IE	PCIE, 7376 SOUTH INDIAN BANK	654700
VIJAYAWADA	27-07-2005	14-35/2005 IE	IMMACULATE HEART 0F MARY S0CIETY,22635 CAN. BANK	309900
VIJAYAWADA, KRISHNA	27-05-2005	17-29/2001 SCH-1	CITY EDUL.SOCITY,A/C.N0. 01100050212 SBI	250000
VILLIANUR	27-03-2006	14-51/2005 IE	SOCITY F0R THE CARE&EDU. 0F THE DISAB.8032BANK MA	494028
VILLUPURAM	02-06-2005	27-6/2005 UU	AUROVILLE FOUNDATION,A/. N0.25975 CAN.BANK	1200000
VIZIANAGARAM	17-08-2005	7-45/2003 SCH-1	CHAITANYA BHARATHI,A/C. NO.5704 BANK OF INDIA	173258
WHOKA TOWN	05-01-2006	16-54/2005 BP	CHARITY CLUB MULTIPURP0S S0CIETY,6880/48 UCO BANK	120000

*During the Period 2005-2006, the Department of Higher Education comprised Secondary Education Bureau as well, which is currently part of the Department of School Education and Literacy.

Department of School Education and Literacy*   Annexure III

Statement showing the Details of the Grants Released Amounting to Rs.1.00 lakh and above to NGO/Voluntary Organisation during the year 2005-06

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
AGARTALA	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.6463CAN.BANK	500000
AGARTALA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.6463 CAN.BANK	1000000
AGARTALA	05-07-2005	50-42/2005 AE-6	SRC,BHARAT GYAN VIGYAN SAMITI,36755 UBI	1500000
AGARTALA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.6463CAN.BANK	113605
AHMEDABAD	08-02-2006	7-4/2005 PN-5	MAHILA SAMAKHYA,31314 MS GUJ.SAVING BANK	8000000
AHMEDABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.60721 SBI	1200000
AHMEDABAD	22-11-2005	50-42/2005 AE-6	SRC FOR ADULT EDU.A/C. NO.01100065886 SBI	1235554
AHMEDABAD	05-07-2005	50-42/2005 AE-6	DIR.(SRC F0R A.E.) A/C. N0. 01100065886 SBI	1500000
AHMEDABAD	14-03-2006	50-42/2005AE-6	SRC F0R AE,01000065886 SBI	1000000
AHMEDABAD	31-01-2006	50-59/2005AE-6	SRC F0R AE,01100065886 SBI	226390
AIZAWL	13-01-2006	3-2/2005 EE-8	SPD,SSA RAJYA MISSI0N, A/C.N0.30030173622 SBI	374000
AIZAWL	28-02-2006	3-2/2005 EE-8	SSA RAJYA MISSI0N,A/C. NO.30030173622 SBI	373000
AIZAWL	10-01-2006	5-1/2005 AE-8	JSS,01100050380 SBI	372742
AIZAWL	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050380 SBI	1000000
AIZAWL	27-03-2006	5-1/2005 AE-8	JSS,1100050380 SBI	500000
AJMER	08-04-2005	5-1/2004 AE-8	JSS, 7932 CAN.BANK	600000
AJMER	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.7932 CAN.BANK	1200000
AJMER	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.7932 CAN.BANK	861028
AJMER	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.7932 CAN.BANK	244349
ALAPPUZHA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.1018 CAN.BANK	1000000
ALAPPUZHA	01-03-2006	5-1/2005 AE-8	JSS, 1018 CAN. BANK	723000
ALAPPUZHA	27-03-2006	5-1/2005AE-8	JSS,A/C.N0.1018 CAN.BANK	500000
ALIBAG-RAIGAD	27-03-2006	5-1/2005 AE-8	JSS, 5064 CBI	400000
ALLAHABAD	01-03-2006	5-1/2005 AE-8	JSS, 13104 CAN.BANK	1000000
ALLAHABAD	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.13108 CAN. BANK	500434
ALLAHABAD	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.50093 UP IN CORPORATION BANK	723057
ALLAHABAD	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.13108CAN.BANK	500000
ALLAHABAD	05-05-2005	6-22/2004 AE-8	SHRIV.N.PARYAVARAN SANSTHAN,628201066764 ICICI BANK	2500000
ALLAHABAD	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.13104CAN.BANK	500000
ALLAHABAD	10-01-2006	5-1/2005AE-8	JSS,A/C.N0.13108CAN.BANK	1000000
ALLAHABAD	30-01-2006	21-6/2002 AE-4	DARANGANJ GRAMODYOG, A/C.N0.8079 CAN.BANK	780000
ALLAHABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.SB.13104 CAN. BANK	1000000
ALLAHABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.13108 CAN. BANK	1000000
ALLAHABAD	30-03-2006	21-64/2005 AE-4	SAMVEDANA, 289 CBI	297000
ALTO-PARVARI	08-04-2005	5-1/2004 AE-8	JSS,A/C. NO.34098 CAN. BANK	500000
ALTO-PARVARI	27-03-2006	5-1/2005AE-8	JSS,A/C.N0.34098CAN.BANK	500000
ALTO-PARVARI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.34098 CAN. BANK	1000000
ALTO-PARVARI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.34098 CAN. BANK	680225
AMBEDKAR NAGAR	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.9203 CAN.BANK	723053
AMBEDKARNAGAR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.9203 CAN.BANK	500000
AMBEDKARNAGAR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.9203 CAN.BANK	976540
AMBEDKARNAGAR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.9203 CAN.BANK	1000000
AMETHI	27-03-2006	5-1/2005 AE-8	JSS, 20621 BANK 0F BARODA	500000
AMETHI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.20621 CAN. BANK	1000000
AMETHI	08-04-2005	5-1/2004 AE-8	JSS, 20621 BANK OF BARODA	1000000
AMETHI	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.20621 BANK OF BARODA	729055
AMETHI-SULTANPUR	08-04-2005	5-1/2004 AE-8	JSS,20621 BANK OF BARODA	500000
ANANTAPUR	27-03-2006	5-1/2005AE-8	J.S.S. 54105CAN BANK	500000
ANANTAPUR	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.32066 CAN. BANK	526800
ANANTAPUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.54105 CAN.BANK	1000000
ANGUL	08-04-2005	5-1/2004 AE-8	JSS,A/C. NO.3850 CAN.BANK	699131
ANGUL	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.3850 CAN.BANK	500000
ANGUL	01-03-2006	5-1/2005 AE-8	JSS, 3850 CAN. BANK	1000000
ANGUL	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.3850 CAN. BANK	1000000
ANIPAT	29-03-2006	29-1/2006 AE-4	SVS SAMITI,01172691 PNB	1108000

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ARWAL	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB-6432 CAN. BANK	1000000
ARWAL	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.6432 CAN.BANK	783773
ARWAL	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.6432CAN.BANK	500000
AURANGABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.2346 CAN.BANK	1200000
AURANGABAD	27-03-2006	5-1/2005-AE-8	J.S.S.-2346 CAN BANK	1800000
AURANGABAD	08-04-2005	5-1/2004AE-8	JSS, 2346 CAN.BANK	885826
AURANGABAD	31-01-2006	50-42/2005 AE-6	SRC(MAHARAS.STATE INSTT. 0F AE,01100005072 SBI	1491277
AURANGABAD	31-01-2006	50-59/2005AE-6	SRC(MAHAR STATE INSTT.OF AE,01100005072 SBI	515426
AURANGABAD	05-07-2005	50-42/2005AE-6	SRC,MAHARAS.STATE INSTT. 0F AE,01100005072 SBI	1500000
AURANGABAD	14-03-2006	50-42/2005-AE.6	SRC 01100005072 SBI	1000000
BADAUN	28-03-2006	25-3/2005-DII(AE)	ZSS-20016174 BOB	5000000
BAGALKOT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.51832 CAN.BANK	1000000
BAGESHWAR	05-12-2005	5-1/2005 AE-8	JSS,A/C.N0.01190050100 SBI	1800000
BAHJOI	15-07-2005	20-3/2003 NFE-2/EE-13	SARVA DALIYAVIKAS KENDR A/C.N0.014457 SYN.BANK	600000
BAHJOI, MORADABAD	03-03-2006	20-3/2003 EE-13	SARVA DALIYA MANAVVIKA KENDRA,014457 SYN.BANK	600000
BAHRAICH	27-03-2006	5-1/2005AE-8	JSS, 15642 BANK OF BARODA	500000
BAHRAICH	12-07-2005	5-1/2005AE-8	JSS,A/C.N0.15642 BANK OF BRODA	1000000
BAHRAICH	10-01-2006	5-1/2005AE-8	JSS,A/C.N0.15642 BANK OF BARODA	786750
BANASKANTHA	17-03-2006	7-1/2006 AE-4	VANITA SHISHUVIHAR,A/C. N0.01100061587 SBI	750000
BANDA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.4951 BANK OF BARODA	1000000
BANDA	27-03-2006	5-1/2005 AE-8	JSS, 4951 BANK OF BARODA	500000
BANDA	08-04-2005	5-1/2004AE-8	JSS,4951 BANK OF BRODA	1000000
BANDA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.4951 BANK OF BARODA	913202
BANDA	08-04-2005	5-1/2004AE-8	JSS,A/C.N0.4951 BANK OF BARODA	601502
BANGALORE	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.27217 CAN.BANK	1400000
BANGALORE	08-04-2005	5-1/2004AE-8	JSS ,A/C.N0.27217 CAN. BANK	700000
BANGALORE	27-02-2006	20-32/98 EE-13	RASHTROTHANA PRAISHAT, A/C.N0.18751 CAN.BANK	4485074
BANGALORE	01-03-2006	5-1/2005AE-8	JSS, 27217 CAN. BANK	658763
BANGALORE	03-06-2005	7-5/2005 PN-5	MAHILA SAMAKHYA(KARNA) 29308 CAN.BANK	7500000
BANGLORE	27-03-2006	5-1/2005AE-8	J.S.S. 27217CAN BANK	600000
BARABANKI	27-03-2006	5-1/2005 AE-8	JSS, 245 OBC	400000
BARABANKI	08-04-2005	5-1/2004 AE-8	JSS,A/C. N0.245 ORIENTAL BANK	500000
BARABANKI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.245 ORIENTAL BANK OF COMMERCE	1000000
BARABANKI	10-01-2006	5-1/2005AE-8	JSS,A/C.NO. CA.245 OBC	459544
BASTI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.459 CAN. BANK	1000000
BASTI	08-04-2005	5-1/2004 AE-8	JSS,A/C.NO.459 CAN.BANK	500000
BASTI	10-01-2006	5-1/2005AE-8	JSS,A/C.NO. 459 CAN.BANK	564122
BASTI	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.459 CAN.BANK	500000
BEED	27-03-2006	5-1/2005 AE-8	JSS,01100005562 SBI	611871
BEED	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100005562 SBI	1000000
BH0PAL	05-07-2005	50-42/2005 AE-6	STATE RES0URCE CENTRE, STY-52 BH0PAL C0-0P CENT. BANK	1500000
BHADOHI, SANT RAVI. NAGAR	05-12-2005	5-1/2005 AE-8(Pt)	JSS,A/C.NO.36057 SBI	1800000
BHADRAK	05-12-2005	5-1/2005AE-8	JSS,A/C.N0.8031 PNB	1800000
BHARUCH	08-04-2005	5-1/2004AE-8	JSS ,A/C.NO.5255 CAN. BANK	721194
BHARUCH	27-03-2006	5-1/2005-AE-8	JSS, 2255 CANARA BANK	1500000
BHARUCH	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.5255 CAN.BANK	1000000
BHIMTAL,NAINITAL	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.158 NAINITAL BANK LTD.	1000000
BHIND	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050828 SBI	1000000
BHIND	10-01-2006	5-1/2005AE-8	JSS, 01100050828 SBI	1000000
BHIND	08-04-2005	5-1/2004AE-8	JSS,01100050828 SBI	709152
BHIND	27-03-2006	5-1/2005 AE-8	JSS,01100050828 SBI	500000
BHOPAL	10-01-2006	5-1/2005AE-8	JSS,A/C.N0.1834CAN.BANK	1000000
BHOPAL	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.1834 CAN.BANK	1000000
BHOPAL	14-03-2006	50-42/2005 AE-6	SRC,ABHIVYAKTI, STY-52 BH0PAL C0-0P CENTRAL BANK	1000000
BHOPAL	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.1834 CAN.BANK	500000
BHOPAL	31-01-2006	50-59/2005 AE-6	SRC,A/C.N0.STY-52 BHOPAL CO-OP CENTRAL BANK	333156
BHOPAL	22-11-2005	50-42/2005AE-6	SRC,ABHIVYAKTI,A/C. NO. BH0PAL C0-OP CENTL.BANK	1489169
BHOPAL	29-04-2005	50-16/2004AE-6	SRC,ABHIVYAKTI,STY-52 BHOPAL CO-OP.CENTRAL BANK	2405789

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BHOPAL	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.1834 CAN.BANK	722853
BHUBANESWAR	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.22225 CAN.BANK	500000
BHUBANESWAR	31-01-2006	50-42/2005 AE-6	SRC(AE)01100060690 SBI	1268075
BHUBANESWAR	05-07-2005	50-42/2005 AE-6	SRC FOR AE,01100060690 SBI	1500000
BHUBANESWAR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.22225 CAN.BANK	1000000
BHUBANESWAR	27-12-2005	4-1/2002 AE-8/AE-3	FARR-N 6/404 , A/C. NO. 01100050408 SBI	356321
BHUBANESWAR	14-03-2006	50-42/2005 AE-6	SRC F0R AE,01100060690 SBI	1000000
BHUBANESWAR	10-01-2006	5-1/2005 AE-8	JSS, 22225 CAN.BANK	757149
BHUBANESWAR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.22225CAN.BANK	500000
BHUBANESWAR	31-01-2006	50-59/2005 AE-6	SRC,01100060690 SBI	225833
BHUBANESWAR	27-12-2005	4-1/2002 AE-8/AE-3	FARR,01100050048 SBI	840396
BIHARSHARIF	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.20734 CAN. BANK	1000000
BIHARSHRIF	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.20734 CAN.BANK	169973
BIKANER	27-03-2006	5-1/2005 AE-8	JSS, 7220 CAN. BANK	498392
BIKANER	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.7220 CAN.BANK	1000000
BIKANER	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.7220 CAN.BANK	500000
BISHNUPUR	14-03-2006	15-2/2006 AE-3	DISTT.LITERCY S0CIETY,A/C.N0.9079/59 UC BANK	1116500
BOKARO	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.22132 CAN.BANK	1200000
BOKARO	27-03-2006	5-1/2005 AE-8	JSS, 22132 CANARA BANK	452856
BOKARO	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.22132 CAN.BANK	1000000
CACHAR	10-01-2006	5-1/2005 AE-8	JSS,1100050578 SBI	930436
CALICUT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.27296 CAN.BANK	1000000
CALICUT	10-01-2006	5-1/2005 AE-8	JSS, 27296 CAN.BANK	942489
CALICUT	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.27296CAN.BANK	500000
CALICUT	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.27296 CAN. BANK	554762
CHADIGARH	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.18612CAN.BANK	294838
CHAMPARAN	06-03-2006	20-64/94 EE-13	ANTYODAYA LOK KARYAKRM, (ALOK) 638 CBI	1730083
CHAMRAJNAGAR	15-12-2006	20-20/2005 AE-4	ZSS,A/C.N0.27564CAN.BANK	2507520
CHANDEL	29-03-2006	15-7/2006-AE.3	DIST LITERACY SOCIETY10329732030 SBI	500000
CHANDIGARH	05-07-2005	50-42/2005 AE-6	REGI0NAL RES0UR.CENTRE F0R ADULT &C0NTI.EDU.01100000016 SBI	1500000
CHANDIGARH	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.18612 CAN.BANK	1200000
CHANDIGARH	31-01-2006	50-59/2005 AE-6	SRC F0R ADULT&C0NTIN.EDU PUN.UNIV.01100000016 SBI	669640
CHANDIGARH	14-03-2006	50-42/2005 AE-6	RRCACE,PUNJ.UNIV.A/C.N0. 01100000016 SBI	1047028
CHANDIGARH	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.18612CAN.BANK	766489
CHANDIGARH	05-08-2005	37-28/2002 AE-4/6	RRC F0R ADULT&C0NTI.EDU. 01100000016 SBI	373230
CHANDIGARH(UT)	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.18612 CAN.BANK	600000
CHANGLANG	14-03-2006	11-8/2006 AE-3	CHANGLANG ZSS, A/C. NO. 01100050147 SBI	1000000
CHENNAI	05-07-2005	50-42/2005 AE-6	DIR.(SRC) 14168 CAN.BANK	2500000
CHENNAI	31-01-2006	50-59/2005 AE-6	SRC,A/C.N0.14168 CAN.BANK	705575
CHENNAI	05-10-2005	50-51/2004 AE-6	SRC,ADISESHIAH BHAWAN, A/C.N0.14168 CAN.BANK	635199
CHENNAI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.26760 CAN.BANK	1400000
CHENNAI	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.26760 CAN.BANK	1236716
CHENNAI	14-03-2006	50-42/2005 AE-6	SRC,A/C.N0.14168CAN.BANK	1000000
CHENNAI	27-03-2006	5-1/2005-AE-8	J.S.S.26760 CAN BANK	2074653
CHENNAI	31-01-2006	50-42/2005 AE-6	SRC,A/C.N0.14168 CAN. BANK	2066018
CHHATARPUR	27-02-2006	6-17/2005 AE-8	BUNDELIVIKAS SANSTHAN,A/C.N0.1608 CAN. BANK	1500000
CHINNAI	03-03-2006	20-36/95 NFE-2/EE-13	KRISHNA MURTHY FOUNDATI, 9286 CAN. BANK	1539483
CHIRAKOOT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.1346 TULSI GRAMIN BANK	1000000
CHITRAK00T	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.1346 TULSI GRAM BANK	1000000
CHITRAKOOT	27-03-2006	5-1/2005 AE-8	JSS, 1346 TULSI GRAMI.BANK	500000
COIMBATORE	08-04-2005	5-1/2004 AE-8	JSS,LDSB-000021902 CAN. BANK	885655
COIMBATORE	27-03-2006	5-1/2005AE-8	J.S.S. 000021902 CAN BANK	1507749
COIMBATORE	12-07-2005	5-1/2005 AE-8	JSS, LDSB000021902 CAN. BANK	1200000
CUTTACK	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.4843 CAN.BANK	663800
CUTTACK	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.4843 CAN.BANK	1200000
CUTTACK	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.4843CAN.BANK	282558
CUTTAK	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.4843CAN.BANK	1195645
DATIA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01190006506 SB OF INDORE	1000000
DATIA	27-03-2006	5-1/2005 AE-8	JSS, 53020000649 SB OF INDORE	500000
DATIA	08-04-2005	5-1/2004 AE-8	JSS, 5347 SB OF INDORE	580222

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DATIA	10-01-2006	5-1/2005 AE-8	JSS, 53020000649 SB OF INDORE	898040
DAVANGERE	05-12-2005	5-1/2005 AE-8	JSS, A/C.N0.10611379716 SB OF INDIA	1800000
DEHRADUN	27-03-2006	5-1/2005 AE-8	JSS, A/C.N0.13034 CAN.BANK	400000
DEHRADUN	05-07-2005	50-42/2005 AE-6	SRC F0R ADULT EDU.A/C. NO.01100047659 SBI	1500000
DEHRADUN	22-11-2005	50-42/2005 AE-6	SRC F0R ADULT EDU.A/C. NO.01100047659 SBI	510195
DEHRADUN	17-03-2006	21-66/2005 AE-4	RURAL LITERCY AND ENTITL. KENDRA,10587407285 SBI	2000000
DEHRADUN	14-03-2006	50-42/2005 AE-6	SRC, 01100047659 SBI	1000000
DEHRADUN	31-01-2006	50-59/2005 AE-6	SRC F0R AE,01100047659 SBI	336000
DEHRADUN	12-07-2005	5-1/2005 AE-8	JSS, A/C.N0.SB.13034 CAN. BANK	1000000
DEHRADUN	10-01-2006	5-1/2005 AE-8	JSS, 13034 CAN.BANK	367269
DELHI	29-03-2006	09-3/2006 AE-4	UNIV. OF DELHI, 50148 SBI	650000
DELHI	27-03-2006	5-1/2005 AE-8	JSS, 10790 CAN.BANK	1500000
DELHI	02-03-2006	6-3/2003 EE-13	JAN JAGARITI EDU.S0CITY, A/C.N0.20256 SBI	211250
DELHI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.10790 CAN.BANK	1000000
DEORIA	27-03-2006	5-1/2005 AE-8	JSS, 31479 ALLAHABAD BANK	500000
DEORIA	01-03-2006	5-1/2005 AE-8	JSS, 31479 ALLAHABAD BANK	723000
DEORIA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.CA.31479 ALLA. BANK	1000000
DHANBAD	08-11-2005	5-4/2005 AE-8	JSS,A/C.NO.6731 ALLAHABAD BANK	1064180
DHAR	05-12-2005	5-1/2005 AE-8	JSS,A/C.NO.53034895238 SB OF INDORE	1800000
DHARAVI	27-03-2006	5-1/2005-AE-8	J.S.S.-56895 CAN BANK	1783965
DHENKANAL	08-04-2005	5-1/2004 AE-8	JSS ,A/C.N0.3038 DHENKAL GRAM.BANK	516334
DHENKANAL	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.3038 ORISSA IN DHENKANAL GRAM.BANK	1000000
DHENKANAL	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.3038 DHENKAN. GRAM.BANK	400000
DHENKANAL	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.3038 DHENKANA GRAM.BANK	335198
DHOLPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100049183 STATE BANK OF BIKANER	1000000
DHOLPUR	08-04-2005	5-1/2004 AE-8	JSS,49183 SB OF BIKANER	601422
DHOULPUR	27-03-2006	5-1/2005 AE-8	JSS,51064934528 SB OF BIKANER	500000
DHOULPUR	10-01-2006	5-1/2005 AE-8	JSS,51064934528 SB OF BIKANER	893716
DIMAPUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.01190018460 SBI	997036
DIMAPUR	27-03-2006	5-1/2005 AE-8	JSS,01190018460 SBI	500000
DIMAPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050453 SBI	1000000
DISPUR,GUWAHATI	05-12-2005	7-1/2005 PN-5	ASSAM MAHILA SAMATA S0CI.A/C.NO.5127 CAN.BANK	7500000
DISPUR,GUWAHATI	03-06-2005	7-1/2005 PN-5	ASSAM MAHILA SAMATA SOCIETY,5127 CAN.BANK	10000000
EAST SIANG	20-10-2005	11-10/2002 AE-3	EAST SIANG ZSS, A/C.N0. 01100050061 SBI	1584000
EAST SIANG	07-03-2006	11-6/2006 AE-3	EAST SIANG ZSS, A/C. NO. 01100050061 SBI	764400
ERNAKULAM	05-12-2005	5-1/2005 AE-8	JSS,A/C.N0.16734 BANK OF INDIA	1800000
ETAH	29-03-2006	21-1/2006 AE-4	SUMAN TECH.INSTTE. A/C. NO.849 ZILLA SAHA.BANK LTD.	375000
FAIZABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.19173 BANK OF BARODA	1000000
FAIZABAD	27-03-2006	5-1/2005AE-8	J.S.S.51592 CAN BANK	1405796
FAIZABAD	08-04-2005	5-1/2004 AE-8	JSS, A/C. N0.19173 BANK OF BARODA	661444
FARRUKHABAD	08-04-2005	5-1/2004 AE-8	JSS, 13123 BANK OF BRODA	500000
FARRUKHABAD	27-03-2006	5-1/2005AE-8	J.S.S,13123 BOB	696166
FARRUKHABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.13123 BANK OF BARODA	1000000
FATEHABAD	13-03-2006	5-1/2004-AE.5	ZSS-20525 UNION BANK	3772000
FATEHPUR	20-03-2006	5-1/2005 AE-8(Pt)	JSS, 102494 ALLAHABAD BANK	800000
GADAG	15-12-2005	20-12/2005 AE-4	ZSS,A/C.N0.20311 CAN.BANK	1563316
GANDHINAGAR	27-03-2006	5-1/2005 AE-8	JSS, 50530. CAN. BANK	500000
GAYA	27-03-2006	5-1/2005 AE-8	J.S.S. 27822 CAN BANK	247270
GAYA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.27822 CAN.BANK	980706
GAYA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.27822 CAN. BANK	1000000
GAYA	08-04-2005	5-1/2004 AE-8	JSS,A/C.NO.27822 CAN.BANK	610964
GHAZIABAD	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.28961 CAN.BANK	1000000
GHAZIABAD	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.28961 CAN. BANK	712289
GHAZIABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.28961 CAN.BANK	1000000
GHAZIABAD	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.28961 CAN.BANK	423459
GONDA	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.7613 SBI	581076
GONDA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100007613 BANK OF INDIA	1000000
GONDA	27-03-2006	5-1/2005AE-8	J.S.S. 01100007613 SBI	1432607
GONDIA	05-12-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050044 SBI	1800000
GORAKHPUR	27-02-2006	6-17/2005 AE-8	GRAM.EVAM SAMAJIK VIKAS SEVA SANSTHAN,1021 UBI	1500000

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GUNA	10-01-2006	5-1/2005 AE-8	JSS,410601010032135 UBI	616784
GUNA	27-03-2006	5-1/2005 AE-8	JSS,410601010032135 UBI	500000
GUNA	08-04-2005	5-1/2004 AE-8	JSS,4736/16 GARA NAGRIK CO-OP BANK	500000
GUNA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB-4736/44 MP IN GARDHA C0-0P BANK	1000000
GUNTUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.6256 CAN.BANK	1200000
GUNTUR	08-04-2005	5-1/2004 AE-8	JSS, 235 CAN. BANK	662114
GUNTUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.6256CAN.BANK	949152
GURGAON	03-03-2006	6-5/2005 EE-13	CENTRE F0R DIALOGUE& RECONCILIA.10096BANK 0F BRODA	481420
GURGAON	05-07-2005	6-5/2005 EE-13	CENTRE F0R DIAL0GUE &REC0 NCI.10096 BANK BAR0DA	552420
GUWAHATI	31-01-2006	50-59/2005 AE-6	SRC,A/C.N0.5594 CAN.BANK	331743
GUWAHATI	23-02-2006	7-1/2005 PN-5	ASSAM MAHILA SAMATA SOCIETY, 5127 CAN.BANK	2346690
GUWAHATI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.35224 ASSAM CO-OP.APEX BANK LTD.	1000000
GUWAHATI	29-03-2006	37-14/2000 AE-4	GYANVIGYAN SAMITI, A/C. N0.10104837720 SBI	282400
GUWAHATI	22-11-2005	50-42/2005 AE-6	SRC,ASSAM,A/C.N0.5594 CAN.BANK	1301721
GUWAHATI	01-12-2005	3-8/98/NFE-2/EE-13	SHANTI SADHANA ASHRAM, A/C.N0.1390 CAN.BANK	226360
GUWAHATI	05-07-2005	50-42/2005 AE-6	DIR.(SRC) 5594 CAN.BANK	1500000
GUWAHATI	24-03-2006	16-1/2005-AE.4	GYANVIGYAN SAMITI-10104837720 SBI	845000
GUWAHATI	14-03-2006	50-42/2005 AE-6	SRC,ASSAM,5594CAN.BANK	1000000
GWALIOR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.20098CAN.BANK	500000
GWALIOR	01-03-2006	5-1/2005 AE-8	JSS, 20098 CAN. BANK	822977
GWALIOR	08-04-2005	5-1/2004 AE-8	JSS, 20098 CAN.BANK	1500000
GWALIOR	19-10-2005	5/4/2004 AE-8	JSS,A/C.NO.20098 CAN.BANK	1000000
HALDIA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.358 IOB	995879
HARDOI	05-12-2005	5-1/2005 AE-8	JSS,A/C.NO.13065 BANK OF BARODA	1800000
HASSAN	29-03-2006	24-27/2006 AE-4	C.M.S0CIAL SERVICE S0CIET. 50808 CAN. BANK	129500
HAZARIBAG	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.1037 CAN.BANK	1000000
HAZARIBAG	01-03-2006	5-1/2005 AE-8	JSS, CA-1037 CAN. BANK	471978
HAZARIBAGH	08-04-2005	5-1/2004 AE-8	JSS, A/C. N0. CA-1037 C.B.	500000
HAZARIBAGH	27-03-2006	5-1/2005 AE-8	JSS, CA-1037 CAN.BANK	400000
HINDUPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.54105 CAN. BANK	1000000
HOSHANGABAD	05-12-2005	5-1/2005 AE-8	JSS,A/C.NO.2685 CAN.BANK	1800000
HOWRAH	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.4222 IOB	506493
HOWRAH	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.4222 INDIAN OVERSEAS BANK	500000
HOWRAH	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.4222 IOB	1000000
HYDERABAD	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.2332CAN.BANK	1392413
HYDERABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.1887 CAN.BANK	1200000
HYDERABAD	05-07-2005	50-42/2005 AE-6	DIR.(SRC F0R AE&C0NTINUI. EDU-SPACE,239891 ANDHRA BANK	2500000
HYDERABAD	01-03-2006	6-23/2003 EE-13	DECCAN DEVEL0P.SOCIETY, 01100050064 SB 0F HYD.	300000
HYDERABAD	27-03-2006	5-1/2005AE-8	J.S.S.-1887CAN BANK	1800000
HYDERABAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.2332 CAN.BANK	1400000
HYDERABAD	31-05-2005	6-23/2003 EE-13	DECCAN DEVELOP.S0CIETY, 01100050064 SB 0F HYD.	300000
HYDERABAD	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.1887 CAN.BANK	886000
HYDERABAD	31-01-2006	50-59/2005 AE-6	SRC FOR AE &C EDU.239891 ANDHRA BANK	552758
HYDERABAD	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.2332 CAN.BANK	700000
HYDERABAD	14-03-2006	50-42/2005 AE-6	SRC F0R AE&CE(SPACE)A/C. N0.239891 ANDHRA BANK	1000000
HYDERABAD	31-01-2006	50-42/2005 AE-6	SRC(AE&CE)239891 ANDHRA BANK	2020316
HYDERABAD	05-12-2005	7-6/2005 PN-5	AP MAHILA SAMATHA S0CI. A/C.N0.24222 CAN.BANK	15000000
HYDERABAD	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.2332 CAN.BANK	700000
IDUKKI	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.25329 CAN.BANK	500000
IDUKKI	10-01-2006	5-1/2005 AE-8	JSS, A/C.NO.25329 CAN.BANK	1094755
IDUKKI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.25329 CAN.BANK	1000000
IMPHAL	27-02-2006	6-17/2005 AE-8	MANIPUR SCHEDULED CASTS ASSO.01150076297 SBI	1500000
IMPHAL EAST	14-03-2006	15-3/2006AE-3	DISTT.LITERCY S0CIETY,A/C. NO.12956FOLI0 N0.23VIJAYA BANK	1052000
IMPHAL WEST	29-03-2006	17-1/2006 AE-4	PEDO, C/D-205 MANIPUR RURAL BANK	478300
IND0RE	05-07-2005	50-42/2005 AE-6	DIR.(SRC F0R AE)BG MAHILA SANGH,01190006940 SB IND0RE	2500000
INDORE	22-11-2005	50-42/2005 AE-6	SRC F0R ADULT EDU. A/C. NO.01190006940 SB 0F INDORE	2060113
INDORE	30-05-2005	37-23/2003 AE-4	SRC F0R ADULT EDU. BG MAHILA SANGH,011900006940 SB INDORE	800000
INDORE	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.3125 CAN.BANK	1200000
INDORE	27-03-2006	5-1/2005-AE-8	J.S.S.3125 CAN BANK	1775044
INDORE	14-03-2006	50-42/2005 AE-6	SRC F0R AE,01190006940 SB OF INDORE	1000000

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INDORE	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.3125 CAN.BANK	1197510
INDORE	31-01-2006	50-59/2005 AE-6	SRC F0R AE,01190006940 SB OF INDORE	651599
ITANAGAR	27-03-2006	5-1/2005 AE-8	J.S.S. 9134 VIJAY BANK	500000
JAHAANGIR PURI, DELHI	08-04-2005	5-1/2004 AE-8	JSS, A/C.N0.10790 CAN. BANK	606061
JAIPUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.959 CAN.BANK	1200000
JAIPUR	05-07-2005	50-42/2005 AE-6	DIR.(SRC)RAJ.A.E.ASS0.A/C. N0.28647 SB 0F BIKANER	2500000
JAIPUR	01-08-2005	2-62/2004 PN(5)	SANDHAN 031010100066237 UTI BANK	300000
JAIPUR	31-01-2006	50-59/2005 AE-6	SRC(RAJ.AE ASSO.)28647 SB 0F BIKANER	752000
JAIPUR	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.959 CAN.BANK	739647
JAIPUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.959 CAN.BANK	600000
JAIPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0. 020 CAN.BANK	1060353
JAIPUR	28-07-2005	20-73/94 NFE-2/EE-13	BODH SHIKSHA SAMITI,A/C. N0.5209 UCO BANK	766832
JAIPUR	22-11-2005	50-42/2005 AE-6	SRC,RAJ.ADULT EDU.A/C. NO.28647 SB 0F BIKANER	1965511
JAIPUR	14-03-2006	50-42/2005 AE-6	SRC(RAJ.ADULT EDU.ASSO.) 28647 SB 0F BIKANER	1000000
JAIPUR	16-01-2006	2-62/2004 PN(V)	SANDHAN,031010100066237 UTI BANK	353310
JALGAON	27-02-2006	6-17/2005 AE-8	ADIVASI SEVA MANDAL,A/C.N0.01100005004 SBI	1500000
JALPAIGURI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.7027 UBI	1000000
JALPAIGURI	27-03-2006	5-1/2005 AE-8	JSS, 7027 UNITED BANK OF INDIA	500000
JALPAIGURI	08-04-2005	5-1/2004 AE-8	JSS,7027 UBI	500000
JALPAIGURI	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.SB-7027 UBI	1000000
JAMMU	08-04-2005	5-1/2004 AE-8	JSS ,A/C.NO.60816 CAN. BANK	600000
JAMMU	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.60816 CAN. BANK	1200000
JAMSHEDPUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.754 CAN.BANK	1521340
JAMSHEDPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.754 CAN.BANK	1200000
JAMSHEDPUR	08-04-2005	5-1/2004 AE-8	JSS, 754 CAN. BANK	600000
JAMTARA	29-06-2005	20-21/2003 NFE-2/EE-13	BADLAO FOUNDATI0N,A/C. NO.01100050036 SBI	798120
JAMTARA	01-03-2006	20-21/2003 EE-13	BADLAO FOUNDATION,A/C. NO.01100050036 SBI	798120
JAUNPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.1260 GOMTI GRAMIN BANK	1000000
JAUNPUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.1260 GOMTI GRAMIN BANK	1000000
JAUNPUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.NO.1260 GOMTI GRAM.BANK	500000
JAUNPUR	08-04-2005	5-1/2004 AE-8	JSS,1260 GOMTI GRAMIN BANK	934782
JEHANABAD	18-11-2005	10-6/2001 AE-4	JEHANABAD VIKAS MANDAL 210922 ALLAHABAD BANK	319000
JODHPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.63108 CAN.BANK	1200000
JODHPUR	10-01-2006	5-1/2005 AE-8	JSS, 63108 CAN.BANK	1196679
JODHPUR	27-03-2006	5-1/2005 AE-8	JSS, 63108 CAN.BANK	600000
JODHPUR	08-04-2005	5-1/2004 AE-8	JSS, 63108 CAN. BANK	600000
JORHAT	27-03-2006	5-1/2005 AE-8	J.S.S.11624 CAN BANK	500000
JORHAT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.11624 CAN.BANK	1000000
JORHAT	01-03-2006	5-1/2005 AE-8	JSS, 11624 CAN. BANK	182130
K0LK0TA	05-07-2005	50-42/2005 AE-6	DIR.(SRC F0R A.E.) A/C.N0. 01000050197 SBI	2500000
K0LKATA	05-07-2005	20-45/97 NFE-2/EE-13	R.K.MISSI0N L0KASHIKSHA PARISHAD,01000050148 SBI	747372
K0LKATA	31-05-2005	6-4/2004 EE-13	INDIAN MIME THEATRE, A/C. NO. 6629 BANK 0F INDIA	300000
KACHCHH	01-03-2006	5-1/2005 AE-8	JSS,A/C.N0.5836 BANK OF BARODA	477013
KAIKINI KARWAR, UTTAR KANNADA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.27503 CAN.BANK	1000000
KAITHAL	13-03-2006	10-14/2003 AE-5	GIAN DEEP SAKSHAR.SAMITI 145 K.C.C0-0P BANK	1839000
KAKINADA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.50530 CAN.BANK	1000000
KAKINADA	08-04-2005	5-1/2004 AE-8	JSS ,A/C.NO.50530 CAN. BANK	595306
KAKINADA, GANDHINAGAR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.50530CAN.BANK	997632
KALAHANDI EE-13	31-10-2005	20-10/97 NFE-2/	SHREE R.K.ASHRAM ,A/C.NO.01100050409 SBI	565500
KALAHNDI	27-12-2005	4-1/2002 AE-8/AE-3	ANTODAYA,A/C.N0.3870 IOB	425779
KALAHNDI	27-12-2005	4-1/2002 AE-8/AE-3	MANAV SEBA SANSTHAN,A/C N0.01100050177 SBI	264967
KALAHNDI	27-12-2005	4-1/2002 AE-8/AE-3	LOK YOJANA AT KARPA,A/C. NO.SB-5259 IOB	185590
KALAHNDI	27-12-2005	4-1/2002 AE-8/AE-3	C0MMECIAL AGRI.&RURL AREA DEVE.AGENCY,1209 ANDHRA BANK	130166
KALAHNDI	27-12-2005	4-1/2002 AE-8/AE-3	KARTABYA,01100050121 SBI	145625
KALOL	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.8249 UBI	1000000

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KALOL	27-03-2006	5-1/2005 AE-8	JSS, 8249 UBI	500000
KALOL(NG)	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.8249 UBI	845845
KANGLATONGBI	05-12-2005	5-1/2005 AE-8	JSS,A/C.NO.1451 UNITED BANK OF INDIA	1800000
KANPUR	01-03-2006	5-1/2005 AE-8	JSS, 8120 CAN.BANK	1197989
KANPUR	08-04-2005	5-1/2004 AE-8	JSS, 8120 CAN.BANK	798812
KANPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.8120 CAN. BANK	1200000
KARUR	23-03-2006	27-8/2005 D-2(AE)	ARIVOLI IYAKKAM, A/C. NO. 52 I O B	1652000
KARWAR	27-03-2006	5-1/2005 AE-8	JSS, 27503 CAN.BANK	1500000
KARWAR	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.27503 CAN. BANK	722690
KATHIAR	17-03-2006	6-12/2004 EE-13	APRAJITA,5914 CENTRAL BANK OF INDIA	172500
KAUSHAMBI	02-01-2006	6-3/2005 D-2(AE)	ZSS,A/C.N0.7254 BANK OF BARODA	4366000
KEONIHAR	01-03-2006	5-1/2005 AE-8	JSS, 817 PNB	1000000
KEONJHAR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.817 PNB	1000000
KEONJHAR	08-04-2005	5-1/2004 AE-8	JSS,A/C.NO. 817 PNB	500000
KEONJHAR	27-03-2006	5-1/2005 AE-8	JSS, 817 PNB	500000
KHURDA, BHUBANESWAR	03-03-2006	6-21/2003 EE-13	AWAZ, 3006 CAN.BANK	105625
KODUNGALLUR, THRISSUR	08-04-2005	5-1/2004 AE-8	JSS ,A/C.N0.131779 CAN. BANK	500000
KOLAR	15-12-2005	20-7/2005 AE-4	ZSS,182010029108SYN.BANK	3799933
KOLKATA	06-03-2006	20-45/97 EE-13	RK MISSI0N ASHRAMA,A/C. N0.01000050148 SBI	1690000
KOLKATA	24-11-2005	20-31/2002 NFE-2/EE-13	SCIENCE COMMUNICA.FORUM A/C.NO.22696 CAN.BANK	600000
KOLKATA	31-01-2006	50-59/2005 AE-6	SRC F0R AE,01000050197 SBI	598388
KOLKATA	14-03-2006	50-42/2005 AE-6	SRC F0R AE,01000050197 SBI	1000000
KOLKATA	27-03-2006	5-1/2005 AE-8	JSS, 21398 CAN.BANK	1508500
KOLKATA	14-11-2005	20-26/2001 NFE-2/EE-13	INSTTE.0F PSYCH0L0GICAL & EDUL.RESEARH,15507 IOB	413686
KOLKATA	08-11-2005	20-27/2001 NFE-2/EE-13	I.P.E.R.A/C.NO.19107 IOB	413698
KOLKATA	22-11-2005	50-42/2005 AE-6	SRC F0R ADULT EDU.A/C. NO.01000050197 SBI	2498657
KOLKATTA	02-03-2006	6-4/2004 EE-13	INDIAN MIMETHEATRE,6629 BANK OF INDIA	300000
KOLLAM	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.8251 CENTRAL BANK OF INDIA	1000000
KOLLAM	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.8251 CENTRAL BANK OF INDIA	347312
KOLLAM	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.8251 CBI	500000
KOLLAM	27-03-2006	5-1/2005 AE-8	JSS, 8251 CENTRAL BANK OF INDIA	400000
KORAPUT	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.4885 IOB	373699
KORAPUT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.4885 INDIAN OVERSEAS BANK	1000000
KORAUT	27-03-2006	5-1/2005 AE-8	JSS, 4885 IOB	400000
KOTA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.2355CAN.BANK	1194640
KOTA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.2355 CAN.BANK	1200000
KOTA	08-04-2005	5-1/2004 AE-8	JSS, 2355 CAN. BANK	600000
KOTA	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.2355CAN.BANK	149740
KOTTAYAM	14-12-2005	5-1/2000 AE-8	JSS,A/C.N0.1422 CAN.BANK	1500000
KUDAL,SINDHURG	08-04-2005	5-1/2004 AE-8	JSS, A/C. N0.5600 BANK OF BARODA	500000
KUNDRKUDI, SIVAGANGA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.62275 CAN.BANK	1000000
KUSHINAGAR	08-04-2005	5-1/2004 AE-8	JSS, 14560 PNB	1500000
KUSHINAGAR	12-07-2006	5-1/2005 AE-8	JSS, 14560 PNB	1000000
KUTCH	27-03-2006	5-1/2005 AE-8	JSS, 5836 BANK OF BARODA	500000
KUTCH	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.26 BANK OF BARODA	500000
KUTCH,BHUJ	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.5836 BANK OF BRODA	1000000
LUCKNOW	27-02-2006	6-17/2005 AE-8	SRI SURYA BUX PAL KANYA INTER C.V.SAMITI,359 IOB	1500000
LUCKNOW	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.15350CAN.BANK	1120138
LUCKNOW	18-01-2006	22-7/2001 AE-4	NEW PUBLIC SCH00L SAMITI, 01100051021 SBI	700000
LUCKNOW	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.13350CAN.BANK	109899
LUCKNOW	31-01-2006	50-59/2005 AE-6	SRC,SRC-CT(CA-1823) CAN. BANK	596054
LUCKNOW	03-06-2005	7-2/2005 PN-5	MAHILA SAMAKHYA(UP)A/C. N0.1001 UNION BANK 0F IND.	7500000
LUCKNOW	14-03-2006	50-42/2005 AE-6	SRC, DIR.SRC,CT-1823 CAN. BANK	1000000
LUCKNOW	27-02-2006	6-17/2005 AE-8	GVEPS, 3719 J&K BANK	1500000
LUCKNOW	22-11-2005	50-42/2005 AE-6	SRC, DIR.SRC.C.T.(CA-1823) CAN.BANK	2360594
LUCKNOW	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.15350 CAN. BANK	600000

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LUCKNOW	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.15350 CAN.BANK	1200000
LUCKNOW	05-07-2005	50-42/2005 AE-6	DIR.(SRC) C.T.(C.A.-1823) CAN.BANK	2500000
LUCKNOW	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.15642 BANK OF BARODA	500000
LUDHIANA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.0520-B 55589-011 INDUSIND BANK	723127
LUDHIANA	27-03-2006	5-1/2005 AE-8	JSS,0520-B-55589-001 INDUSIND BANK	500000
LUDHIANA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.B55589-001 PUNJAB IN INDUS.BANK	1000000
MADURAI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.27412 CAN.BANK	1200000
MADURAI	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.27412 CAN.BANK	500000
MALLAPURAM	27-02-2006	6-17/2005 AE-8	NILAMBUR MUSLIM ORPHAN. C0MMITTEE,3447 IND.BANK	1500000
MAUNATHBANJAN	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.11426 CAN.BANK	1000000
MAUNATHBHANJAN	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.11426 CAN.BANK	863333
MAUNATHBHANJAN	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.11426 CAN.BANK	500000
MIRZAPUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.32844CAN.BANK	500000
MIRZAPUR	10-01-2006	5-1/2005 AE-8	JSS, 32844 CAN.BANK	952201
MIRZAPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.32844 CAN.BANK	1000000
MOHALI	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.486 CAN.BANK	500000
MOHALI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.486CAN.BANK	954157
MOHALI	27-03-2006	5-1/2005 AE-8	JSS,A/C.NO.486 CAN.BANK	500000
MOHALI,RUPNAGAR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.486 CAN.BANK	1000000
MON	31-05-2005	20-50/99 NFE-2/EE-13	K0NYAK W0MEN&CHILD WELFARE S0CIETY,50825 SBI	125000
MORENA	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.10526565925 SBI	1000000
MORENA	17-11-2005	6-26/96 NFE-2/EE-13	SHIKSHA PRASAR SAMITI, A/C.N0.10933 CAN.BANK	1277559
MORENA	27-03-2006	5-1/2005 AE-8	JSS,10526565925 SBI	500000
MORENA	16-11-2005	6-13/96 NFE-2/EE-13	GRAMIN CHETNA EVAM SEVA SAMITI,01100050386 SBI	2340125
MORENA	14-11-2005	6-24/94 NFE-2	MAHATMA SHIKSHA PRASA SAMITI,12079 CAN.BANK	1758775
MORENA	07-11-2005	6-45/97 NFE-2/EE-13	SHIKSHA PRASAR SAMITI, 10933 CAN.BANK	4097519
MORENA	08-04-2005	5-1/2004 AE-8	JSS,01100050360 SBI	694141
MORENA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB-01100050360 SBI	1000000
MORENA	02-08-2005	6-40/97 NFE-2/EE-13	Pt.RAMPRSAD BISMIL MVS SAMITI,5300279936 SB 0F IND0RE	1197111
MORENA	02-08-2005	6-26/94 NFE-2/EE-13	SARASWATI SHIKSHA PRAS. SAMITI,15129/78 UC0 BANK	908087
MORIGA0N	18-01-2006	3-6/2000 NFE-2/EE-13	JAMS,6943/33 ASSAM C0-0P .APPEX M0RIGA0N BRANCH	506935
MUMBAI	27-03-2006	6-2/2004 EE-13	PRATHAM,MUMBAI EDU.INITI 003201001904 ICICI BANK	5152000
MUMBAI	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.56895 CAN.BANK	1400000
MUMBAI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.15592 CAN. BANK	1400000
MUMBAI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.15592 CAN.BANK	1400000
MUMBAI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.56895 CAN.BANK	1400000
MUMBAI	08-04-2005	5-1/2004 AE-8	JSS, A/C. N0. 56895 CAN. BANK	947939
MUMBAI	03-03-2006	6-2/2004 EE-13	MUMBAI EDU.INITIATIVE,A/C NO.003201001904 ICICI BANK	15680610
MUMBAI	27-03-2006	5-1/2005 AE-8	J.S.S. 15592 CAN BANK	700000
MYS0RE	05-07-2005	50-1/2004 AE-6	SRC,KARNATAKA STATE A.E. C0UNCIL, 7990 CAN.BANK	1500000
MYSORE	27-03-2006	5-1/2005-AE-8	J.S.S.12904 CAN BANK	779116
MYSORE	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.12904 CAN.BANK	1200000
MYSORE	29-03-2006	24-42/2006 AE-4	DEED, 6140 VIJAYA BANK	210000
MYSORE	31-01-2006	50-59/2005 AE-6	SRC(KARNATA.STATE AE C0UNCIL,7990 CAN.BANK	569364
MYSORE	14-03-2006	50-42/2005 AE-6	SRC(KARNA.STATE A.E. C0UNCIL,7990 CAN.BANK	1000000
MYSORE	31-03-2006	50-7/2006 AE-6	SRC(KARNATAKA STATE A.E. C0UNCIL)7990 CAN.BANK	1384754
MYSORE	22-11-2005	50-42/2005 AE-6	SRC,KARNATAKA STATE AE COUNCIL,7990 CAN.BANK	1489475
MYSORE	08-04-2005	5-1/2004 AE-8	JSS ,A/C.N0.12904 CAN. BANK	600000
NAHARLAGUN	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0. 9134 VIJAYA BANK	1000000
NAINITAL,BHIMTAL	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.158/1 NAINITAL BANK LTD.	500000
NALANDA	27-03-2006	5-1/2005 AE-8	JSS, 20734 CAN. BANK	400000
NALANDA	08-04-2005	5-1/2004 AE-8	JSS, 20734 CAN. BANK	500000
NAMAKKAL	27-02-2006	6-17/2005 AE-8	KANDASWAMI KANDER TRUST B0ARD,7720CAN.BANK	1500000
NANDURBAR	27-03-2006	5-1/2005 AE-8	JSS,1100005625 SBI	400000
NANDURBAR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.1100005625 SBI	1000000
NANDURBAR	13-12-2005	16-2/2003 AE-6/AE-5	ZSS,01100005529 SBI	7463808
NANDURBAR	08-04-2005	5-1/2004 AE-8	JSS,A/C. N0.1100005625 SBI	656000
NANDURBAR	08-04-2005	5-1/2004 AE-8	JSS,A/C.NO.1100005625 SBI	500000

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NANDURBAR	01-03-2006	5-1/2005 AE-8	JSS, 1100005625 SBI	425313
NANITAL	20-03-2006	20-6/2003 EE-13	DSS CENTRE,20627CAN.BANK	213830
NANITAL	27-03-2006	5-1/2005 AE-8	JSS, 158-1 NANITAL BANK LTD.	1228374
NARENDRAPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.21398 CAN.BANK	1200000
NASHIK	27-03-2006	5-1/2005 AE-8	JSS, 2560 CAN. BANK	500000
NASHIK	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.2560 CAN.BANK	1000000
NASHIK	08-04-2005	5-1/2004 AE-8	JSS,A/C. NO.2560 CAN.BANK	723053
NASHIK	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.2560CAN.BANK	1000000
NEW DELHI	18-07-2005	6-26/2004 EE-13	SEEKING M0DERN APPLICAT. F0R REAL TRANSF.4917 C.B.	525000
NEW DELHI	29-07-2005	37-12/2002AE-4/6	SRC,JAMIA MILLIA ISLAMIA,A/C.N0.354194 IND.BANK	421365
NEW DELHI	27-03-2006	32-32/2000AE-4	OASES SOCIETY,14220 VIJAYA BANK	270443
NEW DELHI	20-01-2006	9-6/2002 AE-4	ANUBHAV(SAKSHI)CIE&C0MM 52810051962 STAN.CHART.BANK	168000
NEW DELHI	22-11-2005	50-42/2005AE-6	SRC,JAMIA MILLIA ISLAMIA A/C.N0.354194 INDIAN BANK	1195799
NEW DELHI	31-01-2006	50-59/2005AE-6	SRC(JM ISLAMIA)354194 INDIAN BANK	815123
NEW DELHI	14-03-2006	50-42/2005AE-6	SRC,JM ISLAMIA, 354194 INDIAN BANK	1000000
NEW DELHI	29-03-2006	9-6/2006AE-4	VOICE, 35750 PNB	450000
NEW DELHI	03-03-2006	6-10/2004 EE-13	ENABLING CENTRE(LADY IRW C0LLEGE)16240CAN.BANK	372666
NEW DELHI	26-08-2005	9-6/2004 AE-4	SAI DEVEL0P.C0NSULTANCY SERVICES, 14036 PNB	1275262
NEW DELHI	28-02-2006	6-26/2004 EE-13	SMART, 4917 CAN.BANK	525000
NEW DELHI	29-03-2006	9-7/2006AE-4	SPRINGDALES EDU.SOCIETY, 10656 SPRINDALES SCH00L	131000
NEW DELHI	18-05-2005	9-2/2004AE-4	TAGORE EDU.SOCIETY,A/C. NO.7179 ALLAHABAD BANK	2433750
New Delhi	31-05-2005	20-10/2003-NFE.II	Prayas-3099 U C O Bank	2700000
NEW DELHI	15-07-2005	6-14/2003 EE-13	NAVJYOTI DELHI POLICE FOUNDATION,87172 CAN.B.	1833400
NEW DELHI	05-07-2005	50-42/2005 AE-6	SRC,J.M.ISLAMIA,A/C. N0. 354194 INDIAN BANK	1500000
NOIDA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.8180 IOB	1000000
NOIDA	27-03-2006	5-1/2005 AE-8	J.S.S.8180 IOC	679576
ONGOLE	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.536CAN.BANK	998901
ONGOLE	27-03-2006	5-1/2005-AE-8	J.S.S. 536 CAN BANK	500000
ONGOLE	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.536 CAN.BANK	1000000
ONGOLE,PRAKASAM	08-04-2005	5-1/2004 AE-8	JSS ,A/C.N0.536 CAN.BANK	721428
PALI	03-01-2006	22-9/2005 D-2(AE)	ZSS C/O DISTT.C0LLECT0R, A/C.N0.413237BANK 0F RAJ.LTD.	1522563
PASCHIM MIDNAPORE	28-11-2005	6-22/2004 AE-8(Pt)	W.B.SCHEDUL.CASTES,T&M. WELF.ASS0.01000/050805 SBI	1500000
PATNA	22-11-2005	50-42/2005AE-6	SRC,(ADRI)A/C.N0.1191 BANK 0F BARODA	2418059
PATNA	29-03-2006	10-2/2005AE-4	ADRI, 1191 BANK OF BARODA	3120000
PATNA	31-01-2006	50-59/2005AE-6	SRC(DEEPAYATAN)11052 BANK OF BARODA	380951
PATNA	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.454 CAN.BANK	578801
PATNA	30-03-2006	37-6/99 AE-4/AE-6	SRC(ADRI)1191 BANK OF BRODA	2000000
PATNA	05-07-2005	50-42/2005 AE-6	SRC,ASI0N DEVEL0P RESEAR INSTTE,(ADRI)1191 BANK 0F BAR0DA	2500000
PATNA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.CA-454 CAN. BANK	1000000
PATNA	31-01-2006	50-59/2005AE-6	SRC(ADRI)A/C.N0.1191BANK OF BARODA	392775
PATNA	05-07-2005	50-42/2005 AE-6	SRC,DEEPAYATAN,A/C. NO. 11052 BANK 0F BARODA	2500000
PATNA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.454CAN.BANK	984771
PATNA	14-03-2006	50-42/2005 AE-6	ASIAN DEVEL0P.RESEARCH INSTTE, 1191BANK 0F BAR0DA	1000000
PATNA	22-11-2005	50-42/2005AE-6	SRC,DEEPAYARAN,A/C.NO. 11052 BANK OF BARODA	2443451
PATNA	27-03-2006	5-1/2005 AE-8	JSS, 454 CANARA BANK	500000
PATNA	14-03-2006	50-42/2005 AE-6	SRC,DEEPAYATAN ,11052 BANK OF BARODA	1000000
PILIBHIT	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.8212 CAN.BANK	401552
PILIBHIT	27-03-2006	5-1/2005AE-8	JSS,A/C.N0.8212 CAN.BANK	400000
PILIBHIT	27-02-2006	6-17/2005AE-8	M ANSAR WELFARE ASSO. 3008 BANK 0F INDIA	1500000
PILIBHIT	08-04-2005	5-1/2004 AE-8	JSS, 13728 BANK OF BARODA	561942
PILIBHIT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.8212 CAN.BANK	1000000
PRATAPGARH	27-03-2006	5-1/2005 AE-8	JSS,01190050006 SBI	500000
PRATAPGARH	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01190050006 SBI	1000000
PRATAPGARH	10-01-2006	5-1/2005 AE-8	JSS,01190050006 SBI	657746
PRATAPGARH	08-04-2005	5-1/2004 AE-8	JSS, 01090006059 SBI	500000
PUNE	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.14335 CAN.BANK	600000
PUNE	05-07-2005	50-42/2005 AE-6	SRC,PUNE,A/C.N0.14395 CAN.BANK	2500000
PUNE	01-03-2006	5-1/2005 AE-8	JSS, 14335 CAN.BANK	1191928
PUNE	31-03-2006	50-59/2005 AE-6	SRC(PUNE) 14395 CAN.BANK	352748
PUNE	22-11-2005	50-42/2005 AE-6	SRC,A/C.NO.14395 CAN. BANK	1720610
PUNE	14-03-2006	50-42/2005 AE-6	SRC,PUNE A/C.N0.14395 CAN.BANK	1000000

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PUNE	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.14335CAN.BANK	600000
PUNE	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.14335 CAN.BANK	1200000
PURBA MEDINIPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.358 IOB	1000000
PURBA MEDINIPUR	27-03-2006	5-/2005 AE-8	JSS, 358 IOB	500000
PURBA MEDINIPUR	08-04-2005	5-1/2004AE-8	JSS,A/C.N0.358 IOB	684054
PURI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB-11605 CAN. BANK	1000000
PURI	07-06-2005	20-59/98 NFE-2/EE-13	SANKALP,A/C.N0.5453 ANDH. BANK	750000
PURI	31-05-2005	6-37/2003 EE-13	BHARAT SEWA PARISHAD, A/C.N0.8761 CAN.BANK	195500
PURI	03-03-2006	6-37/2003 EE-13	BHARAT SEVA PARISHAD, 8761 CAN.BANK	196040
PURI	16-11-2005	9-134/97 NFE-2/EE-13	NILACHAL SEVA PRATSTHAN 11986 CAN.BANK	1661817
PURI	27-03-2006	5-1/2005 AE-8	JSS,11605 CAN.BANK	500000
PURI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.11605CAN.BANK	1000000
PURI	08-04-2005	5-1/2004 AE-8	JSS, 11605 CAN.BANK	500000
PURULIA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.10438 CAN.BANK	1000000
PURULIA	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.10438 CAN.BANK	316054
PURULIA	08-04-2005	5-1/2004 AE-8	JSS,A/C.NO.10438 CAN. BANK	500000
PURULIA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.10438CAN.BANK	699759
R0HTAK	05-07-2005	50-42/2005 AE-6	SRC,SEARCH,A/C.N0.S/B 306 R0H.CENTRAL C0-0P BANK	1500000
RAI BARELI	05-12-2005	5-1/2005 AE-8	JSS,A/C.NO.636 CAN.BANK	1800000
RAICHUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.29534 CAN.BANK	667315
RAICHUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.29534 CAN.BANK	1000000
RAICHUR	27-03-2006	5-1/2005 AE-8	JSS, 29534 CAN.BANK	500000
RAICHUR	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.29534 CAN.BANK	595369
RAIGAD	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.5064 CBI	1000000
RAIGAD	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.5064CENTRAL BANK OF INDIA	164898
RAIPUR	08-04-2005	5-1/2005 AE-8	JSS,A/C.N0.2327 CAN.BANK	500000
RAIPUR	01-03-2006	5-1/2005 AE-8	JSS, 2327 CAN. BANK	250586
RAIPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.2327 CAN.BANK	1000000
RAIUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.2327 CAN.BANK	400000
RAMANATHAPURAM	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.359 CAN.BANK	1000000
RAMANATHAPURAM	27-03-2006	5-1/2005 AE-8	JSS,A/C.NO.359CAN.BANK	500000
RAMANATHAPURAM	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.359 CAN.BANK	500000
RAMNATHPURAM	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.359CAN.BANK	789172
RANCHI	14-03-2006	50-42/2005AE-6	ASIAN DEVEL0P.RESEARCH INSTTE.15268 CAN.BANK	1402374
RANCHI	02-06-2005	50-10/2005AE-6	SRC,ASIAN DEVEL0P.RESEAR INSTT.15268 CAN.BANK	3000000
RANCHI	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.854875 ALLAHA BANK	419118
RANCHI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.854875 ALLAHA. BANK	1000000
RANCHI	27-03-2006	5-1/2005-AE-8	J.S.S. 854875 ALHABAD BANK	1081739
RANCHI	05-07-2005	50-42/2005 AE-6	SRC,ASIAN DEVEL0P.RESEAR INSTTE.(ADRI)15268 C.B.	2500000
RANICHAURI, TEHRI GARHWAL	27-02-2006	6-17/2005 AE-8	HIE,10118 CAN.BANK	1500000
RATLAM	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB.2263 CAN. BANK	1000000
RATLAM	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.2263 CAN.BANK	528145
RATLAM	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.2263 CAN.BANK	226209
RATLAM	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.2263CAN.BANK	686844
REWA	27-02-2006	6-17/2005 AE-8	BHAVISHYA SHIKSHA SAMIT.0491000100000380 PNB	1500000
ROHTAK	31-01-2006	50-59/2005 AE-6	SRC(SEARCH)A/C.N0.306 R0HTAK CENTL.C0-0P BANK	396000
ROHTAK	31-01-2006	50-42/2005 AE-6	SRC(SEARCH)A/C.N0.306 R0HTAK CENTRAL C0-0P BANK	728025
ROHTAK	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.13022 CAN.BANK	1000000
ROHTAK	27-03-2006	5-1/2005 AE-8	JSS, 13022 CAN. BANK	1488278
ROHTAK	14-03-2006	50-42/2005AE-6	SRC,SEARCH,A/C.N0.306 ROHT.CENTRAL C0-0P BANK	1000000
ROURKELA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.21321CAN.BANK	1200000
ROURKELA	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.21321CAN.BANK	672753
ROURKELA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.21321 CAN.BANK	1200000
S0UTH GAR0HILLS	09-01-2006	16-1/2003 AE-3	DISTT.LITERCY S0CIETY,A/C. N0.01100050 SBI	812000
SAGAR	27-02-2006	6-17/2005AE-8	GYANVEER SEVA SAMITI,A/C NO.3377 CBI	1500000
SANGAMNER, AHMED NAGAR	05-12-2005	5-1/2005 AE-8	JSS,A/C.N0.20034 UNIAN BANK OF INDIA	1800000
SARAN	29-03-2006	6-16/2005 AE-8	JSS,01100050022 SBI	800000

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SATNA	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.355 CAN.BANK	400000
SATNA	12-07-2005	5-1/2005 AE-8	JSS, A/C.N0.SB.0355 CAN. BANK	1000000
SATNA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.355CAN.BANK	132376
SECUNDRABAD	03-03-2006	20-21/2000 EE-13	MV F0UNDATION,27219 CAN. BANK	740836
SEHORE	05-12-2005	5-1/2005 AE-8	JSS,A/C.N0.51215 PNB	1800000
SHAJAHANPUR	27-02-2006	6-17/2005 AE-8	S.J.PRASADA F0UNDATI0N, A/C.N0.2564 CAN. BANK	1500000
SHILL0NG	05-07-2005	50-42/2005 AE-6	SRC,N0RTH EASTERN HILL UNIV. 8612 IOB	1500000
SHILLONG	14-03-2006	50-42/2005 AE-6	SRC,NEH UNIV. 8612 IOB	706411
SHILLONG	31-01-2006	50-59/2005 AE-6	SRC(NEH UNIV.)8612 IOB	316982
SHIMLA	22-11-2005	50-42/2005 AE-6	SRC,RAJYA GYAN VIGYAN KENDRA, 1296STATE C0-OP BANK	428133
SHIMLA	05-07-2005	50-42/2005 AE-6	DIR.(SRC) 1296 STATE C0-OP BANK LTD.	1500000
SHIMLA	14-03-2006	50-42/2005 AE-6	SRC,RAJYA GYAN VIGYAN KENDRA, 1296STATE C0-0P BANK LTD.	1000000
SHIMLA	31-01-2006	50-59/2005 AE-6	SRC(RGVKSS)A/C.N0.1296 STATE C0-0P BANK LTD.	336928
SHIMOGA	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.35068 CAN. BANK	703972
SHIMOGA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.35068 CAN.BANK	1000000
SHIMOGA	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.35068CAN.BANK	922678
SHIMOGA	27-03-2006	5-1/2005 AE-8	JSS, 35068 CAN. BANK	500000
SIDHI	05-12-2005	5-1/2005 AE-8	JSS,A/C.N0.01190022038 SBI	1800000
SILCHAR	27-03-2006	5-1/2005AE-8	J.S.S. 1100050578 SBI	500000
SILCHAR,CACHAR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050578 SBI	1000000
SINDHUDURG	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.5600 BANK OF INDIA	1000000
SINDHUDURG	27-03-2006	5-1/2005AE-8	J.S.S. 5600 BOI	500000
SINDHUDURG	10-01-2006	5-1/2005 AE-8	JSS, 5600 BANK OF INDIA	951310
SIRSA	01-03-2006	5-1/2005 AE-8	JSS, 71532 CAN. BANK	261165
SIRSA	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.71532 CAN.BANK	400000
SIRSA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.71532 CAN.BANK	1000000
SIRSA	08-04-2005	5-1/2004 AE-8	JSS, 71532 CAN.BANK	500000
SIVAGANGA	27-03-2006	5-1/2005 AE-8	JSS, 62275 CAN.BANK	1027726
SIVAGANGA	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.62275 CAN.BANK	500000
SIVAKASI	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.20343CAN.BANK	500000
SIVAKASI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.20343CAN.BANK	619411
SIVAKASI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.20343 CAN.BANK	1000000
SONEPAT	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.16419CAN.BANK	989987
SONEPAT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.16419 CAN.BANK	1000000
SONEPAT	08-04-2005	5-1/2004 AE-8	JSS ,A/C.N0.16419 CAN. BANK	601453
SONEPAT	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.16419CAN.BANK	500000
SONEPET	05-12-2005	5-1/2005 AE-8	JSS,A/C.NO.10255020078 SBI	1800000
SONEPUR,BOLANGIR	27-12-2005	4-1/2002 AE-8/AE-3	NATI0NAL AGENCY F0R RESE AND DEVEL0P.10888 B0LAN ANCH.GRAM.BANK	389357
SOUTH 24 PARGANAS	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.21398 CAN.BANK	647953
SRINAGAR	22-11-2005	50-42/2005 AE-6	SRC, UNIV.OF KASHMIR, A/C NO.4340 J&K BANK LTD.	265079
SRINAGAR	14-03-2006	50-42/2005 AE-6	SRC,UNIV.0F KASHMIR,A/C. N0.4340 J&K BANK LTD.	1000000
SRINAGAR	05-07-2005	50-42/2005 AE-6	SRC,UNIV.0F KASHMIR,A/C. N0.4340 J&K BANK	1500000
SULTANPUR	27-03-2006	5-1/2005 AE-8	JSS, 35186 BANK OF BARODA	500000
SULTANPUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.35186 BANK OF BRODA	1000000
SULTANPUR	10-01-2006	5-1/2005 AE-5	JSS,A/C.N0.35186 BANK OF BARODA	1000000
SULTANPUR	08-04-2005	5-1/2004 AE-8	JSS, A/C. NO.35186 BANK OF BARODA	723053
SURAT	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.19327 CAN.BANK	1200000
SURAT	27-03-2006	5-1/2005 AE-8	JSS, 19327 CAN. BANK	600000
SURAT	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.19327CAN.BANK	1200000
SURAT	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.19327 CAN.BANK	600000
TAMENGLONG	09-01-2006	15-1/2003 AE-3	TAMENGL0NG DISTT.LITERCY SOCIETY,4331/9 UBI	1152000
TAWANG	08-03-2006	11-5/2006 AE-3	TAWANG ZSS,01100050371 SBI	278800
THIRUVANAN-THAPURAM	27-03-2006	5-1/2005AE-8	J.S.S. 23293 CAN BANK	1417352
THIRUVANAN-THAPURAM	14-03-2006	50-42/2005 AE-6	SRC, 11942 SB 0F TRAVANC0 RE	1000000
THIRUVANAN-THAPURAM	05-07-2005	50-42/2005 AE-6	STATE RES0URCE CENTRE, 11942 SB 0F TRAVANC0RE	1500000
THIRUVANAN-THAPURAM	22-11-2005	50-42/2005 AE-6	DIR.(SRC) A/C.NO.11942 SB OF TRAVANCORE	1489512
THIRUVANAN-THAPURAM	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.23293 CAN.BANK	1178534
THIRUVANA-THAPURAM	31-01-2006	50-59/2005 AE-6	SRC,A/C.N0.11942 SB OF TRAVANCORE	437581
THIRUVANNA-	29-03-2006	15-2/2005 AE-6	SRC, 11942 SB OF TRAVANCO	1500000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
THAPURAM				
THIRUVAN-	12-09-2005	7-7/2005 PN-5	KERALA MAHILA SAMAKHYA S0CIETY,20066 SB 0FTRAVANC0RE	8500000
THRISSUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.131779 CAN. BANK	1000000
THAPURAM				
THRISSUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.131779CAN.BANK	500000
TIRUCHIRAPALLI	10-01-2006	5-1/2005 AE-8	JSS, 29558 CAN.BANK	199748
TIRUCHIRAPALLI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.29558 CAN.BANK	1000000
TIRUCHIRAPPALLI	27-03-2006	5-1/2005 AE-8	JSS, 29558 CAN.BANK	400000
TIRUPATI	27-03-2006	5-1/2005 AE-8	JSS, 24180 ANDHRA BANK	500000
TIRUPATI	19-10-2005	6-3/2004 AE-8	JSS,A/C.NO.24180 ANDHRA BANK	1000000
TIRUVANANTH-APURAM	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.23293 CAN.BANK	1178534
TIRUVANAN-THAPURAM	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.23293 CAN.BANK	621466
TIRUVARUR	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.31699 INDIAN BANK	888409
TIRUVARUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.31699 INDIAN BANK	500000
TIRUVARUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.31699 INDIAN BANK	1000000
TRISSUR	01-03-2006	5-1/2005 AE-8	JSS, 131779 CAN.BANK	707505
TRUPATI	01-03-2006	5-1/2005 AE-8	JSS, 24180 ANDHRA BANK	1000000
TUMKUR	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.60672CAN.BANK	500000
TUMKUR	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.60672 CAN.BANK	1000000
TUMKUR	01-03-2006	5-1/2005 AE-8	JSS, 60672 CAN. BANK	712410
TUMKUR TALUK	29-03-2006	24-31/2006 AE-4	SREE RANG ANGAVIK.VIDYA SAMUSTE,1261 IOB	450000
UDHAM SINGH NAGAR	18-01-2006	30-1/2003 AE-4	KHADI GRAM0DY0G NIKETAN A/C.N0.13195 SBI	250000
UJJAIN	27-03-2006	5-1/2005 AE-8	JSS, 12156 CAN.BANK	301300
UJJAIN	08-04-2005	5-1/2004 AE-8	JSS ,A/C.N0.12156 CAN. BANK	688684
UJJAIN	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.12156 CAN.BANK	811316
UJJAION	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.12156CAN.BANK	624829
UKHRUL	14-03-2006	15-1/2006 AE-3	DISTT.LITERCY SOCIETY,A/C. NO.497 UNITED BANK	780000
UNNAO	08-04-2005	5-1/2004 AE-8	JSS,50020 SB OF PATIALA	723053
UNNAO	10-01-2006	5-1/2005 AE-8	JSS, 55076532166 SB OF PATIALA	1000000
UNNAO	27-03-2006	5-1/2005 AE-8	JSS,55076532166 SB OF PATIALA	500000
UNNAO	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050020 SB OF PATIALA	1000000
VADODARA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.12292 CAN.BANK	1200000
VADODARA	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.12292 CAN.BANK	720248
VADODARA	27-03-2006	5-1/2005AE-8	J.S.S. 12292 CAN BANK	599748
VADODARA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.12292CAN.BANK	1200000
VARANASI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.10131 CAN.BANK	1000000
VARANASI	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.10131 CAN. BANK	606588
VARANASI	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.12517 CAN.BANK	1000000
VARANASI	10-01-2006	5-1/2005 AE-8	JSS, 10131 CAN.BANK	995934
VARANASI	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.12517CAN.BANK	499997
VARANASI	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.12517 CAN.BANK	1000000
VARANASI	08-04-2005	5-1/2004 AE-8	JSS,A/C. N0.13088 CAN.BANK	500000
VARANASI	27-03-2006	5-1/2005 AE-8	JSS,A/C.N0.10131 CAN.BANK	500000
VIJAYAWADA	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.12702CAN.BANK	1199441
VIJAYAWADA	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.12702 CAN.BANK	1200000
VIJAYAWADA	27-03-2006	5-1/2005AE-8	J.S.S. 12702 CAN BANK	600000
VIJAYAWADA	08-04-2005	5-1/2004 AE-8	JSS, 12702 CAN.BANK	697612
VISAKHAPATNAM	12-07-2005	5-1/2005 AE-8	JSS,A/C.NO.3396 CAN.BANK	1200000
VISAKHAPATNAM	10-01-2006	5-1/2005 AE-8	JSS,A/C.N0.3396CAN.BANK	1200000
VISAKHAPATNAM	08-04-2005	5-1/2004 AE-8	JSS,A/C.N0.3396 CAN.BANK	886000
WANGING	27-03-2006	5-1/2005 AE-8	JSS, 10661 IOB	500000
WANGJING	10-01-2006	5-1/2005 AE-8	JSS,A/C.NO.10661 INDIAN OVERSEAS BANK	1000000
WANGJING	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.SB-10661 INDIAN OVERSEAS BANK	1000000
WASHIM	12-07-2005	5-1/2005 AE-8	JSS,A/C.N0.01100050335 SBI	1000000
WASHIM	10-01-2006	5-1/2005 AE-8	JSS, 1100050335 SBI	1000000
WASHIM	27-03-2006	5-1/2005 AE-8	JSS,1100050335 SBI	500000
WASHIM	08-04-2005	5-1/2004 AE-8	JSS, 1100050335 SBI	500000
WASHIM	08-04-2005	5-1/2004 AE-8	JSS, 1100050335 SBI	1000000
WEST GODAVARI	27-02-2006	6-17/2005 AE-8	KAVURU FOUNDATI0N,A/C. N0.703182492 IND.BANK	1500000
WORLI	08-04-2005	5-1/2004 AE-8	JSS, 15592 CAN.BANK	700000
YELLAMANCHALI	01-03-2006	20-29/2002 EE-13	BHAGAVATULA CHARITABLE TRUST,14832 CAN.BANK	7473500

*Data depicts figures prior to the reorganisation of the Ministry of HRD as Department of Higher Education and Department of School Education and Literacy. Sanctions made by the School Education Bureau are shown as part of the previous chart as the same was part of the Department of Higher Education during 2005-2006.

Annexure - IV

List of NGOs who were sanctioned grant during 2005-06 to run girls' hostel for the years 2001-02 to 2004-05

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
ANDHRA PRADESH				
1.	Chaitanya Bharati, 8-30-42, Sainagar, Thotapalem, Vizianagaram, Andhra Pradesh – 3 **No.F. 7-45/2003-Sch.1**	Rs. 1,73,258/- Dt. 17.8.2005	2004-05 (Reimbursement)	50
2.	Chaitanya Educational & Rural Development Society, D.No. 4/152, Nehru Nagar, Jammalamagudu, Cuddpah, Andhra Pradesh - 516434 **No.F. 17-77/2001-Sch.1**	Rs. 5,00,000/- Dt. 30.3.2006	2004-05 (Reimbursement)	100
3.	City Educational Society, 32-41-19, Revenue Colony, Machavaram Town, Vijaywada, Distt. Krishna, Andhra Pradesh **No.F. 17-29/2001-Sch.1**	Rs. 2,50,000/- Dt. 27.5.2005	2nd installment of 2003-04	50
4.	Dr. Ambedkar Dalit Varga Abhiviuddi Sangam, 16/382, Gajhla Street, Onaspet, Cuddpah, 2003-04 Andhra Pradesh. **No.F. 17-81/2000-Sch.1**	Rs. 2,50,000/- Dt. 20.5.2005	2nd installment of	50
5.	Dr. Ambedkar Dalit Varga Abhiviuddi Sangam, 16/382, Gajhla Street, Onaspet, Cuddpah, Andhra Pradesh. **No.F. 17-81/2000-Sch.1**	Rs. 5,00,000/- Dt. 16.9.2005	2004-05 (Reimbursement)	50
6.	Gracy Organization for Development Services, 1-51/34, Bank Colony, Borgaon (P), Nizamabad, Andhra Pradesh – 503 230. **No.F. 17-36/2002-Sch.1**	Rs. 2,50,000/- Dt. 24.5.2005	2nd installment of 2003-04	50
7.	Gracy Organization for Development Services, 1-51/34, Bank Colony, Borgaon(P), Nizamabad, Andhra Pradesh – 503 230. **No.F. 17-36/2002-Sch.1**	Rs. 4,80,000/- Dt. 24.5.2005	2004-05 (Reimbursement)	48
8.	Human Resource Development Society, H.No. 8-7-96/61, PRTU, Plot No. 61, Vysalinagar, B.N. Reddy Nagar, Sagar Road, Andhra Pradesh – 79 **No.F. 7-45/2002-Sch.1**	Rs. 2,55,000/- Dt. 29.4.2005	2nd installment of 2003-04	70

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
9.	Human Resource Development Society, H.No. 8-7-96/61, PRTU, Plot No. 61, Vysalinagar, B.N. Reddy Nagar, Sagar Road, Andhra Pradesh – 79 **No.F. 7-45/2002-Sch.1**	Rs. 7,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	70
10.	Hyderabad City Women's Welfare Council, H.No. 7-40/112, S.S. Nagar, Street No. 8, Habsiguda, Uppal Mandal, R.R. Distt., Andhra Pradeh – 500 007. **No.F. 17-14/2002-Sch.1**	Rs. 4,78,800/- Dt. 3.3.2006	2004-05 (Reimbursement)	60
11.	Hyderabad City Women's Welfare Council, H.No. 7-40/112, S.S. Nagar, Street No. 8, Habsiguda, Uppal Mandal, R.R. Distt., Andhra Pradeh – 500 007. **No.F. 17-14/2002-Sch.1**	Rs. 6,00,000/- Dt. 23.6.2005	2003-04 (Reimbursement)	60
12.	Kasturi Educational Society, H.No. 1-2-55, Saroor Nagar, Hyderabad, Andhra Pradesh – 500 035 **No.F. 17-15/2002-Sch.1**	Rs. 5,00,000/- Dt. 16.5.2005	2003-04 (Reimbursement)	50
13.	KSR Memorial Charitable Trust Rural Development, Plot No. 113, Ranghavendra Nily Lingogiguda, Brudavan Colony, Ranga Reddy Distt., Andhra Pradesh **No.F. 17-71/2002-Sch.1**	Rs. 18,30,000/- Dt. 31.3.2006	2003-04 & 2004-05 (Reimbursement)	100 boarders for 2003-04 & 83 boarders for 2004-05
14.	Luthern Educational Society, D.No. 46-12-23, Augustus, Hospital Campus, Danavaipeta, Rajamundry, E.G. Distt., Andhra Pradesh – 533103. **No.F. 7-40/2002-Sch.1**	Rs. 3,50,000/- Dt. 10.3.2006	2004-05 (Reimbursement)	35
15.	Mahila Dakshta Samiti, H.No. 8-3-430/1/21, NSC Employees Society, Yellareddyguda, Ameerpet, Hyderabad, Andhra Pradesh. **No.F. 7-42/2002-Sch.1**	Rs. 5,00,000/- Dt. 7.3.2006	2004-05 (Reimbursement)	50
16.	Navajeevan Rural Development Association, D.No. 6/675-B.2, Venkata Rao Nagar, Anantapur, Andhra Pradesh – 515004. **No.F. 7-30/2002-Sch.1**	Rs. 2,50,000/- Dt. 18.8.2005	2nd installment of 2002-03	50
17.	Navodaya Integrated Cultures Social Education & Voluntary Action, Door No. 3-92-31, Teachers Colony, Dhone, Andhrqa Pradesh – 518222. **No.F. 17-178/2001-Sch.1**	Rs. 6,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	60

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
18.	Osmania Muslim Minority Educational Society, 3/930, Co-op Colony Proddatur, Cuddapah, Andhra Pradesh – 516 361. **No.F. 7-129/2002-Sch.1**	Rs. 1,24,502/- Dt. 11.5.2005	2nd installment of 2002-03	50
19.	Osmania Muslim Minority Educational Society, 3/930, Co-op Colony Proddatur, Cuddapah, Andhra Pradesh – 516 361. **No.F. 7-129/2002-Sch.1**	Rs. 4,50,000/- Dt. 11.5.2005	2003-04 (Reimbursement)	45
20.	Osmania Muslim Minority Educational Society, 3/930, Co-op Colony Proddatur, Cuddapah, Andhra Pradesh – 516 361. **No.F. 7-129/2002-Sch.1**	Rs. 2,25,000/- Dt. 11.5.2005	1st installment of 2004-05	45
21.	Polymers Educational Society, Indukurpet, Nellore Distt., Andhra Pradesh – 524314. **No.F. 7-39/2002-Sch.1**	Rs. 4,35,000/- Dt. 6.5.2005	2nd installment of 2003-04	87
22.	Polymers Educational Society, Indukurpet, Nellore Distt., Andhra Pradesh – 524314. **No.F. 7-39/2002-Sch.1**	Rs. 8,70,000/- Dt. 3.3.2006	2004-05 (Reimbursement)	87
23.	Priyadarshini Educational Development Society, Modukuru, Tsunduru Mandal, Guntur Distt., Andhra Pradesh. **No.F. 17-38/2001-Sch.1**	Rs. 11,11,250/- Dt. 18.11.2005	2001-02 (Reimbursement)	110
24.	Rushy Valley's School-cum-Hostel, 16/596, Panagel Road, Srikalahasti, Chittoor Distt., Andhra Pradesh **No.F. 7-149/2002-Sch.1**	Rs. 6,00,000/- Dt. 22.6.2005	2003-04 (Reimbursement)	60
25.	Sandhya Educational Academy, MIG-3, Upstairs, 5, AP Housing Board, Korrapadu Road, Proddatur, Kapapa Distt., Andhra Pradesh – 516360 **No.F. 17-74/2002-Sch.1**	Rs. 5,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	50
26.	Society for Health and Educational Development (SHED), 12/288, Kadappa Road, Mydukur, 516172 **No. 7-33/2002-Sch 1**	**Rs. 4,00,000/-** Dated 3.3.2006	Full reimbursement for 2004-05.	40
27.	Siddartha Educational Society (SES), Beastavaripeta, Prakasam Distt., Andhra Pradesh. **No.F. 17-80/2001-Sch.1**	Rs. 5,00,000/- Dt. 16.9.2005	2nd installment of 2002-03	100

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
28.	Society for Welfare and Awakening in Rural Development (SWARE), H No. 6-2-180, Kovur Nagar, Anantpur, 515001, Andhra Pradesh **No. 7-80/2002-Sch 1**	Rs. 5,50,000/- Dated 17.5.2006	2nd installment for 2003-04	110
29.	Society of Jesus Mary and Joseph, Rajiv Nagar, Ramanjaneyapuram Post, Cuddapah, Andhra Pradesh – 516002. **No.F. 17-84/2000-Sch.1**	Rs. 10,00,000/- Dt. 28.2.2006	2004-05 (Reimbursement)	100
30.	Sree Padmavathi Mahila Mandali, Sodanapalli Village, Singananamala Mandal, Anantapur Distt., Andhra Pradesh. **No.F. 7-80/2002-Sch.1**	Rs. 2,50,000/- Dt. 18.8.2005	2nd installment of 2002-03	50
31.	St. Peters M.P.H.W.(C) Development Society, R.K. Towers, Near RTC Bus Stand, Tenali, Guntur Distt., Andhra Pradesh – 522 201. **No.F. 17-5/2001-Sch.1**	Rs. 5,00,000/- Dt. 20.6.2005	2002-03 (Reimbursement)	50
32.	St. Peters M.P.H.W.(C) Development Society, R.K. Towers, Near RTC Bus Stand, Tenali, Guntur Distt., Andhra Pradesh – 522 201. **No.F. 17-5/2001-Sch.1**	Rs. 5,00,000/- Dt. 31.8.2005	2003-04 (Reimbursement)	50
33.	Sundeepa Educational & Social Welfare Society, 1/772, Dwaraka Nagar, Cuddapah, Andhra Pradesh - 516004 **No.F. 7-88/2002-Sch.1**	Rs. 2,80,467/- Dt. 13.7.2005	2nd installment of 2003-04	100
34.	Sundeepa Educational & Social Welfare Society, 1/772, Dwaraka Nagar, Cuddapah, Andhra Pradesh - 516004 **No.F. 7-88/2002-Sch.1**	Rs. 5,67,600/- Dt. 10.3.2006	2004-05 (Reimbursement)	58
35.	Training Reconstruction Educational Environmental Society (TREES), Narasareddy Colony, Nellore, Andhra Pradesh **No.F. 17-94/2002-Sch.1**	Rs. 3,00,000/- Dt. 16.5.2005	2nd installment of 2003-04	60
36.	Uma Educational & Technical Society, Manovikas Nagar, Behind Reyudupalem, Kakinada, Andhra Pradesh – 533 005 **No.F. 7-43/2002-Sch.1**	Rs. 2,50,000/- Dt. 20.6.2005	2003-04 2nd installment of	50
37.	Venkateswara Social Service Association, 15-8/2, Mirijalguda, Malkajagiri, R.R. Distt., Andhra Pradesh **No.F. 17-87/2002-Sch.1**	Rs. 1,93,000/- Dt. 3.3.2006	2004-05 (Reimbursement)	22

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
38.	Vignan Educational Society, D.No. 49-1-10, Mamidipallivari Street, Church Square, Kakinada – 2, East Godavari Distt., Andhra Pradesh – 533002. **No.F. 17-3/2001-Sch.1**	Rs. 5,54,500/- Dt. 28.2.2006	2004-05 (Reimbursement)	62
39.	Vijaya Lakshmi Educational Society, Hill Road, Atmakur, Nellore Distt., Andhra Pradesh – 524322. **No.F. 17-78/2002-Sch.1**	Rs. 5,00,000/- Dt. 16.8.2005	2nd installment of 2003-04	100
40.	Viswa Educational Society, D.No. 1-37-71, Anugolu Vari Street, Nazerpet, Tenali, Guntur Distt., Andhra Pradesh – 522201. **No.F. 7-77/2002-Sch.1**	Rs. 2,50,000/- Dt. 3.10.2005	2nd installment of 2004-05	50
41.	Ushodaya Yuvajana Samskhena Sargharan, 4th line, Gunturvari Thota, Distt. Guntur, Andhra Pradesh – 522001. **No.F. 7-63/2002-Sch.1**	Rs. 42,000/- Dt. 26.7.2005	2nd installment of 2002-03	34

ARUNACHAL PRADESH

42.	Vivekananda Kendra Vidyalaya Arunachal Pradesh Trust, Riba Mansion, Bank Tinali Itanagar - 791111 **No.F. 7-95/2003-Sch.1**	Rs. 3,10,000/- Dt. 30.3.2006	2nd installment of 2004-05	62

ASSAM

43.	Maheripar Adarsha Samaj Kalyan Samity, At. Maheripar, P.O. Kalidadinga, Distt. Nagaon, Assam – 782124. **No.F. 17-141/2001-Sch.1**	Rs. 2,50,000/- Dt. 31.3.2006	2nd installment of 2003-04	50
44.	Wodwichee Hailakamali, Wodiwichee P.O, Lakshirband, District Hailakamali, Assam - 788155. **No.F. 7-89/2002-Sch.1**	Rs. 5,00,000/- Dt. 5.08.2005	2003-04 (Reimbursement)	50
45.	Wodwichee Hailakamali, Wodiwichee P.O, Lakshirband, District Hailakamali, Assam - 788155. **No.F.7-89/2002-Sch.1**	Rs. 5,00,000/- Dt. 13.03.06	2004-05 (Reimbursement)	50

BIHAR

46.	Karpuri Thakur Gramin Vikas Sangthan Raghu Bhavan, Harni Chak, Anisabad, Patna, Bihar – 800 002. **No.F. 7-106/2003-Sch.1**	Rs. 4,50,000/- Dt. 31.3.2006	2004-05 (Reimbursement)	45
47.	Priyadarshini Swasthya Sewa Sanstha, Mishri Tola, Tekari Road, PO Mahendra, Patna, Bihar – 800006 **No.F. 17-47/2002-Sch.1**	Rs. 2,89,000/- Dt. 22.3.2006	2004-05 (Reimbursement)	33

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
48.	Priyadarshini Swasthya Sewa Sanstha, Mishri Tola, Tekari Road, PO Mahendra, Patna, Bihar – 800006 **No.F. 17-47/2002-Sch.1**	Rs. 2,50,000/- Dt. 11.7.2005	2003-04 (Reimbursement)	50
49.	Rural & Urban Development Society, Near Elite Pre-school, Ram Krishan Nagar (South East), PO Dhelwa, K. Bagh, Patna – 20, Bihar. **No.F. 17-20/2001-Sch.1**	Rs. 4,80,000/- Dt. 13.6.2005	2003-04 (Reimbursement)	77
50.	Rural & Urban Development Society, Near Elite Pre-school, Ram Krishan Nagar (South East), PO Dhelwa, K. Bagh, Patna – 20, Bihar. **No.F. 17-20/2001-Sch.1**	Rs. 3,24,000/- Dt. 30.3.2006	2004-05 (Reimbursement)	48

GUJARAT

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
51.	Aman-e-Shariat Education Trust, Highway Road, Post Dhrol, Distt. Jamnagar, Gujarat **No.F. 7-86/2002-Sch.1**	Rs. 10,03,000/- Dt. 30.6.2005	2003-04 (Reimbursement)	100
52.	Jagruti Education Trust, Timba Niwas, Near Datt Mandir, Sarkhej Gam, Ta City, Distt. Ahmadebad, Gujarat. **No.F. 7-179/2003-Sch.1**	Rs. 5,00,000/- Rs. 26.7.2005	2002-03 (Reimbursement)	125
53.	Jagruti Education Trust, Timba Niwas, Near Datt Mandir, Sarkhej Gam, Ta City, Distt. Ahmadebad, Gujarat. **No.F. 7-179/2003-Sch.1**	Rs. 5,00,000/- Rs. 26.7.2005	2003-04 (Reimbursement)	140
54.	Jagruti Education Trust, Timba Niwas, Near Datt Mandir, Sarkhej Gam, Ta City, Distt. Ahmadebad, Gujarat. **No.F. 7-179/2003-Sch.1**	Rs. 5,00,000/- Rs. 30.3.2006	2004-05 (Reimbursement)	50
55.	K.R. Education & Charitable Trust, Behind Rly. Insitute, Pushpak Society, Joshipura, Junagadh, Gujarat. **No.F. 7-182/2003-Sch.1**	Rs. 1,35,000/- Dt. 27.12.2005	2nd installment of 2002-03	27
56.	Shri Samast Kathi Samaj Education and Charitable Trust, Near Bil Nath Temple Venthei Road, Junagarh, Gujarat **No.F. 17-113/2000-Sch.1**	Rs. 4,78,000/- Dt. 29.8.2005	2004-05 (Reimbursement)	50

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
57.	Shri Samast Kathi Samaj Education and Charitable Trust, Near Bil Nath Temple Venthei Road, Junagarh, Gujarat **No.F. 17-113/2000-Sch.1**	Rs. 4,74,508/- Dt. 2.8.2005	2002-03 (Reimbursement)	50
58.	Shri Viniya K.V.C. Education Trust, Shri Umiya Campus, Near Bhagwat Vidyapeeth Sarkhej, Gandhi Nagar Highway, Sola, Ahmedabad, Gujarat – 380060 **No.F. 7-183/2003-Sch.1**	Rs. 2,50,000/- Dt. 28.6.2005	2002-03 (Reimbursement)	50
59.	Sri Vishwakarma Education Trust, 28, Sabarmati Society, Sabarmati, Ahmadabad, Gujarat – 380 005. **No.F. 7-95/2002-Sch.1**	Rs. 2,07,461/- Dt. 19.5.2005	2002-03 (Reimbursement)	46
60.	St. Francis Xavier's Home, Gandi, Distt. Anand, Gujarat – 240571 **No.F. 7-21/200-2Sch.1**	Rs. 1,13,484/- Dt. 29.6.2005	2002-03 (Reimbursement)	50

HARYANA

61.	Ramjas Shiksha Samiti, Govind Nagar, Sonipat, Haryana **No.F. 17-12/2002-Sch.1**	Rs. 2,03,125 Dt. 16.11.2005	2nd installment of 2001-02	50

JHARKHAND

62.	Gyan Niketan, Choudhary Colony, Sahibganj, PO & Distt. Sahibganj, Jharkhand – 816109. **No.F. 17-174/2001-Sch.1**	Rs. 5,00,000/- Dt. 7.11.2005	2003-04 (Reimbursement)	50
63.	Gyan Niketan, Choudhary Colony, Sahibganj, PO & Distt. Sahibganj, Jharkhand – 816109. **No.F. 17-174/2001-Sch.1**	Rs. 4,90,000/- Dt. 10.3.2006	2004-05 (Reimbursement)	49

KARNATAKA

64.	Association for Rehabilitation of the Disabled ARD), Vivekanananda Colony, Gangavathi, Koppal, Karnataka **No.F. 17-51/2002-Sch-I (Vol.II)**	Rs. 5,00,000/- Dt. 31.3.2006	2004-05 (Reimbursement)	50
65.	Bapuji Grameen Vikas Samiti, Siddar, Karwar, Uttarkannad, District Karnataka-581339 **No.F.**	Rs. 8,30,000/- Dt. 29.03.06	2004-05 (Reimbursement)	83

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
66.	Cauvery Rural Development Society Bagepalli Town –561207 Kolar District, Karnataka **No.F. 17-73/2000-Sch.1**	Rs. 5,00,000/-	2004-05 (Reimbursement)	50
67.	Grameena Abyudaya Seva Samsthe, IV Ward, Court Road, Doddaballapur, Karnataka **No.F. 7-108/2002-Sch.1**	Rs. 4,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	40
68.	New Crecent Educational Society, A.N.K. Road, Doddaballapur, Bangalore, Karnataka **No.F. 7-139/2002-Sch.1**	Rs. 6,00,000/-	2003-04 (Reimbursement)	
69.	Sh. Shivkumar Swamiji's Ekta Chari. Trust, Sri Ekata Samudaya Bhavan, Hegganahalli, Vishwaneedan Post, Bangalore-5560091 **No.F. 7-48/2002-Sch.1**	Rs. 5,00,000/- Dt. 5.05.2005	2003-04 (Reimbursement)	50
70.	Samruddhi Service Society, Belgaon #5/3, Ashok Patil Building B.K. Kangarali Road, Shavu Nagar, Belgaum-590001. **No.F. 7-113/2002-Sch.1**	Rs. 5,90,000/- Dt. 21.06.2005	2003-04 (Reimbursement)	50
71.	Sarvodaya Service Society, Doddaballapur, Doddaballapur Taluk, Bangalore Rural District, Karnataka **No.F. 7-48/2002-Sch.1**	Rs. 5,00,000/- Dt. 31.3.2006	2004-05 (Reimbursement)	50
72.	Sarvodaya Service Society Vijiypura, Devanahalli, Taluk, Bangalore Rural District, Karnataka **No.F. 7-2/2006-Sch.1**	Rs. 5,00,000/- Dt. 27.03.06	2004-05 (Reimbursement)	50
73.	Shri Channabaseswara Grameen Vidya Samste Akki-Allur-58102, Distt. Haveri, Karnataka **No.F. 17-64/2002-Sch.1**	Rs. 5,00,000/- Dt. 4.02.05	2003-04 (Reimbursement)	50
74.	Shri Channabaseswara Grameen Vidya Samste Akki-Allur-58102, Distt. Haveri, Karnataka **No.F. 17-64/2002-Sch.1**	Rs. 3,17,000/- Dt. 31.3.2006	2004-05 (Reimbursement)	50
75.	Sneha Bharathi Edn. Society, Bangalore No.2,1st Floor,2nd cross, N.K.Palya, Shivaji Nagar, Bangalore-560005 No.F. 7-1/2003-Sch.	**Rs. 1,75,687/-** Dt. 27.06.2005	2nd installment of 2002-03	50

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
76.	Sneha Edu. & Development Society # 23, Shivanandnagar, 2nd Main Road, Hubli dist. Dharwar, Karnataka	Rs. 5,00,000/- Dt. 23.03.06	2004-05 (Reimbursement)	50
77.	Sri Shivkumar Swami Ekta Chari. Trust Sri Ekata Samudaya Bhavan, Hegganahalli, Vishwaneedan Post, Bangalore-5560091 **No.F. 7-48/2002-Sch.1**	Rs. 5,00,000/-	2004-05 (Reimbursement)	50
78.	Vidyaranya Education and Development Society, Mandur, Virgonkar(via) Bangalore East, Bangalore-560049 **No.F. 17-24/2001-Sch.1**	Rs. 5,00,000/- Dt. 27.03.06	2004-05 (Reimbursement)	50
79.	Vidyaranya Education and Development Society, Mandur, Virgonkar(via) Bangalore East, Bangalore-560049 **No.F. 7-50/2002-Sch.1**	Rs. 3,00,000/- Dt. 31.3.2006	2004-05 (Reimbursement)	30
MAHARASHTRA				
80.	Adivasi Dhaynpeet, Nehru Nagar, Dhanrat Road, Navapur, Distt. Nandurbar, Maharashtra **No.F. 17-18/2002-Sch.1**	Rs. 4,10,645/- Dt. 8.9.2005	2003-04 (Reimbursement)	50
81.	Adivasi Dhaypeet, Nehru Nagar, Dhanrat Road, Navapur, Distt. Nandurbar, Maharashtra **No.F. 17-18/2002-Sch.1**	Rs. 1,83,692/- Dt. 8.12.2005	2nd installment of 2002-03	50
82.	Indira Mahila Seva Society, Lok Manya Colony, Vishal Plot No. 5, Nadurbar, Maharastra **No.F. 17-103/2001-Sch.1**	Rs. 5,10,000/- Dt. 28.6.2005	2002-03 (Reimbursement)	51
83. 50	Jyotiba Phule Sewa Trust, 7, Laxmi Narayan Apptt., Vadia Factory Area, Shivaji Nagar, Nanded, Maharashtra-431602. **No.F.7-47/2002-Sch.1**	Rs. 3,91,591/- Dt. 21.6.2005	2003-04 (Reimbursement)	

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
84.	Sakri Taluka Education Society, SAKRI, Distt. Dhule, Maharashtra – 424304. **No.F. 17-170-2001-Sch.1**	Rs. 16,250/- Dt. 23.6.2005	2nd installment of 2001-02	27
85.	Sanskruti Samvardhan Mandal, Sharda Nagar, Sagroli, Distt. Nanded, Maharashtra – 431731. **No.F. 7-130/2002-Sch.1**	Rs. 10,70,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	107
86. 107	Sanskruti Samvardhan Mandal, Sharda Nagar, Sagroli, Distt. Nanded, Maharashtra – 431731. **No.F. 7-130/2002-Sch.1**	Rs. 3,46,657/- Dt. 15.9.2005	2nd installment of 2002-03	
87.	Sri Shivaji Shikshan Prasarak Mandal, C/O Jyotiba Medical, opp. Minicipal Council, Hingoli, 431513, Maharashtra **No.F. 17-111/2001-Sch.1**	Rs. 70,000/- Dt. 19.5.2005	2nd installment of 2002-03	35
88.	Swami Vivekananda Shikshan Prasarak Mandal, Ambika Takies Road, Parbhani, Maharashtra **No.F. 17-13/99-Sch.1**	Rs. 2,50,000/- Dt. 26.7.2005	2003-04 (Reimbursement)	40
89.	Vasant Shikshan Sansthan, "Roop Mahal", Chikhalwadi, Nanded, Maharashtra-431601. **No.F. 7-28/2002-Sch.1**	Rs. 8,90,000/- Dt. 23.6.2005	2003-04 (Reimbursement)	89
90.	Vasant Shikshan Sansthan, "Roop Mahal", Chikhalwadi, Nanded, Maharashtra-431601. **No.F. 7-28/2002-Sch.1**	Rs. 4,90,365/- Dt. 2.8.2005	2nd installment of 2002-03	89
91.	W.K. Bhagini Seva Mandal, Late Kamalabai Ajmera Vidyanagar, Deopur, Dhule – 424005, Maharashtra **No.F. 17-6/2000-Sch.**	Rs. 2,40,000/- Dt. 29.6.2005	2nd installment of 2002-03	59

MANIPUR

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
92.	Center for Resource Development, Manipur **No.F. 7-5/2002-Sch.1**	Rs. 1,68,000/- Dt. 29.6.2005	2003-04 (Reimbursement)	
93.	Community Development Programme Centre, Thoubal, Manipur **No.F. 7-14/2003-Sch.1**	Rs. 4,00,000/- Dt.		

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
94.	Oriental Women Society, Damdei, Kanglatongbi, P.O.Motbung, Manipur – 795107. **No.F. 17-169/2001-Sch.1**	Rs. 5,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	50
95.	Weaker Section Development Association, Thoubal, Nongangkhong, Thoubal, Manipur – 795138. **No.F. 17-134/2001-Sch.1**	Rs. 2,50,000/- Dt. 1.2.2006	2nd installment of 2002-03	50
96.	Weaker Section Development Association, Thoubal, Nongangkhong, Thoubal, Manipur – 795138. **No.F. 17-134/2001-Sch.1**	Rs. 5,00,000/- Dt. 1.2.2006	2003-04 (Reimbursement)	50
97.	Weaker Section Development Association, Thoubal, Nongangkhong, Thoubal, Manipur – 795138. **No.F. 17-134/2001-Sch.1**	Rs. 5,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	50
	ORISSA			
98.	Institute of Social Welfare Action & Research (ISWAR), At. Dhadibabanbadi, PO Ahiyas, Jajpur Distt., Orissa **No.F. 17-8/99-Sch.1**	Rs. 7,00,000/- Dt. 30.3.2006	2004-05 (Reimbursement)	70
99.	Institute of Social Welfare Action & Research (ISWAR), At. Dhadibabanbadi, PO Ahiyas, Jajpur Distt., Orissa **No.F. 17-8/99-Sch.1**	Rs. 3,00,000/- Dt.24.5.2005	2nd Installment of 2003-04	70
100.	Jhansi Mahila Samiti, At. Paramanandapur, PO Ragadi, Distt. Jajpur, Orissa. **No.F.17-39/99-Sch.I**	Rs. 2,50,000/- Dt.31.5.2005	2nd Installment 2003-04	50
101.	Kunj Behari Jubak Sangha, At. Andola, PO Sridharpur, Distt. Jajpur, Orissa – 755001. **No.F. 17-147/2001-Sch.1**	Rs. 3,65,000/- Dt. 9.1.2006	2nd installment of 2003-04	73
102.	Laxminarayan Seva Pratisthan, At./PO: Ahiyas, P.S. Mangalpur, Distt. Jajpur, (Orissa)-755001 **No.F. 17-5/2000-Sch.1**	Rs. 10,00,000/- Dt. 30.3.2006	2004-05 (Reimbursement)	100

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
103.	Manab Seva Sadan, At/Po Sarang, Via: I.G.I.T. Sarang, Distt, Dhenkanal (Orissa)-759146 **No.F. 17-52/2001-Sch.1**	Rs. 3,90,000/- Dt.27.3.2005	2004-05 (Reimbursement)	39
104.	Matrusakti Club, At/PO: Taharpur, Via: J.K. Road, Distt. Cuttack (Orissa) **No.F. 7-7/2002-Sch.1**	Rs. 6,60,000/- Dated 31.3.2006	2004-05 (Reimbursement)	66
105.	Nilanchal Seva Pratisthan, Daya Vihar, Via : Kanas, Distt. Puri, Orissa **No.F. 7-127/2001-Sch.1**	Rs. 5,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	50
106.	Nilanchal Seva Pratisthan, Daya Vihar, Via : Kanas, Distt. Puri, Orissa **No.F. 7-128/2003-Sch.1**	Rs. 3,89,000/- Dt. 31.3.2006	2004-05 (Reimbursement)	50
107.	Orissa Media Centre, 47, Ekamra Vihar, Distt. Bhubneshwar, Orissa – 751015. **No.F. 7-133/2002-Sch.1**	Rs. 2,50,000/- Dt.2.8.2005	2003-04 (Reimbursement)	25
108.	Palli Sanskriti Kala Parishad, At/PO Tipuri, Via – Kanas, Distt. Puri Orissa. **No.F. 17-75/2000-Sch.1**	Rs. 2,26,079/-	2003-04	
109.	Samajik Seva Sadan, Village: Banjhikusum, PO: Mahisapat, District Dhenkanal, Orissa – 759001. **No.F. 7-72/2002-Sch.1**	Rs.5,00,000/- Dt. 27.3.2006	2004-05 (Reimbursement)	50
110.	Samajik Seva Sadan, Village: Banjhikusum, PO: Mahisapat, District Dhenkanal, Orissa – 759001. **No.F. 7-72/2002-Sch.1**	Rs.4,64,548/- Dated 6.7.2005	2003-04 (Reimbursement)	50
111.	Sreemaa Mangala Jubak Sangha, At. Naraharipur, PO : Kodandapur, Distt. Jajpur, Orissa **No.F. 17-195/2001-Sch.1**	Rs. 4,30,000/- Dated 31.3.2006	2004-05 (Reimbursement)	50
112.	Women Awarness and Rural Development, At/PO: Dasarathpur, Distt. Jajpur, Orissa – 755006. **No.F.17-54/99-Sch.1**	Rs. 2,50,000/- Dt.30.3.2005	2003-04 (2nd installment)	50

Sl. No.	Address of organization & hostel with	Amount sanctioned Contact No., Regd. No.	Year for which & date	No. of Boarders sanctioned
RAJASTHAN				
113.	Janjati Mahila Vikash Sansthan, Ranthambhor Road, Sawai Madho pur, Rajasthan **No.F. 17-51/2001-Sch.1**	Rs. 10,00,000/- Dt. 19.9.2005	2004-05 (Reimbursement)	150
TAMIL NADU				
114.	Depressed People's Welfare Association, Plot No. l25, Annai Nagar, Pitchandarkoil P.O., Trichy Distt., Tamil Nadu - 621216. **No.F. 7-100/2002-Sch.1**	Rs. 2,15,425/- Dt. 27.12.2005	2nd installment of 2003-04	60
115.	Depressed People's Welfare Association, Plot No. l25, Annai Nagar, Pitchandarkoil P.O., Trichy Distt., Tamil Nadu - 621216. **No.F. 7-100/2002-Sch.1**	Rs. 6,00,000/- Dt. 11.03.06	2004-05 (Reimbursement)	60
116.	St. John Sangam Trust, Perambalur District Tamil Nadu – 621212. **No.F. 17-101/2001-Sch.1**	Rs. 2,60,000/- Dt. 1.02.2006	2nd installment of 2002-03	52
117.	St. John Sangam Trust, Perambalur District Tamil Nadu – 621212. **No.F. 17-101/2001-Sch.1**	Rs. 5,20,000/- Dt. 6.03.2006	2003-04 (Reimbursement)	52
UTTAR PRADESH				
118.	Ganesh Shikshan Santhan, Lokmanpur, Barout, Allahabad **No.F. 13-17/98-Sch.1**	Rs. 3,20,000/- Dt. 31.3.2005	2003-04 (Reimbursement)	32
119.	Vaishnavi Shiksha Samiti, Village: Jamua, P.O. Patwari Koran, Distt. Allahabad, Uttar Pradesh – 212106. **No.F. 17-197/2001-Sch.1**	Rs. 4,00,000/- Dt. 12.8.2005	2002-03 (Reimbursement)	40
WEST BENGAL				
120.	Prabhddha Bharti Shishu Tirtha, Ashutosh Bhawan, Khirinda, Krishnapriya, Paschim Midnapur, WB- 721140. **No.F. 7-71/2002-Sch.1**	Rs. 6,40,000/- Dt. 8.7.2005	2003-04 (Reimbursement)	64
121.	Prabhddha Bharti Shishu Tirtha, Ashutosh Bhawan, Khirinda, Krishnapriya, Paschim Midnapur, WB- 721140. **No.F. 7-71/2002-Sch.1**	Rs. 3,20,000/- Dt. 8.7.2005	2nd installment of 2002-03	64

Annexure - V

Statement of Grants amounting to Rs.1.00 Lakh and above sanctioned to various Volunatary Hindi Organisations by Central Hindi Directorate, during the Financial Year 2006-07

Sr. No.	Name of the Organisation	Amount of grant sanctioned
	ASSAM	
1.	Assam Rashtrabhasha Prachar Samiti, Guwahati	3555000
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, North Lakhimpur, Assam	548040
3.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	2835165
	MANIPUR	
4.	Manipur Hindi Prachar Sabha, Akampat	144600
5.	Manipur Hindi Prachar, Imphal	389625
6.	Manipur Rashtrabhasha Prachar Samiti, Imphal	381600
	MEGHALAYA	
7.	Meghalay Rashtrabhasha Prachar Samiti, Shillong	349440
	MIZORAM	
8.	Mizoram Hindi Prachar Sabha, Aizwal	554550
	KARNATAKA	
9.	Mysore Hindi Prachar Samiti, Banglore	3240338
10.	Karnataka Hindi Prachar Samiti, Jayanagar, Bangalore	1894050
11.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	2475300
12.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Dharwar.	5537400
13.	Sri Jaya Bharati Hindi Vidyalaya, Bangalore	120375
14.	Hindi Vidyapeeth, Hubli	151470
15.	Adarsh Hindi Vidyalaya, Bangalore	126300
16.	Hindi Shikshan Sewa Samiti, Bijapur	189120
17.	Janata Shikshan Samiti, Hubli	103290
18.	Hindi Prachar Sangh, Mudhol	289275
19.	Karnataka Hindi Prachar Samiti, Gulbarga	108225
20.	Belgaon Vibhagiya Hindi Sewa Shikshan Samiti, Hubli	130320
21.	Zila Hindi Premi Mandal, Bellary	106350
22.	Mumbai Hindi Vidyapeeth, Karnataka Branch	142350
23	Karnataka Hindi Prachar Sabha, Mandya	128475
	GUJRAT	
24.	Gujrat Vidyapeeth, Ahmedabad	376800
25.	Bombay Hindi Vidyapeeth Uttar Poorva, Gujrat	181500
26.	Gujrat Prantiya Rashtrabhasha Prachar Sabha, Ahmedabad	108450
	MAHARASHTRA	
27.	Mumbai Hindi Vidyapeeth, Mumbai	2618100
28.	Mumbai Prantiya, Rashtrabhasha Prachar Sabha, Mumbai	587850
29.	Mumbai Hindi Sabha, Mumbai	531420
30.	Maharashtra Rashtrabhasha Sabha, Pune	755775
31.	Rashtrabhasha Prachar Samiti, Vardha	674070
32.	Vidharbha Rashtrabhasha Prachar Samiti, Nagpur	163875
33.	Maharashtra Hindi Prachar Sabha, Aurangabad	399300
34.	Maharashtra Rashtrabhasha Prachar Samiti, Pune	129750

Sr. No.	Name of the Organisation	Amount of grant sanctioned
	GOA	
35.	Gomantaka Rashtrabhasha Vidyapeeth, Madgaon, Goa	278100
36.	Dakshin Bharat Hindi Prachar Sabha, Goa Branch	373200
37.	Mumbai Hindi Vidyapeeth (Goa Branch)	
	ANDHRA PRADESH	
38	Dakshin Bharat Hindi Prachar Sabha, Hyderabad, Andhra Pradesh	43,48,920/-
39	Hindi Prachar Sabha, Hyderabad	2,57,100/-
40	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	10,52,250/-
41	Nagar Hindi Varga Sanchalaka Evam Adhyapak Sangh, Hyderabad,	2,49,870/-
	ORISSA	
42	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	4,49,865/-
43	Orissa Rashtrabhasha Parishad, Jagannathdham	5,60,400/-
44	Hindi Shiksha Samiti, Shankarpur, Cuttack	1,12,425/-
	JHARKHAND	
45	Hindi Vidyapeeth, Deoghar	4,22,888/-
	TAMILANADU	
46	Dakshin Bharat Hindi prachar Sabha, Chennai City Scheme	21,28,950/-
47	Dakshin Bharat Hindi prachar Sabha, Chennai (for P.G. Centres)	39,10,360/-
48	Dakshin Bharat Hindi prachar Sabha, Trichy	48,67,800/-
49	Dakshin Bharat Hindi prachar Sabha, Chennai (National Reseach Library)	1,91,100/-
50	Punjab Assocation, Chennai	1,53,600/-
51	Dakshin Bharat Hindi prachar Sabha,	3,78,900/-
	KERALA	
52	Dakshin Bharat Hindi prachar Sabha,(kERALA) Ernakulam	22,24,604/-
53	Kerala Hindi prachar Sabha, Thiruvananthapuram	17,17,875/-
54	Gandhi Smarak Gram Sewa Kendram, Alpuzha	1,61,250/-
55	Hindi Vidyapeeth, Thiruvananthapuram	1,80,000/-
56	Hindi Vidyapeeth, Payyanur	1,12,500/-
	DELHI	
57	Kendriya Sachivalaya Hindi Parishad, New Delhi	5,42,000/-
58	Akhil Bhartiya Hindi Sanstha Sangha, New Delhi	12,50,000/-
59	Bhartiya Anuwad Parishad, New Delhi	2.22.000/-
60	Nagari Lipi Parishad, New Delhi	3,07,500/-
	UTTAR PRADESH	
61	Hindi Sahitya Sammelan, Prayag, Allahabad	5,00,000/-
	NAGALAND	
62	Nagaland bhasha Parishad, Kohima	1,09,500/-
	PONDICHERRY	
63	Dakshin Bharat Hindi Prachar Sabha (Pondicherry Branch)	2.41.500/-
	LAKSHDWEEP	
64	Dakshin Bharat Hindi Prachar Sabha, Lakshdweep Branch	1,26,075/-
	RAJASTHAN	
65	Hindi Prachar Prasar Sansthan, Jaipur	1,20,975/-
	WEST BENGAL	
66	Paschim Banga Rashtrabhasha Prachar Samiti, Kolkata	1,00,020/-

it is also stated that no utilization certificate is pending for the grants released to VHOs during the previous three years preceding 2006-2007

Annexure - VI

List of Deemed Universities

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
	ANDHRA PRADESH		
1.	Prof. V.S.S. Sastry Tel:91-40-27098141 Fax 040-27098402	Central Institute of English & Foreign Languages, OU Campus, Hyderabad - 500007	Home Page: http://www.ciefl.ac.in E-mail: cieflhyd@ciefl.ac.in english@ciefl.ernet.in
2.	Prof. Harekrishna Satapathy, Vice-Chjancellor Tel:91-0877-2287680 Fax 0877-2287680 2287826	Rashtriya Sanskrit Vidyapeeth, Tirupati-517507	E-mail: rsvp_registrar@yahoo.co.in Website: http:// www.sansknet.org
3.	Shri A.V. Gokak Tel:91-08555-286191 Fax No. 08555-287239	Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam-515134, Anantapur Dist.	E-mail: sssihlib@sancharnet.in Website: www.sssihl.edu.in
4.	Prof. Rajeev Sangal Director Tel: 91-040-23001967 Fax: 040-23001413	International Institute of Information Technology, Gachibowli, Hyderabad 500 019	E-mail: office@iiit.net Website: http://www.iiit.ac.in
5.	Prof. Y. Venkateshwara Rao, Vice-Chairman Tel: 0870-2459216 Fax: 0870-2459547	National Institute of Technology, Warangal	E-mail: director@nitw.ernet.in Website: http:// www.nitw.ernet.in
	ARUNANCHAL PRADESH		
6.	P. G. Nair Registrar Tel. No. 0360-2257401-11 Fax No. 0360-2244307 2257872	North Eastern Regional Institute of Science and Technology, Itanagar - 791109	E-mail: registrar@nerist.ernet.in Web: www.nerist.ac.in
	ASSAM		
7.	Dr. P.K. Banik, Director Tel: 91-03842-233179 242273 Fax No. 03842-233797	National Institute of Technology, Silchar - 788 010	E-mail: director@nits.ac.in
	BIHAR		Website: www.nits.ac.in
8.	Registrar, Tel. No. 06344-222430 Fax No. 06344-220169	Bihar Yoga Bharati, Fort, Munger, Bihar -811201	
9.	Dr. R. Panth, Director, Tel: 06112-281672, 281697 281820 Fax. 06112-281907	Nava Nalanda Mahavihara, Nalanda- 803111	E-mail: nnmdirector@sify.com Website: www.navanalanda.org.

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail

Gujrat

10.	Dr. Sudarshan Iyengar, Vice-Chancellor, Tel:91-079-27541392 Fax No. 079-27542547	Gujarat Vidyapith, PO Navjivan, Ashram Road, Ahmedabad-38-014	E-mail: registrar@gujaratvidyapith.org
11.	Dr. P.D.Porey, Director Tel. No. 0261-2201505, 2223371-74 Fax No. 0261-2227334	Sardar Vallabhbai National Institute of Technology, Surat - 395007	E-mail:director@svnit.ac.in Website: http/www.svnit.ac.in
12.	Dr. Mansukhbhai Shah, Chairman, KM Shah Charitable Trust. Dr. G.D. Mehta, Director, K.M. Shah Charitable Trust Tel. No. 02668-245261, Telefax No. 02668-245292	Sumandeep Vidyapeeth, P.O. Piparia, Tal. Vaghodia, Dist. Vadodara, Gujarat	Website: www.kmshahtrust.org

Haryana

13.	Dr. Sushil Kumar Director Tel:91-0184-2252800 2259002 Fax 0184-2250042	National Diary Research Institute, Karnal-132001	E-mail: registrar.ndri@gmail.com
14.	K.V.S. Kameswara Rao Registrar Tel. No. 0124-2338920, 22-26 Fax No. 0124-2338910 2338928	National Brain Research Centre, Nainwal More, Manesar-122 050	E-mail: info@nbrc.ac.in registrar@nbrc.ac.in
15.	Dr. M.N. Bandyopadhyay, Director Tel. No. 01744-238083 Fax no. 01744-238414	National Institute of Technology, Kurukshetra-136119	Home page http//www.reck.nic.in

Himachal Pradesh

| 16. | Dr. I.K.Bhat, Director Tel: 91-1972-222308 254013 Fax No. 01972-223834 | National Institute of Technology, Hamirpur-177 005 | E-mail: skb@recham.ernet.in |

Jammu and Kashmir

| | Dr. R.K.Wanchoo Director, Tel. No. 0194-2422104, 2424792 Fax No. 0194-2420475 | National Institute of Technology, Srinagar, Hazratbal-190006 | Website:http://www.nitsri.net |

Jharkhand

| 18. | Prof. S.K. Mukherjee Vice-Chancellor, Tel:91-651-2276052 Fax 0651-2275401 | Birla Institute of Technology, Mesra, Ranchi-835215 | Home page http://www.bitmesraranchi.org E-mail SKMBIT@yahoo.co.in registrarbitmesra@rediffmail.com |

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
19.	Prof. T. Kumar, Director, Tel:91-0326-2205403 Fax No. 0326-2202380 0326-2203042	Indian School of Mines, Dhanbad-826004	Website: bitmesraranchi.org E-mail dt@ismdhanbad.ac.in rg@ismdhanbad
20.	Prof. A. Mishra Director Tel. No. 0657-2373392 Fax no. 0657-2373246	National Institute of Technology, Jamshedpur-831014	E-mail : nit_director@rediffmail.com

Karnataka

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
21.	Prof. P. Balaram, Director, Tel: 91-80-23600690 Fax:91-80-23600936, 23600757	Indian Institute of Science, Bangalore-560012	Home Page www.iisc.ernet.in E-mail: regr@admin.iisc.ernet.in
22.	Dr. R.P. Warrier, Vice-Chancellor Tel: 08252-2922615 Fax: 08252-2570062	Manipal Academy of Higher Education, Madhav Nagar, Manipal-576119	Home Page http://www.manipal.edu E-mail: office.mahe@manipal.edu
23.	Prof. D. Nagaraja Vice-Chancellor/Director Tel: 91-080-26564140, 26995001 Fax: 080-26564830, 26566811	National Institute of Mental Health and Neuro Science, P.B. No. 2900, Hosur Road, Bangalore-560029	E-mail : registrat@nimhans.kar.nic.in Website: http:// www.nimhans.kar.nic.in
24.	Dr. H. R. Nagendra, VC Tel. No. 9342160422 Fax No. 080- 26608645	Swami Vivekananda Yoga Anusandhana Samsthana, No.9, Appajappa Agrahara, Chamarahpet, Bangalore -560018	E-mail: hrnagendra@rediffimail.com Website: http//www.vkyogas.org.in
25.	Prof. G.K. Shivkumar, Director, Tel. No. 0824-2474034 Fax: 0824-2474033	National Institute of Technology Karnataka, Surathkal - 575025	E-mail: diector@nitk.ac.in Website: http//www.nitk.ac.in
26.	Prof. M. R. S. Rao President Tel. No. 080-23622763, 22082752 Fax No. 080-22082766	Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore-560064	E-mail: vkrish@jncasr.ac.in Website: http://www.jncasr.ac.in
27.	S. Sadagopan Director, Tel. No. 080-28527627-35 Fax No. 080-28527636	International Institute of Information Technology, Bangalore	Website: http//www.iiitb.ac.in
28.	Prof.(Dr.) Chandrakangt Kokate, Vice-Chancellor Te. No. 0831-2472777, 2493778 Fax No. 0831-2493777	K.L.E Academy of Higher Education and Research, JNMC Campur, Nehru Nagar, Belgaum-590 010	Website: http://www.kahe.edu.in E-mail: registrar@kahe,edu.in

Kerala

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
29.	Dr. G.R.C. Reddy Director Tel. No. 0495-2286100, 2286101 Fax No. 0495-2287250	National Institute of Technology, NIT Campus P.O., Calicut - 673601	E-Mail nitc@nitc.ac.in director@nitc.ac.in Website: http//www.nitc.ac.in

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
30	Prof. O.N.V. Kurup, Chairman Phone/Fax 0488-2462418	Kerala Kalamandalam, Vallathol Nagar, Chruthuruthy, Thrissur-679531	E-Mail kalamndm@md4.vs.net.in
	Madhya Pradesh	Lakshmibai National Institute of Physical Education, Shaktinagar, Gwalior-474002	E-mail: vc@Inipe.org, registrar_an@yahoo.com, Website: http://www.Iinpe.org.
31.	Maj Gen (Retd) S.N. Mikherjee Vice-Chancellor Tel:91-0751-2341373 Fax: 0751-2340553, 2340286		
32.	Tel. No. 0751-2449702 Fax No. 0751-2460313	Indian Institute of Information Technology and Management, Gwalior-474005	Website:http://www.iiitm.ac.in
33.	Prof. K.s. Pandey, Vice-Chancellor Tel: 0755-2670900 Fax: 0755-2670562, 2670802	Maulana Azad National Institute of Technology, Bhopal-462 007	E-mail: sayann_1944@yahoo.com Registrar_an@yahoo.com, Website: http://www.manit.nic.in
	Maharashtra		
34.	Prof. S. F. Patil, Vice-Chancellor, Tel: 91-020-24331317 Fax 020-24339121/24321910	Bharati Vidyapeeth, Lal Bahadur Shastri Marg, Pune-411030	E-Mail: Bharati@vsnl.com. bharatividyapeeth@yahoo.com Website: http://www.bharatividyapeeth.com
35.	Dr. R. Radha Krishnan Director Tel:91-022-28416501 Fax:91-022-28402752	Indira Gandhi Institute for Development Research , Gen.Vaidya Marg, Goregaon (E), Mumbai-400065	Home Page www.igidr.ac.in
36.	Rear Admiral A.K. Handa, Vice-Chancellor T. No. 020-4389550 Fax 020-438944, 4389550	Institute of Armament Technology, Girinagar, Pune-411 025	Website: http//www.indiaeducation.ernet.in
37.	Dr. Dilip Kumar, Director Tel:91-022-26363404 Fax 91-022-26361573 / 91-022-26348223	Central Institute of Fisheries Education, PB No. 7392, Kakori Camp, Jaiprakash Road, Versova, Mumbai-400061	Home Page http://cife.bom.nic.in E-mail: fishinst@bom3.vsnl.net.in
38.	Prof. K. Puddayya, Director Tel: 02026692982 Fax 020-26692104	Deccan College Post-Graduate and Research Institute, Pune-411006	E-mail dakshina@pn2.vsnl.net.in Website: www.deccancollege.edu.
39.	Dr. S. Parasuraman Director Tel:91-022-25563290-96 Fax Nos. 022-255830632912, 022-25583063	Tata Institute of Social Sciences, Deonar, Mumbai-400 088	Home Page www.tiss.edu E-mail: sparasuraman@tiss.edu

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
40.	Dr. P.N. Mari Bhat Director Tel:91-02225573943 Fax No. 022-25563257	International Institute of Population Sciences, Govindi Station Road, Deonar, Mumbai-400088	Website: www.iipaindia.org
41.	Prof. Deepak J. Tilak Vice-Chancellor Tel:91-020-24271856 / 020-24261856 Fax No. 020-242771695	Tilak Maharashtra Vidyapeeth, Gultekadi, Pune-411037	E-mail: kulasachiv@tmv.ernet.in http//www.tilakvidyapeeth.org
42.	Prof. Ajit Kumar Sinha, Vice-Chancellor Tel: 020-25650287 Fax 020-25652579	Gokhale Institute of Politics & Economics, Pune-411004	E-mail: gipe@vsnl.com Website: www.gipe.ernet.in
43.	Dr. M.S. Raste, Vice-Chancellor, Tel-020-25673527 Fax-020-25673520	SYMBIOSIS International Education Centre, Symbiosis Vishwabhavan, Senapati Bapat Road, Pune-411004	E-mail- registrar@siec.ac.in Website: http://www.siec.ac.in
44.	Prof. S. Bhattacharya, Director, Tel. No. 022-22782306 Fax No. 022-22804601	Tata Institute of Fundamental Research, Homi Bhabha Road, Mumbai-400005	E-Mail: ast_reguniv@tifr.res.in Website: http://www.tifr.res.in/-gsoffice
45.	Shri V.d. Patil, Vice-Chancellor, Tel-022-27708112 Fax-022-27711368, 22709576	Padmashree Dr. D.Y.Patil Vidyapeeth, Nerul, Navi, Mumbai-400 706	E-mail-vijay@dypatil.com francis@dypatil.edu
46.	Prof. V. M. Pandharipande, Director Tel. No. 0712-2223969 Fax No. 0712-2223230/2223969	Visvesaraya National Institute of Technology, Nagpur	Website: http://www.dypatil.ac.in E-mail: diector@vnitnagpur.ac.in registrar@vnitnagpur.ac.in
47.	Dr. N.M. Kondap, Vice-Chancellor, Tel. No. 022-26183688 Fax No. 022-26114512	Narsee Monjee Institute of Management Studies, V.L. Mehta Road, vile Parle (W), Mumbai - 400056	E-mail: nmims@nmims.edu Website. www.nmims.edu
48.	Shri P. D. Patil, VC Tel. No. 020-27421250, 27420010, 274201567 Fax No. 020-27421449, 27420439	Dr. D.Y. Patil Vidyapeeth, Pimpri, Pune 411018	E-mail: dypv@vsnl.net Website.www.dypatilvidyapeeth.org
49.	Dr. M.G. Takwate, Vice-Chancellor Tel. No. 02422-272353, 273486 Fax : 02422-273442	Pravara Institute of Medical Sciences, Loni, Distt. Ahmednagar - 413736	E-mail:contact@pmtpims.org Website: htpp://www.pravara.com
50	Dr. Vedprakash Mishra, Vice-Chancellor, Tel. No. 0712-3256552 Fax No. 0712-2245318	Datta Meghe Insitute of Medical Sciences, Nagpur-440022	E-mail: infor@dmims.org Website. www.dmims.org
51.	Dr. Suresh J. Bhosale, Secretary Tel. No. 02164-241555-58 Fax No. 02164-242170	Krishna Institute of Medical Sciences, Karad, Satara - 415110	E-mail: kctkims@scpl.net.in Website. www.kims.ac.in

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
52.	Dr. R. B. Grover, Director Tel. No. 022-25505333 Fax No. 022-25505151	Homi Bhabha National Institute, Mumbai	E-mail : chmn@dae.gov.in
53.	Dr. S.W.Kulkarni, Vice-Chancellor, Tel. No. 0231-2601202, 2601595 Fax No. 0231-2601238	D.Y. Patil Medical College, 869, 'E' Kasba Bavada,Kolhapur-416006 Maharashtra	E-mail : kpr_dymedkop@sancharnet.in
54	Dr. Sudhir N. Kadam, Managing Trustee, Tel: 022-27822203, 27821659 Fax. 022-27820520, 27824618	MGM Institute of Health Sciences, Navi Mumbai.-400703.	Website:http// www.dypatailkolhapur.com

Orissa

55.	Prof. Sunil Kumar Sarangi Director Tel. No. 0661-2472050, 2462001 Fax No. 0661-2472926, 2462999	National Institute of Technology, Rourkela-769008	E-mail : director@nitrkl.ac.in registrar@nitr.ac.in Website : http//www.nitrkl.ac.in
56.	Prof(Dr) Sanjib Chandra De Sarkar, Vice-Chancellor Tel.No. 0674-2725171 Fax No. 0674-2725453	Kalinga Institute of Industrial Technology, Bhubaneswar-751024	E-mail: scdesarkar@yahoo.co.in Website: www.kiit.org.

Punjab

57.	Dr. S.C.Saxena Director Tel:91-0175-2363007 Fax No: 0175- 2364498, 2393005, 2393020	Thapar Institute of Engineering & Technology, P.B. No.32, Patiala-147001	Home Page http://www.tiet.ac.in E-mail: director@mail.tiet.ac.in
58.	Dr. Moni Uddin, Director, Tel. No. 0181-2690301, 2690302 Fax No. 0181-2690932	Dr.B.R.Ambedkar National Institute ofTechnology, Jalandhar	E-mail:singhs@nitj.ac.in
59.	Sh. Vijay Gupta Vice-ChancellorDirector Tel. No. 0172-2753700	Punjab Engineering College, Sector 12, Chandigarh-160012	Website: http//www.pec.ac.in

Rajasthan

60.	Dr. Aditya Shastri, Tel. 01438-228373 Fax No. 01438-228365	Banasthali Vidyapith, Banasthali - 304022, Rajasthan	E-mail : saditya@banasthali.ac.in http//www.banasthali.org.

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
61.	Prof. L.K.Maheshwari, Vice-Chancellor Tel: 91-01596-242090 Fax: 01569-244875 / 244183	Birla Institute of Technology & Science, Pilani Campus, Pilani - 333031	Home Page http://www.bits-pilani.ac.in E-mail: mmsanand@bits-pilani.ac.in
62.	Ms. Sudhamahi Regunathan Tel:91-01581-222116/ 222110 Fax: 91-01581-222116	Jain Vishva Bharati Institute, Post Box No. 6, Ludnun-341306, Rajasthan	Home Page http://www.jvbi.ac.in E-mail :Vice-chancellor@jvbi.ac.in
63.	Prof. Lokesh Bhatt Vice-Chancellor Tel: 0294-2492440 Fax: 0294-5123063	Janardan Rai Nagar Rajasthan Vidyapith, Airport Road, Pratap Nagar, Udaipur-313001	E-mail: lokeshbhat_vc@yahoo.co.in.
64.	Shri Milap Dugar Tel. No. 01564-220025 01564-223520 Fax : 01564 - 222682	Institute of Advanced Studies in Education of Gandhi Vidya Mandir, Sadarshahr-331401	E-mail: iasduniv@sancharnet.in Website : www.iaseduniv.org
65.	Prof. P. K. Saxena Director Tel. No. 0141-2702954 Fax No. 0141-2702107	Malaviya National Institute of Technology, Jaipur- 302017	
66.	Prof Ashok K Jain Tel- 0141-2702954 Fax- 0141-2702954	Mody Insttute of Technology and Sciences, Laxmangarh (Raj.)	E-mail -director@mnit.ac.in Website: http://www.mnit.ac.in
67.	Prof.Vishwanath Sinha, Director Tel. No. 0141-2174173 Fax No. 0141-5189216	The LNM Institute of information Technology, Rupa Ki Nangal, P.O. Sumel, Jaipur-303012	E-mail : vsinha@iitk.ac.in Website : www.lnmiit.ac.in E-mail: info@Inmiit.org.in

Tamil Nadu

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
68.	Dr. (Mrs.) Saroja Prabhakaran Vice-Chancellor Tel:91-0422-2443219 Fax- 0422-2438786	Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore-641043	E-Mail: devunity@giasmd01.vsnl.net.in http://www.avinashilingam.edu
69.	Dr S.S.K.Marthandam Tel- 044-24768431 Fax-044-24767008 24765995	Sri Ramchandra Medical College and Research Institute, 1,Ramachandra Nagar, Porur, Chennai-600116	E-Mail: vcsrmc@hotmail.com Website:radhavrv@hotmail.com
70.	Dr.T. Karunakaran, Vice -Chancellor Tel:91-451-2452305 Fax- 0451-2454535	Gandhigram Rural Institute , PO.Gandhigram , Dindigul Distt. Tamil Nadu-624302	E-mail-grice@vsnl.com
71.	Shri J Sathish Kumar Tel.- 0427-2477316 Fax- 0427-2477903	Vinayaka Mission's Research Foundation, Salem, Tamil Nadu	E-mail-vmrf@vinayakamission.com vc@vinayakamission.com Website: http:// www.vinayakamission.com
72.	Dr. V.H.Baskaran, Registrar, Tel-04112-264301 264308, 264293 Fax-04112-264285	Sri Chandrasekharendra Saraswati Vishwa Mahavidyalaya, Kanchipuram, Tamil Nadu	

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
73.	Prof. R. Sethuraman Vice-Chancellor, Tel-04362-304101, 264101 Fax-04362-264120	Shanmugha Arts, Science, Technology and Research Academy (SASTRA), Thajavur, Tamil Nadu	E-mail- sethuraman@sastra.edu, registrar@sastra.edu. Website: http://www.sastra.edu
74.	Dr. P Radhakrishnan Tel.- 0416-2248701 Fax- 0416-2243092, 2240411	Vellore Institute of Technology, Vellore, Tamil Nadu	E-mail vc@vit.ac.in Website: http://www.vit.ac.in
75.	Dr. V.S. R.K. Mouly, Tel- 044-24500813 Fax-044-24502344	Sathyabama Institute of Science and Technology, Chennai, Tamil Nadu- 600119	jprsatya@giasmd01.vsnl.net.in
76.	Dr. S. Renganathan, Tel. No. 044-22293887 Fax No. 044-22293886	Bharath Institute of Higher Education & Research, 173 Agharam Road, Selaiyur, Chennai - 600 073	Website: www.bharathuniv.com
77.	Prof P. Sathyanarayanan, Vice-Chancellor Ph. 044-27454255 Fax No. 044-27452343	SRM Institute of Science & Technology, 3, Veerasamy Street, Chennai - 600033	Website: www.srmist.ac.in
78.	Dr. P. Venkat Rangan, Vice-Chancellor Tel. No. 0422-2656422 Fax No. 0422-2656274	Amrita Vishwa Vidyapeetham, Ettimadai P.O., Coimbatore-641105	E-mail: info@amrita.edu Website: www. amrita.edu
79.	Dr. K. Jeyachandran, Vice-Chancellor, Tel. No. 044-23783176 23782186, 23782085 Fax. 044-23783165	Dr. M.G.R. Educational and Research Institute, E.V.R.Salai (NH4 High Road), Maduravoyal, Chennai-602195.	Website: http//www.drmdrdu.ac.in
80.	Dr. P. Subramanian Director Tel. No. 0431- 2501801 Fax No. 0431-2500133	National Institute of Technology, Tiruchirapalli, Tamil Nadu- 620 015.	Website : www.nitt.edu.
81.	Dr. E. Munirathnam Naidu, Vice-Chancellor Tel. 044-236439552 / 23643956 Fax No. 044-23643958	Meenakshi Academy of Higher Education and Research, 12, Vembuliamman Koil Street, Chennai-600078	Website: www.maher.ac.in E-mail: info@maher.ac.in
82.	Dr. P.K. Philip, Vice-Chancellor Tel. No. 0422-2614310 Fax 0422-2615431	Karunya Institute of Science and Technology, Coimbatore-661114	Website: www.karunya.edu E-mail: Kaint@vsnl.com
83.	Dr. R. Rajagopal, Vice-Chancellor, Tel. No. 044-26801551 Fax 044-26800892	Saveetha Institute of Medical and Technical Sciences, 162, Poonamalle High Road, Chennai-600077	E-Mail: saveethaq@vsnl.com Website: www.saveetha.com
84	Kalvivallal T. Kalashlingam, Founder Chairman, Tel; 045630289042 Fax. 04563-289322	Kalasalingam Academy of Research and Education, Anand Nagar, Krishnakoil, Virudhunagar District	E-mail: akce@md2.vsnl.net.in Website: www.akce.ac.in

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail
85	Prof. C.S.Seshadri, Director. Tel. 044-32983441, 32983442	Chennai Mathematical Institute, H 1, SIPCOT, IT Park, Padur Post, Siruseri, Chennai -6603103.	Website: www.cmi.ac.in

Uttaranchal

86.	Prof. Swatantar kumar Vice-Chancellor Tel:91-1334-246366 Fax- 01334-245265	Gurukula Kangri Vishwavidyalaya, Hardwar-249404	E-Mail: negiss@icfre.org Website: http://www.icfre.org
87.	Dr. Shashi Kumar Director Tel: 91:135-2755277	Forest Research Institute, Dehradun-248195 Uttaranchal	Padam@icfre.org.arorasd@icfre.org, http://www.icfre.org

Uttar Pradesh

88.	Prof. G. Ngawang Samten Tel:0542-2585242 Fax-0542-2585150	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221007	E-mail: ngawang_samten@yahoo.com., cihts@yahoo.com, Website: http//www.cihts.ac.in
89.	Prof.V.G.Das, Director Tel-0562-2801545 Fax-0562-2801226	Dayalbagh Educational Institute, Dayalbagh, Agra-282005	E-mail dei@nde.vsnl.net.in,
90.	Dr.M.D.Tiwari Director, Tel.91-0532-2430006, 2922222 Fax-91-0532-2430006,2431689	Indian Institute of Information Technology, Nehru Science Centre, Kamla Nehru Road, Allahabad - 211 011	Home Page: http://www.iiita.ac.in E-Mail: director@iiita.ac.in
91.	Prof. (Dr.) Rajendra B. Lal Vice Chancellor Tel.0532-2684284 Fax-0532-2684593, 2684394	Allahabad Agricultural Institute, P.O. Agricultural Institute, Allahabad-211007, U.P	Home Page: http://www.aaidu.org E-mail: registrar@aadu.org
92.	Poornima Pandey Vice-Chancellor Tel: 0522-222926, 210248 Fax No. 0522-222926, 222926	Bhatkhande Music Institute, 1, Kaiserbagh, Lucknow-226001	Website: www.indiastudycenter.com
93.	Dr. Nem Singh Director Tel:91-0581-2300096 Fax: 0581-2303284	Indian Veterinary Research Institute, Izatnagar-243122	E-mail; root@ivri.up.nic.in
94.	Prof. A.B. Samaddar Director, Tel. No. 0532-2445103 to 107 Fax No. 0532-2445101, 2445077	Motilal Nehru National Institute of Technology, Allahabad-211004	Website; http://www.mnnit.ac.in
95	Prof. J.P. Gupta, Vice-Chancellor, Tel. No.0120-2400980 Fax No. 0120-2400986	Jaypee Institute of Information Technology, Noida, U.P.	Home Page: http://www.jiit.ac.in
96		Shobhit Institute of Engineering and Technology, Meerut.	

S. No.	Vice-Chancellor/ Director	Vice-Chancellor/ Director	Home Page & E-Mail

West Bengal

97.	Prof. S. BHattacharya Director Tel.No. 0343-2546397 Fax No. 0343-2547375	National Institute of Technology, Durgapur - 713 209	E-mail: director@nitdgp.ac.in Website: www.nitdgp.ac.in
98.	Swami Atmapriyananda Vice Chancellor Tel. No. 033-26549181 26549999 Fax No. 033-26544640	Ramakrishna Mission Vivekananda Educational and Research Institute, Belur Math, Howrah. Pin 711202	E-mail; rkmveri@gmial.com E-mail; vidyamandira@vsnl.net

Delhi

99.	Dr. S.A. Patil Director Tel:91-011-25843375, 25733367 Fax- 011 -25846402	Indian Agricultural Research Institute, New Delhi-110012	E-mail snagarajan@iari.res.in, http://www.iari.res.in
100.	Dr. Shamim Ahmad, Vice-Chancellor Tel:91-011-26059662 Fax:91-011-26059663	Jamia Hamdard, Hamdard Nagar, New Delhi-110062	Home Page http://www.jamiahamdard.edu E-mail: inquiry@jamiahamdard.edu,
101.	Prof. Subir Kumar Saha Director Tel:91-011-26059662 Fax No. 011-26059663	School of Planning & Architecture, Indraprastha Estate, New Delhi-110002	Home Page www.indiawatch.org.in/spa E-mail: spadir@vsnl.net
102.	Prof. Vachaspati Upadhyaya Tel:91-011-26851253/26564003 Fax 91-011-26520655	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, Katwaria Sarai, New Mehrauli Road, New Delhi-110016	E-Mail vu_vidyapeetha@hotmail.com
103.	Dr. A.v.S.Reddy, Vice-Chancellor Tel. No. 011-23018159 Fax no. 011-23019821,23011901	National Museum, Institute of History of Arts, Conservation and Museology, New Delhi-110011	Website: http// www.nationalmuseumofindia.org
104.	Dr. Vibha Dhawan, Vice-Chancellor, Tel. O11-24682100/ 24682111 Extn. 2006 Fax 011-24682144/ 24682145	TERI School of Advanced Study, Darbari Seth Block, Habitat Place, Lodi Road, New Delhi-110003	Home Page: http://www.terischool.ac.in E-mail: registrar@teri.res.in
105.	Prof. V. Kutumba Sastry Director TEL: 91-1128523949 FAX: 91-11-28521948	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, NEW DELHI- 110058	Home Page : www.sanskrit.nic.in E-mail:vcrsks@vsnl.net
106.	Shri Prabir Sengupta, Diector Tel. No. 011- 26857908, 26965051 Fax No. 011-26853956	Indian Institute of Foreign Trade, B-21, Kutub Institutional Area, New Delhi- 110016	E-mail: dharmarajana@iift.ac.in Website: www.iift.edu
107	Prof. K.N.Chandrasekharan Pillai, Director T. No. 011-23386321, 23387873 Fax : 011-23782140	Indian Law Institute, Bhagwandas Road, New Delhi	E-mail: ili@vsnl.net.in Website: http//www.ilidelhi.org
108.	Registrar Tel. No. 011-23389402 23382821 Fax No. 011-23384288	National School of Drama, Bahawalpur House, Bhagwandas Road, New Delhi- 110001	Home Page : http//www.schoolofdramaindia.com E-mail: nsdr@bol.net.in
109	Prof.Ved Prakash, Vice-Chancellor Tel. No. 011-26515472 Fax No. 011-26853041 26865180	National University of Education Planning and administration, 17-B, Sri Aurobindo Marg, New Delhi-110016	E-mail:pved@nuepa.org

Annexure - VII

Autonomous Organizations of Department of Higher Education

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
1. Universities & Higher Education	1. Central Universities [19]	1.	University of Delhi, DELHI-110 007.Website www.du.ac.in	Prof. Deepak Pental Vice-Chancellor TEL:91-11-27667011/7190 FAX: 91-11-27667049/27666350
		2.	Jawaharlal Nehru University, New Mehrauli Road, NEW DELHI-110067. Website - www.jnu.ac.in	Prof. B.B. Bhattacharya Vice-Chancellor TEL:91-11-26717500 FAX: 91-11-26717580/26717641
		3.	Aligarh Muslim University, ALIGARH-202 002 Website : www.amu.nic.in	Mr. Naseem Ahmad Vice-Chancellor TEL: 91-571-2700994 FAX:91-571-2700528/ 2401815
		4.	Banaras Hindu University, VARANASIVaranasi - 221005 Website : www.bhu.ac.in	Prof. Punjab Singh Vice-Chancellor TEL: 91-542-2307220/2368339 FAX: 0542-2368174/2369951 E-mail : vc_bhu@banaras.ernet.in
		5.	Pondicherry University, PONDICHERRY-605014. Website : www.pondiuni.org	Prof. A.K. Bhatnagar Vice-Chancellor TEL: 91-413-2655175/ 2655209 FAX: 91-413-2655265/2655734 E-mail : vtpatil@pondiuni.ren.nic.in
		6.	University of Hyderabad, HYDERABAD-500134 Website : www.uohyd.ernet.in	Dr. Seyed E. Hasnain Vice-Chancellor TEL: 91-40-23010121 FAX: 91-40-23010145/ 23011090
		7.	North Eastern Hill University, Lower Lachumere, SHILLONG-793022.	Prof. Pramod TandonVice-Chancellor TEL: 91-364-2721003/ 2721004FAX: 91-364-255000/2551153
		8.	Indira Gandhi National Open University (IGNOU), IGNOU Complex, Maidan Garhi, NEW DELHI-110068. Website : www.ignou.ac.in	Prof. H.P. Dixit Vice-Chancellor TEL: 91-11-29532707/ 29532484 FAX: 91-11-26862598/ 29535933
		9.	Assam University, SILCHAR-788011	Prof.S.C.Saha Vice-Chancellor TEL: 91-3842-270801 FAX:91-3842-270802/06
		10.	Tezpur University, NAPAAM, Dist. Sonitpur, Tezpur-784 025 Assam	Prof. (Dr.) P.C. Deka Vice-Chancellor TEL: 91-3712-267003 FAX:91-3712-267005/267006
		11.	Visva Bharati Shanti Niketan - 731235 West Bengal Website : http://www.visva-bharati.ac.in	Prof. Rajat Kanta Roy Vice-Chancellor TEL: 91-3463-262451 FAX:91-3463-262672/261156
		12.	Nagaland University, Kohima-797001Nagaland Website : www.nagauniv.org	Prof. G.D. Sharma Vice-Chancellor TEL: 91-370-2290488 FAX: 91-370-2290349/ 2225223

Prof. Mushirul Hasan 303

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		13.	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110023 Website : http://jmi.nic.in	Vice-Chancellor TEL: 91-11-26984650/ 269826153 FAX: 91-11-26840229/ 26821232 E- Mail : vc@jmi.ernet.in
		14.	Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareli Road, Lucknow - 226025.	Dr. G. NancharaiahActing Vice-Chancellor TEL: 91-522-240820 FAX: 91-522-2440821
		15.	Maulana Azad National Urdu University Gachibowli Hyderabad-500032. Website : www.urduuniversity.org (soon to be launched)	Dr. A.M. Pathan Vice-Chancellor TEL: 91-40-23006601 FAX: 91-40-23006603
		16.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Vardha, (Maharashtra) P.B.No.16, Panchitteeta, Arvi Road, Umri. Wardha - 442 001 Website : http://www.hindivishwa.nic.in	Dr. G. Gopinathan Vice-Chancellor TEL: 91-7152-230907 FAX: 91-7152-230903
		17	Manipur University Canchipur Imphal - 795003	Prof. Amuba Singh Vice-Chancellor TEL : 91-385-2435143-45 FAX: 91-385-2435145
		18.	Mizoram University P.B.No.190, Aizawl - 796012. Mizoram	Prof. A.N. Rai TEL.: 91-389-2330650 FAX : 91-389-2330650,51
		19.	University of Allahabad Allahabad, U.P	Prof. R.G. Harshe Vice-Chancellor TEL: 91-532-2461157 FAX: 91-532-2451157/ 2461089
	2. Apex Level Bodies [5] 20.	20.	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi - 110002. Website : www.ugc.ac.in	Dr. Sukhdeo Thorat Chairman TEL: 91-11-23239628 FAX: 91-11-23231797
		21.	Indian Council of Historical Research (ICHR), 35 - Ferozeshah Road, NEW DELHI - 110001.	Prof. D.N. Tripathi, Chairman, Tel : 91-11-23386033 (O) 91-495-0370328 (R) Fax: 91-11-23383421 Email : mgsnaran@vsnl.com
		22.	Indian Council of Social Science Research (ICSSR), Post Box No. 10528, Aruna Asaf Ali Marg, New Delhi - 110067. Website : www.icssr.org	Prof. Andre Beteille Chairman TEL: 91-11-26179679(O) 91-11-24645172(R) FAX: 91-11-26162516
		23.	Indian Council of Philosophical Research (ICPR), 36, Tughlakabad Institutional Area, Near Batra Hospital,Tughlakabad, NEW DELHI - 110062. Website : www.icpr.nic.in	Dr Kireet Joshi Chairman TEL: 91-11-29051752/ 26057387 FAX: 91-11-29955129 E-mail : icpr@del2.vsnl.net.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		24.	National Council of Rural Institutes. NIRD Campus, Rajendra Nagar,Hyderabad. Website : www.ncri.nic.in (To be launched soon)	Dr. B.H.Briz Kishore Chairman, Tel.:91-40-3212813/ 23212120 Fax : 91-40-23212114
	3. Others [2]	25.	Indian Institute of Advanced Studies (IIAS), Rashtrapati Nivas, Shimla - 171 005. Website : www.iias.org	Dr. Bhalchandra Mungekar Chairman, Te. :91-0177-23096767 Fax: 91-0177-23096622 E-Mail : b.mungekar@yojna.nic.in
		26.	National Commission for Minority Educational Institutions, 1st Floor, Jeevan Tara Building, 5, Sansad Marg, Patel Chowk, New Delhi - 110 001	Justice M.S. A. Siddique, Chairman, Mr. R. Ranganath Secretary Tel: 91-11-23367759 Fax: 91-11-23343766
2. Technical Education	1. IITs [7]	27.	Indian Institute of Technology (IIT), Hauz Khas, NEW DELHI - 110016 Website : www.iitd.ernet.in	Prof.Surendra Prasad Director.Tel. : 91-11-26867541 FAX: 91-11-26857659 E-mail : director@admin.iitdelhi.ernet.in
		28.	Indian Institute of Technology (IIT), P.O. IIT, KANPUR - 208076. Website : www.iitk.ac.in	Prof. S.G. Dhande Director TEL: 91-512-590763 FAX:91-512-590260 , 590007 E-mail :director@admin.iitkanpur.ac.in
		29	Indian Institute of Technology (IIT), Powai, MUMBAI - 400076. Website : www.iitb.ernet.in	Prof. Ashok Misra Director TEL: 91-22-5782545 FAX: 91-22-5783480, 5783645 E-mail : registrar@admin.iitb.ernet.in
		30.	Indian Institute of Technology (IIT), P.O. KHARAGPUR - 721302. Website : www.kgpnet.org	Prof. S.K. Dube Director TEL: 91-3222-55386 or 82002 FAX: 91-3222-55239 or 82000 FAX (General) : 91-3222- 55303 or 82700 E-mail : reg@hijli.iitkgp.ernet.in
		31.	Indian Institute of Technology (IIT), P.O. IIT, CHENNAI-600036. Website : www.iitm.ac.in	Prof. M.S. Ananth Director TEL: 91-44-2351694 FAX: 91-44-2350466 E-mail : nataraj@shiva.iitm.ernet.in
		32.	Indian Institute of Technology (IIT), North Guwahati, GUWAHATI - 781039. Website : www.iitg.ernet.in	Prof. Gautam Barua Director TEL: 91-361-2690401 FAX: 91-361-2692321
		33.	Indian Institute of Technology (IIT), ROORKEE - 247667 Website : www.iitr.ernet.in	Prof. Prem Vrat Director TEL: 91-1332-285500 FAX: 91-1332-273560 Email: director@iitr.ernet.in
	2. IIMs [6]	34.	Indian Institute of Management, Vastapur, Ahmedabad - 380 015. Website : www.iimahd.ernet.in	Prof. Bakul H. Dholakia Director TEL: 91-79-26308357, 26324848 FAX: 91-79-26306896, 26308345 E-mail : director@iimahd.ernet.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		35.	Indian Institute of Management, Bannerghat Road, Bangalore - 560 076. Website : www.iimb.ernet.in	Prof. Prakash .G. Apte Director TEL: 91-80-26583901, 26582450 Fax: 91-80-265 84050 E-mail : apte@iimbe.rnet.in
		36.	Indian Institute of Management, Joka,Diamond Harbour Road, Kolkata - 700 104 Website : www.iimcal.ac.in	Dr. Shekhar Chaudhury Director TEL: 91-33-24678310, 24678300-04 FAX: 91-33-24678307, 24677851 E-mail : director@iimcal.ac.in
		37.	Indian Institute of Management Kozhikode, Kunnamangalam P.O., Kozhikode - 673 571, Kerala . Website : www.iimk.ac.in	Dr. Krishna Kumar Director, TEL: 91-495-2803003(D) 2803001-3009 FAX: 91-495-2803010, 2803011 E-mail : director@iimk.ac.in
		38.	Indian Institute of Management, Indore, Pigdamber, Rau, Madhya Pradesh - 453 331 Website : www.iimidr.ac.in	Dr. S.P. Prashar Director TEL: 91-731-4228501 FAX: 91-731-4228502, 4228800 E-mail : director@iimidr.ac.in
		39.	Indian Institute of Management, Prabandh Nagar, Off. Sitapur Road, Lucknow - 226 013. Website : www.iiml.ac.in	Dr. Devi Singh Director TEL: 91-522-2734001, 2734002 FAX: 91-522-2734005, 2734025, 2734026 E-mail : dsingh@iiml.ac.in
	3. NITs [20]	40.	National Institute of Technology, CALICUT - 673601. Website : www.nitc.ac.in	Dr. G.R.C. Reddy Director TEL: 91-495-286100, 2287201 FAX:91-495-287250 E-Mail :nitc@nitc.ac.in
		41.	S.V. National Institute of Technology, SURAT - 395607, (GUJARAT).Website : www.svrec.ernet.in	Dr. P.D. Porey Director TEL: 91-261-2227334, 2201505 FAX: 91-261-2227334 E-Mail :director@svnit.ac.in
		42.	National Institute of Technology, Hazaratbal, SRINAGAR - 190006, J&K.	Shri A.K. Angurana, Director (I/C) TEL:91-194-2422032 Fax:91-194-2420475 E-Mail :
		43.	Motilal Nehru National Institute of Technology, ALLAHABAD - 211004, (UP). Website : www.mnrec.nic.in	Professor A.B. Samaddar Director TEL: 91-532-2445100, 2271101 FAX: 91-532-2445101, 2445077 E-Mail :director@mnnit.ac.in
		44.	National Institute of Technology, DURGAPUR - 713209, (WEST BENGAL).Website : www.recdgp.ac.in	Dr. Swapan Bhattaharya Director TEL: 91-343-2546397 FAX: 91-343-2546753, 2547375 E-Mail : director@recdgp.nic.in
		45.	National Institute of Technology JAMSHEDPUR-831014, (JHARKHAND). Website : http://www.ritj.nic.in	Dr. G. Panda Director TEL: 91-657-2373375 FAX: 91-657-2382246, 2407642 E-mail : director_nitjsr@indiatimes.com

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		46.	Visvesvaraya National Institute of Technology NAGPUR - 440001. Website : www.vrce.ernet.in	Prof. S.S. Gokhale Director TEL: 91-712-2223969 FAX: 91-712-2223969, 2224599 prin@vrce.ernet.net.in
		47.	National Institute of Technology, Srinivasanagar, SURTHAKAL - 574157.Website : http://www.krec.ernet.in	Prof. G.K. Shivkumar Director (I/C) TEL :91-824-2476318, 2474034 FAX: 91-824-2476090 E-Mail : shivkumar@nitk.ac.in
		48.	National Institute of Technology, WARANGAL - 506004, (AP) Website : http://www.recw.nic.in	Prof. Y.V. Rao Director TEL: 91-870-2459216 FAX: 91-870-2459547, 2459119 E-Mail : pri@recw.ernet.in wrao@recw.ernet.in
		49.	Malaviya National Institute of Technology, JAIPUR - 302017. (Rajasthan) Website : http://www.recjai.nic.in	Prof. R.P.Dahiya, Director E-Mail :sca@recjai.ac.in TEL: 91-141-2702954. 2702955 FAX: 91-141-2702107
		50.	National Institute of Technology, ROURKELA - 769008, (ORISSA). Website : http://www.nitrkl.ac.in	Prof. Sunil K Sarangi Director TEL: 91-661-2472050 FAX: 91-661-2472926, 2462999 principal@rec.ori.nic.in
		51.	Maulana Azad National Institute of Technology, BHOPAL - 462007. Website : http://www.manit.nic.in & www.nitb.nic.in	Dr. K. S. Pandey Director sayann@vsnl.com TEL: 91-755-267900 FAX: 91-755-2670562, 2670602, 2671175 E-mail : reg@mact.ernet.in
		52.	National Institute of Technology, Tiruchirapalli- 620 015, (TAMIL NADU). Website: http://rangoli.rect.ernet.in	Dr. M.Chidambaram Director TEL: 91-431-2500370 FAX: 91-431-2500133, 2500144 E-mail : chidam@nitt.edu
		53.	National Institute of Technology, Kurukshetra - 132119, (HARYANA). Website: http://www.nitkkr.org/	Dr. M. N. Bandyopadhyay Director TEL: 91-1744-238083, 238044, FAX: 91-1744-238050 E-mail : mbandyopadhyay@yahoo.com
		54.	National Institute of Technology, Silchar - 788010, (ASSAM)	Prof. P.K. BanikActing Director TEL: 91-3842-233179, FAX: 91-3842-233797 E-Mail: director@nits.ac.in & pkbanik@rediffmail.com
		55.	National Institute of Technology,Hamirpur - 177001 , (HIMACHAL PRADESH). Website: http://recham.ernet.in	Dr. I.K. Bhatt, Director TEL: 91-1972-222308 FAX: 91-1972-223834, 222584 E-mail : rls@patna.recham.ernet.in
		56.	National Institute of Technology, Patna, BIHAR. Website: www.nitp.ac.in	Dr. P.K. Sinha Director (IC) TEL: 0612-2670631 FAX:0612-2670631 E-mail : director@nitp.ac.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		57.	Dr. B.R. Ambedkar National Institute of Technology, G.T. Road, Bye Pass, Jallandhar - 144004, PUNJAB. Website: http://www.recjal.nic.in	Dr Moin Uddin Director TEL: 91-181-2690802 FAX: 91-181-2690320, 2690932, 299166
		58.	National Institute of TechnologyRaipur, ChhattisgarhWebsite: www.gcetraipur.ac.in	Dr. D.S. Bal Director (I/C) Tel: 91-771-2254200, 2253675 FAX : 91-771-2254600
		59.	National Institute of TechnologyAgartalla, Tripura Website: www.tec.nic.in	Dr. S.C. Saha Director (I/C) Tel : 91-381-2346630, 2346360, FAX : 91-381-2346630
	4. IIITs [3]	60.	ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), MITS Campus, Gwalior - 474 075. Website : www.iiitm.ac.in	Prof.Om Vikas Project Director TEL: 91-751-2449704, 2449705 FAX: 91-751-2460313, 2461771
		61.	Indian Institute of Information Tehnology (IIIT) Nehru Science Centre, Kamla Nehru Road, Allahabad - 211 002 Website : www.iiita.com	Dr.M.D.Tiwari Director Tel.91-532-2431684, 2552380 Fax 91-532-2430006, 2461389 E-Mail: mdt@iiita.ac.in
		62.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), IT Bhavan, Jabalpur Engg. Campus, Ranjhi, Jabalpur - 482 011, Madhya Pradesh Website : www.iiitdm.in	Prof. Sanjeev Bhargava Director Tel : 91-761-2632044m 2632615 FAX : 91-761-2632524 E-mail : bhargaviiitdm@iiitdm.in
	5. NITTTRs [4]	63.	National Institute of Technical Teachers' Training & Research Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091. Website : http://www.geocities.com/CollegePark/Pool/6373	Prof. P.K. Bhattacharya Director (I/C) TEL: 91-33-2337937, 23374125 FAX: 91-33-23376331
		64.	National Institute of Technical Teachers' Training & Research, Southern Region, Taramani PO, Chennai- 600 113. Website: http://www.tttichennai.ac.in	Dr. G.B. Barki Director (I/C) TEL: 91-44-22542334, 22541126 FAX: 91-44-22541126
		65.	National Institute of Technical Teachers' Training & Research, Shamla Hills, Bhopal - 462 002.Website : http://www.tttibhopal.com	Prof. K.K.Srivastava Director (I/C) TEL: 91-755-2661216 FAX: 91-755-2661996, 2220173 E-Mail : ttti@vsnl.comtttiwr@bom6.vsnl.net.in
		66.	National Institute of Technical Teachers' Training & Research, Sector 26, Chandigarh- 160 019.	Dr. O.P. Bajpai Director TEL: 91-172-549369 FAX: 91-172-549366

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
6. Boards of Apprenticeship Training [4]		67.	Board of Apprenticeship Training, Western Region, New Admn. Building, 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, MUMBAI - 400 022.	Shri P.N. Jumle Director TEL: 91-22-25283891, 25224852 FAX: 91-22-25225923
		68.	Board of Practical Training (BOPT), Eastern Region, Block EA, Sector I (OPP. Labony Estate) PO Salt Lake City, Kolkata - 700 064.	Mr. S. Meenakshi Sundaram Director TEL: 91-33-23370750, 23370751 FAX: 91-33-23216814
		69.	Board of Apprenticeship Training (BOAT), Plot No.16, Block-1-A, Lakhanpur, GT Road, Kanpur - 208024.	Mr. R.K.Tandon Director TEL: 91-512-2851310, 2584056 FAX: 91-512-2581504
		70.	Board of Apprenticeship Training, (BOAT)CIT Campus, Taramani, Chennai - 600 113.	Dr. A. Ayyakkannu Director TEL: 91-44-22541359 FAX: 91-44-22541563
	7. Apex level Bodies [2]	71.	All India Council of Technical Education (AICTE), Indira Gandhi Sports Complex, Indraprastha Estate, ITO, New Delhi - 110 002. Website - http://www.aicte.ernet.in	Prof. Damodar Acharya Chairman Dr. Madhu Murthy, Adviser (PC/Admn.) TEL: 91-11-23392553 FAX: 91-11-23392557 Email : madhu@aicte.ernet.in
		72.	Council of Architecture, India Habitat Centre,Core-6-A, Ist Flooor, Lodhi Road,New Delhi - 110 003.	Dr. P.R. Mehta President TEL: 91-11-24648415 FAX: 91-11-24647746 E-Mail : coa@ndf.vsnl.net.in
	8. Others [8]	73.	Indian Institute of Science, BANGALORE - 560012. Website : www.iisc.ernet.in	Prof. P. Balaram Director TEL: 91-80-23942222, 23600690 FAX: 91-80-23600936 E-Mail : dir@admin.iisc.ernet.in
		74.	Indian School of Mines, Dhanbad - 826004, BIHAR. Website : www.ismdhanbad.ac.in	Prof. T. Kumar Director TEL: 91-326-202381, 202486 FAX: 91-326-203042,202380
		75.	National Institute of Foundry, and Forge Technology (NIFFT), P.O. Hatia, Ranchi - 834003, Bihar. Website : www.nifft.com	Dr. M.K. Banerjee Director TEL: 91-651-2290859 FAX: 91-651-22908602291247 E-Mail : rch-nifft@sancharnet.in
		76.	National Institute of Industrial Engineering, Vihar Lake, PO- NITIE, MUMBAI - 400 087. Website : www.nitie.edu	Dr. S.D. Awale Director TEL: 91-22-28573371, FAX: 91-22-28573251 E-Mail : info@nitie.edu
		77.	School of Planning & Architecture, I.P. Estate,New Delhi - 110 002.Website : http://www.indiawatch.org.in/spa	Prof. Subir K.Saha Director (I/C) TEL: 91-11-23702395 FAX: 91-11-23702381, 23702383 E-Mail : root@spa.ernet.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		78.	North Eastern Regional Institute of Science & Technology (NERIST), Nirjuli - 79110 (Itanagar), Arunachal Pradesh.	Prof. Kalyan Kumar Director TEL: 91-360-2257584 FAX: 91-360-2244307, 2257872
		79.	Sant Longowal Institute of Engineering & Technology (SLIET), Village Longowal, Distt: Sangrur Punjab 148106	Dr. (Mrs) S.K. Pandey Director TEL: 91-1672-280057 FAX: 91-1672-284600
4. Languages	1. Sanskrit & Vedic Institutions [4]	80.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, NEW DELHI. Website : www.sanskrit.nic.in	Prof. V. Kutumba Sastry Director TEL: 91-11-25541948 FAX: 91-11-2561258
		81.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel,New Mehrauli Road, NEW DELHI-110067.	Dr. Vachaspati Upadhyaya Vice-Chancellor TEL: 91-11-26851253 FAX: 91-11-26851253
		82.	Rashtriya Sanskrit Vidyapeetha, TIRUPATI, (A.P.).	Prof. D. Prahaladachar Vice-Chancellor TEL:91-8574-27937 FAX: 91-8574-27937
		83.	Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan Ujjayini Development Authority, Administrative Building, Bharatpur, Ujjain - 456010.	Dr. Vachaspati Upadhyaya Secretary (I/C) TEL: 91-734-2511530 FAX: 91-734-2511530
	2. Institutions related to other Indian Languages [3]	84.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, AGRA - 282005.Website : www.hindi.nic.in	Prof. Shambhunath Shaw, Director TEL: 91-562-2530684 FAX: 91-562-2530684
		85.	National Council for Promotion of Urdu Language, West Block No.I, R.K. Puram, New Delhi - 110 066. Website-http://www.urducouncil.nic.in	Smt. Rashmi Choudhary Director TEL: 91-11-26103938 FAX: 91-11-26108159
		86.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building, R.C.Dutt Road, Alkapuri, Vadodra - 390005. Website : http://www.ncpsl.org	Ms. Pushpa Lata Taneja Director (I/C) TEL: 91-265-2342246, 91-11-26100758 FAX: 91-265-2357331
	3.Others[1]	87.	Central Institute of English and Foreign Languages, HYDERABAD - 500007. Website : www.ciefl.ac.in	Prof. Kota Harinaraya Acting Director TEL: 91-40-7018131 FAX: 91-40-7018402 E-mail : tav@ciefl.ernet.in or E-mail : gitav@satyam.com
5. Planning		88.	National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, NIE Camp, NEW DELHI - 110016.Website http://www.nuepa.org	Prof. Ved Prakash Vice Chancellor TEL: 91-11-26515472FAX: 91-11-26853041 E-mail : pved@nuepa.org

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
		89.	Bharat Shiksha Kosh, Department of Higher Education, Ministry of HRD, Room No.535-C Wing, Shastri Bhavan, New Delhi 110001.	Secretary (HE) - Chairman Board of Governors, Additional Secretary - Member Secretary
6. UNESCO		90.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, AUROVILLE - 605101, Tamil Nadu. Website: www.auroville.org	Dr. Karan Singh Chairman Shri M. Ramaswamy, IAS Secretary TEL: 91-413-2622 222, 2622 414 FAX: 91-413-2623 496 E-mail : avfoundation@auroville.org
7. Book Promotion		91.	National Book Trust of India, A-15, Green Park, NEW DELHI - 110016.Website : www.nbtindia.com	Shri P.K. Sharma Chairman TEL: 91-11-26518607 FAX: 91-11-26851795

Attached Offices of the Department of Higher Education

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
Language		1.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Website : www.ciil.org	Prof. Uday Narayan Singh director, Tel: 91 821 2515820 fax: 91 821 2515032 e-mail: Bhasha@Sancharnet.in Or Udaya@Ciil.stpmy.soft.net
		2.	Central Hindi Directorate, R.K.Puram, New Delhi. Website : http://hindinideshalaya.nic.in	Ms.pushpa Lata Taneja director, Tel. 91-11-26100758 fax 91-11-26100758
		3.	Commission for Scientific and Technical Terminology,R.K.Puram, New Delhi.Website : http://www.cstt.nic.in	Prof. Bijay Kumar chairman tel: 91-11-26102882fax: 91-11-26102854

Public Sector Undertaking of the Department of Higher Education

Sector	Type of Autonomous Organisation	S.N.	Name of the Organization	Head of the Organization (Tel/Fax No./E-mail)
Public Sector Undertaking		1.	Educational Consultants of India Limited (EdCIL) Plot No. 18A, Sector - 16A, NOIDA - 201301, (UP). Website - www.edcil.co.in	Mrs. Anju Banerjee Chairperson and Managing Director TEL: 91-120-2515366 FAX: 91-120-2512010, 2515372 Email : root@edcil.co.in

सत्यमेव जयते

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