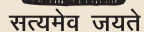




ANNUAL REPORT 2013-14



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



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Chapter 01

Overview

OVERVIEW

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

It is being increasingly realized all over the world that economic well being and productive efficiencies can be realized with higher intellectual and professional capabilities of human beings. A good quality human resource base is extremely important in today's highly competitive environment. The very concept of development in the past two decades has evolved in this direction which has moved from income and income distribution to human resource development. This is the very reason for the marked shift from the welfare approach of education to the right based approach, providing the foundation for the right to dignified living through its transformative potential to development.

The 12th Five Year Plan also lays emphasis on the role of education and states that education is the most important lever for social, economic and political transformation. Accordingly, recognizing the importance of education in national development, the Twelfth Five Year Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education and on ensuring that educational opportunities are available to all segments of the society.

To meet these challenges, the Ministry's endeavour has been to achieve 'Education for All' with an inclusive approach. Elementary Education comprising primary and upper primary forms the foundation of the education pyramid. Hence, to strengthen this foundation and to achieve the goal of universal access to quality education for all, the Right of Children to Free and Compulsory Education (RTE) Act, 2009

became operative on 1st April, 2010. Further, to enhance enrollment, retention and attendance and simultaneously improving nutritional levels among children, the major intervention includes 'National Programme of Mid-Day Meal (MDM) in Schools'. At the same time, the Sarva Shiksha Abhiyan (SSA) is being implemented to achieve the goals of universal access and retention, bridging of gender and social gaps in enrolment levels and enhancement of learning levels of all children.

Special emphasis is also made for promotion of girls education. Mahila Samakhya (MS), which has a special focus on the Educationally Backward Blocks (EBBs) is a unique process-oriented programme which has demonstrated ways of empowering rural poor and marginalised women. It was promoted their effective participation in the public domain and in educational and learning processes.

With the enforcement of RTE Act, and further improvement in retention and transaction rates there is an increasing pressure on the Secondary Schools to expand capacity. To meet this demand a number of schemes for Secondary Education are being implemented viz. (i) Rashtriya Madhyamic Shiksha Abhiyan (RMSA); (ii) Setting up of Model Schools; (iii) Setting up Girls' Hostels in Secondary and Senior Secondary Schools; (iv) National Scheme of Incentive to Girls for Secondary Education (NSIGSE); (v) Inclusive Education for the Disabled at the Secondary Stage (IEDSS); and (vi) National Merit-cum-Means Scholarship Scheme (NMMS) and (vii) Scheme of ICT in Schools.

With a view to encourage skill development, due focus is being given on 'Vocational Education' 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. In this direction, Centrally Sponsored scheme of "Vocationalisation of Secondary and Higher Secondary Education" is being implemented the scheme has been aligned with the

National skill qualification Framework .

For promoting Adult and Adolescent Education particularly female literacy, Sakshar Bharat is being implemented. This Mission has four broad objectives, namely (i) impart functional literacy and numeracy to non-literate and non-numerate adults; (ii) enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system; (iii) impart non and neo-literates relevant skill development programmes to improve their earning and living conditions and (iv) promote a learning society by providing opportunities to neo-literate adults for continuing education.

Higher education is critical for developing a modern economy, a just society and a vibrant polity. It equips young people with skills relevant for the labour market and the opportunity for social mobility. It provides people already in employment with skills to negotiate rapidly evolving career requirements. It prepares all students to be responsible citizens who value a democratic and pluralistic society. Indeed, higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined.

To fulfil its responsibility towards higher education, this Ministry has taken various initiatives and reforms. Today, the higher education system in India has become one of the largest systems of its kind in the world. The Central Government is responsible for policy formulation and for coordination and determination of standards in higher education. Accordingly, to provide uniformity in higher and technical education all over the country and ensure quality as also to take care of unserved areas, a number of Centrally Funded Educational Institutions (CFEIs) have been set up. All such efforts have resulted in higher Gross Enrollment Ratio (GER) and as per the provisional report for All India Survey on Higher Education (AISHE) 2011-12, GER in higher education of the country is 20.4% with 28.5 million students in higher education.

Further, to reform the State Higher Education system, a Centrally Sponsored Scheme (CSS) viz. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has been

launched. RUSA will be a new CSS spread over the 12th and 13th plan periods, for improving access, equity and quality in the state higher education system. RUSA is envisaged as the prime vehicle for strategic funding of State institutions so as to ensure that issues of access, equity and quality are addressed in an equitable manner.

Technical Education has a crucial role to play in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. In this direction, various institutions have been set up such as Indian Institutes of Technology (IITs), National Institute of Technology (NITs), Indian Institute of Management (IIMs), Indian Institute of Science Education and Research (IISERs), School of Planning and Architecture (SPAs) and Polytechnics. Further, Technical Education Quality Improvement Programme (TEQIP) is being implemented as part of internationalization of higher education, the Ministry has bilateral and international collaborative arrangement in the education sector and undertakes the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries.

National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged to leverage the potential of ICT, in providing high quality personalized and interactive knowledge modules over the internet/intranet for all the learners in Higher Education Institution in any-time, anywhere mode. It also plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the technology integrated methods of teaching etc.

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. Keeping in view of this, there has been a thrust on education of girls since independence in

order to bridge the gender gap in education in India. In this regard, major interventions at school level include Kasturba Gandhi Balika Vidyalaya(KGBV), Gender Sensitization; Special models of alternative schools for girls; Special Coaching Classes; Education Development of Women in Kendriya Vidyalayas(KVs); Scheme of Construction & Running of Girls Hostel for Students of Secondary & Higher School; Mahila Samakhya(MS); and Rashtriya Madhyamic Shiksha Abhiyan(RMSA). The interventions at higher education level include: Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education; Construction of Women's Hostels for Colleges; Development of Women's Studies in Universities and Colleges; Post-Doctoral Fellowships for Women; an Special Scheme of Construction of Women's Hostels for Colleges in North East States. At the same time, All India Council of Technical Education (AICTE) in order to increase the enrolment of women in technical education has special concessions in the regulations for setting up of new women technical institutions. Indira Gandhi National Open University (IGNOU) has also been making conscious efforts to reach out to the girls/women learner in remote and rural areas.

To lay emphasis on the educational development of students of weaker sections of the society, a number of innovative initiatives have been taken by the Ministry such as (i) Setting up of National Monitoring Committee on Minorities (ii) Setting up of National Monitoring Committee for Education of SCs, STs and Persons with Disabilities (iii) Student Support Initiatives such as National Means-cum-Merit Scholarship Scheme (NMMSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE), Special Scholarship Scheme for Jammu & Kashmir, Scheme of Interest Subsidy on Educational Loans (iv) Regulations on prevention of discrimination and Establishment of Ombudsman and (v) Development of an Anti-Ragging Web Portal. Keeping in view the priority of the Govt. of India, the guidelines for the implementation of the SCSP/TSP in the schemes of this Ministry have been prepared and forwarded the same to all within the Ministry and all Organizations/Institutions under this Department for implementation. The Ministry's focus has also been on the overall and balanced educational development of all regions of the country including North Eastern Regions (NER) and Jammu & Kashmir.

* * * * *



Chapter 02

Major Initiatives

MAJOR INITIATIVES

Education is essential for all and is fundamental to their all round development, material and spiritual. Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the growing challenges with the changing times. In this regard, major initiatives / programmes of this Ministry are given below.

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE)

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21A in the Constitution provides for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such manner as the State may, by law, determine. The RTE Act makes specific provisions for Special Training for age-appropriate admission for out-of-school children. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age.

KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

KGBV are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.

MID-DAY-MEAL (MDM)

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional

levels among children, 'National Programme of Mid-Day Meal in Schools' is being implemented. Monitoring of the scheme is being made through Review Mission, Regional Workshop and National Review meetings.

MAHILA SAMAKHYA (MS)

Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The critical focus within MS is the centrality of education in empowering women to achieve equality. MS is Government of India's main scheme targeted at addressing the barriers that prevent rural women and girls from accessing education, such as problems of their relative isolation, struggle for livelihoods, lack of self confidence, oppressive social customs etc. MS aims to create a collective awareness and understanding of rural, most-marginalised women's contexts and build their capacities to challenge it.

TEACHER EDUCATION (TE)

The National Policy on Education (NPE) envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. It emphasized the significance and need for a decentralized system for the professional preparation of teachers, and it was in this context that District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASes) were established.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): This scheme is being implemented with the objective to enhance access to secondary education and improve its quality. The schemes envisages inter alia, to enhance the enrollment at secondary stage by providing a secondary school within a reasonable

distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc.

VOCATIONALISATION OF EDUCATION (VE)

"Vocationalisation of Secondary and Higher Secondary Education" is being implemented to address the issues of low esteem of vocational education in the country, weak synergy with industry in planning and execution, lack of vertical and horizontal mobility, induction courses and curricula as well as paucity of trained vocational education teachers. It is also envisaged that strengthening of vocational education at the secondary stage would contribute to the national target of 500 million skilled manpower by 2022. The scheme has been revised and aligned with the National Vocational Education Qualification Framework (NVEQF) now assimilated in National Skills Qualifications Framework on the basis of learnings emerging from the pilot project in Haryana.



(Travel & Tourism Practical)

Model Schools - Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence:-

The scheme envisages providing quality education to talented rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme has two modes of implementation, viz, (i) 3,500 model

schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward.

Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools:-

The objective of this scheme is to improve access to and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3,500 Educationally Backward Blocks (EBBs) in the country. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. At least 50% of girls' students should be from SC, ST, OBC, and Minority Communities.

Information & Communication Technology (ICT) in Schools:-

The Information and Communication Technology (ICT) in Schools Scheme was launched in December, 2004 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio-economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on sustainable basis. It also aims to set up SMART schools in Kendriya Vidyalayas and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as "Technology Demonstrators" and to lead in propagating ICT skills among students of neighbourhood schools. The scheme currently covers both Government and Government-aided Secondary and Higher Secondary Schools.

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

The Centrally Sponsored Scheme “National Scheme of Incentive to Girls for Secondary Education” was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of ₹ 3000/- is deposited in the name of the unmarried eligible girls as fixed deposit, who are entitled to withdraw it along with interest on attaining 18 years of age and passing X class examination.

National Literacy Mission Authority:-

National Literacy Mission Authority (NLMA) has been set up as an independent and autonomous wing of the Department to promote literacy and adult education and to achieve the goals spelt out in the National Policy on Education. It is the operating and implementing organization at national level for all the activities envisaged in National Literacy Mission and has to undertake such other activities for adult education as considered appropriate. The Goal of the Adult Education is “to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy”.

Saakshar Bharat:-

Saakshar Bharat (SB), is the new variant of the National Literacy Mission. Initially, the scheme was in operation till 31.3.2012, now Saakshar Bharat programme has been included in the XII Five Year Plan (2012-17). The principal focus of the programme is on women, SCs, STs, minorities and other disadvantaged groups. The Mission has four broad objectives, namely (i) Impart functional literacy and numeracy to non-literate and non-numerate adults. Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system. Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions. Promote a learning society by providing opportunities to neo-literate adults for continuing education.

Scheme of Support to Voluntary Agencies for Adult Education and Skill Development:-

In order to promote Adult Education & Skill Development through the voluntary sector, a modified scheme, namely, Scheme of Support to Voluntary Agencies for Adult Education and Skill Development, is being implemented. The main objective of the Scheme is to secure extensive as well as intensive involvement of the voluntary sector in the endeavour of the Government to promote functional literacy, skill development and continuing education among adults, under the overall umbrella of Saakshar Bharat. The scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthan and Assistance to Voluntary Agencies.

Meeting of National Task Force on Geospatial Education Strategy:-

A National Task Force on Evolving Geospatial Education Strategy was constituted by MHRD under the Chairmanship of Dr. K. Kasturirangan, Member Planning Commission. The report of the Task Force was presented to Hon'ble HRM in a meeting held on 30th August, 2013. The recommendations contained in the report were also discussed in the meeting and various decisions were taken during the meeting i.e. (i) A Council should be constituted with Hon'ble HRM as Chairman for implementation of the recommendation on Geospatial Education; (ii) The Higher education Survey data and DISE School data should be mapped; and (iii) A project should be taken up in four districts (one hilly, one coastal, one educationally backward and one other district) for creating panchayat level empowering for mapping.

Sectoral Innovation Council at Ministry of Human Resource Development:-

In order to create a roadmap for innovations in both higher and school education sectors, a Sectoral Innovation Council for Ministry of HRD has been constituted under the Chairmanship of the Hon'ble Human Resource Minister in February, 2013. The first meeting of Sectoral Innovation Council was held on 2nd September, 2013 at ICSSR, New Delhi under the chairmanship of Dr. M.M. Pallam Raju, Hon'ble

Minister for Human Resource Development. The salient recommendations of the meeting are (i) There is need to develop culture of improvisation or frugal Innovation; (ii) Innovation is generally perceived to be associated with Science. However, this perception should be dispelled and innovation in other area of academics should also be encouraged; (iii) There is not only need of Innovation for Education but also Education for Innovation; (iv) Mapping of Local History, Ecology and Cultural Heritage should be done at large scale; (v) Innovation is an area where Public Private Partnership (PPP) will be very useful. Foundation may be built using PPP model instead of purely Government promoted models; (vi) There is a need for innovation in Governance Structure e.g. affiliation system for School. There is requirement of Systemic Innovation e.g. Curriculum, Pedagogy, training of teachers, learning etc. the innovation should be scalable; (vii) Open Learning Systems are the future of education. Current open learning systems are inadequate and new models are needed for open education system with Massive Open Online Courses (MOOCs) & Certification processes. On-line Lectures should be given recognition from point of view of awarding degrees and certificates; (viii) Innovation in Curriculum is important, particularly at School Level. At higher Education levels, curriculum design should be done in consultation with Industry; and (ix) The children with Special needs should be part of innovation initiatives ICT will be of immense help in this endeavour. 'Digital inclusion' should be fundamental to all innovations efforts; and (x) Hon'ble

HRM mentioned that innovation in education is the need of hour. However, ideas expressed during the meeting need to be translated into action. Ownership of Innovative ideas is very important as it result in proper implementation. Fresh ideas should be nurtured and pursued vigorously.

Implementation of Direct Benefit Transfer (DBT) System

The Government of India has launched Direct Benefit Transfer (DBT) Scheme/System under which 34 schemes across the eight Ministries/Departments have been selected for DBT implementation in 43 pilot districts of 16 States/UTs. It envisages direct transfer of funds to beneficiary account through the Aadhaar Payment Bridge (APB). Three schemes viz. National Means-cum-Merit Scholarship Scheme (NMMSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE) and Central Scheme of Scholarship for College and University Students are covered under DBT. All the 43 pilot districts are covered for NMMSS and 31 pilot districts are covered for NSIGSE.

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

Title of Legislative Proposal(s)	Objectives
Educational Tribunals Bill, 2010	The Bill aims to provide a mechanism for adjudication of disputes and to establish a two-tier structure of Educational Tribunals at the State and National level on the entire gamut of disputes arising in higher education.
The Universities for Research and Innovation Bill, 2012	The Bill provides for the establishment and incorporation of Universities for Research and Innovation which will be set up in the public mode, purely privately funded, as well as Universities in the PPP mode to promote synergies between teaching and research and to create institutions universally recognised for quality in teaching, learning and research.

The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010	The Bill seeks to regulate of entry and operation of Foreign Educational Institutions, including technical and medical institutions, imparting or intending to impart higher education in India.
Higher Education and Research Bill, 2011	The Bill provides for establishment of an over-arching authority called National Commission for Higher Education and Research for determining, maintaining and coordinating standards in Higher Education.
The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010	The Bill provides for mandatory accreditation of all higher educational institutions through accreditation agencies registered by a regulatory authority for registering and licensing these accreditation agencies and regulating the process of assessment and accreditation in the country.
Prohibition of Unfair practices in Technical Educational Institution, Medical Educational Institutions and Universities Bill, 2010	The Bill envisages to prohibit and punish malpractices and adoption of unfair practices in technical and medical educational institutions and in the university system, to protect the interest of students and applicants seeking admission.
National Academic Depository Bill 2011	The Bill envisages for creation of a National electronic database of Academic Awards and its maintenance by an authorized depository.
Amendment to the Architects Act, 1972	The Architects (Amendment) Bill, 2010 envisages to provide for (a) Amendment of section 6, so as to amend sub-section (1) with a view to omit certain words therefrom and insert a new sub-section (6) with a view to provide for the notification of the names and addresses of the Members of the Council in the Official Gazette; and (b) Insertion of new sections 10A and 10B with a view to make provision for issuance of directions by the Central Government and to provide for supersession of Council on certain grounds and for a total period not exceeding two years.
National Institute of Technology (Amendment) Act, 2012	To make National Institute of Technology(NIT) Act, 2007 more comprehensive and effective, necessary amendments were moved on the accounts i.e., (i) To incorporate 10 new NITs located in the States of Sikkim, Arunachal Pradesh, Manipur, Nagaland, Meghalaya, Mizoram, Uttarakhand, Delhi, Goa and Pondicherry as Institutions of National Importance; (ii) To strengthen existing transitional provisions of the NIT Act, 2007 ; (iii) To give representation to nearby premier Central Institution in the Board of Governors of NITs; (iv) To amend the procedure for appointment of Deputy Director in NITs; and (v) To incorporate Indian Institutes of Science Education and Research(IISERs) in the NIT Act by making suitable provision in the NIT Act, 2007.

Indian Institute of Information Technology (IIIT) Bill, 2013	The Bill seeks to provide the four existing IIIT's founded by the Central Government independent statutory status and also to declare them as Institutions of National Importance. Likewise, the IIITs, proposed to be established Public Private Partnership mode would also be incorporated as statutory bodies and declare as Institutions as National Importance.
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RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA)

The Cabinet Committee on Economic Affairs (CCEA), in its meeting held on 3rd October, 2013 approved the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a Centrally Sponsored Scheme (CSS) for reforming the State Higher Education system. RUSA will be a new CSS spread over the 12th and 13th plan periods, for improving access, equity and quality in the state higher education system. RUSA is envisaged as the prime vehicle for strategic funding of State institutions so as to ensure that issues of access, equity and quality are addressed in an equitable manner. All funding under RUSA would be norm based and future grants would be performance based and outcome dependent. Commitment by States and institutions to certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA. Centre-State funding would be in the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for other States and Union Territories. Support would be extended to only government and government aided institutions.

Technical Education Quality Improvement Programme (TEQIP) Phase II is currently being implemented as a Centrally Sponsored Scheme (CSS) with the assistance of World Bank. TEQIP II Project is for duration of 4 years covering about 200 institutions based on competitive funding. A total of 187 institutions have been selected under TEQIP. Further, 30 institutions have also been selected for establishing centres of excellence.

Central Scheme to provide full interest subsidy on Education Loan:

The scheme was launched with the objective to ensure that no one is denied access to professional education

only for the reason that he or she is poor, as the Scheme benefits all those students belonging to economically weaker Sections, with an annual income upper limit of ₹ 4.5 lakhs per year and to ensure financial support to students from the economically weaker sections of the society. Scheme has also been made applicable on educational loans from the Co-operative Banks. The Scheme provides for full interest subsidy during the period of moratorium (i.e. duration of a recognised professional course plus 1 year or 6 months after employment – whichever is earlier) on educational loans availed of by all students belonging to economically weaker Sections from scheduled banks under the Educational Loan Scheme of the Indian Banks Association (IBA).

Sub-Mission on Polytechnics under Coordinated Action for Skill Development:

The Sub-Mission on Polytechnics under coordinated action for Skill Development was launched to strengthen Polytechnic Education with the components viz (a) Setting up of New Polytechnics; (b) Strengthening of existing Polytechnics; (c) Construction of Women's Hostels in Polytechnics; and (d) Scheme of Community Development through Polytechnics.

Scheme of Community Colleges (CCs):

Government of India has decided to set up 200 pilot Community Colleges in existing colleges/polytechnics from the academic session 2013-14. This was communicated to the States/UTs with a request for a time bound action for submission of proposals. The pilot scheme is being implemented by UGC & AICTE. It has been decided that UGC would fund the community colleges hosted in a college while AICTE would fund the polytechnics hosting the community college.

ALL INDIA SURVEY ON HIGHER EDUCATION (AISHE)

All India Survey on Higher Education (AISHE) initiated in 2011 in which data for the year 2010-11 was collected. The survey was utmost necessary as none of the source of data on Higher Education gave complete picture of higher education in the country. Also, there were many important parameters on which data is required for policy making but either no data was available or incomplete data was available. The provisional report for AISHE 2011-12 has recently been finalised according to which Gross Enrolment Ratio (GER) in higher education of the country is 20.4. AISHE 2012-13 has been also launch on 3rd September 2013 by Shri Jitin Prasada, Hon'ble Minister of State for HRD. With the launched of AISHE 2012-13, an attempt has been made to reduce the time-lag in dissemination of Higher Education Data to the bare minimum.

National Mission on Education through Information and Communication Technology (NMEICT): The National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged as a Centrally Sponsored Scheme (CSS) to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where mode. This was expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period. The three cardinal principles of Education Policy viz., access, equity and quality could be served well by providing connectivity to all colleges and universities, providing low cost and affordable access-cum-computing devices to students and teachers and providing high quality e-content free of cost to all learners in the country.

INTERNATIONAL COOPERATION

India has entered into Educational Exchange Programmes (EEPs) / Memorandum of Understandings (MoUs) with 51 countries viz. Mongolia, Armenia, Tanzania, Guyana, Israel, Australia, Myanmar, Hungary, Syria, Uzbekistan,

New Zealand, Thailand, Sri Lanka, Mexico, Brazil, Afghanistan, Croatia, Ecuador, Rwanda, Saudi Arabia, China, Portugal, France, Ethiopia, Vietnam, Oman, South Africa, Norway, Chile, Kuwait, Botswana, Malaysia, Turkmenistan, Canada, Indonesia, Mozambique, Russia, Trinidad & Tobago, Mauritius, Yemen, Qatar, Tajikistan, Burundi, Belarus, Republic of Korea, Germany, Estonia and Peru. The Ministry of Human Resource Development also has formal educational relations based on the Joint Statements with U.S.A., United Kingdom and Czech Republic. The EEPs/ MOUs envisage cooperation through several initiatives like (a) Exchange of scholars/ students/ researchers; (b) Sharing of information/ publications; (c) Organizing joint seminars/ workshops/ conferences etc.; (d) Working towards mutual recognition of qualifications; (e) Developing institutional linkages. India also has educational cooperation activities with different international organizations and multi-lateral bodies like UNESCO, Commonwealth of Learning, E-9, Brazil-Russia-India-China-South Africa (BRICS), South Asian Association for Regional Cooperation (SAARC), India-Brazil-South Africa (IBSA), East Asia Summit (EAS), Association of South-East Asian Nations (ASEAN), Indian Ocean Rim-Association for Regional Cooperation (IOR-ARC), Organization for Economic Co-operation and Development (OECD), European Union (EU) etc.



National Monitoring Committee for Education of Scheduled Castes, Scheduled Tribes and Persons with Disabilities:-

The Ministry of Human Resource Development has constituted a "National Monitoring Committee for

Education of SCs, STs and Persons with Disabilities” to advise the Government on all matters pertaining to education and its pursuit for SCs, STs and Persons with Disabilities. In addition, the Committee will review the functioning of various schemes launched by the Ministry for the purpose of promoting SCs, STs and Persons with Disabilities in education. In pursuant of decision taken in the First meeting of the National Monitoring Committee, held on 27th June, 2012, a Standing Committee and following Six Task Forces were constituted:

- (i) Task Force for Educational Development of SCs
- (ii) Task Force for Educational Development of STs
- (iii) Task Force for Educational Development of PwDs
- (iv) Task Force to promote & develop quality faculty from SCs, STs and PwDs
- (v) Task Force for promotion of vocational education and skill development amongst PwDs.
- (vi) Task Force to promote educational opportunities and welfare of students from North East Region belonging to SCs, STs and PwDs

The Standing Committee was also given task to frame the guidelines for implementation of SCSP/TSP in the Ministry of MHRD. All Six Report have been submitted are at various stage of implementation. The guidelines for implementation of SCSP/TSP, as prepared and approved have been issued to all Bureaus within MHRD and all Autonomous Bodies/CFHEIS/ PSUs/Sub-ordinate Organizations of MHRD for implementation of the same.

NATIONAL MONITORING COMMITTEE FOR MINORITIES EDUCATION (NMCME)

The reconstituted National Monitoring Committee in its meeting held on 5th March, 2012, decided to constitute a Standing Committee of National Monitoring Committee for Minorities Education (SCNMCME) vide notification of the Ministry of Human Resource Development (MHRD) dated 27th April 2012. The Committee was tasked with the mandate to monitor the minority related schemes and

programmes being implemented by the MHRD, suggest modifications in these schemes with a view to cater to the needs of the minority communities, study the reports of previous Committees which have gone into the issues of minority education and welfare and suggest ways and means to implement the recommendations of those Committees. It was also tasked to recommend to Government suitable monitoring mechanism for minority related programmes being run by the Ministry of HRD.

Ministry of HRD simultaneously constituted five Sub-Committees to support the NMCME in the areas of vocational education & skill development of minorities, implementation of schemes aimed at minorities, mapping of educational requirements of minorities, girls’ education and promotion of Urdu language. The NMCME’s Standing Committee and the Sub-Committees held thirty-two meetings spanning over a period of about one year and looked into a variety of issues related to the participation of religious minorities, particularly Muslims at different levels of educational ladder.

The Report of the SCNMCME was presented to the Hon’ble HRM in May 2013. The Report has analysed available data on educational participation of religious minorities, stated the policy and Constitutional provisions on their educational rights, examined the schemes presently in operation and made recommendations at various levels of education. The action taken on the recommendations of the Report was discussed during the annual Meeting of the NMCME held on 6th January, 2014. The Report of the Sub-Committee on Promotion of Urdu Language and Enhancement of Compatibility amongst minorities through Knowledge of English of the National Monitoring Committee for Minorities’ Education, has also been presented to the Hon’ble HRM in December 2013.

EDUCATIONAL DEVELOPMENT OF WOMEN

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. Keeping in view of this accepted fact,

there has been a thrust on education of girls since independence in order to bridge the gender gap in education in India. Free and Compulsory education upto the age of 14 is the responsibility of the State. And

the fulfillment of this obligation is critical for the improvements in educational condition of girls and that of gender equality in universalisation of elementary education.

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Chapter 03

Elementary Education

ELEMENTARY EDUCATION

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT, 2009/SSA (SARVASIKSHAABHIYAN)

Article 21-A of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010. Every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards specified in the RTE Act. The reform processes initiated in 2010-11, pursuant to this important development, were continued during the year 2011-12, 2012-13 and 2013-14. All States/UTs have notified their State RTE Rules.

PROGRAMME INTERVENTIONS

Universal Access

New Schools: Progress in achieving the goal of universal access under SSA (SARVA SIKSHA ABHIYAN) has been consistent over the years. There were 1,73,757 habitations un-served by primary schools in 2002 - when SSA was launched. Over the years 2, 07, 995 primary schools were sanctioned, of which 1135 were sanctioned in the 2013-14. At the upper primary stage there were 2,30,941 habitations un-served by upper primary schools in 2002. Over the years 1, 59,499 upper primary schools have been sanctioned in a radius of 3 km, including 220 sanctioned in 2013-14.

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

The SSA Framework of Implementation provides that the duration of Special Training may be flexible, varying from 3 months to 2 years, depending on the child's needs. Special Training may be in the form of residential or non-residential courses organised, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used. At the end of the duration of Special Training for a particular child, the suitability of placing the child in a class may be reviewed.

Residential facilities: In sparsely populated or hilly and densely forested areas with difficult geographical terrains and in densely populated urban areas, where it is difficult to get land for establishing schools residential facilities are provided. In urban areas there are a number of urban deprived children: homeless and street children in difficult circumstances, without adult protection, who require not merely day-schooling facilities, but also lodging and boarding facilities. As of now SSA has provided 790 residential institutions with a capacity of around 86750 children.

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

Uniforms: The RTE Act mandates free and compulsory education for all children in Government schools. SSA provides two sets of uniform to all girls,

SC, ST children and Below Poverty Line (BPL) children, wherever (i) State Governments have incorporated provision of school uniforms as a child entitlement in their State RTE Rules, and (ii) State Governments are not already providing uniforms from the State budgets. In case any state government is partially subsidizing the cost of uniform being supplied to children in school, than the amount under SSA is restricted to the remaining children.

Mizoram
[Children in School]



[Children under SSA Sports Academy at Republic Day]

Ensuring an eight-year elementary education cycle: The National System of Education envisages a common educational structure. At the elementary level, the national system of education comprises five years of primary education and three years of upper primary. Efforts have been made to follow an eight-year elementary education cycle through out the country; however, few States continue to follow a seven-year elementary education cycle. SSA norms provide support to States to move towards an eight-year elementary education cycle through provisioning for additional teachers and classroom for Class VIII at the upper primary stage and teaching learning equipment for Classes V and VIII, in order to facilitate States to adopt an eight-year elementary education cycle. Now all States/UTs have been provided support for moving to an eight year elementary education cycle by 2013-14.

BRIDGING GENDER AND SOCIAL CATEGORY GAPS IN ELEMENTARY EDUCATION

Girls Education: Bridging gender and social category gaps in elementary education is one of the four goals of SSA. Consequently, SSA attempts to reach out to girls and children belonging to SC, ST and Muslim Minority communities. SSA has also given attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations. SSA has identified Special Focus Districts on the basis of adverse performance on indicators of girls' enrolment, as well as concentration of SC, ST and minority communities. RTE-SSA provides a clear thrust and special focus on education for girls and children belonging to disadvantaged groups and weaker sections. The general interventions under SSA apply to all girls and children belonging to disadvantaged and weaker sections; these include ensuring availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, uniforms, textbooks, etc. Special Training interventions are also largely focused on girls and disadvantaged groups, because it is this category of children who are most deprived of opportunities to pursue their education.

Kasturba Gandhi Balika Vidyalaya (KGBV): KGBV are residential upper primary schools for girls from SC, ST, OBC Muslim communities and BPL girls. KGBVs are set up in educational backward blocks where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBVs reach out to adolescent girls who are unable to go to regular schools to out of school girls in the 10+ age group who are unable to complete primary school and younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line. As of now till 2013-14, 3609 KGBVs have been sanctioned in the country enrolling 347725 girls therein.



[Status of KGBVs]

The scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil

	Status of KGBV	Status % Wise
Total KGBV Sanctioned	3609	-
Total KGBV Operational	3602	99.81%
KGBV yet to be Operationalised	7	0.19% Gap in Operationalisation
Enrollment Category wise:		
SC Girls Enrolment	105934	30.46%
ST Girls Enrolment	85793	24.67%
OBC Girls Enrolment	108807	31.29%
MINORITY Girls Enrolment	24244	6.97%
BPL Girls Enrolment	22947	6.60%
Total Girls enrolled	347725	93.9%

Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

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

	Sanctioned	Operational	Total Girls Enrolled	Category wise Enrolment	% of Girls (According to Category)
KGBV Status in Scheduled Tribes [SFD] Districts	508	508	52569	36356	69.16%
KGBV Status in Scheduled Castes [SFD] Districts	330	330	29711	14033	47.23%
KGBV Status in Muslim Concentration [SFD] Districts	544	544	45264	11144	24.62%

Under SSA, the enrollment of SC children increased substantially. There was also a significant reduction in the number of out-of-school SC children from 8.2% in 2005 to 5.9% in as per an independent study commissioned by the Ministry. Similarly there is reduction in the percentage of out-of-school ST children from 9.5% 2005 to 5.2% in 2009. Children from Muslim community joined elementary school in large numbers during 2007-08 to 2012-13 period. They accounted for 59% of the incremental enrollment in Elementary Schools during 2007-08 to 2012-13. The percentage of out-of-school Muslim children reduced from 10% to 7.7% in 2005-09 period. This

reflects a positive trend of increased awareness among parents towards accessing education, despite economic and social constraints, as also validating the effort by the State to make schools available to SC, ST and Muslim minority children. States' own estimation of out of school children was 22 lakh in 2013-14. A third independent study has been commissioned by the Ministry on estimation of out of school children.

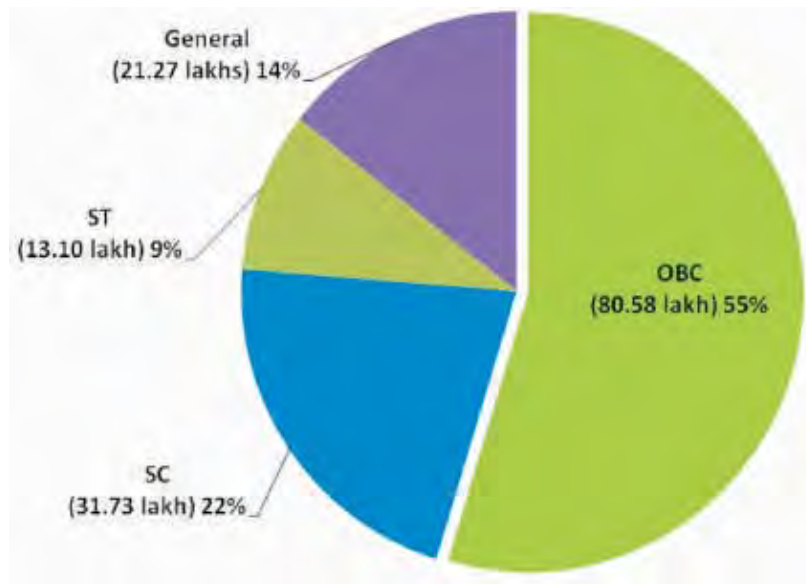
Current efforts to promote elementary education among children from disadvantaged groups and weaker sections have been a mix of both general and specific/targeted. General efforts include: expanding infrastructure for physical access, incentives like

uniforms/ books/ cycles, tracking disaggregated data to reflect social groups and gender dimensions, provision of mid day meals etc. Many specific/ targeted programmes like uniforms, books that were originally special provisions for SC, ST children have

been expanded to cover all children. Hostels and scholarships under the Ministry of Social Welfare are examples of specific/ targeted programmes for SC children.

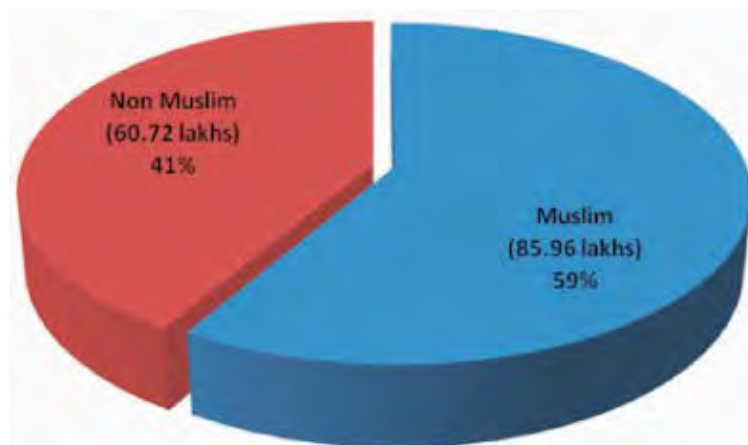
Enrolment in Elementary Schools - 2007-08- to 2013

Share in increased enrolment by social groups



Enrolment in Elementary Schools - 2007-08- to 2013

Share in increased enrolment by religion



School Infrastructure allocations in Special Focus Districts (2013-14) in RTE-SSA

Identification of districts where disparities are high: RTE-SSA targets geographical areas in districts and blocks with predominance of SC, ST and Minority population in the matter of allocation of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far.

Special Focus Districts have been identified for targeted interventions under SSA, which include, 61 districts with high SC population (25% and above), 109 districts with high ST population (25% and above), 88 districts with high Muslim population (20% and above), 82 Left wing extremist affected districts, and 121 districts where PM's 15 point programme is being implemented.

School Infrastructure allocations to Special Focus Districts (2013-14) in RTE-SSA

Items	Total SSA Sanctions*	Special Focus districts*	Special Focus districts
Primary Schools Opening	1135	710	63%
Upper Pry Schools Opening	220	154	70%
Recruitment of Teachers	1704	1332	78%
Construction of Primary Schools	1909	1157	61%
Construction of Upper Primary School	152	104	68%
Construction of Additional Classrooms	2844	2010	71%
Construction of Separate Girls Toilet	20514	12869	63%

* Sanctioned in 2013-14

A group that forms a very important part of equity issues under SSA is Children with Special Needs (CWSN). RTE-SSA seeks to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The main components of SSA interventions for children with special needs include:

- Identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.
- Special training for children with special needs (CWSN) with the main objective of preparing children with special needs for schools, thereby ensuring better quality inclusion for them.

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

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

Household surveys and special surveys have been conducted by all states to identify children with special needs. 27.79 lakh children with special needs have been identified. 21.74 lakh children with special needs (78.25% of those identified) are enrolled in schools. Further 72168 lakh children with special needs are being covered through School Readiness Programme in 12 states/ UTs and 1.93 lakh children with special needs are being provided home-based education in 33 States/ UTs. In all 87.81% of the identified children with special needs have been covered through various strategies.

Inclusion of Yogeshwari Jamble

In the context of CWSN we hear and say many times "see their abilities not their disabilities". This thought comes true when we meet Yogeshwari a 10 year girl with deaf blindness studying in class IVth of Zilla



Parishad Girls Primary School, Bardapur, Taluka Ambajogai in district Beed. In the year of 2011 during the summer vacation household survey for the purpose of identification of CWSN, Yogeshwari was identified. Then with the help of special educator Yogeshwari was assessed. After the assessment individualized educational plan developed for Yogeshwari as per her need and current level. The special educator began by giving home based education to the Yogeshwari. Here yogeshwari was preparing for pre inclusive skills, orientation and mobility skills, ADL, etc. After 8 months of home based education now Yogeshwari was ready to keep her feet and face the society. At the place of Taluka Patoda under the Inclusive Education programme, 3 month school readiness programme was given to Yogeshwari. Here Yogeshwari learnt skills that are needed in the regular classroom and school. As Yogeshwari achieved independence in her day to day life, her supports gradually decreased. Now Yogeshwari goes to the regular school and sits there 2 to 3 hours daily.

The successful inclusion of Yogeshwari has increased acceptance level in the SMC & community members. Teachers have started to believe that every special child can be mainstreamed and all children have a right to enjoy and learn. Parents feel highly encouraged and motivated. This case study has helped to break attitudinal barriers.

Making schools barrier free for children with special needs for easy access is incorporated in the SSA framework. Till now 11.42 lakh schools (79.78%) have been provided with barrier free access. Focus is on improving quality, monitoring of services provided to and retaining children with special needs in school. 212197 schools have been provided with disabled friendly toilets.

31.28 lakh teachers have been covered through regular teacher training programmes, which include a 2-3 day capsule on inclusive education so far. 23.84 lakh (52.74%) teachers have been provided 3-5 days additional training for better orientation to Inclusive Education. States/UTs have appointed 20942 resource persons for providing support on inclusive education to regular teachers.

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.

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

ARUN'S STORY



God gifted a little star to Mr. Pahal Singh and his wife Mrs. Rajeshwari on 30th June 1998 to fulfill their dreams. During the early years of his life, Arun was like other children of his age, used to go to school but due to the problem in movement of his legs he dropped school. They started visiting the hospital for treatment, but after few visits they stopped the treatment and started locking their child in the room. The peon of the school GMHS-24, during visit of the volunteer deputed for Home based education told her about the child. Volunteer soon met the parents & counselled them. After counseling the volunteer started visiting the home of Arun to train the child. The child has physical problems with borderline I.Q and speech problem.

The volunteer planned Individualized Educational Plan & set certain goals for further enhancement of his skills. Due to his physical conditions, toileting was a very big problem for him, accordingly, the volunteer started training the child-Arun and his

parents on improvised techniques in his daily routine to make him independent and complete his tasks. Since he had mild speech problem, he did not talk to anyone. The volunteer prepared some activities to involve him in communication & introduced him with poems, musical rhymes & indoor games to overcome this barrier.

Since the main aim was to mainstream him to inclusive class, as such Arun was introduced to academic areas like English, Hindi & Mathematics according to his level. Firstly before inclusion, the school Principal & teachers were sensitized regarding his disability, even the school teachers also assessed him of his abilities after which they admitted him in class- 5th as he is in that age in which he can adjust. His class teacher & volunteer also sensitized his classmates. After all this readiness and preparation, the child started coming to school once a week. Now after about one year, Arun has started coming to the school regularly.



[Art and Festival in Lakshadweep]

IMPROVING QUALITY

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

teachers training, curricula, learning materials, learning processes, learning outcomes, assessment and monitoring systems, in order to ensure that the quality of teaching learning is improved.

Curriculum Reform: The National Curriculum Framework (NCF) 2005 prepared by NCERT calls for a significant shift in the education system towards schools that are more child-friendly and inclusive, and teaching learning processes that are more constructivist in nature. Each State has been urged to renew its own State curriculum in light of NCF 2005 recommendations, by bringing in cohesive changes in their curriculum, teaching learning material, pedagogy and assessment systems. 19 States so far have renewed their curriculum based on NCF 2005, 10 States have followed the curriculum of NCERT, 3 States have followed the curriculum of neighboring States, 3 States are in the process of renewing textbooks accordingly, to make them more activity-based, child-friendly and sensitive to gender and marginalized groups.

Textbooks for children: All children are provided free textbooks up to class VIII. In 2013-14 provision was made for providing text books to 8.85 crore children. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity-based classroom processes and to supplement learning processes

Continuous and Comprehensive Evaluation:

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

Teacher Availability:

Additional Teachers provided: To meet the shortage of teachers in elementary schools, 19.84 lakh additional teacher posts have been sanctioned under SSA up to 2013-14. Out of this, 14.80 lakh posts are reported to have been filled up. After RTE it is mandatory that only those people may be appointed as teachers who are able to clear TET. CBSE has conducted five rounds of Teacher Eligibility Tests (TETs) and 30 States have also conducted TET. Apart from these 2.38 lakh part-time instructors have also been sanctioned under Sarva Shiksha Abhiyan (SSA).

In-service Teacher Training:

To upgrade skills of teachers, SSA provides for annual in-service training up to 20 days for all teachers. Support of Rs 6000 per teacher per year is provided for two years to untrained teachers, already employed for the NCTE recognized training program. Apart from this induction training for 30 days is given to freshly trained recruits. In 2013-14, 32.37 lakh (at BRC Level) 27.63 lakh (at CRC Level) teachers have been approved by MHRD for in-service training, 2.00 lakh teachers for induction training. Also 4.11 lakh untrained teachers have been targeted to be trained under SSA. All training programmes cover pedagogical issues, including content and methodology, aimed at improving teaching learning transactions in classrooms and learning process in schools. Some of the major focus areas include guiding principles of NCF 2005, CCE, how children learn, subject-specific content or learning difficulties, activity-oriented methods, use of TLMs or learning kits, etc. States are oriented towards improvement of training program through four regional workshops.

Training of Headmasters: In order to orient the teachers in managerial skills the heads of the schools are provided training for 10 days in academic management, financial management and human resource management. During 2013-14 it was targeted to provide training to 11152 headmasters.

Distance Education Programmes for Teachers: Capacity building of institutions and personnel at the national, state, district and sub-

district levels is being facilitated with assistance of IGNOU and other teacher education institutions in different States. The distance education programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials training of untrained teachers, thus facilitating training of professionally untrained teachers in the states. The Department of School education has had several rounds of consultations with the State Governments to develop a strategy for enabling teachers to acquire professional (Diploma in Elementary Education D.El.Ed) qualification through the Open Distance Learning (ODL) mode and seek approval of the NCTE. The NCTE has given permission to the States of Uttar Pradesh, Madhya Pradesh, Bihar and Orissa for training of the untrained teachers through SCERT, Lucknow and IGNOU, respectively.

ACADEMIC SUPPORT SYSTEM

Academic Support Structures: 6,716 Block Resource Centers (BRCs) and 75,954 Cluster Resource Centers (CRCs) have been set up till September, 2013 across the country as resource centers in each block and cluster, to provide decentralized academic support, training and supervision to teachers and schools. There are subject-specific Resource Persons placed at each BRC and CRC who conduct training programs for teachers, and also visit schools to provide on-site support to teachers on pedagogic and content related issues. BRCs/CRCs are also involved in academic monitoring of schools, classroom observations, and development of resource materials for teachers and students. Monthly meetings are organized at CRCs for regular peer-sharing and reflective discussions. Moreover, over 33 States have set up State, District, Block and Cluster Level Resource Groups in order to work in conjunction with SCERTs, DIETs & BRCs for guiding a comprehensive gamut of quality improvement measures, by bringing in technical resource networks outside the government system, including talent also in the teacher community, as well as to enrich efforts at systematic reforms and changes at decentralized levels for improved teacher and school performance.



[Children under SSA Sports Academy at Republic Day]



[SSA Football Academy]

School and Teacher Grants: SSA also provides annual Teacher Grants of ₹ 500 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 2013-14 no teacher grant was given under SSA. In addition, an annual School Grant of ₹ 5000 is provided to each primary and ₹ 7000 to each upper primary school separately, to meet the cost of school consumables, ₹ 7500 per school is given to each school for maintenance purposes, as well. In 2013-14, about 13.45 lakh schools were targeted to receive School Grant (out of which 83% has already been achieved up to December, 2013). For new schools, onetime 'Teaching Learning Equipment' grant @ ₹ 20,000 per new primary school and @ ₹ 50,000 per new upper primary school is provided for school equipment and setting up expenses. In 2013-14, about 6570 schools were targeted to receive TLE grant.

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



[Multimedia Classroom in Lakshadweep]

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

Learning Enhancement Programs: 2% of the total SSA outlay for each district has been made available for 'Learning Enhancement Programs' that aims specifically at improving the quality of learning processes and learning outcomes. In 2013-14, 9 States have been supported for carrying out Learning Enhancement Programs focused on the primary level (especially for strengthening early reading and mathematics skills), and all the States have been supported for Learning Enhancement Programs with a focus on strengthening Science and Maths learning at the upper primary level.

To support States in designing these subject-specific programs, NCERT has launched a Reading Programme for the early primary grades, as an exemplar for States to build their own programmes for

strengthening children's reading skills. This includes a prototype graded series of 40 early readers, a teachers' training manual, and a dossier of materials on reading pedagogy. Similarly, NCERT has initiated a programme for strengthening the teaching of Mathematics at Early primary grades, which includes development of a prototype maths learning kit for Class I and II, and a teacher training manual with appropriate pedagogical strategies.

Improving Student Learning Outcomes: The impact of various quality interventions of SSA are reflected in the enhancement of children's learning levels which is a major thrust in SSA. National Surveys on learning achievement of students are conducted by NCERT every three years to assess the level of achievement of children in different subject areas at the end of classes III, V and VII/ VIII. Third round testing based on Item Response Theory: superior methodology for measuring achievement levels has completed, Class VIII – administering of tests is in progress and Class III testing will conduct in 2012-13. Findings for class V indicated improvement in learning levels, but there are few areas of concern. Third round class V result shows that in Language there has been an improvement in learning achievement in 24 States/UTs, in Mathematics, 14 States have improved learning levels and in

Environmental Studies, 24 States/UTs have shown an improvement in learning level.

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

Research Studies Under SSA: Various independent assessments have been commissioned under SSA at the national level to provide independent feedback on quality related aspects of Sarva Shiksha Abhiyan (SSA). In 2012-13, a study on students and teachers attendance was commissioned and the results of the same were compared with the results of the study conducted during 2006-07. It has been found that the students and teachers attendance improved especially after RTE mandate that no teacher will be assigned duties other than teaching except for census and election duty.

Comparative picture of Average Attendance (%)

Students as per head count at Primary and Upper Primary Stage					
(2006-07 & 2012-13)					
Average Attendance (%) of Students as per head count at Primary and Upper Primary Stage in 2006-07 & 2012-13					
S. No.	States\UT	Primary Stage		Upper Primary Stage	
		2006-07	2012-13	2006-07	2012-13
	Over all	68.5	76.2	75.7	77.8

(2012-13 data is based on draft Report)

Comparative picture of Average Attendance (%)

Students as per head count at Primary and Upper Primary Stage					
(2006-07 & 2012-13)					
Average Attendance Rate of Teachers by Employment Status in Primary & Upper Primary Schools as per head count during two visits in 2006-07 & 2012-13					
S. No.	States\UT	Primary Stage		Upper Primary Stage	
		2006-07	2012-13	2006-07	2012-13
	Over all	81.7	84.3	80.5	81.3

Another study commissioned under SSA is the study of impact of Early Learning, Socialization and school readiness experience in pre-school setting on educational and behavioural outcomes along the primary Stage. The draft report has been submitted and is in the process of being reviewed.

For finding out the facilities available for the marginalized sections of the society, a study was commissioned entitled "Assessment of Facilities available for Primary and Upper Primary Education in Muslim Predominant Areas". The study was coordinated by Jamia Millia Islamia and its draft report stage and is expected to be completed shortly. Similarly, another research has been commissioned under SSA on "Assessment of Facilities available for Primary and Upper Primary Education in Tribal Predominant Areas". The Study is being coordinated by NUEPA and its results will be available by April 2014. Further, in order to estimate out of school children a study has been commissioned under SSA entitled "National Sample Survey of Households for Estimation" of out-of-school children in December 2013.

Infrastructure:

Progress in construction of school buildings till December, 2013 is as follows:

	Work Completed	Work in Progress	Total
School Buildings	2,73,689	19,166	2,92,855
Additional Classrooms	15,49,597	198995	17,48,592
Drinking Water Facilities	2,20,176	4,019	2,24,195
Toilets (All)	7,35,204	1,08,628	8,43,832

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



[Civil Works in Lakshadweep]

Improving student learning outcomes has been the key component of SSA. After the NCERT National Achievement Survey (NAS) on Learning outcomes, the States/UTs have been urged to carry out their own State Learning Achievement Survey (SLAS) in order to get the micro level picture of the learning achievements at the district and block level. For this purpose the States have been provided technical know-how for conducting such surveys through workshops, soft and hard copies of Standard Operation Procedure (SOP) to be used as guidelines while carrying out such surveys. This exercise is expected to contribute towards the assessment of the impact of various quality interventions carried out by the States under SSA for enhancement of children's learning levels which is a major thrust in SSA. So far, Thirty two States have already initiated these surveys and results are expected during 2014. States like Himachal Pradesh, Karnataka, Tamil Nadu have already completed the survey and planned their quality interventions according to improve learning of the children of the State.

RTE-SSA provides flexibility to States in the execution of civil works. Neither designs nor unit costs are centrally prescribed. States are free to evolve building designs and develop cost estimates based on the State Schedule of Rates notified by the State Governments. SSA has conducted a series of workshops in order to encourage States to adopt a Whole School Development approach to planning and construction, ensuring proper location of classrooms, drinking water and sanitation facilities and playgrounds within the school premises, simultaneously keeping in view the need for future expansion arising out of increased enrollments, incorporate child friendly elements in school buildings, i.e. designing indoor and outdoor spaces from the perspective of children. This could

include provision of adequate learning elements, like display or chalk boards, storage shelves that are accessible to all children, designing different facilities, such as drinking water and urinals at different heights for children of different age groups/heights, etc, design indoor and outdoor spaces, such as floor, walls, staircases, windows, doors, ceilings, etc. as pedagogic resources to facilitate learning in many different ways. For example, a range of angles can be marked under a door shutter on the floor to explain the concept of angles, or moving shadows of a flag pole can act as a sundial for understanding different ways of measuring time, or ceiling fans can be painted with colour wheels for children to enjoy the changing formations, etc, incorporate appropriate 'safety features' in school designs based on National Building Code of India, 2005 to ensure that children receive education in a safe and secure environment, incorporate all essential amenities in the school, including drinking water, sanitation, kitchen for mid day meal, playground, boundary wall/green fencing and making school buildings energy efficient through appropriately locating doors, windows, ventilators and sky lights, and using shading strategies to minimize or maximise heat gain.



[Child friendly elements]

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

community has contributed significantly in terms of money/labour for the improvement of their village school. RTE-SSA now also supports repair of old school buildings, provision of school buildings in respect of building less, dilapidated schools and retrofitting of school buildings to make them hazard resistant. RTE-SSA has conducted the Third Party Evaluation of civil works. An extensive supervision and monitoring system has been put in place to ensure quality of construction.

GOI Reviews: National level meetings conducted by MHRD with State Education Secretaries and State Project Directors of SSA on 27th July, 2012 and 29th January, 2013.

MID-DAY MEAL PROGRAMME:

Background: With a view to enhance enrollment, retention and attendance and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme "National Programme of Nutritional Support to Primary Education (NP-NSPE)" was launched on 15th August 1995. The Scheme was extended during 2008-09 to cover children of upper primary classes and the name of the Scheme was changed as 'National Programme of Mid-Day Meal in Schools'. At present all the primary and upper primary Government, Government-aided Local Body Schools, National Child Labour Projects Schools, the centres run under Education Guarantee Scheme (EGS) /Alternative & Innovative Education (AIE), Madrasas and Maqtabas supported under SSA are covered under Mid-Day Meal Scheme. The scheme is being revised from time to time in its content and coverage. The Mid Day Meal Scheme covered 10.68 crore elementary class children in 12.12 lakh schools in the country.

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

- i. Improving the nutritional status of children in classes I – VIII in Government, Local Body and Government aided schools, and EGS and AIE centers, NCLP schools and Madarsa and Maqtabas supported under SSA.

- ii. Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- iii. Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.

Rationale

- i. Preventing classroom hunger: Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. Mid day meal can help children from families, which cannot afford a lunch box or are staying a long distance away from schools to overcome "classroom hunger".
- ii. Promoting school participation: Mid-day meals have big effect 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.
- iii. Facilitating healthy growth of children: Mid-day meal can also act as a regular source of "supplementary nutrition" for children and facilitate their healthy growth.
- iv. Intrinsic educational value: A well-organized mid-day meal can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.
- v. 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 SC/ST communities is another way of teaching children to overcome caste prejudices.
- vi. Enhancing gender equity: The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.
- vii. Psychological Benefits: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address these and facilitate cognitive, emotional and social development.

Coverage

Mid-Day Meal Scheme covers children of classes I-VIII studying in Government, Government aided, Local Body and National Child Labour Project (NCLP) schools and the centres run under Education Guarantee Scheme (EGS) /Alternative & Innovative Education (AIE), Madarsas/Makhtabs supported under SarvaShikshaAbhiyan (SSA).

Norms for Mid-Day Meal Scheme

- i) Calorific Value of mid-day meal: The cooked mid-day meal consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat, provides 450 calories of energy and 12 grams of protein at primary stage. For upper primary stage children, it consists of 150 grams of food grain (wheat/rice/nutri-rich cereals), 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat to provide 700 calories of energy and 20 grams of proteins.
- ii) Cooking cost under the MDM scheme: The cooking cost covers the expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has been increased by 7.5% in each of the last 4 years. The cooking cost is shared between the Centre and the NER

States on 90:10 basis and with other States / UTs on 75:25 basis. Accordingly, the current cooking cost from 01.07.2013 and sharing

pattern between the Centre and the States is as under:

Table 1: Cooking Cost

Stage	Total Cost per meal	Centre-State sharing			
		Non-NER States(75:25)		NER States (90:10)	
		Centre	State	Centre	State
Pry.	*₹ 3.34	₹ 2.51	₹ 0.83	₹ 3.01	₹ 0.33
U. Pry.	*₹ 5.00	₹ 3.75	₹ 1.25	₹ 4.50	₹ 0.50

* Applicable with effect from 1st July, 2013.

iii) Engagement of cook-cum-helper and Honorarium to them: One cook-cum-helper can be engaged for up to 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to an honorarium of ₹ 1000 per month. The expenditure towards the honorarium of cook-cum-helpers is shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis. Programme Approval Board - Mid Day Meal headed by Secretary, School Education & Literacy, has approved the engagement of 28.29 lakh Cook-cum-helpers under the scheme. The States/UTs have engaged 25.48 lakh Cook-cum-helpers against the approval of 28.29 lakh.

iv) Construction of kitchen-cum-store: The construction cost of Kitchen-cum-Store is determined on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq.mt. plinth area for construction of Kitchen-cum-Store in schools having up to 100 children. For every addition of up to 100 children, additional 4 sq.mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon the local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and the NER States on 90:10 basis and with other

States/UT on 75:25 basis. The Central Assistance of ₹ 7834.04 crore has been released to the States/UTs for construction of 10,00,713 kitchen-cum-stores since 2006-07. Out of this, 6,49,599 (65%) kitchen-cum-stores have been constructed and 1,27,115 (13%) are under construction.

v) Transportation assistance in Special Category States: Transportation assistance in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) is payable at par with the PDS rates prevalent in these States. In case of all other States/UTs, transportation of foodgrains is given @ ₹ 75 per Quintal or the actual cost incurred whichever is less.

vi) Decentralization of payment of cost of foodgrains to the FCI to the district level: The payment of the cost of food grains, which was centralized at the National level has been decentralized with effect from 01.04.2010 to the district level to ensure greater stake holding and role of the district authorities in ensuring prompt lifting of food grains and timely payment to FCI, which has resulted in reducing time lag in making payment to FCI. Decentralised Procurement Scheme has been introduced in Nine States and One Union Territory. Under this scheme, the States have been permitted to procure the locally produced

food grain for utilisation under Mid-Day Meal Scheme.

Pattern of Central Assistance

Under the Mid-Day Meal Scheme, the Central Government bears entire cost of foodgrains, Transportation cost, Monitoring, Management and Evaluation (MME) and procurement of kitchen devices. The cooking cost; cost of the kitchen-cum-stores and honorarium to cook-cum-helpers is shared between the Centre and the NER States on 90:10 basis and with other States / UTs on 75:25 basis.

Implementation of the Mid-Day Meal Scheme

- i) The overall responsibility for providing cooked and nutritious mid day meal to the eligible children lies with the State Governments and Union Territory Administrations. States/ UTs have to ensure that all logistic and administrative arrangement are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, through funding made under the Scheme and mobilization of additional resources through convergence with other developmental programmes of other departments or State / UT budgetary support. Drinking water and toilet facilities are to be created in convergence with SSA, Drinking Water Mission and Total Sanitation Programme.
- ii) The guidelines of the scheme provide that in States, which have devolved the function of 'Primary Education' to Panchayats and Urban Local Bodies through legislation and/or executive order, the responsibility of implementation and day to day supervision of the Programme shall be assigned to the Gram Panchayat/Municipality. Standing Committees may be constituted by the Gram Panchayats and Municipalities to oversee the implementation of the programmes. Alternatively, already existing Standing Committees, which have been assigned the task of supervising education related issues may be entrusted the task of monitoring, review and taking other necessary steps for the smooth implementation of the scheme. The Gram Panchayat/Municipality may, in turn, assign responsibility of the day-to-day management of the Programme at school level to the School Management Committee/ Village Education Committee/ School Management & Development Committee or Parent-Teacher Association as the case may be.
- iii) School Management should also be encouraged to draw the support of the community especially mothers' groups. Gram Panchayat and School Management Committee (SMC) may be approached for organizing community members to regularly help the school management on a rotation basis, in ensuring efficient cooking, serving and cleaning operations. It has been clarified that teachers are not to be involved in cooking or its supervision in any manner, as it would affect the teaching –learning process adversely. However, the involvement of teachers and community members in ensuring that children eat together in a spirit of camaraderie and develop sensitivity to their peers with different abilities by offering them precedence and instilling values of equality and cooperation could be very effective in attaining the objectives of the Programme.
- iv) Support of the community members could also be solicited to ensure that children wash their hands properly before eating, use clean plates and glasses, avoid littering and wastage of food, and clean their plates, rinse their hands and mouth after eating. Mid-Day Meal Scheme also offers wide opportunity of self-employment to poor women who could constitute Self-Help Groups (SHGs). Such groups can take the responsibility of cooking and serving mid-day meal with the overall assistance of the local level implementing agencies.
- v) In order to facilitate uninterrupted implementation of the Scheme the Government of India provides funds and foodgrains to States and

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

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

Task of Cooking

- i) The Guidelines provide that, as far as possible, the responsibility of cooking/supply of cooked midday meal should be assigned to local women's/mothers' Self-Help Group or local Youth Club affiliated to the Nehru Yuvak Kendras or a voluntary organization or by personnel engaged directly by the SMC/VEC/SMDC/PTA/Gram Panchayat/Municipality. Involvement of Self Help Groups under the scheme is increasing gradually.
- ii) In urban areas, where there is shortage of space for construction of the kitchen shed, use of centralized kitchen for a cluster of schools may be explored. Cooking may be undertaken in a centralized kitchen and cooked hot meal may then be transported under hygienic conditions through a reliable transport system to various schools. There may be one or more such nodal kitchen(s) in an urban area, depending on the number of children and capacity of the service providers.

Quality of Mid-Day Meal

- i) Quality of MDM largely depends on the quality of

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

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

Monitoring Mechanisms

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

- i) Arrangements for local level monitoring: Representatives of Gram Panchayats/ Gram Sabhas, members of SMCs, VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children, (ii) cleanliness in cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation

of varied menu, (v) social and gender equity on a daily basis.

- ii) Display of Information: In order to ensure transparency and accountability, all schools and centers where the programme is being implemented are required to display the following information at a visible place in the campus for the notice of the general public:
 - a) Quantity of food grains received, date of receipt.
 - b) Quantity of food grains utilized
 - c) Other ingredients purchased, utilized
 - d) Number of children given mid day meal.
 - e) Daily Menu
 - f) Roster of Community Members for supervision and monitoring.
- iii) Block Level Committee: A broad based Steering-cum-Monitoring Committee also monitors the implementation of the Mid Day Meal Scheme at the block levels.
- iv) Inspections by State Government Officers: Officers of the State Government/UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health etc. are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/ EGS & AIE centres are visited every quarter.
- v) District level Committee: Besides a Steering-cum-Monitoring Committee for monitoring the MDM scheme at district level, the States/UTs have been directed to constitute a District Level Committee with the following composition :
 - a) All Members of Parliament, Members of the State Legislature and members of the ZillaParishad
 - b) The District Magistrate/Collector/Deputy Commissioner/Chief Executive Officer of the

ZillaParishad/Urban local body will be the Member-Secy.

- c) District Officer in-charge of MDM
- d) District Officers in-charge of Drinking Water Mission/Total Sanitation Programme/ICDS Programme/Panchayati Raj/Labour/ Handicapped Welfare/Social Welfare/ Minority Welfare etc.
- e) Two NGO's working on elementary education for MDM in the area,
- f) The senior-most Member of Parliament present in the meeting will chair the committee on the day it meets.

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

- vi) District Level Vigilance & Monitoring Committee: MHRD has issued instructions to all State/UT Governments to constitute District Level Vigilance & Monitoring Committees under the Chairpersonship of senior most Member of Parliament (MP) of the district. The Committee is required to meet once in a quarter.
- vii) Periodic Returns: The State Government/UT is also required to submit periodic returns to the Department of School Education and Literacy, GOI to provide information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilization of central assistance (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.,
- viii) Monitoring by Institutions of Social Science Research: Thirty Eight Institutions of Social Science Research, have signed Memorandum of Understanding (MOU) with MHRD for monitoring the mid-day meal scheme for a period of two years with effect from 1st April, 2013 to 31st March, 2015.
- ix) Grievance Redressal: States and Union Territories are required to develop a dedicated mechanism for public grievance redressal,

which should be widely publicized and made easily accessible.

- x) State level: States and UT Administrations are also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States / UTs have deployed independent institutions for the evaluation of the Scheme.
- xi) National level: (a) Empowered Committee on Mid-Day Meal has been set up under the Chairmanship of Hon'ble Minister, Human Resource Development for monitoring the Access, safety, hygiene and quality aspects in the implementation of MDMS; Review mechanisms in place to ensure effective monitoring and evaluation of the scheme; Mechanism in place for community participation in the scheme and its effective monitoring. (b) Executive Council of the National Mission for SarvaShikshaAbhiyan (SSA) headed by Hon'ble Minister, Human Resource Development also review Mid-Day Meal Scheme. (c) National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary(SE&L). (d) National Meetings with Education Secretaries, and Regional review meetings are also held to monitor implementation of MDMS.
- xii) Joint Review Missions headed by Nutritional Experts/ Professors of Home Science Universities/ colleges and consisting of representatives of Ministry of HRD, representative of State Government, UNICEF, Office of Supreme Court Commissioner and Nodal officers from Monitoring Institutions has visited 20 States/UTs. In each State 2 districts were covered to assess Nutritional indicators and actual implementation of the Scheme at the ground level as per the defined Terms of Reference (ToR). The report prepared by the Mission has been shared with these States for taking corrective action on the deficiencies reported in the implementation of the scheme and sending action taken note on the report. The collection of anthropometric data relating to

Body Mass Index (BMI), level of malnutrition, stunting, wasting etc. has been collected for the first time. This would become a data base for measuring the impact of nutrition support under Mid-Day Meal on children.

- xiii) Social Audit: Social Audit is a process in which the details of the resources, financial and non-financial, used by the public agencies for the development initiatives, are shared with the people, often through a public platform. It allows people to enforce transparency and accountability, thereby providing the ultimate users an opportunity to scrutinize the development initiatives. MHRD facilitated the Government of Andhra Pradesh to conduct social audit on Mid-Day Meal Scheme (MDMS) on pilot basis in two districts viz. Khammam and Chittoor in Andhra Pradesh for which MOU was signed between the Government of Andhra Pradesh and Society for Social Audit Accountability and Transparency (SSAAT), Hyderabad. The Social audit was conducted successfully and very interesting findings were reported. Government of Andhra Pradesh is now rolling out the social audit in all the Districts. To scale up this process in other States, a National Workshop on Social Audit was held in New Delhi on 25th July, 2013. Social Audit is now proposed to be conducted in two districts each on pilot basis in 9 States viz. Bihar, Karnataka, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh.

Many studies have shown that MDMS has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. The Office of the Supreme Court Commissioners undertakes extensive review of various welfare schemes through field visits. They have observed that the MDM is widely acknowledged as one of the more successful entitlement schemes of Government of India and has resulted in an increase in enrollment and retention of children in elementary classes.

Achievements during the 11th Plan

The coverage and expenditure trends can be seen in table 2 below.

Table 2: Coverage and expenditure trends: The outlay of the Scheme during 11th Five Year Plan was 48,000 crores against which ₹ 38491.60 crores were released.

Components	2007-08*	2008-09*	2009-10*	2010-11*	2011-12*	2012-13	2013-14
Children covered (in Cr.)	11.37	11.19	11.36	10.46	10.54	10.68	10.35 till 30.09.13.
Foodgrains allocated (in lakh MTs)	24.79	29.30	27.71	29.40	29.09	29.55	29.77
Budget allocation (in Cr.)	6678	8000	7359.15	9440	10380	11937	13215
Total Exp. (in Cr.)**	5835.44	6688.02	6937.79	9128.44	9901.91	10868	10805 till date

*Primary and Upper Primary combined** This includes cost of foodgrains.

- 10.35 crores children studying in 11.55 lakh schools have been covered under the MDMS till 30th September, 2013.
- 25.48 lakh cook-cum-helpers have been engaged during the year 2012-13 against the PAB-MDM approval for 28.29 lakh Cook-cum-Helpers.
- Preparation of hygienic and wholesome meal under the MDMS is contingent upon the knowledge and skills of staff and cook-cum-helpers engaged for providing meals in the schools. The Self Help Groups and Cook cum Helpers (CCH) who are the pillars of the MDMS, mainly come from the deprived sections of the society, where they have limited information about nutrition, cooking processes, health and hygiene, preparation of raw grains and vegetables, recipes, serving skills etc. It is, therefore, essential that the capacity of the workforce at the field level is built on an ongoing basis. The Ministry of Human Resource Development has accordingly, assigned the task of conducting the training of cook-cum-helpers in collaboration with Hotel Management Institute, Food Craft Institutes, Food & Nutrition Institutes in the State Agricultural Universities.

Infrastructure Development under Mid-Day Meal Scheme

- Construction of kitchen-cum-stores: The Central Assistance of ₹ 7834.04 crore has been

The Planning Commission has allocated ₹ 90,155 crores towards the outlay of the scheme during 12th Plan. The year-wise achievement of physical and financial targets of the scheme during the 11th Five Year Plan and first two years of the 12th Plan are given below:-

released to the States/UTs for construction of 10,00,713 kitchen-cum-stores since 2006-07. Out of this, 6,49,599 (65%) kitchen-cum-stores have been constructed and 1,27,115 (13%) are under construction

- Procurement of kitchen devices: A total of 14,99,154 units of kitchen devices have been sanctioned including 2,85,655 for replacement, which were sanctioned during 2006-07. 11,01,078 kitchen devices have been procured till end of 2nd quarter of 2013-14.

Capacity Building of Cook-cum-Helpers through Training

Preparation of hygienic and wholesome meal under the MDMS is contingent upon the knowledge and skills of staff and cook-cum-helpers engaged for providing meals in the schools. The Self Help Groups and Cook cum Helpers (CCH) who are the pillars of the MDMS, mainly come from the deprived sections of the society, where they have limited information about nutrition, cooking processes, health and hygiene, preparation of raw grains and vegetables, recipes, serving skills etc. It is, therefore, essential that the capacity of the workforce at the field level is built on an ongoing basis. The Ministry of Human Resource Development has accordingly, assigned the task of conducting the training of cook-cum-helpers in collaboration with Hotel

Management Institute, Food Craft Institutes, Food & Nutrition Institutes in the State Agricultural Universities.

Improvements in the scheme

In the last few years the Mid-Day Meal scheme has witnessed several improvements in the scheme, as indicated below:

i) Revision of Scheme

- a) The cooking cost has been revised by 7.5% with effect from 01.07.2013.
- b) A provision for payment of honorarium @1000/- per month to cook-cum-helpers has been introduced with effect from 01.12.2009.
- c) Transportation assistance in the 11 Special Category states is being paid at par with the PDS rates prevalent in these states.
- d) Decentralization of payment of cost of foodgrains to FCI to the District level with effect from 01.04.2010.
- e) Memorandum of Understanding has been signed with 38 independent academic and research institutes for regular monitoring of the Programme. The Review Missions on MDMS has also monitored scheme in eighteen States and submitted report for taking appropriate action.

ii) New initiatives and Revision of Norms for existing components

- a) The new MDM Website (www.mdm.nic.in) was officially launched by the Minister of Human Resource Development on 30.01.2012.
- b) The web enabled MIS portal for MDM has been launched in the month of June, 2012 and States/UTs have fed annual data for about 11.20 lakh schools. The portal would be integrated with IVRS to monitor the Mid-Day Meal Scheme on real time basis through community participation.
- c) Solar cookers / smokeless Chulha are proposed to be provided in a phased manner in 5000 schools on pilot basis.
- d) Re-imbursement of additional expenditure incurred on the procurement of unsubsidized LPG Cylinders.

Evaluation study of MDMS by the Planning Commission

- i) The Cooked Mid-Day Meal Program has been successful in addressing classroom hunger in sample schools.
- ii) Cooked Mid-Day Meal is reported to have created a platform for children of all social and economic backgrounds to take meals together, thereby facilitating achieving the objective of social equity.
- iii) It has also been observed that the Programme has resulted in the diversion of the attention of teachers and students on activities related to it, rather than towards teaching and learning activities, which results in loss of studies.
- iv) In general, visible shortage of basic infrastructural facilities and manpower (that are crucial for the success of the Cooked Mid-Day Meal Scheme) were noted.
- v) Most of the states, it was observed, did not follow the guidelines of Government of India to deliver foodgrains at the school point by PDS dealer, thereby resulting in the leakage of food grain. There have been instances where due to long supply chain, food grain supplied got adulterated and pilfered.
- vi) While Cooked Mid-Day Meal Scheme seems to have contributed to an increase in the attendance in schools across the country, it does not seem to have any significant impact on fresh enrolments in sample schools.

Grievance Redressal Mechanism under Mid-Day Meal Scheme

In June, 2010, guiding principles for setting up Grievance Redressal Mechanisms (GRMs) for registering complaints through toll free number/dedicated telephone number or through letters were issued to all States/UTs. States/UTs have established GRMs and they are redressing grievances on these guiding principles. Data on such complaints/grievances received and redressed through GRMs is maintained by the States/UTs. Besides as and when complaints are received in Government of India against any aspect of Mid-Day Meal, a report is called from State Governments/UTs.

Best Practices In MDMS

Name of State	Details
Andhra Pradesh	Introduced the Green Channel Scheme under which the Finance Department issues Budget Release Order (BRO) to the administrative department which in gives periodical distribution statement for the entire year to the implementing agencies so that the scheme is implemented without any hindrance throughout the year. Growing of vegetables in the kitchen gardens and serving them under Mid-Day Meal.
Bihar	Bal-Sansad (Child Cabinet) is actively involved in the orderly distribution of mid-day meal.
Gujarat	Initiated the concept of public participation through "Tithi-Bhojan". The villagers sponsor the sweets and food for children on various occasions and provide utensils for MDM Scheme.
Jharkhand	Bal-Sansad (Child Cabinet) is actively involved in the orderly distribution of mid-day meal. School children's mothers association called Saraswati Vahini. Two mothers of these associations are nominated as Sanyojika, who are involved actively in cooking and effective delivery of the food to the children. Dining Halls constructed in schools.
Karnataka	All schools have gas based cooking. Payment of ₹ 1600 and ₹ 1700 honorarium to Cook-cum-helpers and Head Cook respectively per month. Growing of vegetables in the kitchen gardens and serving them under Mid-Day Meal
Kerala	Active participation of Community in MDM. Cook-cum-helpers are paid honorarium @ ₹ 4500 per month (₹ 200 per day up to enrolment of 100 students and ₹ 25 extra for addition of 100 students thereafter.
Odisha	Government of Odisha organised an Awareness Generation Mela for creating awareness.
Punjab	Cook-cum-helpers are paid honorarium @ ₹ 1200 per month. Growing kitchen gardens in the school premises and serving the vegetables in the MDM.
Sikkim	Cook-cum-helpers are paid honorarium @ ₹ 1500 per month. Growing kitchen gardens in the school premises and serving the vegetables in the MDM
Tamil Nadu	Variety meal introduced in two blocks of each district. Egg is served for five days a week. . Curry leaves and drum stick trees are grown in the school premises and added in the mid-day meal. Cook-cum-helpers are regular employees of the State Government and eligible for promotion.
Tripura	Construction of dining halls for eating MDM in the schools.
Uttarakhand	Mothers are appointed as Bhojan Mata and Sahayika in primary schools. Cook-cum-helpers are paid honorarium @ ₹ 1500 per month
West Bengal	Fish Pond in school premises. Payment of ₹ 1500 as honorarium to Cook-cum-helpers per month. Growing of vegetables in the kitchen gardens and serving them under Mid-Day Meal
Chandigarh	Cook-cum-helpers are paid honorarium @ ₹ 1872 per month
Dadra & Nagar Haveli	Cook-cum-helpers are paid honorarium @ ₹ 2400 per month.
Lakshadweep	Cook-cum-helpers are paid honorarium @ ₹.6000 per month
Puducherry	In addition to the mid-day meal, Rajiv Gandhi Breakfast Scheme provides for a glass of hot milk and biscuits. The UT has three slabs for payment of honorarium @ ₹ 5000, 6000 and 9000 to cook-cum-helpers.

New initiatives to avoid any untoward incident under MDMS

- (i) Guidelines have been issued on 22nd July, 2013 to all States/UTs for ensuring quality, safety and hygiene under Mid-Day Meal Scheme and to take prompt action on following points:
 - a) Setting up of an effective Management Structure for MDM at various levels.
 - b) Mandatory tasting of the meal by at least one teacher before it is served to the children.
 - c) Safe storage and supply of ingredients to schools.
 - d) Capacity building of stakeholders.
 - e) Procurement of pulses and ingredients of branded and Agmark quality and supply to schools on the lines of Maharashtra.
 - f) Awareness about entitlements under Mid-Day Meal Scheme.
 - g) Convening of District level Vigilance and Monitoring Committee meeting under the Chairmanship of senior most Member of Parliament from the district.
 - h) Social Audit of the Scheme.
 - i) Testing of food samples by FSSAI / CSIR / NABL accredited lab.
 - j) Contingency Medical Plans.
- ii) The Empowered Committee under the chairmanship of Hon'ble HRM has been constituted with clearly defined Terms of Reference to meet in each quarter.

TEACHER EDUCATION

- A. Strengthening Teacher Education: The Centrally Sponsored Scheme for Teacher Education has been revised for the XII Plan with an approved outlay of ₹ 6308.45 crore over the XII Plan to be shared between the Centre and the States in the ratio of 75:25 (90:10 for NER) to strengthen SCERTs, establish DIETs in all districts created up to 31.03.2011, thereby increasing their numbers from existing 571 to 626; strengthen existing 104 Colleges of Teacher Education (CTEs) and up-grade existing Government secondary teacher education institutions into CTEs; strength existing 32 Institutes of Advanced Studies in Education (IASEs); up-grade Departments of Education in Universities as IASEs; and establish Block Institutes of Teacher Education (BITE) in identified 196 SC/ST/Minority Concentration Districts. Consequent upon the revision of the Scheme, for 2013-14, out of the allocation of ₹ 525.00 crore, a sum of ₹ 507.60 crore was spent.
- B. Quality in Teacher Education

The Teacher Education Bureau is focusing on the following main components for improving the quality of teacher education:

 - (i) Curriculum: The Government of India has come up with the National Curriculum framework for Teacher Education (NCFTE) 2009, which mainly emphasis on the following 5 issues:
 - i). Reflective Teaching
 - ii) Inclusive Education
 - iii) Constructivist environment
 - iv) Technology introduction
 - v) Teaching for democracy
 - 28 States in the country have upgraded D.El.Ed. Curriculum based on the NCFTE 2009. MHRD has been collaborating with Association of Indian universities and interacting with Vice Chancellors during their Zonal meetings for revision of B.Ed. curriculum as per NCFTE 2009.
 - (ii) Teacher Educators: The Government has undertaken up a programme for training of untrained teachers. Till now, NCTE has accorded approval for such programmes to 6, 82,804 untrained in-service teachers in 16 states in the Eastern and North Eastern States of the country. In addition, the Government has selected 110 teachers for a 3 month fellowship at the University of Arizona (USA) under the USAID in-STEP programme. 53 of these teachers have already completed the training in the US. The Government of India has approved establishment of 66 District Institutes of Education and Training, 15 Colleges of Teacher Education, and 5 Institutes of Advanced Studies in Education around the country in year 2013-14 & 2014-15. The Centrally sponsored Scheme additionally envisages establishment of Block Institutes of Teacher Education (BITEs) for imparting elementary pre-service teacher education in 196 SC/ST/Minority Concentration districts, out of these 110 Block Institutes of Teacher Education have been sanctioned till 2014-15 to train teacher educators for SC/ST and Minority communities in different parts of the country. The States have also been asked to strengthen the cadre of teacher educators in their respective States and fill up the vacancies in the teacher education institutions.
 - (iii) Teacher Education Institutions: The Government has taken up a programme for

revision of norms and standards for approval of teacher education institutions to strengthen the process for setting up all teacher education institutions. In accordance with the recommendations of the Justice Verma Commission; efforts are being made to strengthen pre-service and in-service teacher education. Schools of education are being approved on all the Central Universities. Simultaneously, efforts have been made to strengthen the teacher education system in the States. The NCTE has been strengthened for playing an effective role in regulation of teacher education as well as for developing teacher education.

- (iv) ICT in Teacher Education: Ministry of Human Resource Development conducts periodic ICT trainings for Teacher Educators in collaboration with INTEL. Till now, 9 Educator Academies have taken place in which, 216 Teacher Educators from Assam, Bihar, Chhattisgarh, Madhya Pradesh, Meghalaya, Sikkim, Uttar Pradesh, Uttarakhand and West Bengal have been trained. For 2014-15, 06 more ICT trainings are scheduled. The Bureau has also made available audio visual material on its website www.teindia.nic.in on core issues in teacher education.
- (v) Joint Review Missions for Teacher Education: The Centrally sponsored Scheme on Teacher Education put emphasis on monitoring of the process and outcome parameters in respect of each level of institution, and for the purpose a comprehensive monitoring mechanism has been developed there. Joint Review Mission is a part of this monitoring mechanism. Joint Review Missions consisting of experts in Teacher Education have been sent to 19 states from the year 2012-13 to till 2014-15 to ensure effective implementation of the Centrally Sponsored Scheme for Teacher Education. Follow-Up visit of Joint Review Missions also completed in four states i.e. Assam, Chhattisgarh, Meghalaya and West Bengal during 2013-14. The JRM are schedule to be visit in the following states namely Arunachal Pradesh, Rajasthan, Kerala and Tamil Nadu during 2014-15. The main objective of the JRMs is to review status of progress and to consider issues related to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions under the Scheme, in respect of

each level of institution. The guiding principle is one of a learning Mission: (a) learning of progress made against agreed indicators and processes, as well as (b) cross sharing of experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities. The detailed reports for the JRMs are available on the Bureau website www.teindia.nic.in.

The International Task Force for teachers for EFA has elected India as its Co-chair. The representative of MHRD attended the 6th International Conference on Teachers for EFA Conference at Kinshasa in this capacity.

SCHEME FOR PROVIDING QUALITY EDUCATION FOR MADARSAS (SPQEM)

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

- (i) To strengthen capacities in Madrasahs for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
- (ii) Training of such teachers every two years in new pedagogical practices.
- (iii) Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage madrasahs.
- (iv) Provision of Science/mathematics kits in primary/upper primary level madrasahs.
- (v) Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrasahs.
- (vi) The unique feature of this modified scheme is that it encourages linkage of madrasahs with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madrasahs to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.
- (vii) The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madrasahs.

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

During the year 2013-14, out of the budget provision of ₹ 200.00 crore, ₹ 182.73 crore were released to 11 states for honorarium of 35376 teachers of 14859 madarsas and for Book Bank, Science Kits, Computer Lab and Teachers Training etc.

SCHEME OF INFRASTRUCTURE DEVELOPMENT IN MINORITY INSTITUTIONS (IDMI)

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

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

MAHILA SAMAKHYA PROGRAMME

Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The objectives of the MS programme is to create an environment in which education can serve the objectives of women's equality and where women

can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society. Currently the programme is being implemented in 126 districts of ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand.

Targets/Achievements: Targets of the MS programme for 2013-14 were Expansion of MS programme in newer areas, and consolidation of MS work through federations, strengthening Sanghas and federations for their active role in implementation of RTE and increased focus on mobilisation of adolescent girls to ensure their access to mainstream educational resources, and other entitlements. Against these targets, Mahila Samakhya has been able to expand into 4 new districts, 2123 villages into 52 EBBs in 2013-14. This has involved the formation of 2917 Mahila Sanghas, with 89907 women members. Out of the federations formed so far under the programme, 9 of them achieved autonomy during the period. MS has played an important role in the overall implementation of RTE and at present close to 27787 Sangha members have been nominated on School Management Committees and they have been able to play an active role in ensuring effective functioning of schools under RTE. Further, 1399 girls have been enrolled in formal schools after having passed out of Mahila Shikshan Kendras, which have been opened under the programme.

Overall outcome of the Programme: The MS programme is at present being implemented in 41622 villages in 126 districts covering 638 Educationally Backward Blocks (EBBs) in 10 States. The programme reaches out to close to 1.4 Million rural poor women, mobilized into 50900 village level collectives called Mahila Sanghas. These Mahila Sanghas have been federated into 277 Block level institutions to provide a bigger platform to women and take collective action on issues of common concern. Active participation of women in Panchayat Raj Institutions (Local Self Governance) for ensuring their active role in developing village level plans, and monitoring of social services for better governance in their implementation is an important agenda of MS. Currently, close to 15000 members of Mahila Sanghas are elected to Panchayats who continue to play an active role in village level development.

NATIONAL BAL BHAVAN:

The National Bal Bhavan is an autonomous organisation funded by the Ministry of Human Resource Development, Government of India. From its

humble beginning in 1956 till the present time the Bal Bhavan movement has spread across the length and breadth of the country. Recent efforts to further spread the Bal Bhavan methodology in different parts of the country have borne many fruitful results with many New Bal Bhavans and Bal Bhavan Kendras being started in the years 2008 – 2013-14; there are presently 179 Bal Bhavans and Bal Kendras across the country. In addition there are 54 Bal Bhavan Kendras at Delhi as also a rural unit at Mandi village at Delhi. They conduct varied creative activities for children specially children from deprived sections of society and also rural children. A Children's Creativity Centre – the first International centre on the pattern of National Bal Bhavan is functioning in Mauritius.

Programmes: Throughout the year National Bal Bhavan, Jawahar Bal Bhavan Mandi and the Bal Bhavan Kendras organise a large number of programmes at the local, zonal, national and international levels. Thousands of children participate in these programmes. Several special workshops on different themes and topics are also organised throughout the year.

Bal Shree Awards: The Bal Shree Scheme was initiated by National Bal Bhavan in 1995 to identify the exceptionally creative and innovative children of country in the fields of Arts, Performance, Writing and Scientific Innovation. The idea was to identify the originality, creativity and innovativeness in our children and nurture the same from the very onset, so that the future citizen of the country can act as catalysts of social transformation and overall development of the society and the nation.



Launching Ceremony of Right to Education Anthem:

Right to Education Anthem was Launched at National Bal Bhavan on 29th August 2013. Children of National Bal Bhavan presented cultural programme on this occasion. More than 2500 children from Bal Bhavan Kendras and Delhi schools participated in the programme.

National Bal Bhavan organized National Children's Assembly and Integration Camp from 14th Nov.- 20th Nov. 2013 in which about 500 children and escorts from affiliated Bal Bhavans and Bal Kendras from across the country and member children of National Bal Bhavan, Jawahar Bal Bhavan Mandi, Delhi Bal Bhavan Kendras participated in the camp. A delegation from Mongolia comprising of 10 children and 2 escorts are also took part in the programme. In addition approx 3000 children of Delhi schools, NGO's also participated in varied activities of Bal Bhavan and other special activities like Integrated, Science, Creative Writing, Painting, Handicraft, Clay Modeling, Wood Work, Book-Binding, Fun Games. Participated children took part in activities workshops by local artists, artists from Shanti Niketan, National Bal Bhavan artists in the field of performing arts, creative arts, creative writing, print making, ceramic designing, pottery making, wall painting, Rangoli Making, Mehendi designing, dramatics and Papier Mache. During the camp camping children along with the children from member school participated in the many competitions like Debate, Photography etc.



[Joyful faces of children at Programmes and activities of Bal Bhavan]

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Chapter 04

Secondary Education

SECONDARY EDUCATION

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

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

- Important physical facilities are provided which include, (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions, (vii) Electricity / telephone/internet connectivity and (viii) Disabled friendly provisions.
- Improvement in quality through, (i) Appointment of additional teachers to improve PTR (ii) In-service training of teachers, (iii) ICT enabled education, (iv) Curriculum reforms and (v) Teaching learning reforms.
- Equity aspects addressed through, (i) Special focus in micro planning, (ii) Preference to areas with concentration of SC/ST/Minority for opening of schools, (iii) Special enrolment drive for the weaker section, (iv) More female teachers in schools and (v) Separate toilet blocks for girls.

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

Programmatic Support from external funding agencies to RMSA:

- The World Bank, Department for International Development (DFID) and European Union have committed to extend their support to the RMSA programme. In association with these Development Partners, the RMSA programme will be implemented during 2012-16. During this implementation period, for this programme, DFID has provided financial support to the tune of 80 million Pounds. Of 80 Million Pounds, 20 Million Pounds has been earmarked for Technical Cooperation for capacity building of RMSA.
- International Experience of the External Funding Agencies have been in technical expertise to the programme, besides additional financial resources for the programme.

Merger of Schemes: With a view to ensure efficient utilization of funds and greater coordination, other Centrally Sponsored Scheme of Secondary Education i.e. ICT @ School, Inclusive Education for the Disabled at Secondary Stage (IEDSS), Vocational Education (VE) and Girls Hostel (GH) have been subsumed under the existing RMSA scheme.

Quality enhancement under RMSA: RMSA in association with NCERT, NUEPA, UKERIE etc. have taken several initiatives including school leadership development programme, national achievement survey at class X, development of framework for school standards and performance evaluation, national repository of open education resources, etc. to enhance quality of teaching at secondary stage.

VOCATIONALISATION OF SECONDARY AND HIGHER SECONDARY EDUCATION

The revised scheme of "Vocationalisation of Secondary Higher Secondary Education" was approved by the Cabinet Committee on Skill Development on 12.02.2014. The main reasons for revision were continuation of the scheme during the 12th Plan,

incorporate the learnings emerging out from the Haryana Pilot and convergence with Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The specific objectives of the scheme are to enhance the employability of youth through demand driven competency based, modular vocational courses; to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchangeability in qualifications; to fill the gap between educated and employable; and to reduce the dropout rate at the secondary level and decrease the pressure on academic higher education.



Retail Workshop

The Scheme has been integrated with the Rashtriya Madhyamik Shiksha Abhiyan. Under the Scheme financial assistance will be given to the State Governments/UT Administrations and incentives to Government aided and recognized unaided private schools for the remaining period of XIIth Plan for implementation of vocational education. Till 31st December, 2013, 1119 schools have been covered across 21 States/UTs in the country.

Under the scheme of Vocationalisation of Higher Secondary Education, Haryana was selected as the pioneering State to implement the initial pilot project. The pilot in Haryana was launched in September, 2012. The pilot was implemented across 40 schools in 8 districts covering 4908 students in four industry sectors i.e. Information Technology (IT)/Information Technology Enabled Services (ITeS), Automotive, Security and Retail. The sectors have now been expanded to include Travel and Tourism, Healthcare and Beauty & Wellness. The job of developing the competency based curriculum and courseware for the

job roles in all the industry sectors has been assigned to Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) and Central Board of Secondary Education (CBSE) in consultation with industry/Sector Skill Councils (SSCs).

NATIONAL VOCATIONAL EDUCATION QUALIFICATION FRAMEWORK (NVEQF)

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

- (a) national principles for providing Vocational Education (VE) leading to international equivalency,
- (b) multiple entry and exit between VE, general education and job markets,
- (c) progression within VE,
- (d) transfer between VE and general education, and
- (e) partnership with industry/employers

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

SETTING UP OF MODEL SCHOOL AT BLOCK LEVEL AS BENCHMARK OF EXCELLENCE

The objective of the scheme is to have at least one good quality senior secondary school in all the 6,000 blocks of the country. The scheme envisages providing quality education to rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme has two modes of implementation, viz, (i) 3,500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward.

Operationalisation of 400 approved schools through State/UT Governments and award of 50 schools under PPP mode during 2013-14. Against these targets, 711 model schools under State sector component of scheme were operationalised during this period. Under PPP mode, bids have been invited for 41 selected blocks in the pilot phase. The bid evaluation process is in progress. In next round of award of model schools, 150 blocks have been identified for inviting bids from the pre-qualified private entities for award of model schools under the first phase of the Scheme.



[Model School]

Since inception, under state sector component of the scheme 2266 model schools have been approved in 22 states/UTs and financial sanction amounting to ₹ 3284.65 crore has since been released for setting up of 2166 model schools. As on 31.3.2014, 1184 model schools have been made functional in 12 states and amount of ₹ 159.82 crore has been released as recurring grants for these functional schools. As on

31.3.2014, about 1.47 lakh students were enrolled in these 1184 functional schools. It is expected that after operationalisation of 2266 model schools, which have been approved so far under state sector component, a total number of 12.68 lakh students would be benefited @560 students per school.

INFORMATION & COMMUNICATION TECHNOLOGY (ICT) IN SCHOOLS

The scheme has following essentially four components.

- (i) Partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- (ii) Establishment of smart schools, which shall be technology demonstrators.
- (iii) Teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- (iv) Development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

Coverage : The scheme currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers development of e-contents, Internet connectivity & set up of smart schools.

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

INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS)

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

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

The components of the scheme include: A) Student Oriented Component: i) Assessment of medical / educational needs, ii) Provision of student specific facilities, iii) Development of learning material, iv) Purchases of screening reading software. B) Other Components: i) Appointment of special educators, ii) Special pay for general teachers trained in special education – ₹400/- per month iii) Construction and equipping of resource rooms, vi) training of general school teachers to build their capacity to fulfill the needs of children with special needs vii) make schools barrier free. Girls with disabilities receive special focus and efforts made under the scheme to help them gain access to secondary schools with a provision of a monthly stipend of ₹ 200/- for the disabled girls. ₹ 3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of ₹ 600/- per disabled child per annum.

Central assistance for all items covered in the scheme is on 100 per cent basis. The School Education

Department of the State Government/Union Territory (UT) Administrations is the implementing agency. They may involve NGOs having experience, in the field of education of the disabled, in the implementation of the Scheme. Assistance is admissible for two major components viz.:

- i) Student-Oriented Components, such as, medical and educational assessment, books and stationary, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding and loading facility, therapeutic services, teaching learning materials, etc. ₹ 3000/- per child per annum is provided as Central Assistance to be topped by the State by a scholarship of ₹ 600/- per disabled child per annum.
- ii) Other Components include appointment of special education teachers, allowance for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment, etc.

At the central level, a Project Approval Board appraise the proposal from the State Governments and also for monitoring and evaluation. This also has several experts in the field of inclusive education as members. Scheme guidelines are available on the website of Ministry: www.mhrd.gov.in. Over 123356 children with disabilities were covered/ approved to be covered and 3599 Resource Teachers were engaged.

NATIONAL MEANS-CUM-MERIT SCHOLARSHIP SCHEME

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

States/UTs. Students whose parental income from all sources is not more than ₹ 1,50,000/- are eligible to avail the scholarships. There is reservation a per State Government norms. The selection of students for the scholarships is made through an examination conducted by the State Governments. Scholarships are disbursed by State Bank of India directly by electronic transfer into the accounts of students on quarterly basis. From 1st January, 2013 to 31st March 2014, 159127 scholarships have been sanctioned in accordance with the proposals received from the States/UTs.

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

The Centrally Sponsored “National Scheme of Incentive to Girls for Secondary Education” was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of ₹ 3000/- is deposited in the name of the unmarried eligible girls as fixed deposit on enrolment in class IX, who are entitled to withdraw it along with interest thereon on passing Xth Class and on attaining 18 years of age. The scheme covers (i) all girls belonging to SC/ST communities, who pass VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local body schools. Canara bank is the implementing agency for the scheme. During the period from 1st January, 2013 to 31st March, 2014 an amount of ₹ 99.02 crores have been sanctioned covering 330076 girl students.

IMPLEMENTATION OF DIRECT BENEFIT TRANSFER (DBT) SYSTEM

The Government of India had Launched Direct benefit Transfer (DBT) Scheme/System w.e.f. 1st January, 2013 under which 25 schemes across eight Ministries/Departments were selected for implementation of DBT system in 43 pilot districts of 16 States/UTs. It envisages direct transfer of funds to

beneficiary account through the Aadhar Payment Bridge (APB) The second phase of the DBT was rolled out in 78 more districts from 1st July, 2013 in addition to the 43 districts covered in the first phase. Two schemes of the Department of School Education and Literacy viz. National Means cum Merit Scholarship Scheme (NMMSS) and National Scheme of Incentive to Girls for Secondary Education (NSIGSE) are covered under DBT. The digitized lists of beneficiaries have been made available to concerned pilot districts and concerned authorities in the States/UTs. The Department has advised the State Governments to collect aadhar Numbers of beneficiary students and seed the digitized database of beneficiaries with aadhar Numbers. The States have also been advised to seed the bank accounts of the beneficiaries under both the scheme with aadhar numbers to facilitate payment through Aadhar Payment Bridge. The Department of School Education and Literacy has been monitoring the necessary rollout activities and payments with the State Government/UT Governments on regular basis. The total number of beneficiaries in Phase I and Phase II in DBT districts are 41117 in NMMSS and 197836 in NSIGSE.

CONSTRUCTION & RUNNING OF GIRLS' HOSTEL FOR STUDENTS OF SECONDARY & HIGHER SECONDARY SCHOOLS:

To improve access to and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3,500 Educationally Backward Blocks (EBBs) in the country. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families will form the target group of the Scheme. Students passing out of KGBVs will be given preference in admission in hostels. At least 50% of girls' students should be from SC, ST, OBC, and Minority Communities.

The target set is approval of 150 girls hostels and opening of 350 hostels at secondary level in 2013-14. Against the set target, 139 girls hostels were approved

in 2013-14 and 69 new hostels have been functional (48 are functional in temporary locations in the States of (a) Tamil Nadu (44), (b) Haryana (2), (c) Uttarakhand (1) and (d) Dadra Nagar Haveli (1) and 21 in the completed hostel buildings from July, 2013 in Punjab. 412 hostels are already functional in the States of (i) Chattisgarh (67), (ii) Karnataka (62), (iii) Madhya Pradesh (197), (iv) Uttarakhand (19). After completion of the construction, 67 hostels in Rajasthan are functional in their own building since July, 2011. Thus, in total 481 hostels are functional against the set

target of 350.

Since implementation of the Scheme from 2009-10, 2138 hostels have been approved in 25 states (except Kerala and the UT of Dadra Nagar & Haveli) against the target of 3479 hostels and 1580 hostels have been sanctioned in 23 states till 31.12.2013. In total, 481 hostels are functional in 7 states and one hostel in the UT of Dadra Nagar Haveli as on 31.12.2013. Details of hostels sanctioned with state-wise release of grants is annexed please.

Girls' Hostels Scheme- Details of hostels sanctioned and Central share of grant released till 31.12.2013

(₹ in cr.)

S. No.	Name of State	No. of Hostels sanctioned	Non-rec. Grant released in 2009-10	Non-rec. Grant released in 2010-11	Grant released in 2011-12		Grant released in 2012-13		Grant released in 2013-14		Total Non-Recur. Grant released	Total Recur. Grant released	Total Grant (NR+R) released
					NR	Rec.	NR	Rec.	NR	Rec.			
1	Andhra Pr.	355	-	-	96.99	0	113.93	0	0	0	210.92	-	210.92
2	Assam	80	-	-	17.12	0	18.44	0	22.70	0.49	58.26	0.49	58.75
3	Arunachal Pradesh	5	0.96	0	1.00	0	0	0	0	0	1.96	-	1.96
4	Bihar	115	11.56	6.03	41.76	0	15.65	0	0	0	75.00	-	75.00
5	Chhatisgarh	74	14.14	0	22.67	3.89	0	0.73	0	5.60	36.81	10.22	47.03
6	Dadra Nagr Haveli	0	0	0	0	0	0	0	0	0.03	0	0.03	0.03
7	Gujarat	85	0	0	0	0	0	0	34.18	0	34.18	-	34.18
8	Haryana	18	0	0	0	0	0	0	14.03	0.12	14.03	0.12	14.15
9	Himachal Pradesh	5	0.96	0	0	0	0	0	0	0	0.96	-	0.96
10	Jammu & Kashmir	19	3.44	0.19	0	0	0	0	0	0	3.63	-	3.63
11	Jharkhand	81	-	-	0	0	20.01	0	32.28	0	52.29	-	52.29
12	Karnataka	62	10.56	0	0	0	36.57	0.58	11.44	6.38	58.57	6.96	65.53
13	Madhya Pradesh	201	5.74	0	0	8.79	0.38	13.34	78.56	16.61	84.68	38.74	123.42
14	Maharashtra	43	-	-	0	0	25.60	0	0	0	25.60	-	25.60
15	Manipur	5	-	-	0	0	0	0	1.53	0	1.53	-	1.53
16	Meghalaya	9	-	-	0	0	6.95	0	0	0	6.95	-	6.95
17	Mizoram	1	0.19	0	0.20	0	0	0	0.67	0.04	1.06	0.04	1.10
18	Nagaland	11	-	-	0	0	10.61	0	0	0	10.61	-	10.61
19	Punjab	21	4.02	4.01	0	0	0	0	0	0.37	8.03	0.37	8.40
20	Rajasthan	186	5.16	45.81	0	1.99	0	0	0	4.61	50.97	6.60	57.57
21	Tamil Nadu	44	8.42	0	0	0	19.76	0	0	2.66	28.18	2.66	30.84
22	Uttarakhand	19	-	-	0	0.28	16.99	0	0	1.14	16.99	1.42	18.41
23	Uttar Pradesh	141	-	-	0	0	19.04	0	67.35	0	86.39	-	86.39
	Total	1580	65.15	56.04	179.74	14.95	303.93	14.65	262.74	38.05	867.60	67.65	935.25
	Total grant released till 31.12.2013(+)Rec.2013-14									38.05			
									300.79				

National Awards to Teachers (NAT)

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5th September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. Altogether there are 378 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to Central Board of Secondary Education (CBSE) including teachers of independent affiliated schools situated abroad, Council for Indian School Certificate Examination (CISCE), Sainik School, Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Administration (CTSA) and schools run by the Atomic Energy Education Society. 43 'Special Awards' have been earmarked for the teachers of following categories :-

- Teachers with disabilities working in regular schools.
- Special teacher or trained general teachers who have done outstanding work for Inclusive Education.

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

The National Award to Teachers, 2012 was presented by Hon'ble President of India on 5-9-2013 at a ceremony in Vigyan Bhawan, New Delhi. Altogether 327 teachers were conferred with the coveted award of which 105 were female teachers, 07 Sanskrit Teacher, 04 Arabic/Persian/Madrassa teachers and 16 teachers for promoting education of children with disabilities in integrated/inclusive education in schools.

Appointment of Language Teachers (ALT)

Under its Three Language Formula, to encourage usage of Hindi, Urdu and one Modern Indian Language, other than English among school-going children, the Government of India introduced the scheme of Financial Assistance for Appointment of Language Teachers in various Government schools of the country. This scheme aims at fulfilling the

requirement of language teachers in the Government schools and also encourages propagation of the national language as well as Urdu and other Modern Indian languages, like Kannada, Malayalam, Tamil and Telugu in the country.

The Scheme has three components:-

- Hindi teachers in the non-Hindi speaking States/UTs.
- Urdu teachers in any locality where 25% of the population is from Urdu speaking community.
- Modern Indian Language teachers to teach a third language in those schools of the Hindi speaking States/UTs that demand them.

KENDRIYA VIDYALAYA SANGATHAN (KVS)

The scheme of Kendriya Vidyalaya Sangathan (KVS) was approved by Government of India in November 1962 to provide uninterrupted education to the wards of the transferable Central Government employees. Initially, 20 regimental schools were taken over as Central Schools during the academic session 1963-64. This number has now gone up to 1094 including 3 abroad (Kathmandu, Moscow and Tehran) as on 31.03.2014. Out of these 103 KVs are functioning in North East. 61 KVs are running in double shift. The distribution of 1094 KVs, sector-wise is as under (as on 31.03.2014):

Sl. No.	Sector	No. of KVs
1	Defense	351
2	Civil	608
3	Institutes of Higher Learning	026
4	Projects	109
	Total	1094

Criteria for opening of new KVS: Proposal for opening new Kendriya Vidyalaya is considered only if sponsored by any one of the following: (a) Ministries/Department of the Government of India (b) State Governments (c) Union Territories Administrations (d) Organization of employees belonging to the eligible categories. The sponsoring authority is required to provide free of cost land as per norms. There should be concentration of at least 500

employees of the Defence Services or of the Central Government employees or the Government of India Undertaking individually or jointly (250 in the case of Special Focus Districts). The minimum potential

enrolment of children of specified categories for opening a KV to categories I to IV should be 200 or an average of 30 per class whichever is more. KVS is fully funded by the Ministry of HRD.

Salient Features of Kendriya Vidyalayas

- KVs primarily cater to the educational needs of the wards of transferable Central Government employees.
- All Kendriya Vidyalayas are co-educational.
- Common Text books, common curriculum and bi-lingual medium of instructions, i.e. English and Hindi are followed
- All KVs are affiliated to the Central Board of Secondary Education.
- In case of girl students, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.
- No tuitions fee is charged from boys up to class VIII.
- Other categories where no tuition fee is charged up to class XII are the following:
 - SC/ST students
 - Children of those Armed Forces employees who were martyred/disabled during the wars in 1962, 1971, 1999 & Kargil War against China and Pakistan.
 - The wards of KVs staff
- KVs mainly provide education in Science, Commerce and Humanities Streams.

Admissions: The basic criterion for admission in class-I in KVs is transferability of the parents 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. A total number of 11,57,525 students were studying in various Kendriya Vidyalayas during 2013-2014. There were 6,52,788 boys and 5,04,737 girls among these students. The Kendriya Vidyalayas are placed under Specified category of schools under section 2(p) of RTE Act 2009. Accordingly, KVS provides reservation in admission to the extent of 25% of class strength to the children belonging to weaker sections and disadvantaged groups in the neighborhood and provide free and compulsory elementary education till its completion [Section 12(i)(c)] of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

Admissions under RTE Act: (i) KVS has the provision for 22.5% reservation for SC/ST (SC 15% and

ST 7.5%); (ii) 10 seats (out of 40 seats) in Class I per section are to be filled up as per RTE Provision (25% of seats) and these 10 seats will be filled up by draw of lots from all applications of SC/ST/BPL/OBC (Non Creamy Layer)/Disabled taken together. (iii) Remaining seats are to be filled up as per existing priority category system. The short fall in the seats reserved for SC/ST will be made good by filling up of the seats as per order of Priority categories for admission.

Target/Achievements: In the 12th Plan, it has been envisaged to open 500 new KVs under Civil/Defence Sector. Out of these during the year 2013-2014, 54 new KVs have been sanctioned by the Government in March 2014 which will be made operational in 2014-2015.

KVS has organized 218 In-service/Workshops for their teachers to update their knowledge, methodology and innovative practices from 01.01.2013 to 31.03.2014.

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

Year	2011		2012		2013	
	X	XII	X	XII	X	XII
KVs	99.21	93.42	99.36	94.15	99.90	94.82

]Computer and IT related Initiatives: Kendriya Vidyalayas are a pace setting institutions and have taken various initiatives for improving and overhauling school education system in the country including various Audio/Video devices and application or information and communication Technology (ICT).

ICT Infrastructure in KVs as on 31.12.2013:-

- (i) Total number of computers available in KVs: 53081
- (ii) Student Computer ratio : 21:1
- (iii) No. of KVs with computer labs: 1077
- (iv) No. of KVs having Internet Connectivity: 1084
- (v) No. of KVs having Broad Band Connectivity : 1064
- (vi) No. of KVs having their own Websites: 1083

Setting up of e-class room in Kendriya Vidyalayas: Kendriya Vidyalaya Sangathan has implemented the Scheme of establishing E-Class Rooms scheme in 50 Kendriya Vidyalayas located in 10 different regions. To begin with, in each Kendriya Vidyalaya, one section in each class from 3-12 has been equipped with Interactive Board, Multimedia Projector, Computer etc. After completing the pilot project in 500 class rooms, scheme can be rolled out in rest of the Kendriya Vidyalayas in a phased manner.

- Multimedia Devices: 726 Small Schools have been provided with the multimedia device sets having interactive Projection device and visualizer.
- E-content: KVS has taken a novel initiative of creating e-content by using expertise of its own teachers. By this way, large repository of content in offline/online mode has been created.
- Oracle Academy and Think Quest Activities with KVS: Since April 2005, Oracle in partnership with KVS, has helped integrate technology in the class room and transform the teaching and learning experience. The collective effort has resulted in an

empowering experience for schools, teachers and students.

- KVS & Intel Partnership Initiatives: Intel has partnered in the initiative by building capacities of selected teachers from 18 Regions, in developing E-content. In this connection, a Work Shop – “From Books to Bytes” was conducted by Intel for orientating the KV Officials to the potential of technology and building their capacities in using technology tools to enhance their productivity and supporting technology integration in the classrooms. Intel is also supporting KVS in developing Content Clearing House – repository of Digital Resources aligning with the Learning Standards.

Achievements in Sports/Co-curricular Activities: (i) The students of Kendriya Vidyalayas participate in various sports and games activities at regional and national level. The students also participated in Sports Games Federation of India 2012-13 and 64 students of KVs won medals in different games and sports events; and (ii) The students of KVs also participated in Jawaharlal Nehru Science Exhibition conducted by NCERT and won prizes at National level.

JAWAHAR NAVODAYA VIDYALAYA

The National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Society Registration Act XXI of 1860, with the objective to provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.

Procedure/Criteria for opening of a Jawahar Navodaya Vidyalaya: The opening of a Jawahar Navodaya Vidyalaya is based on the proposal from the concerned State/ UT Governments offering about 30 acres of suitable land, free of cost. The State Government has also to provide sufficient temporary

building and other infrastructures, free of rent, to accommodate 240 students and staff for three to four years or till such time the Samiti constructs its own building at the permanent site.

Status of sanctioned JNVs and functional JNVs: To start with, two Jawahar Navodaya Vidyalayas were established during 1985–86, at Jhajjar (Haryana) and Amravati (Maharashtra). As on date, out of 628 districts (excluding Tamil Nadu State), the Samiti has sanctioned 598 Jawahar Navodaya Vidyalayas for 576 districts out of which 588 JNVs are functional.

Admission of students in JNVs: Admission in Jawahar Navodaya Vidyalaya is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education. The Selection test is non-verbal and class neutral and is so designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the Jawahar Navodaya Vidyalaya has been opened are eligible to apply for admission. However, the district where JNV is opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for admission into JNVST, in case a new Vidyalaya has not been started in newly bifurcated district as yet. The JNVs run classes from Class VI to Class XII. The admissions are done for Class VI and IX through JNVST. The popularity of

JNVs is rising over the years. The statistical figures for the students appearing for the JNVST and selected in the year 2013-14 are as under:

Class	Students Appeared	Student Selected
VI	1675439	40603
IX	83188	4346

Reservation Policy for admitting students in the JNVs:

- At least 75% seats in a district are filled by candidates selected from rural areas and the remaining seats are filled from urban areas of the district.
- Reservation of seats in favour of children belonging to scheduled castes and scheduled Tribes is provided in proportion to their population in the concerned district provided that no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.
- One third of the total seats are filled up by girls.
- There is a provision for reservation of 3% seats for disabled children (i.e. orthopedically handicapped, hearing impaired and visually handicapped).

Total number of students:

Number of students	Boys	Girls	Rural	Urban	Gen	SC	ST	Total
	146285	90965	185263	51987	133797	59533	43920	237250
%age	61.66	38.34	78.09	21.91	56.39	25.09	18.52	--

Performance of JNVs: The JNVs have been performing consistently well as is evident from the results declared by CBSE for the last three years:-

Year	2011-12		2012-13		2013-14	
Class	X	XII	X	XII	X	XII
Pass Percentage	99.52	96.86	99.58	95.96	99.73	96.14

Migration policy adopted by the Samiti for JNV students: One of the important features of the

Navodaya Vidyalaya Scheme is the Migration Scheme of students from one Navodaya Vidyalaya in a particular linguistic region to another Vidyalaya in a different linguistic region. It aims at promoting understanding of the diversity and plurality of India's culture and people amongst the students. According to the Scheme, 30% of children from one JNV are migrated to another JNV at Class – IX level. Migration takes place generally between Hindi Speaking and Non- Hindi speaking districts.

Computer Education:

- Computer aided education introduced in 569 Vidyalayas. Computer pupil ratio is 1:12 JNVs.
- 33 Vidyalayas developed as Smart Schools as pace setters in ICT Programme.
- Video multicasting is organized periodically.
- About 10000 teachers have undergone computer training. Training for Principal/Other personnel at JNVs/ROs/NVS Hqrs. undertaken.
- E-content, library management software, database for personnel.

Facilities for the students in the JNVs: Education in the Jawahar Navodaya Vidyalays, including boarding & lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare from school to the homes etc., are free for all students. The average operational expenditure per student per annum for the year 2012-13 was ₹ 64234/-.

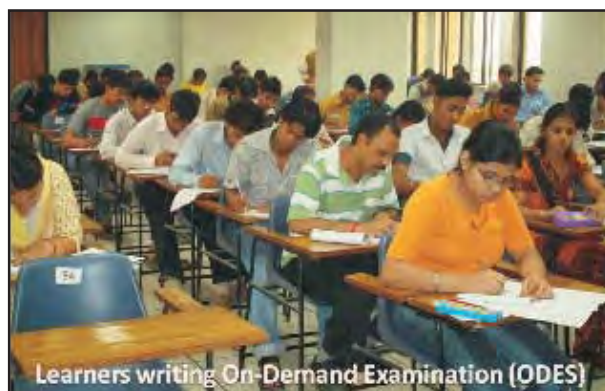
NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

Initiated as a project in 1979 by the Central Board of Secondary Education, the Open Schooling programmes have now taken shape as an independent system of education in India. The National Institute of Open Schooling (NIOS), formerly National Open School (NOS) with approximately, 2.59 million learners on roll, over 6500 partnering agencies, 27 subjects in Secondary level, 24 subjects in Senior Secondary level, 103 Vocational Education Programmes with 19 Regional Centres and 2 Sub-Regional Centres, has emerged as the largest Open Schooling organization in the world. The NIOS works through its five Departments at headquarters and

Regional Centres. NIOS has established its Regional Centre at Allahabad, Bengaluru, Bhopal, Bhubaneswar, Chandigarh, Dehradun, Delhi, Gandhinagar, Guwahati, Hyderabad, Jaipur, Kolkata, Kochi, Patna, Pune, Raipur, Ranchi, Chennai and Dharamshala. The Regional Sub-Centres are at Darbhanga and Vishakhapatnam. A cell has been set up at Port Blair, Andaman and Nicobar Islands.

Up-dates of different Programmes are as under:

- (i) During the year, 5,10,788 learners were enrolled for Secondary and Senior Secondary Academic Courses while 28,035 learners were registered for different Vocational Courses. The enrollment in Open Basic Education Courses was approximately 20,267 as on March, 2013.
- (ii) At present there are 3368 Accredited Institutions (AIs), 85 Specially Accredited Institutions for the Education of Disadvantaged (SAIEDs), 1695 Accredited Vocational Institutions (AVIs), and 237 Accredited Agencies (AAs), of which 974 are Minority Institutions.



(iii) Rural Entrepreneurship Programme:-

This programme has been developed by National Institute of Open Schooling in collaboration with Deptt. of Post & Tata Institute of Social Sciences (TISS) Mumbai. The Objective of the Rural Entrepreneurship programme is to equip the Branch Postmasters with the skills and knowledge to develop postal business as an enterprise. This will enable the participants to play a role in financial literacy, setting up micro enterprise or for supporting self help groups. In the first phase, 2000 GDS of Department of Posts have been enrolled in seven states namely Gujarat, Rajasthan, Maharashtra, Uttar Pradesh, Tamil Nadu, Assam and Karnataka. There are six modules: Foundation Course I – Idea of India, Foundation Course II- Entrepreneurship, Basic Computing, Accounting and Finance, Communication Skills in English and Banking and Insurance. Course materials of six modules have developed in English version. The course material of five modules namely Foundation Course: I : Idea of India, Entrepreneurship, Basic Computing, Banking & Insurance and Accounting & Finance have been translated in Hindi, Assamese, Gujarati, Kannad, Marathi and Tamil.

- (iv) Educational Initiatives for Minorities:- As mentioned earlier, access, equity and quality are hallmarks of NIOS programmes and activities. This concern is reflected in all the courses/ programmes offered by NIOS. Although the courses/programmes of NIOS are meant for all sections of NIOS the society, yet its prioritized (disadvantaged) client groups include



NIOS learners at one of NIOS Maktab

Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities (Muslims, Christians, Sikhs, Jain, Buddhists), girls and women, differently abled, people living in difficult contexts, and ex-servicemen.

Status of Minority Institution in NIOS:- During recent past, NIOS has given the Top Most Priority to the issues concerning minority. The growth rate of the accreditation of minority institutions is 87.70% during the year 2012-13 over 2011-12. Efforts are made to accredit the minority institution within three months from the receipt of the application if it is complete in all respect.

The growth rate of Muslim minority institution is as follows:-

Institution	As on 5.3.2012	As on 18th Oct. 2013	% growth
Muslim minority	244	466	91%
Madarsas	128	363	183.6%
Total	372	829	122.8%

Community wise Study Centres i.e. AI's, AVI's and AA's (As on 18th Oct., 2013)

Community	AIs		AVIs	AAs/OBE	Total
Muslims	Minority Instt.	264	100	102	466
	Madarsas	139	63	161	363
Christian	64		78	09	151
Sikh	16		07	-	23
Jain	02		01	-	03
Budhist	01		-	-	01
Total	486		249	272	1007

- (v) Four new Regional Centres have been established at Ranchi (Jharkhand), Raipur (Chhattisgarh), Chennai (Tamil Nadu) and Dharmshala (Himachal Pradesh). This will facilitate the learner as well as NIOS in the conduct of admission and examination process.
- (vi) At Secondary level, the courses in 13 subjects – Hindi, English, Urdu, Sanskrit, Punjabi, Mathematics, Science and Technology, Social Science, Economics, Business Studies, Home Science, Psychology, and Indian Culture and Heritage- were revised in view of National Curriculum Framework 2005 with integration of life skills. Study materials are in the process of development in the planned new courses at Secondary level such as Folk Art, Carnatic Music and Hindustani Music. A new course in Tamil language at Senior Secondary level was developed and introduced in 2012-13 academic session. Painting at Senior Secondary level is under revision process where the lessons of both theory and practical were reviewed. Malayalam will be introduced as a new subject at Senior Secondary level. New Courses in Tourism, Introduction to Law, Gender Studies and Library & Information Science at Senior Secondary level are being developed.
- (vii) NIOS has set up a state of the art Media centre. A new Audio studio, from where Mukta Vidya is being broadcast, has already been made functional. Mukta Vidya Vani, a web based platform where audio service from NIOS audio studio is streamed 24x7 via the internet. These audio programmes can be easily accessed by the learners. High Definition Video Studio has been setup at NIOS for enhanced production of in-house video tutorials and telecast of recorded as well as live – interactive programmes / PCPs, teleconferences for the benefits of NIOS learners.
- (viii) Recognition of Prior Learning (RPL):- The NIOS has signed an MOU with the Open Polytechnic, New Zealand (OPNZ) and one of the activities under this MOU is to develop the framework on the Recognition of Prior Learning

(RPL) for India. In view of this, the two workshops were held from 20th - 22nd February, 2012 and 27-29th June 2012 to develop the frame work of RPL. The RPL framework was developed and released by Hon'ble Minister of Human Resource Development in March 2013 during an International conference.

- (ix) Rashtriya Madhyamik Shiksha Abhiyan (RMSA):- At Secondary level RMSA is supporting open schooling system to enhance the access, equity, quality and management, especially in deprived parts of the country and in areas with large under privileged population and therefore it gives opportunity to move ahead towards equity and social justice. Considering this fact there is an urgent need to restructure the system and to set up a Resource Centre in NIOS. NIOS will inter-alia support the State Open Schools in the following areas:

- Development of Curricula
- Development of contextualized study materials
- Capacity Building of functionaries
- Conduct of systematic research and evaluation studies
- Monitoring of programmes and activities of open schooling in the context of RMSA

The objectives of Open schooling programme are basically derived from the guiding principles of education at Secondary and RMSA level so as to achieve:

- Universal Access
- Equity
- Social Justice to provide quality education at Secondary level to out of school children through ODL system.

In order to achieve these objectives, NIOS had submitted the proposal for setting up Resource Centre in NIOS. The following areas were indicated in the proposal:-

- (a) Objective of the Framework (Universal Access, Equity, Social Justice)
- (b) Target Groups (Out of school children)

- (c) Planning Process (Moving towards the setting up of RMSA Resource centre)
- (d) Preparatory activities at NIOS
- (e) Approach and Strategy
- (f) Management and Organizational structure
- (g) Monitoring Mechanism of the cell
- (h) Action Plan
- (i) Financial implications

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

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

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (NCERT)

The National Council of Educational Research and Training was established on September 1, 1961 as an apex national body to lead qualitative changes in school education. NCERT has been playing an advisory role guiding Central and State Governments in formulating Policies, Acts and Government Programmes. NCERT has played a crucial role in the development of National Policies on Education (1968 and 1986) and National Curriculum Frameworks. The researches undertaken by the Council have led to building new perspective of schooling and also provided inputs for formulation of policies and programmes. NCERT has been designing and offering innovative and need-based courses for teachers, teacher educators and counsellors. The curricular and other learning materials developed by the Council have helped in bringing about quality schooling. NCERT has recognition both at national and international levels in the area of school education owing to its work done in the last 50 years. It is a unique institution in India, conducting researches, preparing skilled educational professionals and developing curriculum and curricular materials. The major constituent units of the NCERT are:

- a. National Institute of Education (NIE), New Delhi
- b. Central Institute of Educational Technology (CIET), New Delhi
- c. Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
- d. Five Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

Elementary and Secondary Education

NCERT has been designated as the academic authority for implementation of the Right of Children to Free and Compulsory Education Act, 2009. Council has undertaken an exploratory study of implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States/UTs.

An MHRD sponsored project 'Evaluation Study of Expansion/Extension Activities of Entire Network of National Bal Bhavan' was completed. Six self-learning training modules have been developed for the orientation of master trainers/key resource persons for enhancing quality of education at elementary level. NCERT has developed an exemplar package on Continuous and Comprehensive Evaluation (CCE) at elementary stages in all curricular areas and uploaded on NCERT website for wider sharing. At the behest of MHRD, curricular expectations and stage-wise learning indicators (class III, V and VIII) in all curricular areas have been developed which provides an understanding on learning outcomes, and pedagogical process in each curricular area. An In-service Teacher Development (ITDP) Programme, 'Policy Framework for School Teachers' has been developed for organizing in-service education programme for various stages of school education.

The Department of Elementary Education (DEE), has been designated as the nodal centre for the implementation of Sarva Shiksha Abhiyan to address the issues and concerns of quality of education at the elementary stage. 'Quality Monitoring Tools (QMTs)' have been revised in the light of RTE Act, 2009 and final copy has been sent to all the States and UTs and also uploaded on NCERT website.

Under the NTS scheme, during the year 2013-14, a total of 1040 NTS scholarships are awarded to students of

class X. Three nurturance programmes for NTS awardees have also been conducted at Pune, Mumbai and NIE, New Delhi.

In order to popularise science, mathematics and environmental education among students, teachers and teacher-educators, the Council organises national and state level exhibitions.

In commemoration of 150th birth anniversary of Swami Vivekananda, the Council, as advised by the MHRD, has prepared a booklet in which the brief biographies of 13 social thinkers of modern India are depicted.

Capacity building programmes for teacher-educators of M.P. in English language, science, mathematics, educational technology, Hindi language and educational psychology were organised during June and July 2013. A capacity building programme for the teachers of M.P. Tribal Welfare Department was also organised from 19 to 23 August 2013. An online course on action research in education was conducted for teacher-educators working at elementary level.

The Central Institute of Educational Technology (CIET) has so far produced about 215 video programmes and 49 audio programmes on various curricular areas. The institute is feeding an educational television broadcast of 25 minutes duration on DD-1 and 3 hours 55 minutes duration on Gyan Darshan channels.

The Central Institute of Educational Technology has developed National Repository for Open Educational Resources (NROER). The Repository was launched by the Hon'ble HRM, Govt. of India, during the National Conference on ICT for School Education on 13 August 2013 in New Delhi. The Repository is now in public domain for use and can be accessed on <http://nroer.gov.in>. The Repository makes available a wide range of e-content.

In pursuance with the National Policy on ICT in School Education and the ICT@ Schools Scheme, a curriculum for ICT in Education for the School System (Version # 1.01) has been developed by CIET and was released on 13 August 2013 by Hon'ble HRM, Govt. of India.

The pre-service programmes such as four-year integrated B.A. B.Ed., B. Sc. B.Ed./B.Sc. Ed. 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 are running in Regional Institutes of Education.

Educational Support:- Under the bilateral Cultural Educational Exchange Programmes (CEEPs), a delegation from the Ministry of Education, Govt. of Nepal, accompanied by officials from USAID visited NCERT to get an understanding of the programmes being conducted under Early Literacy. Ambassador of Israel, H.E. Mr. Alon Ushpiz and First Secretary Tania Besig-Ropali, visited NCERT to deliberate on various aspects of school education. Members of Parliament of Republic of Indonesia and five officers from their Embassy visited NCERT to know about the production and distribution of textbooks and how these are being made available at low price to school children. Mr. Hongkon Kim from Embassy of Republic of Korea visited NCERT to discuss better cooperation in the area of school education. The purpose of the visit of Mr. Son Kuswadi, Education Attache, Embassy of the Republic of Indonesia, was to discuss the system of teacher education in India.

Publication and Dissemination:- NCERT continues to publish school textbooks, laboratory manual, exemplar materials, teachers' handbooks, supplementary readings, research reports, monographs, educational journals, etc. It published 111 textbooks in Hindi, 119 in Urdu, 102 in English and 9 in Sanskrit. Besides, 32 new publications belonging to non-textbook category have also been published. The distribution of NCERT textbooks is being undertaken through the network of wholesale agents all over India. In addition, copyright permission has also been given to 17 States/UTs, agencies for adoption/adaptation/translation of NCERT books.

Major Policy/Reforms taken during the year 2013-14:- The Council has taken a new initiative of providing field experiences to its faculty. The faculty visits schools located in rural and semi-urban areas for three months with the objectives to get first-hand experiences on the effectiveness of textbooks and other textual materials developed by NCERT on the basis of NCF-2005 and the difficulties faced by the teachers in classroom transaction.

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Chapter 05

Higher & Technical Education

HIGHER & TECHNICAL EDUCATION

Higher Education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. Being at the apex of the educational pyramid, it plays a key role in producing quality teachers for the country's education.

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

The 12th Five Year Plan also lays emphasis on higher education and states that higher education is critical for developing a modern economy, a just society and a vibrant polity. It equips young people with skills relevant for the labour market and the opportunity for social mobility. It provides people already in employment with skills to negotiate rapidly evolving career requirements. It prepares all to be responsible citizens who value a democratic and pluralistic society. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. Indeed, higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined.

HIGHER EDUCATION

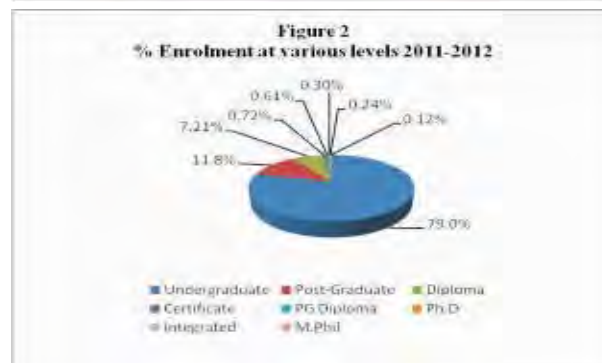
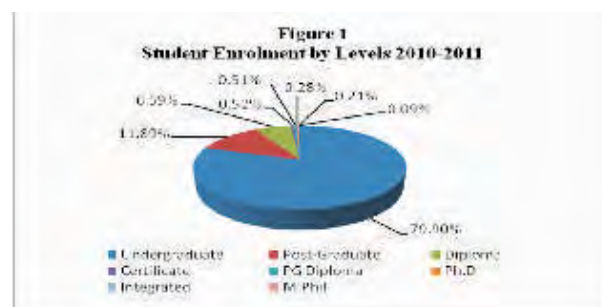
Higher Education System – A Statistical Overview

No. of Institutions/ Enrolment	2010-11	2011-12
Universities	621	642 (upto Dec- ember, 2013)
Colleges	32974	34908
Enrolment (figure in lakh)	275.00	285.63
Enrolment in Distance mode (Figure in lakh)	33.14	35.60 lakh

Source: All India Survey on Higher Education (2010-2011) and 2011-12 (provisional)

The above statistics shows that there is good growth in universities/ colleges and enrolment between 2010-11 and 2011-12 which indicates that higher education system is on right track. There is phenomenal growth of 1937 colleges during that period. At the same time enrolment figure also shows positive picture of higher education and also indicates the success of distance mode in higher education.

Level-wise Enrolment during 2010-11 and 2011-12 in Higher Education



Source: All India Survey on Higher Education 2011-12 (provisional)

Graphical representation (Figures 1 & 2) show that highest numbers of student are enrolled at under graduate level followed by post graduate and diploma etc.

Gross Enrolment Ratio (GER) in Higher Education

	2010-2011	2011-2012
Male	20.8	21.6
Female	17.9	18.9
Total	19.4	20.4

Source: All India Survey on Higher Education (2010-2011) and 2011-12 (provisional)

Gross enrolment Ratio has increased to 20.4 in 2011-12 from 19.4 in 2010-11 showing growth of 5.15 percentage point during that period. It may be seen that GER for male population is marginally higher which clearly indicates that women is also pursuing higher education and posing a challenge to male dominated society which is overall a healthy sign for Indian society.

REFORMS IN HIGHER EDUCATION

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

- (i) Educational Tribunals Bill, 2010:- The Bill aims to provide a mechanism for adjudication of disputes and to establish a two-tier structure of Educational Tribunals at the State and National level on the entire gamut of disputes arising in higher education. The Bill was introduced in Lok Sabha on 3rd May, 2010 and passed by Lok Sabha on 26th August, 2010. The Bill was again examined and amendments proposed relating to definition of the Central Educational Institutions which has now been amended to read exactly as is defined in the Central Educational Institutions (Reservation in Admission) Act, 2006.
- (ii) The Universities for Research and Innovation Bill, 2012:- The Bill provides for the establishment and incorporation of Universities for Research and Innovation which will be set up in the public mode, purely privately funded, as well as Universities in the PPP mode to promote synergies between teaching and research and to create institutions universally recognised for quality in teaching, learning and research. This Bill was introduced in Parliament (Lok Sabha) on 21st May, 2012. The Department related Parliamentary Standing Committee (PSC) has submitted its report on the Bill and the same is under examination.
- (iii) The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010:- The Bill seeks to regulate of entry and operation of Foreign Educational Institutions, including technical and medical institutions, imparting or intending to impart higher education in India. The Bill was introduced in the Lok Sabha on 3rd May, 2010. The Department related Parliamentary Standing Committee (PSC) has submitted its report on the Bill. The official amendments are under finalisation.
- (iv) Higher Education and Research Bill, 2011:- The Bill provides for establishment of an over-arching authority called National Commission for Higher Education and Research for determining, maintaining and coordinating standards in Higher Education. The Bill was introduced in the Rajya Sabha on 28th December, 2011. The Department related Parliamentary Standing Committee (PSC) has submitted its report on the Bill and the same is under examination.
- (v) The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010:- The Bill provides for mandatory accreditation of all higher educational institutions through accreditation

agencies registered by a regulatory authority for registering and licensing these accreditation agencies and regulating the process of assessment and accreditation in the country. The Bill was introduced in the Lok Sabha on 3rd May, 2010 and the report of the Parliamentary Standing Committee was examined by the Ministry in consultation with an Expert Group of eminent academics constituted by the Government for the purpose. The official amendments finalised include expanding the number of members of the Authority to eight and providing representation to OBCs, Minorities, SC, ST and women. It is also proposed that higher educational institutions established by State Governments will apply to accreditation agencies owned and controlled by such State Governments only and imprisonment as punishment in certain cases has been removed.

- (vi) **Prohibition of Unfair practices in Technical Educational Institution, Medical Educational Institutions and Universities Bill, 2010:-** A Bill to prohibit and punish malpractices and adoption of unfair practices in technical and medical educational institutions and in the university system, to protect the interest of students and applicants seeking admission, has been introduced in the Lok Sabha on 3rd May, 2010. Amendments to the Bill have been proposed based on the Parliamentary Standing Committee's report. The changes proposed in the Bill include renaming of the Bill as Prohibition of Unfair Practices in Higher Educational Institutions Bill 2011, to make disclosure of adherence to reservations provisions (in public funded institutions) and putting a policy framework in place (in private un-aided institutions) to account for addressing equity concerns, mandatory in the prospectus and to provide for punishments and penalties in case of non-adherence to the same. The institutions would be required to mandatorily publish the relevant

information on its website in addition to publication of a printed prospectus, to de-link the Bill from the Educational Tribunal Bill, 2010 and restore adjudication of penalties to civil courts.

- (vii) **National Academic Depository Bill 2011:-** A Bill for creation of a National electronic database of Academic Awards and its maintenance by an authorized depository has been introduced in the Lok Sabha on 5th September, 2011. The Bill called the National Academic Depository Bill, 2010 was referred to the Parliamentary Standing Committee (PSC). The report of the PSC has been received and official amendments to the Bill are under finalisation.
- (viii) **Amendment to the Architects Act, 1972:-** The Architects (Amendment) Bill, 2010 was introduced in the Rajya Sabha on 31st August, 2010 to provide for (a) Amendment of section 6, so as to amend sub-section (1) with a view to omit certain words there from and insert a new sub-section (6) with a view to provide for the notification of the names and addresses of the Members of the Council in the Official Gazette; and (b) Insertion of new sections 10A and 10B with a view to make provision for issuance of directions by the Central Government and to provide for supersession of Council on certain grounds and for a total period not exceeding two years.

On the basis of recommendations of the Parliamentary Standing Committee, it has been decided to bring further improvements in the Architects (Amendment) Bill, 2010, by incorporating a provision relating to power to Central Government to refer to a Commission of Inquiry on the failure of Council of Architecture to comply with the provisions of the Architects Act, 1972, issue of directions to the Council on policy matters and supersession of the Council for a period not exceeding one year in case the Council is unable to perform, or has persistently

made default in the performance of duty imposed on it by or under the Architects Act, 1972 or has exceeded or abused its powers, or has willfully or without sufficient cause failed to comply with any direction issued by the Central Government. Notices for consideration and passing of the Bill and also for carrying out official amendments in the Bill were moved in winter session of Parliament, 2011, Budget Session, 2013 and Monsoon Session, 2013. However, the Bill could not be taken up for consideration in that session and in subsequent sessions. Notices have been sent to the Rajya Sabha Secretariat for consideration and passing of the Bill and for carrying out official amendments during the current session of Parliament.

- (ix) National Institute of Technology (Amendment) Act, 2012:- To make National Institute of Technology(NIT) Act, 2007 more comprehensive and effective, necessary amendments were moved on the various accounts viz (a) To incorporate 10 new NITs located in the States of Sikkim, Arunachal Pradesh, Manipur, Nagaland, Meghalaya, Mizoram, Uttarakhand, Delhi, Goa and Pondicherry as Institutions of National Importance; (b) To strengthen existing transitional provisions of the NIT Act, 2007; (c)To give representation to nearby premier Central Institution in the Board of Governors of NITs; (d) To amend the procedure for appointment of Deputy Director in NITs; and (e) To incorporate Indian Institutes of Science Education and Research(IISERs) in the NIT Act by making suitable provision in the NIT Act, 2007.

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

- (x) Indian Institute of Information

Technology (IIIT) Bill, 2013: The Bill seeks to provide the four existing IIIT's founded by the Central Government independent statutory status and also to declare them as Institutions of National Importance. Likewise, the IIITs, proposed to be established Public Private Partnership mode would also be incorporated as statutory bodies and declare as Institutions as National Importance. The Cabinet in its meeting held on 17.8.2012 has approved, inter-alia, the proposal for introduction of the IIIT Bill, 2012. The IIIT Bill, 2013 has been introduced in the Lok Sabha on 18.3.2013 for consideration and referred to the Department related Parliamentary Standing Committee(PSC) for examination and report. The Department related PSC considered the IIIT Bill, 2013 in its meeting held on 3.10.2013, 10.10.2013 and 5.12.2013. 60 copies of the Questionnaires (Hindi and English) version duly filled in were forwarded to the Rajya Sabha Secretariat for consideration of the PSC. The point wise comments on each of the observations made by the Department related PSC was forwarded to the Rajya Sabha Secretariat on 15.01.2014.

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

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

REGULATORY BODIES

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

- (i) University Grants Commission(UGC):- The University Grants Commission(UGC), is a statutory organisation established by an Act of

Parliament in 1956 for the promotion and coordination of University Education and for the determination of teaching, examination, research and extension in Universities and maintenance of standards. Apart from providing grants to universities and colleges, the Commission also advises the Central and State Governments on the measures necessary for development of higher education. It functions from New Delhi as well as through its six Regional Offices located in Hyderabad, Bangalore, Guwahati, Kolkata, Bhopal and Pune. UGC's Plan Budget Estimate for the year 2013-2014 is distributed under the following eight sectors:-

(₹ in crores)

S. No.	Sectors*	Total
1.	Enhancing Aggregate Access	4410.00
2.	Equity	175.20
3.	Quality and Excellence	388.20
4.	Research Projects	441.20
5.	Relevance and Value Based Education	128.00
6.	ICT Integration	3.00
7.	Governance and Efficiency Improvement	6.20
8.	Others (New Schemes and Committed liability of XI Plan)	165.20
	Total	5717.00

*Brief details of Sector-wise schemes/programmes of UGC are at Appendix-1.

University Grants Commission-Distance Education Bureau:- The Ministry of Human Resource Development vide its Order dated 29th December, 2012 & 5th February, 2014 issued directions under section 20(1) of the UGC Act, 1956 with regard to regulation, maintenance of standards, and according recognition in respect of Distance Education programmes conducted by institutions of higher education. The directions inter alia contained: -

(i) UGC shall act as a regulator in respect of ODL programmes, and Universities/institutions need to seek recognition/permission from UGC for

conducting such programmes; (ii) UGC will develop Regulations for maintenance of norms and standards in ODL programmes (iii) UGC will create necessary physical infrastructure and manpower to discharge the regulatory functions, and for the purpose utilise the staff of erstwhile DEC, in consultation with IGNOU; and (iv) UGC shall, as soon as DEC is dissolved, start performing its functions as the regulator of ODL programmes.

Steps taken by UGC:- In pursuance of the above directions, the UGC has taken several steps, including the following:

- (i) The UGC constituted an Expert Committee under the chairpersonship of Prof. N.R. Madhava Menon to frame appropriate regulations for the conduct of distance education programmes in the country. This Committee submitted its Report to the UGC in November, 2013. The Report was placed in public domain. Thereafter, the Distance Education Bureau formulated the Regulation which was considered by the Commission in its meeting held on 10th January, 2014. Based on the changes suggested by the Commission, the Revised Regulations were sent to the Ministry of HRD for its concurrence/approval.
- (ii) The UGC has vide its order dated 31st May, 2013 made interim arrangements for work relating to grant of recognition in respect of the distance education programmes, and for the purpose the officials of the erstwhile Distance Education Council (DEC) have been take over by the UGC on 'deemed deputation' until further orders. The UGC has also sent a proposal to the Ministry of HRD for creation of academic and non-academic posts in the UGC to undertake the regulatory functions of ODL.
- (iii) The UGC has also vide its letter dated 28th May, 2013 wrote to all Vice Chancellors of Universities with regard to repeal of Statute 28 of IGNOU Act, shifting of the regulatory responsibilities of ODL from IGNOU to UGC, with the request to

Universities to ensure that no further affiliation/approval is granted to any new centre for ODL programme/course till the new regulations are notified.

- (iv) The UGC vide its Notifications dated 17th June, 2013 laid down the mechanism for dealing with the institutions engaged in open distance learning till such time the new regulations were framed/notified. It was inter alia decided that the present guidelines of DEC would govern the decision making process for grant of permission for ODL programmes till the new Regulations are notified by the UGC.
- (v) The UGC has also issued a Public Notice dated 27th June, 2013 with regard to Courses/Study Centres/Off Campus & Territorial Jurisdiction of Universities. The said Public Notice deals with some important matters relating to jurisdiction of universities especially with regard to Private Universities, Deemed Universities and Universities offering distance education programmes.
- (vi) The UGC constituted an Expert Committee under the chairpersonship of Prof. Mohammad Mian, Vice Chancellor, MANUU, Hyderabad, with Dr P Prakash, (then) Vice Chancellor, Dr Ambedkar Open University, Hyderabad and Prof Hari Chandan, Director, Institute of Distance Education, University of Mumbai as members to give its recommendations on all the pending applications with the erstwhile DEC. This Committee has held five meetings and has given its recommendations in respect of the pending applications and other matters relating to grant of approval/recognition. The recommendations of the first 3 meetings of the Expert Committee were considered by the Commission in its meeting held on 31st July, 2013. The recommendations of the 4th meeting and the 5th meeting of the Expert Committee were considered by the Distance Education Committee.
- (vii) The Commission constituted the Distance

Education Committee, under Chairmanship of Chairman, UGC, and consisting of two Commission Members – Prof D N Reddy and Dr VS Chauhan and Shri Praveen Prakash, JS (TEL), MHRD, to consider the recommendations of the Expert Committee and take all decisions on distance education on behalf of the Commission. The Expert Committee has so far held 5 meetings, while the Distance Education Committee has held two meetings.

- (viii) In order to provide financial assistance to the State Open Universities and other institutions imparting Distance Education programmes, an activity which was undertaken by the erstwhile DEC out of funds released to it by the Ministry of HRD, the UGC appointed an Expert Committee for Financial Assistance to ODL Institutions under the Chairpersonship of Prof H P Dikshit. The Committee invited proposals for financial assistance from the ODL institutions and approved release of grants in three meetings. An amount of ₹ 57.00 crore approximately has been sanctioned to 12 State Open Universities and about 45 Directorates of Distance Education of the dual mode Universities during 2013-14. Funds were released to the Universities out of the grants of IGNOU released to it by the Ministry of HRD for the purpose.
- (ii) All India Council for Technical Education (AICTE):- All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. The Government of India (Ministry of Human Resource Development) constituted a National Working Group to look into the role of AICTE in the context of proliferation of technical institutions, maintenance of standards and other related matters. The Working Group recommended that AICTE be vested with the necessary statutory authority for making it more effective, which would consequently require

restructuring and strengthening with necessary infrastructure and operating mechanisms. The Council is a 51-member body and has a Chairman, a Vice-Chairman and a Member Secretary with tenure appointments. The details of the approved programs/institutions and intakes for the year 2013-14 (up to October 2013) are summarized below:-

Sl. No.	Programme	No. of Institutions	Intake
1.	Engineering and Technology	6214	2934580
2.	Management	3764	449829
3.	MCA	1571	122644
4.	Pharmacy	1419	168287
5.	Arch.	165	12870
6.	HMCT	119	9337
7.	Applied arts and craft	67	4866
	Total	10298	3702413

The Council has granted approval to 171 Institutions in the year of reporting and with an additional intake of 14898 in the various Technical/Management courses. Major achievement(s) in respect of following schemes of AICTE are given below:-

- Scheme of Community Colleges under Pilot project (AICTE Scheme of Equipment Grant-in-aid):- Government of India has decided to set up 200 pilot Community Colleges in existing colleges/polytechnics from the academic session 2013. Industry, including business, service, agriculture and allied sectors will be associated at all levels of activities in these College viz., development of curriculum, training of trainers/teachers, supply of guest faculty and hands on practical training and evaluation to increased the confidence of the employer in the skills acquired by the learner.
- AICTE approved Public/Private Institutions under National Vocational Education Qualification Framework (NVEQF): AICTE has given approval to 376 Institutes and 79 training providers to start the

programme w.e.f. 2013-14. In 2012-13 One Institute on a pilot basis started at level 3 for training 100 students in auto sector and 100 students in IT sector.



- Employability Enhancement Training Programme (EETP) under AICTE: To facilitate technical institutions to respond to the need of providing state of art Telecom equipment based operational Skill to engineering graduates to enhance their qualification, competence and employability by enhanced skill up-gradation, AICTE has signed an MoU with BSNL to use the training facilities and faculty of BSNL for the benefit of students in AICTE approved institutions under its Employability Enhancement Training Programme(EETP).
- National Employability Enhancement Mission (NEEM): The objective of National Employability Enhance Mission (NEEM) is to offer on the job practical training to enhance employability of a person either pursuing his or her graduation / diploma in any technical or non-technical stream or have discontinued studies of degree or diploma course to increase their employability.
- National Vocational Educational Qualification Framework, Domain: NIELIT certified IT Professional (NCITP): All India Council for Technical Education has approved to add a new specialization under IT Sector by the name NIELIT certified IT Professional (NCITP) proposed by NIELIT under NVEQF. In order to create a general awareness about the alignment of

NIELIT courses with NVEQF and using NIELIT accredited Centres as Skill Knowledge Provider (SKP) for imparting hands on skills to students, an MoU on 26th November, 2013 has been signed between AICTE and NIELIT and formally launched the new specialization under IT Sector by the name NIELIT certified IT Professional (NCITP) under NVEQF at NIELIT Centre in presence of Hon'ble Ministers from Ministry of HRD and Ministry of IT and Communication.

- (iii) Council of Architecture (CoA):- The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on 1st September, 1972. The Act provides for registration of Architects, prescribing minimum standards of architectural education for the purpose of recognized qualifications and standards of practice to be complied with by the practicing architects. The Council is managing its affairs out of various fees received by it and since its inception no grants-in-aid are received from Government of India. The Council of Architecture is charged with the responsibility to regulate the practice of profession throughout India besides maintaining the register of architects. For this purpose, the Government of India has framed Rules and Council of Architecture has framed Regulations as provided for in the Architects Act, with the approval of Government of India. Any person desirous of carrying on the profession of 'Architect' must have registered himself with Council of Architecture. The registration with Council of Architecture entitles a person to practice the profession of architecture, provided he holds a Certificate of Registration with up-to-date renewals. The registration also entitles a person to use the title and style of Architect. Presently about 330 institutions impart architectural education in India leading to recognized qualifications. The COA is required to keep the

Central Government informed of the standards being maintained by the institutions and is empowered to make representation to the Appropriate Government. The appropriate Government then makes an appropriate recommendation to the Central Government with regard to de-recognition of recognized qualifications as mentioned in the Schedule or the Act.

RESEARCH COUNCILS

There are five Research Councils in various branches of higher education as given below:-

Indian Council of Historical Research (ICHR):- The Indian Council of Historical Research (ICHR) was established by the Government of India, in 1972, as an autonomous body to encourage objective and scientific research in various aspects of History. The primary objective of the Council is to give a proper direction to historical research, encourage and foster objective and scientific writing of history, not only from the point of view of national integration but also to inculcate respect for our cultural heritage without encouraging a blind acceptance of obscurantism and revivalism in historical writings.

The mandate of ICHR is (i) bring historians together and provide a forum for exchange of views between them; (ii) give a national direction to an objective and rational presentation and interpretation of history; (iii) promote, accelerate and coordinate research in history with special emphasis on areas which have not received adequate attention so far; (iv) promote a coordinated and balanced distribution of research effort over different areas; and (v) elicit support and recognition for historical research from all concerned and ensure the necessary dissemination and use of results.

Indian Council of Social Science Research (ICSSR): The Indian Council of Social Science Research (ICSSR) New Delhi, was set up in 1969 by the Government of India. Its primary objective is to promote research in Social Sciences and to facilitate its utilization by the concerned stake holders, to the State

Government coordinates and develop skills to undertake research in social and development to 25 research institutes and six Regional Centres engaged in social sciences research at different places in India.

The International collaboration Programme has been envisaged to Promote academic links among the social scientists in India and abroad. The Council is one of the implementing agencies of the social science component of the Cultural Exchange Agreements (CEPs) and Educational Exchange Programmes (EEPs) signed between the Government of India and the governments of other countries. Bilateral collaboration with premier social science organizations abroad are also undertaken. Activities undertaken within the framework of these programmes is exchange of scholars, joint seminars, joint research projects, joint publications, etc.

Indian Council of Philosophical Research (ICPR):- The Indian Council of Philosophical Research (ICPR) set up by the Ministry of Education, Government of India, was registered as a society in March 1977 under the Societies Act, 1860, but it actually started functioning in July 1981 under the Chairmanship of Professor D. P. Chattopadhyaya.

The Council was set up with specific aims and objectives out of which some of main objectives are to review the progress of research in Philosophy from time to time; to sponsor or assist projects or programmes of research in Philosophy; to give financial support to institutions and organizations engaged in the conduct of research in Philosophy; to provide technical assistance or guidance for the formulation of research projects and programmes in Philosophy, by individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology; to indicate periodically areas in and topics on which research in Philosophy should be promoted and to adopt special measures for the development of research in neglected or developing areas in Philosophy and to co-ordinate research activities in Philosophy and to encourage programme of inter-disciplinary research;

Project of History of Indian Science, Philosophy and Culture (PHISPC): The idea of undertaking a comprehensive research project for inter-disciplinary study of History of Indian Science, Philosophy and Culture was conceived by Professor D.P. Chattopadhyaya, Founder Chairman of Indian Council of Philosophical Research (ICPR) in early eighties, but the idea could take practical shape only in 1990.

As a result of series of discussions, deliberations and consultations amongst eminent scholars of history, science, philosophy and culture, it was decided to undertake inter-disciplinary study, so that interconnection between science, philosophy and culture as they developed in the long history of Indian civilization could be brought out in detail.

National Council of Rural Institute (NCRI), Hyderabad: The National Council of Rural Institutes (NCRI) was borne out of the programme of Action (PoA) on National Policy on Education (NEP) – 1986. It was set up in 1995 as an autonomous organization under the Ministry of Human Resource Development (HRD) with the mandate to promote rural higher education.

The mandate of NCRI is (i) promote Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro-planning for transformation of rural areas as envisaged in NPE 1986 (as modified in 1992); and as it was suggested by Radhakrishnan Commission (1948); (ii) consolidate network and develop Rural Institutes and endow them for recognition; (iii) develop Rural Institutes into Regional Development Institutes and Rural Universities, which shall function as hubs for knowledge connectivity, and emerge as effective agents for rural transformation in the backward regions, through voluntary initiatives, wherever possible; (iv) regulate the quality of education of rural institutes and educational programmes in the area of rural higher education of all the Universities in India; (v) design a variety of courses at the tertiary level around emerging rural occupations; (vi) strengthen

teacher training facilities for Gandhian Basic Education; (vii) strengthen the content of all these institutions with emphasis on science, technology and management on the one hand and traditional wisdom on the other; (viii) promote vocational training programmes and initiatives for self-reliance; (ix) encourage field-oriented courses of rural institutes; (x) promote action-research as a tool for social and rural development; (xi) promote extension services to the community through micro-level planning; and (xii) advise Government of India on all such matters pertaining to rural institutes as may be referred to it from time to time.

Indian Institute of Advanced Study (IIAS), Shimla: The Indian Institute of Advanced Study is an advanced residential centre for free and creative enquiry into the fundamental themes and problems of life and thought. It was established in 1965 under the Societies Registration Act 1860 and is housed in Rashtrapati Nivas, Shimla. The main aim of the Institute is to promote creative thought in areas which have deep human significance and to provide an environment suitable for academic research and also to undertake, organize, guide and promote advanced research in all areas of Humanities and Social Sciences.

Fellows form the core academic community of the IIAS. During the year 2013-2014, three National Fellows, three Tagore Fellows, 31 Fellows and 8 Guest Fellows were at the Institute. Besides, the Institute invites scholars of eminence to deliver lectures at the Institute. In this regard, 4 Visiting Professors and 9 Visiting Scholars visited the Institute during the period under report.

PROGRAMMES/SCHEMES

(i) **Establishment of New Model Degree Colleges in Educationally Backward Districts:** A new scheme was introduced in 2010 to provide central financial assistance for establishment of a Model Degree College in each of the identified 374 Educationally Backward Districts (EBDs) where Gross Enrolment Ratio (GER) for higher education was less than the

national (GER). The main objective of the scheme was to enhance access to degree courses in EBDs of the country, so as to achieve expansion in higher education with inclusion, equity and quality. Essentially, the scheme was a motivational one for State Governments to uplift under-served districts educationally by providing appropriate financial assistance. The scheme was now been subsumed under a new centrally sponsored scheme called Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

(ii) **Rashtriya Uchchatar Shiksha Abhiyan (RUSA):** The objective of the scheme was to set up one model Degree College in each of the identified 374 Districts with Gross Enrolment Ratio lesser than National Average. 374 Educationally Backward Districts were identified on the basis of 2001 Census whose GER (Higher Education) was lower than the then national average of 12.4%. These include 64 Minority Concentrated Districts. The capital cost for each college was fixed at ₹ 8 crore. This was subsequently revised to ₹ 4 crores, with the states having the option to prepare their proposals between ₹ 4 to 8 crores. The total fund requirement was calculated at ₹ 2992 crore (for 374 colleges @ ₹ 8 crore per college) and the central share limited to ₹ 1079 crore (50:50 for special category states (all North-Eastern states, Sikkim, Jammu & Kashmir, Himachal Pradesh and Uttarakhand) and 65:35 for other states, with the centre bearing 65% of the capital cost). The land was to be provided free of cost by the state Governments.



The RUSA logo being displayed at the launching

Targets/Achievements: The physical target for the 12th plan is as follows.

Sl. No.	Component	No of Universities/Colleges/ States/Units
1.	Creation Universities by way of up gradation of existing autonomous colleges	45
2.	Creation of Universities by conversion of colleges in a cluster	35
3.	Infrastructure grants to Universities	150
4.	New Model Colleges(General)	60
5.	Upgradation of existing degree colleges to model colleges	54
6.	New Colleges (Professional)	40
7.	Infrastructure grants to colleges	3500
8.	Research, innovation and quality improvement	10
9.	Equity initiatives	20
10.	Faculty Recruitment Support	5000
11.	Faculty improvements	20
12.	Vocationalisation of Higher Education	20
13.	Leadership Development of Educational Administrators	20
14.	Institutional restructuring & reforms	20
15.	Capacity building & preparation, Data collection & planning	20
16.	Management Information System	20

According to the latest reports by UGC, 178 proposals were received, out of which approval was conveyed for 74, while 71 were under process call and 33 were rejected on grounds of ineligibility. In case of the 64 MCDs, proposals were received for 31 from the respective State Governments of which, 16 proposals have been approved. Since a new Scheme Rashtriya Uchchatar Shiksha Abhiyan has been approved by the Cabinet, the Model Degree College Scheme has since been subsumed under RUSA.

Overall Outcome of the Scheme (Upto March, 2014):- Immediately after Cabinet approval, all the States and UTs (except the then poll-bound States of Delhi, Chhattisgarh, Madhya Pradesh, Rajasthan and Mizoram) were informed of the launch of the Scheme and requested to indicate their willingness to participate in RUSA by 31/10/2013. The poll bound states, on the other hand, were informed after the State polls were over and were given time till 31.12.2013 to indicate their willingness. Till date, the willingness of 23 States and 4 UTs has been received.

(iii) Central Scheme to Provide Interest Subsidy on Educational Loan (CSIS):- The Objective Of The Scheme Is To Ensure That No One From The Economically Weaker Sections (EWS), including minorities, SCs/STs, women & disabled is denied access to professional education only for the reason that he or she is poor. The scheme is intended to cover all those students belonging to EWS, with an annual income upper limit of ₹ 4.5 lakh per year. The Scheme provides for full interest subsidy during the period of moratorium (i.e. duration of recognised professional course plus 1 year or 6 months after employment whichever is earlier) on educational loans availed of by all students belonging to EWS from Scheduled Banks, including Co-operative & Regional Rural Banks, as per the Model Educational Loan Scheme of Indian Banks Association. Canara Bank is the nodal Bank for this Scheme. The Scheme was launched from the academic year 2009-10 onwards. It has been now decided to extend the benefit of interest subsidy on educational loans taken before 1/4/2009 on one time basis i.e. prior

to the inception of CSIS and interest outstanding up to 31.12.2013. For cases which are NPAs and outstanding as on 31.12.2013, the interest during the moratorium period (the capitalised interest) OR the interest outstanding as on 31.12.2013, whichever is less, will be eligible for relief. Department of Financial Services, Ministry of Finance, is administering this in co-ordination with the nodal Canara Bank.

So far subsidy has been released for nearly 40 Lakh accounts. In the reporting year i.e. 2013-14 an amount of ₹ 1582.21 crore was allocated which included ₹ 165 crore for SCs and ₹ 98.87 crore for STs out of which an amount of ₹ 15,24,66,79,815/- was spent, including ₹ 107,46,35,594/- for SCs and ₹ 98,86,44,221/- for STs. Additionally 9 Lakh students will be benefitted after extending the scope of the scheme to the loans availed of prior to 2009-10. For this an amount of ₹ 2600 crore has been provided by the Department of Financial Services.

Cumulatively, so far ₹ 3424.96 crore to nearly 40 Lakh accounts have been released to the Member Banks, National Scheduled Tribe Finance Development Corporation (NSTFDC) & National Scheduled Caste Finance Development Corporation (NSCFDC) since 2009-10 for remitting the same to individual students accounts.

Credit Guarantee Fund for Educational Loan:- Government has approved the Credit Guarantee Fund for Educational Loan. The Fund shall provide guarantee to the extent of 75% of the defaulted amount or such amount as may be specified by the Fund. Specified limit of the loan against which guarantee would be given is ₹ 7.5 lakh or such other amount as decided by the Fund. Any education loan with interest of more than 2% over the base rate shall not be covered under the Fund. The Fund may, however, revise the ceiling of 2%. The Fund will be settled by the Management Committee of MHRD chaired by its Education Secretary. The management of the corpus of the Fund will be with the common Trust,

namely, National Credit Guarantee Trustee Company under the Department of Financial Services, Ministry of Finance, meant for education, skill development and factoring with separate management committees for each of three schemes. The scheme shall come into effect from the date notified by the Government. The advantages of the credit guarantee fund are manifold; it will reduce the NPA burden of the banks, allow more educational loans at reasonable rates and also liquidity contributing to increasing GER and bring about competition.

- (iv) **The National Ragging Prevention Programme:-** The objective of the programme is to curb the menace of ragging in the educational institutions and make India a Ragging Free Nation.

The programme covers the entire nation. Prevention is achieved through (i) improved communication between college authorities, parents & students (ii) effective monitoring of compliance of regulations & (iii) enhanced public awareness. The programme also provides for an effective mechanism for redressal of students complaints. The National Anti-Ragging Helpline became operational on the 20th June, 2009 on 24x7 basis. 12 agents, capable of speaking several languages, man the call centre in each shift. Complaints are received on (i) Toll Free No. : 1800-180-5522; (ii) And also through E mail: helpline@antiragging.in In the past 5 years, nearly 2400 serious complaints of Ragging were recorded by the call centre. Nearly 70% of those cases were closed, after arriving at a satisfactory resolution & with the consent of the complainant. Nearly 30% cases required intervention of higher & regulatory authorities.

An Anti – Ragging Web Portal (www.antiragging.in) was developed by the University Grants Commission (UGC) in collaboration with Ed.CIL (India) Ltd. and Planet E-Com Solutions. It was launched by the Government of India on 26th July, 2012. It provides a platform for students to interact with

each other. To ensure that (i) each complaint is brought to its logical conclusion & to ensure (ii) compliance of regulations, Government of India has appointed a Non Governmental Agency, namely, Aman Satya Kachroo Trust (www.amanmovement.org). The Trust is also responsible for (iii) collection of data derived from students affidavits & (iv) management of the data created at the Call Centre. The trust works in close cooperation with the University Grants Commission & with other regulatory authorities such as AICTE, MCI etc.

- (v) Technical Education Quality Improvement Programme (TEQIP) Phase-II:- Building upon the satisfactory completion of the first phase of TEQIP, its second phase (TEQIP-II) is presently being implemented as a Centrally Sponsored Scheme (CSS) to improve quality of Technical Education through institutional and systemic reforms. It follows the same principles as the first phase, while beefing up implementation with rigorous and detailed monitoring procedures and emphasis on policy reforms. The second phase boosts efforts to prepare more post-graduate students to reduce the shortage of qualified faculty, and to produce more R&D in collaboration with industry. A total of 190 institutions i.e. [25 Centrally Funded, 128 State Govt. funded and aided and 37 Private Unaided institutions] have been selected for participation in the Project.



Strengthening Institutions to produce high quality engineers for better employability; (ii) Scaling-up postgraduate education and demand-driven Research

& Development and Innovation; (iii) Establishing Centers of Excellence for focused applicable research; (iv) Training of faculty for effective Teaching; and (v) Enhancing Institutional and System Management effectiveness.

Notable gains (Up to March 2014) under above programme as under:-

- (i) Establishment of Knowledge Incubation Centres at IITs (Kanpur, Hyderabad, Bombay, Madras, Guwahati, Delhi, Kharagpur & Gandhinagar).
 - (ii) Direct to Student programme in 100 project institutions under Quality Enhancement Engineering (QEEE) Programme by IIT Madras
 - (iii) Capacity Development programme with IIMs (Indore, Lucknow, Bangalore, Kozhikode, Trichy, Udaipur, Raipur) through which 533 faculty members have been trained.
 - (iv) Administrative Staff College of India (ASCI), Hyderabad has been selected to conduct Project Evaluation Study in a sample of 30 project institutions which is nearing completion.
 - (v) Contract has been signed for conduct of Student & Faculty Satisfaction Surveys. Two rounds of Surveys are expected to be completed by December 2014.
 - (vi) Mentoring and Performance Auditing by eminent academicians is a unique feature of the Project.
 - (vii) An amount of ₹265.26 crore had been released to the selected institutions, SPFU, IIMs & IITs participating under the project TEQIP – II since inception upto 31.12.2012. Further, an amount of ₹506.28 crore has also been released to aforesaid during the period of 01.01.2013 to 31.03.2014.
- (vi) Brief on Establishment of 50 Centres for Training and Research in Frontier areas of Science and Technology (FAST):- On

recommendation of the XI Plan Working Group on Technical Education to establish centres of excellence for advanced training and research on certain areas, the Ministry of Human Resource Development constituted an expert committee which drafted the Concept Note on the scheme and set up a sub-committee for developing the scheme and selection of the centres.

An EFC meeting was held on 31.07.2012 under the Chairmanship of Secretary, Higher Education to consider the proposal. On the basis of institutions shortlisted by sub-committee, 16 institutions were selected in 1st round of selection. Further the EFC was reconvened on 05.07.2013, which decided that the total number of such centres should be 36. Accordingly, 20 new centres have to be selected under 2nd round of selection. For such centres, fresh advertisement was published and proposals received from various institutions have been sent for the evaluation by the expert of different IITs.

(vii) Sub-Mission on Polytechnics under Coordinated Action for Skill Development:- The Sub-Mission on Polytechnics under coordinated action for Skill Development was launched to strengthen Polytechnic Education with the following components:-

- a) Setting up of New Polytechnics
- b) Strengthening of Existing Polytechnics
- c) Construction of Women's Hostels in Polytechnics
- d) Scheme of Community Development through Polytechnics (CDTP)

a) Setting up of New Polytechnics:- Under this component, Government of India provides financial assistance to the State/UT Governments, limited to ₹ 12.30 crores per polytechnic to meet the costs of establishing a Polytechnic in 300 identified unserved/

underserved districts, subject to the respective State/UT Governments providing land free of cost, meeting 100% recurring expenditure and also non-recurring expenditure beyond ₹ 12.30 crores, if any.

- b) Strengthening of existing Polytechnics:- Under this component, financial assistance of upto ₹ 2 crores per Polytechnic is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics.
- c) Construction of Women's Hostels in Polytechnics:- In order to enhance women enrolment in polytechnic education, the component of Construction of Women's Hostels envisages a one time financial assistance subject to a maximum of ₹ 1.00 crore per polytechnic, to be provided to 500 existing AICTE approved Government / Government aided Polytechnics, for the construction of women's hostel in polytechnics.
- d) Scheme of Community Development Through Polytechnics (CDTP):- The Scheme of Community Development through Polytechnics (CDTP), aims at providing non formal, short term, skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable



Skill Development Training in Basic Tractor Servicing at Govt. Polytechnic College, Harda, Madhya Pradesh under Scheme of CDTP

them to obtain gainful self / wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in its premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification.

Overall Achievements of the Scheme upto March, 2014 are as follows:-

- Out of 300 unserved / underserved districts to be provided financial assistance of ₹12.30 crores, 291 Districts have been provided partial financial assistance of ₹2113.69 crores till 31.03.2014, for establishment of new Government Polytechnics.
- 496 Polytechnics have been provided partial financial assistance of ₹454.70 crores till 31.03.2014 to upgrade their infrastructure facilities.
- 499 Polytechnics have been provided partial financial assistance of ₹ 343.30 crores till 31.03.2014 for construction of Women's Hostels at these Polytechnics.
- 518 Polytechnics are implementing the scheme of Community Development through Polytechnics and recurring financial assistance of ₹37.36 crores released during 2013-14 till March, 2014 to carry out the scheme's activities. As per available reports 217403 persons have participated in the

non formal, short term, skill development programmes under the CDTF scheme till 31.03.2014.

- (viii) Scheme for upgrading existing Polytechnics to integrate the physically disabled in the mainstream of Technical & Vocational Education: The Scheme upgrading existing Polytechnics to integrate the physically disabled in the mainstream of Technical & Vocational Education was introduced in the year 1999-2000 with the objective of upgrading some of the selected polytechnics to integrate persons with disabilities in the mainstream of technical and vocational education. The scheme envisages each polytechnic to train upto 25 disabled students per academic year through formal courses consisting of regular three-year diploma programmes and upto 100 disabled persons each year through non-formal courses consisting of vocational/skill development programmes. The disabled students are encouraged through provisions like scholarship, supply of books/ educational materials, uniforms, free boarding and lodging etc. At present the scheme covers 50 polytechnics throughout the country. To implement the scheme, Department of Higher Education, Ministry of HRD provides Annual recurring Grants-in-aid to these 50 Polytechnics. As per available reports, 2626 disabled persons have participated in 2013-14 in the formal & non formal courses offered by participating Polytechnics under the Scheme.



Skill Development Training in Glass Printing Course at Govt. Polytechnic College, PO: Chelad, Kothamangalam, Kerala - 686 681 under CDTF

- (ix) Setting up 20 new IIITs on Public Private Partnership (PPP) basis:- To address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD), Government of India intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP) basis as approved by the Cabinet on 7.12.2010. The partners in setting up the IIITs would be the MHRD,

Governments of the respective States where each IIIT will be established, and the Industry (has been provided flexibility to bring in one or more industry partners which could be Central and State Public Sector Undertaking). The capital cost of each IIIT is ₹ 128.00 crore to be contributed in the ratio of 50:35:15 by the Central Government, the State Government and the industry respectively. In the North-Eastern states, the industry participation for capital expenditure will be kept at 7.5% and Central Government participation at 57.50% while State Governments' at 35%. In addition, ₹ 50.00 crore for faculty development programme will be provided by the Central Government. During the first four years of setting up each IIIT, the Central Government will provide assistance towards recurring expenditure to the extent of ₹10 crore year-wise requirement of which will vary depending on growth of the institutes and requirement of funds. Each IIIT will meet its entire operating expenditure on its own within 5 years of commencement out of students' fees, research and other internal accruals. The project is targeted to be completed in a phased manner in nine years. The concerned State Government will provide 50-100 acres of land, free of cost. The IIITs may, initially, be registered as Societies under the Societies Registration Act 1860. A tripartite MoU document spelling out the role and responsibilities of private partners vis-à-vis that of State Government and Central Government will be put in place. In this regard, this Ministry had invited proposals from all the State Governments for setting up of the 20 IIITs. 21 State Governments have identified land – Andhra Pradesh, Assam, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, West Bengal and Uttar Pradesh. 16 proposals for establishment of a new IIIT in PPP mode in the states namely 2 in Andhra

Pradesh, Assam, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, 2 in Maharashtra, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal have been approved by the Ministry.

- (x) **National Scheme of Apprenticeship Training:-** The National Scheme of Apprenticeship Training is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kolkata, Kanpur & Chennai. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 Vocational pass outs in about 10,000 industrial establishments/ organizations as per the policies and guidelines laid down by the Central Apprenticeship Council(CAC), which is an apex Statutory Body constituted under the Apprentices Act, 1961. The four Regional BOATs/BOPTs which are fully funded autonomous organizations of MHRD have been entrusted with the responsibility to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time in their respective regions. The basic objective of the Scheme is to fulfill/match, any gap, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2. Vocational pass-outs and also to enhance their technical skills for making their suitability in job absorption as per the needs of the Industry. The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend which is shared between the Central Government and the Employer on 50 : 50 basis. The existing rates of stipends for Engineering Graduate, Technicians and 10+2 Vocational pass-outs are ₹ 3560/-, ₹ 2530/- and ₹ 1970/- per month respectively. The full stipend is paid by the industrial establishments/organizations to the apprentices undergoing Apprenticeship Training at the first instance and later on they

claim 50% reimbursement from Central Government through respective BOATs/BOPT. A meeting of Council of BOATs/BOPT was convened under the Chairmanship of Hon'ble HRM on 1st August, 2013 wherein following decisions were taken:-

- a) Three should be one portal for registration of students anywhere in India;
 - b) There should be a campaign for popularizing the apprenticeship scheme; and
 - c) There should be a Committee to bring uniformity in the service rules of BOATs so as to ensure that they are in tune with the changing times and it is not necessary to follow the Government Rules and Regulations.
- (xi) Scheme of Community Colleges (CCs):- Government of India has decided to set up 200 pilot Community Colleges in existing colleges/polytechnics from the academic session 2013-14. This was communicated to the States/UTs with a request for a time bound action for submission of proposals. The pilot scheme is being implemented by UGC & AICTE. It has been decided that UGC would fund the community colleges hosted in a college while AICTE would fund the polytechnics hosting the community college. Accordingly both UGC and AICTE have funded till date 120 CCs (51 colleges and 69 polytechnics) and about ₹ 45.00 crore has been released so far.
- (xii) All India Survey on Higher Education (AISHE):- All India Survey on Higher Education (AISHE) initiated in 2011 in which data for the year 2010-11 was collected. The survey was utmost necessary as none of the source of data on Higher education gave complete picture of higher education in the country. Also, there were many important parameters on which data is required for policy making but either no data was available or incomplete data was available. During 2010-11, the Gross Enrolment Ratio (GER) in higher

education of the country was 19.4. The provisional report for AISHE 2011-12 has recently been finalised according to which Gross Enrolment Ratio (GER) in higher education of the country is 20.4. AISHE 2012-13 has also been launched on 3rd September, 2013 by the Shri Jitin Prasada, Hon'ble Minister of State for HRD. With the launch of AISHE 2012-13, an attempt has been made to reduce the time-lag in dissemination of higher education data to the bare minimum.

New Plan Scheme for Higher Education Statistics:- The Twelfth Plan for Higher Education has laid special emphasis on developing a robust system for collection, compilation and dissemination of higher education statistics with a view to enable evidence-based policy making and conduct empirical research for the purpose. This would include but not be restricted to the All India Survey on Higher Education (AISHE). The scope, scale and timeliness of AISHE started in the year 2011 would be further improved during the Twelfth Plan. In addition, a good public information system targeted at students and their parents about institutions and programmes they offer would be established and surveys and studies would be conducted to understand trends in higher education. Accordingly, a Scheme, namely Higher Education Statistics and Public Information System has been launched.

CENTRALLY FUNDED EDUCATIONAL INSTITUTIONS

Education is in the 'Concurrent list' of the Constitution (7th Schedule) which gives Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions. Central Government is responsible for major policy formulation for coordination and determination of standards in higher education. Accordingly, to maintain uniformity in Higher Education all over the

country and also to take care of unserved areas, a number of Centrally Funded Educational Institutions have been set up. Some such Institutions have also been set up to take care of area/sector specific requirements.

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

Central Universities:- Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by providing inter disciplinary studies, and innovation in teaching – learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all round development of the society in general and the academic institutions around it. The Central Universities are governed by their respective Act and Statutes and Ordinances framed thereunder. There are at present 40 Central Universities fully funded by MHRD, 39 of them are funded through the UGC, while IGNOU is funded directly by the Ministry.

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

Deemed to be Universities are funded by UGC and some are privately managed.

Technical Institutions:- There are three types of technical Institutions to cater to the needs of technical education. The Indian Institutes of Technology(IITs) were set up to train scientist and engineers, with the aim to develop a skilled workforce to support the economic and social development of the country. Secondly, National Institute of Technology (NITs), formerly known as Regional Engineering Colleges (RECs) were set up to promote regional diversity and multi-cultural understanding in India. Thirdly, Polytechnics which have been set up to offer diploma courses.

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

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

Science & Research Councils:- The Government of India based on the recommendation of Scientific Advisory Council to the Prime Minister (SAC-PM), set up five Indian Institute of Science Education and Research (IISERs) at Pune, Kolkata, Mohali, Bhopal and Thiruvananthapuram. These IISERs are envisaged to carry out research in frontier areas of science and to provide quality science education at the

undergraduate and postgraduate level. Of the five IISERs, Pune and Kolkata started their academic activities in 2006 and Mohali in 2007. Two more IISER, in Bhopal and Thiruvananthapuram, began their sessions in August, 2008. All the IISERs are institutions of National importance as per NITSER Act, 2007.

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

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

Planning & Consultancy Institutions:- To take care of planning and consultancy services, there are two Organizations under MHRD. The first one is "The National University of Educational Planning and Administration" (NUEPA). The objectives of NUEPA are to undertake, promote and coordinate research in education planning administration and also to provide training and consultancy services in the areas related to educational planning & administration. NUEPA is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the University include Providing technical support to Central and State Governments in educational policy and planning; Organizing professional development programmes in educational planning and administration for educational professionals of the country; Developing expertise among young scholars through programmes of M.Phil. and Ph.D; as well as other capacity building activities; Conducting research

in all aspects of school and higher education; Extending advisory services to national and international organizations; Functioning as a clearing house for dissemination of knowledge and information; and Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.



Secretary (HE) at National Institute of Technical Teachers Training and Research (NITTTR), Chennai on 19th September, 2013.

Secondly, "Educational Consultations of India Limited (EdCIL) was set up to offer consultancy and technical services in different areas of Education and Human Resource Development in the country and on global basis. Lately, EdCIL has diversified into other areas of Social Sectors (Health, Agriculture, rural Development etc.)

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

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

and Technology, and executes a large number of consultancy projects for solving real life problems of different industries.

- (b) Sant Longowal Institute of Engineering and Technology, (SLIET):- The Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Distt. Sangrur, Punjab was set up in 1989 by the Ministry of Human Resource Development, to provide technical education in emerging areas of engineering and technology. The institute commenced Certificate and Diploma programmes in the year 1991 and subsequently the Degree programme in the year 1993. The Post Graduate Courses in four disciplines commenced in the year 2003. The SLIET is an Autonomous Institution fully funded by the Government of India and managed by SLIET Society, Registered under Societies Registration Act 1860. The institute was accorded Deemed to be University Status during the year 2007-08. The institute has initiated steps for providing special scholarship to Girls students and tuition fee waiver. A total of 10% over and above the sanctioned seats is provided to NRI students in accordance with latest guidelines of Government of India.
- (c) North Eastern Regional Institute of Science and Technology (NERIST):- The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Arunachal Pradesh was established in the year 1986 to generate skilled manpower in the field of Engineering and Technology as well as applied science streams for the development of the North Eastern Region and is fully funded by the Govt. of India. The Institute aims at creation of skilled manpower in North Eastern Region through its innovative modular courses being taught in various disciplines of Science & Technology. The Institute also undertakes extension programmes and field outreach activities to contribute to the development of the society. The eight sister states of North Eastern Region i. e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram,

Nagaland, Tripura & Sikkim have equal quota of seats in this Institute. Out of total number of seats, 80% seats have been allocated equally to the eight states. Another 10% seats are filled from amongst the candidates with Permanent Resident Certificate (PRC) of these eight states on purely merit basis. The remaining 10% seats are earmarked for the rest of the country which are filled on merit basis through All India Entrance conducted by the Institute.

- (d) Central Institute of Technology (CIT), Kokrajhar, Assam:- The Central Institute of Technology (CIT), Kokrajhar, Assam was established in the year 2006 as an Autonomous Institution of the Central government in accordance with Memorandum of settlement signed between Government of India, State Government of Assam and Bodo Liberation Tigers (BLT) on 10th Feb. 2003. The primary basic objective of setting up of this Institution is for upliftment of bodo people of the area besides generation of skilled manpower for North Eastern Region as well as for other Regions in the country.
- (e) National Institute of Industrial Engineering (NITIE), Mumbai:- National Institute of Industrial Engineering (NITIE), Mumbai is a Centrally Funded Autonomous Organization registered under Societies Registration Act, 1860. The Institute governed by a Board of Governors comprising of eminent personalities from the Government, Industry and Academic. Since its inception, the National Institute of Industrial Engineering (NITIE) has been providing solutions to the complex problems of industry and business.
- (f) National Institute of Foundry & Forge Technology (NIFFT), Ranchi:- National Institute of Foundry and Forge Technology (NIFFT) was set up in the year 1966 by the Govt. of India in collaboration with UNDP, UNESCO to provide quality engineers and well trained specialist for running Manufacturing, Metallurgical, Foundry and Forge industries efficiently. NIFFT has earned a reputation as a

leading Institute for imparting technical education. The Institute has also been conducting industrial research, design and development work in the relevant areas and providing consultancy and documentation services to the industries. With the globalization of the market and increase in competitiveness in the industries, NIFFT has also broadened its objective time and again to adapt to the dynamics of the present situation. NIFFT is an autonomous body, fully funded by Govt. of India and registered as a society under the societies Registration Act, 1860. The management of the institute is vested with Board of Governors with Chairman at its apex and members representing MHRD, AICTE, Technical and R&D institutions and the host of other eminent personalities from Public and Private enterprises.

- (g) Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal:- Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal was established in 2008 by Ministry of Human Resource Development, Govt. of India. The Institute was established, with the objective to create a multi-layered inter disciplinary and inter-sectoral efficient professional technical manpower to act as an international podium for the development and transfer of technical competence in academics. The Institute's main objectives are (i) to offer flexible, modular, credit based multi-point entry programs in engineering and technology; (ii) to promote self employment in all programmes by introducing an element of entrepreneurship, providing guidance and counselling services to help students to take up self-employment ventures; (iii) to offer Non -formal programme in different areas of technology to strengthen the scope of institutional program; (iv) to provide technical education facilities for women, school dropouts and other disadvantaged sections of society through specially designed courses; (v) to offer continuing education programme for

working personnel from industries at different levels to meet the requirements of large, medium and large industries; and (vi) to offer bridge courses for lateral entry in all programme and for moving from one level of course to another level.

- (h) Assistance to Asian Institute of Technology (AIT), Bangkok:- The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical educational need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok is a member of the Board of Trustees of AIT, Bangkok. The Asian Institute of Technology (AIT), Bangkok, is an autonomous international post graduate institute providing advanced education in engineering, science and allied fields. The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimburses ₹ 33 lacs to the seconded faculty every year. The Ministry has deputed 8 candidates each for August 2012 and January 2013 terms. In addition, the Government of India also provides funds to AIT to the tune of ₹ 3 lacs for purchase of Indian equipment, books and journals every year.

Assistance to Colombo Plan Staff College for Technician Education (CPSC), Manila:- The Colombo Plan Staff College for Technician Education (CPSC), Manila is a specialized agency of the Colombo Plan. It was established on December 5, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for twelve years. In 1986, CPSC moved to Manila,

Philippines. The Colombo Plan Staff College is a unique organization, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia-Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician

teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

The name with website of above Institutions/ Organisation are act Appendix-III. A table containing above referred Institutions is given below:-

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

*Of which, 39 are being given maintenance and development grant by UGC. The IGNOU, New Delhi, the Central Agricultural University, Imphal and the Indian Maritime University, Chennai are being funded by MHRD, Ministry of Agriculture and the Ministry of Shipping and Transport respectively. The funding for South Asian and Nalanda Universities is being made by MHRD.

Major Achievements in the area of Technical and Management:-

IITs :- (i) Cabinet Approval of the Block Grant Scheme; (ii) Formation of CIHEC as an Advisory Body; (iii) Conduct of Industry-Academia Workshop; and (iv) Approval of IIT Hyderabad-JICA collaboration

IIITs :- (i) Starting of Academic Session of 5 IIITs- PPP modes; and (ii) Approval of the 4-tier flexible structure for faculty

IIMs :- (i) A Standing Finance Committee(SFS) proposal of ₹97.00 crore for Fellow Programme in Management (FPM) in IIMs at Ahmedabad, Bangalore, Calcutta, Lucknow, Indore and Kozhikode

has been finalized and fund were released; and (ii) Four Regional Centres were established in IIM Bangalore, Lucknow, Indore and Kozhikode under NMTT Programme for imparting training to faculties and administrative heads of various institutes.

NITs/SPAs:- Legislative and Parliamentary matter – Submission of Annual Report & Audit Accounts: NIT (Amendment) Bill, 2013 passed by Lok Sabha. Annual report and audited accounts of 13 NITs, 3 SPAs, NIFFT and EDCIL for 2009-10 and for 14 NITs, NIFFT & 3 SPAs for 2010-11 placed before Parliament.

IISERs/TEQIP:- (i) Implementation of the Frontier Area of Science and Technology Scheme; and (ii) Formulation of Statute of the IISERs under NITSER Act 2012.

OPEN & DISTANCE LEARNING

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

Open Universities

Indira Gandhi National Open University (IGNOU):- IGNOU was established by an Act of Parliament in 1985 to enhance access and equity to higher education through Open and Distance Mode. The University aims at empowering the disadvantaged and marginalised persons through appropriate education and skills for their gainful employment and opportunities for life long learning, thereby promoting inclusive national growth within the objectives of the University. To meet its objectives, the University, other than its main campus at New Delhi, has 67 Regional Centres spread across the country. The University has a staff support of 561 Teachers/Academics, 1330 Technical/Administrative Staff and approx. 46134 Academic Counsellors. About 30 lakh students cumulatively are on-rolls in its various academic programmes. At present IGNOU offers 230 Academic Programmes being offered at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies.

Major Initiatives in Financial Year 2013-14

Setting up of India-Africa Virtual University: The India-Africa Virtual University (IAVU) is proposed to be established to meet the demand for higher studies in Africa particularly Benin, Burkina Faso, Gabon, the Gambia, Ghana, Ethiopia, Mauritius, Nigeria, Rwanda, Senegal and Seychelles. The tele-education services of the Pan-Africa e-Network Project of IGNOU will be extended to IAVU. The operationalisation aspects of the project are being

finalized in consultation with the Ministry of External Affairs.

Open University VCs meet on enhancing GER:- The Third Conference meet of all the Vice Chancellors of Open Universities (OUs) which was inaugurated by Shri Jitin Prasada, Hon'ble MOS (HRD), Ministry of Human Resource Development, Government of India on 9th September, 2013. The meeting focused on the need to create a synergy of efforts to meaningfully contribute to the national agenda set up by the MHRD, i.e. ensuring quality education while pushing up the Gross Enrollment Ratio (GER) in higher education.

Japanese Aid to Strengthen Electronic Media:- The Electronic Media Production Centre (EMPC) at IGNOU has received, on the recommendations of the Japan International Cooperation Agency (JICA), the third Japanese grant-in-aid, to the tune of 787 million Yen, to refurbish and upgrade its high-end equipment.

Details about Academic Reforms taken during 2013-14:- (i) Repeal of Statute 28 of IGNOU's Act by the Visitor results in dissolution of Distance Education Council (DEC) at the University; and (ii) The University is in the process of reviewing policy on research and formulate Intellectual Property Right (IPR) policy of the University.



The President, Shri Pranab Mukherjee at the 26th Convocation of Indira Gandhi National Open University (IGNOU), in New Delhi on April 12, 2013. The MOS (HRD), Shri Jitin Prasada and the Vice Chancellor of IGNOU, Prof. M. Aslam are also seen

State Open Universities (SOUs):- There are thirteen State Open Universities (SOUs) in the country at present offering programmes in diverse disciplines. However, the jurisdiction of the SOUs offering

programmes in the distance mode is limited to the respective States as provided in their respective Acts under which they were established. Besides receiving financial assistance from the State Governments, the SOUs are also provided grants by the Central Government for overall development that includes Development of Course Materials, Applications of New Technology, Computerization, Library, Research and Development, Quality Assurance Measures, Networking of DE System, Development of Infrastructure etc.

Distance Education in Conventional Universities: At present there are over two hundred Directorates of Distance Education located in conventional universities, including institutions deemed to be universities (both public sponsored and privately managed).

Commonwealth of Learning (COL): The Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Government of Commonwealth countries in the year 1988. The Commonwealth of Learning (COL) provides a wealth of services and collaborative opportunities for policy makers, institutions and distance education practitioners to encourage the development of, and help enhance, the use of open and distance learning (ODL) policies, systems and applications. India made an initial pledge of 1 million pounds (₹ 250 lakh) towards establishment of COL. From the year 1995-96, India has been making its contribution to COL every year. COL is voluntarily funded by the Commonwealth countries and India is third major donor after United Kingdom and Canada. India made a contribution of ₹ 5.75 crore to COL during the financial year 2013-14. Out of this 50% of the contribution was made in Indian rupees and the remaining amount was paid in Canadian dollar. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education. COL has located its Educational Media Centre for Asia (CEMCA) in India, located in New Delhi and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA

SCHOLARSHIP

A. National Scholarship

Central Sector Scheme of Scholarship for College and University Students:- The objective of the scheme is to provide financial assistance to meritorious students from poor families to meet a part of their day-to-day expenses while pursuing higher studies.

The scholarships are awarded on the basis of the results of senior secondary examination. 82000 fresh scholarships per annum (41000 for boys and 41000 for girls) for graduate/post-graduate studies in colleges and universities and for professional courses, such as Medical, Engineering, etc. could be provided. The total number of scholarships has been divided amongst the State Boards based on the State's population in the age group of 18-25 years, after segregating share of Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) on the basis of number of students passing out from various Boards in the country. The number of scholarships allotted to the Boards are to be distributed amongst pass out of the Science, Commerce and Humanities streams of the Boards in the ratio of 3:2:1. Students who are above 80th percentile of successful candidates in the relevant stream for a particular Board of Examination, in class XII of 10+2 pattern or equivalent and having family income of less than ₹6 lakhs per annum, pursuing regular courses (not correspondence or distance mode) from recognised educational institutions and not availing of any other scholarship scheme, would be eligible for consideration under this Scheme. This is applicable to all categories of students both 'general' and 'reserved'.

The rate of scholarship are ₹1000/- at Graduation level for the first three years of College and University courses and ₹ 2000/- per month at Post-Graduation level. Students pursuing professional courses would get ₹ 2000/- per month in the 4th and 5th year. The scholarships would be paid for 10 months in an academic year. This is subject to annual renewal on the basis of stringent criteria. Number of Scholarships to States/UTs under this scheme is at Appendix-II.

Targets/Achievements under above schemes:-
Direct Benefit Transfer (DBT):- The Central Sector Scheme of Scholarship for College and University Students is one of the Schemes covered under the Direct Benefit Transfer (DBT). Under the Direct Benefit Transfer (DBT) Programme of the Government of India, scholarships have been disbursed to 96728 students directly to their bank accounts with effect from 1.1.2013 to 31.3.2014.

Central Plan Scheme Monitoring System (CPSMS):- For smooth operation of the Direct Benefit Transfer (DBT) and to facilitate retrieval of data, the Central Plan Scheme Monitoring System (CPSMS) has been devised. The CPSMS is a Web Based Transaction System, which facilitates Aadhaar Payment Bridge (APB) and Electronic Clearance Service (ECS)/National Electronic Clearing Service (NECS)/National Electronic Funds Transfer (NEFT) based payments and it generates scheme specific MIS on utilisation of funds released from Consolidated Fund of India on real time basis. CPSMS has been designed for proper accounting and fund management. It also offers complete end to end requirements of payments to individual beneficiaries.

This Ministry impressed upon all the State Governments to utilize the facilities of the CPSMS Portal so as not only to maintain transparency but also to ensure that the scholarship is credited to the bank account of all the beneficiaries without any delay. This Ministry also facilitated all the State Governments in appointment of Contributor and Verifier and also in getting Digital Signatures to enable them to upload their Data on the CPSMS Portal. As a result almost all the States could complete all the formalities and started uploading their data on the portal.



A Training Programme for officials of State Education Boards and officials dealing with the matter in the National Scholarship Division in the Department of Higher Education on CPSMS was held on 4.10.2013 at the Institute of Secretariat Training & Management (ISTM), New Delhi.

From 1st November, 2013, all the State Education Boards were required to upload the digitized eligibility lists through CPSMS. Till 31st March, 2014, 28092 scholarships have been disbursed through CPSMS mode. Out of which 6570 scholarship were disbursed through Aadhaar Payment Bridge (APB) mode and 21522 scholarships through Non-APB mode direct into the bank accounts of the beneficiaries.

Scheme of Scholarship to students from Non-Hindi Speaking States for Post-Matric Studies in Hindi:- The objectives of the Scheme is to encourage the study of Hindi in non-Hindi speaking States and to make available to the State Governments, suitable personnel to man teaching and other posts where knowledge of Hindi is essential;

The Scheme was revised from 2004-05. Under the revised Scheme, 2500 Scholarships are provided to meritorious students studying at Post-Matric to Ph.D level, for recognized fulltime courses of education for study of Hindi as one of the subjects on the basis of the results of "examinations next below" conducted by a Board of Education or a University or a Voluntary Hindi Organisation. The rate of Scholarship ranges from ₹300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Government /UT Administrations.

During the period from 1.1.2013 to 31.3.2013, the annual grant was disbursed to 10 students (Fresh 2012-13) of State Government of Manipur, 239 students (fresh 2012-13) of State Government of West Bengal and 15 students (fresh 2012-13) of State Government of Tripura. During the period from 1.4.2013 to 31.3.2014, annual grant was disbursed to 239 students (Fresh 2013-14) and 38 Students (Renewals) of State Government of West Bengal and 15 students (fresh 2013-14) and 10 students (renewals) of State Government of Tripura.

Special Scholarship Scheme for Jammu & Kashmir Students:- The Scheme aims to provide

tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir for pursuing higher education in Government colleges/ institutes and other select institutes outside the State of Jammu & Kashmir.

The students of Jammu & Kashmir, who after passing Class XII or equivalent examination through the State Board of Jammu & Kashmir or from Central Board of Secondary Education (CBSE) affiliated schools located in Jammu & Kashmir and who have secured admission in Government colleges/institutes and other select institutes outside the State of Jammu & Kashmir are eligible under this scheme. Five thousand fresh scholarships are available every year, of which 4500 scholarships are for general degree courses, 250 for engineering and 250 for medical studies.

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

During the period from 1.1.2013 to 31.3.2014, three awareness Camps, one each in Delhi, Jammu & Srinagar, were organized so as to create awareness amongst the stakeholders. As a result, the number of students applying for the scholarship increased comprehensively as compared to the previous years. During the period, scholarships have been awarded to 3340 students for the academic year 2012-13 and 3747 students for the academic year 2013-14 along with 2858 renewal of scholarship for the year 2011-12 and 2012-13.

B. External Scholarship

The Ministry of Human Resource Development facilitates the award of foreign scholarships to students & scholars from India to enable them to study

abroad and enhance their knowledge in the light of the developments taking place abroad. The programme covers all the Indian students desirous to pursue Post Graduate/Phd./Post Doctoral Research in foreign countries.

During the period 01.01.2013 to 31.03.2014, this Ministry organized meetings with the concerned foreign Governments to ensure timely submission of offers of scholarships by these Governments. All the offers received were displayed/advertised on the official website of the Ministry timely and prominently to ensure that maximum number of applications from the Indian students could be received. Meetings of Selection Committees were held and nominations of suitable candidates sent to the concerned foreign Governments well in time.

During the relevant period, the Commonwealth Scholarship/Fellowships Plan UK covers a large number of disciplines, such as Remote Sensing Technology, Communication Engineering, Bio-Technology/Bio-Chemical Engineering, Robotics, Agronomy/Forestry, Social Science, Life Sciences, Management Studies, and Environmental Studies etc. For the academic Year 2013-14 Commonwealth Scholarship Commission in U.K. has awarded 27 Scholarships to Indian National against 56 nominations sent by this Department. For the year 2014, the Commonwealth Scholarship Commission has called for nominations in 34 subjects under Commonwealth UK: 2014. More than 2500 applications were received. After scrutinising and short-listing the applications received, 856 candidates were called for the interview. 34 Interview Boards of subject experts were constituted and interviews were conducted during the month of November – December, 2013. On the basis of the recommendations made by the interview boards, 55 nominations have been made to the Commonwealth Scholarship Commission for making the final selection.

During the year 2013-14, Commonwealth Scholarship Commission also offered Scholarships for South Africa, Sri Lanka, Kenya, Swaziland, Mauritius and Cameroon. Four candidates have been nominated to South Africa, three Candidates to Sri Lanka and two candidates to Kenya.



Interview of candidates by Interview Boards for Commonwealth UK: 2014

The New Zealand Government offered Scholarships under Commonwealth Scholarship/Fellowship plan for the academic year 2013-14. The New Zealand Govt. has awarded scholarship to both the candidates nominated by this Department for the scholarship.

Under the Cultural Exchange Programmes (CEP) or Educational Exchange Programmes (EEP) with foreign countries viz. Japan, China, Mexico, Israel, Norway, Belgium and Italy, a number of candidates were nominated by External Scholarship Division to these countries for award of scholarships during the year 2013-14.

The European Union under a Memorandum of Understanding (MOU) with India offers a scholarship programme for Indian students to study in various European countries. The Erasmus Mundus Programme provides a separate India Window Programme for Indian students only.

The Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching fellowship and is meant for scholars who have specialized in modern Indian studies in the fields of History, Economics and Political Science. A consolidated stipend of £29347/- per annum is paid by the Government of India to the selected scholar placed at St. Anthony's College, Oxford (U.K.). The last Fellow joined the college in October 2013 for the academic year 2013-14 and his tenure has been extended to another year, i.e. 2013-14. During the current year 56 Indian Nationals have availed scholarships till 31-03-2014 under various CEPs/EEPs and Commonwealth scholarship plan against 274 nominations made. More number of awards is awaited from various countries. Details are given in the table below:-

Statement indicating details of Indian Scholars sent to different countries till 31-03-2014:

Sl. No.	Country	2013-14 (1.1.2013 To 31.3.2014)		
		Nominated	Accepted By Donor Country	Utilized
1.	Israel	11	6	5
2.	Korea	6	-	-
3.	China	27	22	20
4.	Japan	52	30	Under process (30)
5.	Belgium	3	2	2
6.	Italy	34+1 Renewal	26+1 Renewal	Under process (27)
7.	Mexico	3	Nil	Nil
8.	UK (CSFP) 2013	56	27	27
9.	UK (CSFP) 2014	55	-	-
10.	New Zealand (CSFP)	2	2	2
11.	South Africa (CSFP)	4	1	Under process (1)
12.	Sri Lanka (CSFP)	3	Under process	---
13.	Sri Lanka (Govt. of Sri Lanka Presidential scholarship)	1	-	Under process
14.	Kenya (CSFP)	2	Under Process	Under process
15.	Israel 2014	13	Under process	---
	Grand Total	273	117	114 (56 students have already utilized the scholarship and cases of other 58 students is under process)

Grant of No Obligation to Return to India (NORI): No Obligation to Return to India Certificate (NORI) is required by persons who proceeded to the USA on J1 and J2 visas and wish to convert these to H1 or H2 Visas for setting 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 various agencies, including Ministry of Human Resource Development. External Scholarship Division issued 1091 NORI Certificates till 31-03-2014.

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Chapter 06

Adult Education

ADULT EDUCATION

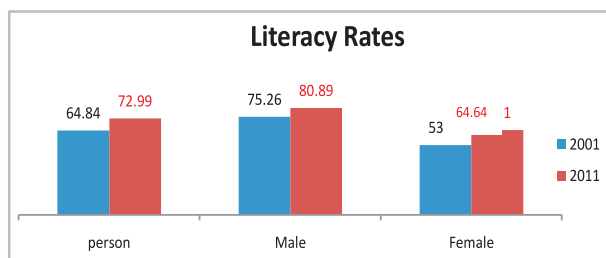
Besides empowering youth and adults through a variety of educational programmes, achieving universal adult literacy is a fundamental goal of Adult and Continuing Education. In fact, beginning with basic literacy programmes, activities in this sector view education in a lifelong learning perspective. Considerable progress has been made in Literacy rates of the country but still the literacy levels remain uneven across different States, Districts, Social Groups and Minorities. The Goal of Adult Education is to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy.

INTRODUCTION

Literacy is at the heart of basic education for all, and of all human capabilities. Basic literacy is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Universal literacy also has special significance for those who have been historically deprived of access to education. Besides empowering youth and adults through a variety of educational programmes, achieving universal adult literacy is a fundamental goal of Adult and Continuing Education. In fact, beginning with basic literacy programmes, activities in this sector view education in a lifelong learning perspective.

LITERACY PROFILE

With the planned interventions and sustained efforts, considerable progress has been made. Literacy rate in 2001 was 64.84 percent, which improved to 72.99 percent in 2011. Interestingly, literacy rate improved sharply among females by 10.97 percent points from 53.67 to 64.64 percent as compared to a rise of 5.63 percent points in case of males from 75.26 to 80.89 percent.



The literacy levels remain uneven across different States, districts, social groups and minorities. While some of the States have achieved higher literacy levels due to the launching of special literacy drives and community support, a few States are still lagging behind. The literacy levels of Scheduled Castes and Scheduled Tribes have improved but the literacy levels of Muslim community are still quite low. The government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups.

GOAL:- The Goal of Adult Education is “to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy”

NATIONAL LITERACY MISSION AUTHORITY

Mandate:- National Literacy Mission Authority (NLMA) has been set up as an independent and autonomous wing of the Department to promote literacy and adult education and to achieve the goals spelt out in the National Policy on Education. It is the operating and implementing organization at national level for all the activities envisaged in National Literacy Mission and has to undertake such other activities for adult education as are considered appropriate. The diversified role of the Authority includes Policy and Planning of adult education, implementation of literacy and adult education programme, Monitoring, Research and Evaluation, Advocacy and Environment Building, Technology infusion, Capacity Building, International Cooperation and publications.

Organizational Structure:- NLMA has three main bodies, namely, the Council, Executive Committee and the Grants-in-Aid Committee.

Policy and Planning:- During 11th Plan, Saakshar Bharat, a centrally sponsored scheme was launched in September, 2009 with prime focus on women and other disadvantaged groups in rural areas of low literacy districts of different States/UT. It lays emphasis on quality. Through large scale countrywide environment building and Mass Mobilization Campaigns, voluntary teachers/preraks have been motivated and trained in large numbers and

community has been mobilized. During the 12th Five Year Plan, it shall strive to raise the literacy rate to 80% and reduce the gender gap to less than 10%. Saakshar Bharat will give special focus on young adults and out of school adolescents. At the same time, there is a need not only to redefine literacy but also to go for a paradigm shift from basic literacy to lifelong learning. Accordingly, Saakshar Bharat would be revamped during the 12th Plan and aligned to the new paradigm of lifelong learning. The revamped Saakshar Bharat would be a continuing programme as a lifelong learning and literacy support system for the country.

To achieve the goal of Adult Education, the National Literacy Mission Authority is implementing two schemes, namely, Saakshar Bharat Mission and Support to Voluntary Agencies for Adult Education and Skill Development.

SAAKSHAR BHARAT

Saakshar Bharat (SB), the new variant of the National Literacy Mission, was launched by the Prime Minister, Dr. Manmohan Singh, on 8th September, 2009. Initially, the scheme was in operation till 31.3.2012, now Saakshar Bharat programme has been included in the XII Five Year Plan (2012-17). The financial parameters for 2013-14 were the same as in XI plan period.

Objectives:- The Mission has four broad objectives, namely: (i) Impart functional literacy and numeracy to non-literate and non-numerate adults; (ii) Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system; (iii) Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions; and (iv) Promote a learning society by providing opportunities to neo-literate adults for continuing education.

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

Coverage:- Saakshar Bharat is being implemented in a phased manner with optimum utilisation of financial resources. A district, including a new district carved out of an erstwhile district that had adult female literacy rate of 50 percent or below, as per 2001 census, is eligible for coverage under the Saakshar Bharat

programme. In addition, all Left Wing Extremism Affected (LWEA) districts, irrespective of their literacy rate, are also eligible for coverage under the programme. Accordingly, 410 districts qualify for coverage, including 35 LWEA districts. 167 districts were covered during 2009-10. 115 districts were sanctioned during 2010-11 and another 90 districts were sanctioned during 2011-12. By March, 2012, the programme was sanctioned in 25 States and 1 UT covering about 1.61 lakh Gram Panchayats of 372 districts. During 2012-13, the programme was continued in these 372 districts. While, 11 bifurcated districts got sanctioned during 2013-14 expanding the reach of programme in 383 Districts.

Progress during 2013-14

- (a) **Management Committees, Bank Accounts and Survey:-** Reconstitution of State Literacy Mission Authorities in all the 26 States/UT has been completed. Management Committees have been constituted in 94% of the districts, 94% of the Blocks and 93% of the Gram Panchayats covered under the programme. Bank Accounts at district (99%), Block (95%) and over 1.35 lakh GPs (86%) have been opened. Survey has been conducted in about 67% (107751) of the sanctioned GPs and around 9.32 crore potential learners have been identified. The survey also identified the potential Volunteer Teachers (VTs) for the programme.
- (b) **Setting up of Adult Education Centers:-** 1,52,521 Adult Education Centres have been set up in as many GPs to provide continuing education facilities like library, reading room, awareness and short duration programmes for improvement of the living and working conditions of the adults of the rural areas in these Panchayats. Literacy classes are also being organized in some of the Adult Education Centres.
- (c) **Training of Functionaries:-** About 21.59 lakh Volunteer Teachers including about 3 lakh during 2013-14 have been trained so far by Master Trainers. 1.75 lakh Master Trainers including about 0.25 lakh during 2013-14 have been trained by Resource Persons. More than nine thousand Resource Persons including 500 during 2013-14 have also been trained. 2.42 lakh Preraks engaged

to organize AECs including 0.67 lakh during 2013-14 have also been given orientation and training.

- (d) **Distribution of literacy primers:-** State Resource Centres have developed Basic Literacy Primers in different languages. These primers have been approved by Quality Assurance Committee of the Directorate of Adult Education, Govt. of India. SLMAs have got these primers printed for use in Basic Literacy Programme. About 32 million Basic Literacy Primers including over 7 million during 2013-14 have been distributed so far for use by the literacy learners.
- (e) **Teaching Learning activities and Assessment & certification of Basic literacy:-** Under Basic Literacy programme, funds have been sanctioned during 2009-12 for covering 26.6 million adult non-literates in basic literacy. About 10.56 lakh literacy learning centers are functioning in different states of the country. Total enrollment under basic literacy by December, 2013 was around 10.47 million. About 24.7 million learners successfully passed the assessment tests conducted under the programme upto August, 2013 and certified as literates by NIOS.
- (f) **Assessment and Certification:-** Scientific assessment and certification of the competency levels of adults is a unique innovation introduced for the first time in the history of literacy movement in India. Only an adult, who conforms to prescribed competency levels in reading, writing and numeracy, is certified as literate. Assessments are conducted through a system developed by the National Literacy Mission Authority (NLMA) in consultation with National Institute of Open Schooling (NIOS). Learners are assessed in reading, writing and arithmetic skills. Assessments are also designed to gauge the learner's general awareness, including that of social issues and one's work life environment. Learners who score 40% marks in all three components respectively are declared successful and given a certificate jointly by NLMA and NIOS. Unsuccessful candidates are given further chances to improve the grade in the skills they have not been successful. This type of assessment

improves confidence in neo-literates and opens up avenues for them and also lends robustness and credibility to the programme. Bi-annual assessments are conducted every year.



About 24.73 million learners (including 17.77 million female) successfully passed the assessment test conducted under the programme upto August, 2013. Out of 24.73 million learners, certified literates 5.72 million were Scheduled Castes (23%), 3.17 million Scheduled Tribe (13%) and 2.02 million minorities (around 8%). In addition, 57.79 lakh learners have been appeared in the last assessment test conducted on 9th March, 2014. The result of the assessment test is under compilation.

Advocacy and Environment Building

- (a) **Advertising and Publicity:-** The major activities under Advertising and Publicity Unit during 2013-14 were focused on Interpersonal Media Campaign for on-ground activation of Saakshar Bharat Programme. Though Saakshar Bharat Programme was conceived and designed

as a coherent, cohesive and attractive programme, despite all efforts of environment building activities, the programme continues to be implemented in a truncated form and approach leaving a wide gap between programme design and implementation. The Interpersonal Media Campaign was conceived to accomplish the stated goals of Saakshar Bharat Mission with special impetus in terms proactive support and cooperation of implementing agencies at the operational level. The campaign aims to reinforce the philosophy, spirit and conceptual vision of Saakshar Bharat among all stake holders especially at Gram Panchayat level. The campaign also intends to enhance the brand equity. Recognizing the need and importance of converging with different programmes it was proposed to offer converged communiqué on the following themes: (1) Financial literacy, (2) Legal literacy: Duties, Rights & Entitlements, (3) Disaster Management and Civil Defence, (4) Electoral literacy and (5) Offerings of Saakshar Bharat. Some major tasks associated with this campaign include: (a) Development of IEC materials and (b) Capacity Building of literacy functionaries.

- (b) Development of IEC materials:- During the year under report, a core group on IPM campaign was constituted for developing campaign document and to evolve calendar of activities to be undertaken at the National, State, District, Block and Gram Panchayat levels. Besides, Sub-Groups of SRCs were also constituted for developing IEC and training materials on convergence themes. Meetings for consultation were held with SRCs to discuss and finalize the modalities for development of materials. The IEC materials on Electoral Literacy, Legal Literacy: Rights, Duties and Entitlements, Financial Literacy, Disaster Management and Civil Defence and Offerings of Saakshar Bharat were developed in the workshops held at different places. These materials were vetted by the concerned Ministries/Departments.
- (c) Joint Meeting of SCG & SCIG:- A joint meeting of Strategic Communication Group and Strategic Communication Implementation Group was held on 20th May, 2013 under the

Chairmanship of MOS, HRD. The Implementation Strategy of Interpersonal Media Campaign approved by Interdepartmental Committee was presented before the Hon'ble Members.

- (d) Print and Electronic Media:- Audio and Video programmes were telecasted on prime time slots of Doordarshan National network and through All India Radio. Print advertisements were released through DAVP during ILD celebration, International Conference and KRITI exhibition.

Model AECs based on V-SAT Technology

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

WePMIS – A Web Based Planning and Monitoring Tool

Accountability, transparency, participative management, decentralization and clear delineation of roles are the essential features of planning process and management. For efficient planning, NLMA undertook to make available to all implementing agencies upto Gram Panchayat level superior tools of project planning on line. Real time monitoring of the performance parameters are critical for optimizing the outreach and impact of the mission. To meet these requirements of the Mission, the National Informatics Center (NIC) has developed WePMIS, a customized

web based system for Planning, Monitoring & Impact Analysis. It is a work flow based application, networking the major stake holders of the scheme and facilitates Physical and Financial Planning, Monitoring, reviewing the progress and evaluating the impact of the Mission from the grassroot level. As a part of the System, a public portal has also been developed through which the information regarding the Scheme and its implementation in States at various levels is disseminated to citizens.

Funds and Accounts Management System (FAMS)

Each of the about 2 lakh implementing agencies has to maintain its own account and furnish utilization status to designated agency. Funds are expended by the implementing agencies as per approved financial norms for each component of the programme. For efficient management of the mission and optimal utilization of funds the Mission, with the help of Center for Development of Advanced Computing (C-DAC) has devised a comprehensive, transparent financial management system that enhanced accountability, ensured uninterrupted availability of funds, facilitated regulation and robust monitoring of the flow of resources and their utilization by the implementing agencies. The Banking System has been developed in conformity with the fund flow system of FAMS by four notified Banks namely State Bank of India, Indian Bank, Punjab National Bank and Union Bank of India. The system is on the "Core Banking Solution" Platform, centralizing the data of all customers and enabling each branch to access.

INTERNATIONAL COOPERATION

- (a) International Conference on: "Achieving Literacy for All: Effective Innovative Approaches to Scale up Literacy, reduce Gender Disparities and Create a Literate World" organised by National Literacy Mission Authority, India jointly with UNESCO and UNESCO Institute for Lifelong Learning at New Delhi, India on July 18-20, 2013:- To address the magnitude and challenges of adult illiteracy, the National Literacy Mission Authority (NLMA, India) in cooperation with UNESCO Headquarters (HQs, Paris), UNESCO Institute for Lifelong Learning (UIL, Hamburg) and UNESCO Cluster Office in New Delhi (NDL) organised the International

Conference titled "Achieving Literacy for All: Effective, innovative approaches to scale up literacy, reduce gender disparities and create a literate world" in New Delhi, India.

- (b) International Conference on Alliance for Literacy, Peace and Development in South Asia on New Delhi 7th Sept 2013:- The Conference on Alliance for Literacy, Peace and Development in South Asia aimed to provide a platform for the countries of South Asia to collectively evolve a determined plan of action to uphold the cause of literacy for the empowerment of individuals and advancement of peace and development in the region. The objectives of the Conference includes to share good country practices/ experiences in the field of literacy for mutual interest and benefit, to mobilize countries for concrete interventions for achievement of literacy goals in the region, to promote literacy as a tool for peace and development, to advocate for the setting up of alliances for promotion of literacy and adult education in South Asia within the framework of global initiatives (MDGs (EFA), LIFE, etc.) and to strive for enhanced cooperation among countries of the South Asian region. The Conference included deliberations on the theme, Literacy, Peace and Development in South Asia. The participating countries also engaged in sharing experiences and making a commitment towards regional cooperation in South Asia.



The representatives from Afghanistan, Bhutan, Pakistan, Sri Lanka and India participated in the Conference. The delegates included policy makers, government officials from South Asian countries and academicians, civil society and

other stakeholders from India. The representatives of Afghanistan, Bhutan, Pakistan, Sri Lanka and India who gathered in New Delhi for the Conference on Alliance for Literacy, Peace and Development in South Asia, agreed that the achievement of literacy goals was a key component for the establishment of a peaceful, developed sub-continent.

- (c) **UNESCO King Sejong Literacy Prize:-** Every year, UNESCO awards King Sejong and Confucius International Literacy Prizes to institutions, organizations and individuals whose efforts contribute to the promotion of dynamic literate societies. This year the National Literacy Mission Authority (NLMA), Ministry of Human Resource Development, Government of India has won the 2013 UNESCO King Sejong Literacy Prize, 2013.



- (d) **Visit of Indian delegation to South Korea** from 7th to 11th October, 2013 on the invitation from the Institute of Korean Language in Life to the awardees of UNESCO King Sejong Literacy Prize-2013: Government of South Korea, that sponsors the UNESCO King Sejong Literacy Prize, invites the King Sejong Prize winners to South Korea for participating in the event organized by them in the honor of the King Sejong. Accordingly, on the invitation from the government of Korea, a team of two member delegation visited South Korea from 7th to 11th October, 2013. The Korean Government arranged an interview of TBS FM Radio Broadcasting System with the Indian delegates (being the awardees of the UNESCO King Sejong Literacy Prize, 2013).

Innovations

Maulana Azad Taleem-e-Baligan (Target Focused approach for minorities (Muslim) under Saakshar Bharat). On account of comparatively lower literacy rates (59.1% against 64.83% national average as per 2001 Census) among Muslims and keeping in view of Sachar Committee strong suggestion for sharp focused policies on inclusive development and main stream of the Muslim Community and in pursuance of Prime Minister's New 15 Point Programme for the welfare of minorities including enhancing opportunities for education among Muslims, National Literacy Mission Authority, Ministry of Human Resource Development has designed a target focused approach for Muslim minorities to enhance literacy and basic education among the adults of Muslim Community. Before developing the blue print for this initiative, a series of consultative meetings were organised with the stakeholders of the Muslim community including representatives of prime Madrasas and State level officials. Based on these discussions, the National Literacy Mission Authority has frame a new framework under the name of Maulana Azad Taleem-e-Baligan.

Maulana Azad Taleem-e-Balighan will be a target focused approach to impart functional literacy covering around one crore non-literate Muslim adults, providing opportunities for promoting basic education in around 2.5 lakhs adults and imparting livelihood skills training (HUNAR) covering around 3 lakh beneficiaries and to provide opportunities of continuing education to the community including physical and emotional development, practical arts, applied science, sports, and recreation. To start with, the Programme will be implemented in Saakshar Bharat Muslim Concentrated Districts. It will be gradually up scaled to cover all Saakshar Bharat districts.

SCHEME OF SUPPORT TO VOLUNTARY AGENCIES FOR ADULT EDUCATION AND SKILL DEVELOPMENT

In order to promote Adult Education & Skill Development through the voluntary sector, a modified scheme, namely, Scheme of Support to Voluntary Agencies for Adult Education and Skill Development has been put in place with effect from 1st April, 2009. The main objective of the Scheme is to secure extensive

as well as intensive involvement of the voluntary sector in the endeavour of the Government to promote functional literacy, skill development and continuing education among adults, under the overall umbrella of Saakshar Bharat. The scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthan and Assistance to Voluntary Agencies.

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

- i) Development of teaching-learning and training materials for literacy programmes.
- ii) Production and dissemination (including translation) of literature for adult education.
- iii) Training of literacy functionaries.
- iv) Undertaking motivational and environment building activities for adult education.
- v) Multimedia works.
- vi) Running of field programmes.
- vii) Action research, evaluation and monitoring of literacy projects.
- viii) Undertaking innovative projects to identify future needs of literacy programmes.
- ix) Capacity Building Programme of Directors of JSSs:- The Directorate organised four capacity building training programmes of 100 Directors of JSSs of 5-day duration at Goa, Mysore, Jaipur and Guwhati. The topics covered were: Jan Shikshan Sansthan guidelines, Effective Office Administration, General Administrative and Financial Rules, Leadership Capability Building, Effective Team Work & Team Management, Communication Skills, Marketing and Negotiation Skills, Life Management Skills – Stress & Time, Positive Attitude, Self-motivation, Conflict Management & other Interpersonal/ behavioural skills,

Identification, Convergence and collaboration of Vocational Skills/Trades with Market Opportunities.

x) Video Conferencing with SLMAs



(b) Institutionalization of State Resource Centres (SRCs) with Jan Shikshan Sansthan (JSSs) and State Literacy Mission Authorities (SLMAs) for Skill Development Programme:- The Saakshar Bharat Programme is being implemented through State Literacy Mission Authorities (SLMAs) and its agencies at district/block and Gram Panchayat levels. In order to provide academic support to SLMAs and its agencies, a network of SRCs has been set up under the Scheme of Support to Voluntary Agencies for Adult Education & Skill Development. The Saakshar Bharat Programme has also got a component of skill development at the level of Adult Education Centres (AECs) being set up at Gram Panchayat level for implementation of the Programme. Besides, there is a countrywide network of District level organizations called Jan Shikshan Sansthan (JSSs) which are largely run by NGOs for imparting vocational training to non-literates. These JSSs are presently functioning as district level agencies in isolation and there is no state level agency to provide technical resource support to them for their capacity building and for improving quality and curriculum of vocational programmes being implemented by them. Such support is also necessary for implementation of skill development programmes at AEC level. It is, therefore, necessary to develop a network in which State Resource Centres (SRCs), which are state level agencies, are institutionalized with

SLMAs on one hand and with JSSs on the other for providing academic/technical resource support to them and for their capacity building.

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

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



Confectionery, Textile Technology, Leather Technology, etc.

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

DIRECTORATE OF ADULT EDUCATION

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

- (a) Signing of MOU with Election Commission of India:- A Memorandum of Understanding (MOU) was signed between the National Literacy Mission Authority and Election Commission of India on 21st May, 2013 in order to collaborate in their endeavours to sensitize and make aware adults, specially the vulnerable and disadvantaged including women, SCs, STs & Minorities in NLMA covered districts about their electoral rights and related processes about exercise of franchise. The MOU was signed in the presence of Shri M.M. Pallam Raju, Hon'ble Minister of HRD, Dr. Shashi Tharoor, MOS, HRD, the Chief Election Commissioner and two Election Commissioners, Secretary (SE&L) and DG (NLMA).
- (b) Convention of State Ministers of Education and Panchayati Raj:- A one day Convention of State Ministers of Education, Panchayati Raj, Principal Secretaries of Education and Panchayati Raj, District Panchayat Presidents, SLMA and SRC Directors was organized on 13th June, 2013 in the august presence of Dr. M.M. Pallam Raju, Hon'ble Minister of HRD, Shri Montek Singh Ahluwalia, Dy. Chairman, Planning Commission, Dr. Shashi Tharoor, MOS, HRD and Shri Pradeep Jain Aditya, Hon'ble Minister of State, Rural Development. The objective of the convention was to provide a platform to the Ministers, Senior State Government officials and other important stake holders to sharpen their understanding of

roles and responsibilities for effective implementation and delivery of the adult education programme. It was also to share with the stake holders the implementation strategy and plan of the proposed campaign besides providing better focus for overall implementation of the Mission. The programme was aimed to impress upon State Governments to entrust Saakshar Bharat to Gram Panchayats and empower them to implement this programme and achieve literacy in a time bound manner.

- (c) Flag Hoisting at GP level on 15th August, 2013:- As a part of the implementation of focused campaign to reinforce the philosophy, spirit and conceptual vision of 'Saakshar Bharat' among all stake holders at Gram Panchayat level, SLMAs were requested to undertake various activities at GP level on 15th August, 2013 i.e. (i) Hoisting of Literacy Flag; (ii) Play Literacy Song; and (iii) Take a pledge to make the Gram Panchayat fully literate.
- (d) Celebration of ILD 2013:- The International Literacy Day was celebrated at Delhi on 8th September, 2013. Hon'ble President of India was the Chief Guest on this occasion. The Directors and Member Secretaries of State Literacy Mission Authorities, Directors of SRCs, JSSs and other dignitaries from various National and International Organizations participated in the programme.



- (i) Saakshar Bharat Awards:- On the occasion of ILD 2013, Saakshar Bharat Awards were presented to State Literacy Mission Authority, District Lok Shiksha Samitis, Gram Panchayat Lok Shiksha Samitis and State Resource Centre and Jan Shikshan Sansthan for outstanding work in the field of literacy and adult education. The various g SLMA, ZLSSs, GPLSSs and SRC and JSS

were presented Saakshar Bharat Awards.

- (e) Print and Electronic Media:- Audio and Video programmes were telecast on prime time slots of Doordarshan National network and through All India Radio. Print advertisements were released through DAVP during ILD celebration, International Conference and KRITI exhibition. Kriti – 'Literacy Exhibition – 2013' was organised at Dilli Haat as part of ILD celebrations from September 7-9, 2013.

REVIEW OF BASIC LITERACY MATERIALS

A one day meeting of the Quality Assurance Committee was held on 25th April, 2013 in the Directorate of Adult Education, New Delhi. The meeting was chaired by Dr. L. Mishra. The members of the meeting were briefed about the role and responsibilities of Quality Assurance Committee. The second meeting of the Quality Assurance Committee was held on 24th & 25th June, 2013 in the Directorate of Adult Education, New Delhi. Out of 10 primers received from Chhattisgarh, Gujarat, Jammu & Kashmir, Meghalaya and Orissa SRCs eight were reviewed. A three day meeting to review Primers/ Bridge Primers received from Chhattisgarh SRCs was held from 23-25 October, 2013 at DAE, New Delhi. Suggestions were given to incorporate in the primers. A two day meeting to review Primers/Bridge Primers received from Delhi, Gujarat, Chhattisgarh and Orissa SRCs was held from 30-31 December, 2013 at DAE, New Delhi. All the primers were reviewed and comments/suggestions were given to be incorporated in the primers.

Training:- Training programmes of Key Resource Persons on Electoral Literacy, Financial Literacy, Legal Literacy and Disaster Management and Civil Defence, Offerings of Sakshar Bharat were held at Jaipur, Lucknow, Bhopal and New Delhi respectively during August, October and November, 2013. Various SRC coordinators participated in the programme. A Training manual for the literacy of District and Block level Coordinators for Basic Literacy was developed and circulated to all SLMAs/SRCs. The Training Manual of Masters Trainers on convergence themes was also developed incorporating all the five themes and it was circulated to all State Resource Centres with necessary instructions to get them translated into regional languages and for use in the MTs in Training Programmes.

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Chapter 07

Technology Enabled Learning

TECHNOLOGY ENABLED LEARNING

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

The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where mode. This was expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period.

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

- providing connectivity, along with provision for access devices, to institutions and learners;
- Content generation.

It seeks to bridge the digital divide, i.e. the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

SAKSHAT is envisaged as one stop education portal to facilitate lifelong learning of the students, teachers and

those in employments or in pursuit of knowledge free of cost to them. The portal is expected to be the main delivery platform for the contents developed under the National Mission on Education through ICT (NMEICT). INFLIBNET has taken up the initiative to create integrated one stop e-content portal for easy access to all the contents developed under the Mission.

For Mission related information and to facilitate public scrutiny, feedback and transparency for the projects undertaken by the Mission a new website has been created for the NMEICT.



Figure: Website of NMEICT (www.nmeict.ac.in)

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

Connectivity : The Mission aims to extend computer infrastructure and connectivity to over 25000+ colleges and 2000 polytechnics in the country including each of the department of 419 universities/deemed universities and institutions of national importance as a part of its motto to provide connectivity up to last mile. Up to 400 nodes LAN on average is also being provided under the Mission. Connectivity to universities and colleges is in progress and as on date, 400 universities and nearly 26000 colleges in the country have been connected.

E-Content : The Mission is in the process of creating high quality e-content for the target groups covering all disciplines at higher education level. NPTEL is a joint initiative of IITs and IISc funded by this Mission provides e-learning through online Web and Video based courses in engineering, science and humanities

streams. The Mission of NPTEL is to enhance the quality of engineering education in the country by providing free online courseware.

Over 329 courses are complete and made available in NPTEL website. More than 990 courses in various

disciplines in engineering and science are getting generated in phase-II of NPTEL. For UG courses, Consortium of Educational Communication (CEC) has been tasked for e-content generation. In phase-I, e-content for 19 UG subjects and in phase-II e-content for 68 subjects will be generated by the CEC in collaboration with its media centers.

NPTEL courses Institute-wise (Both Phase I and Phase II)

Institute	Video	Web	Total
IIT Bangalore	64	52	116
IIT Bombay	68	66	134
IIT Delhi	67	63	130
IIT Guwahati	30	94	124
IIT Kanpur	97	100	197
IIT Kharagpur	114	70	184
IIT Madras	129	130	259
IIT Roorkee	36	51	87
Total	605	626	1231

NPTEL Website Analytics

	Jan 2010 - Dec 2010	Jan 2011 - Dec 2011	Jan 2012 - Dec 2012	Jan 2013 - June 2013
Number of Visits	33,90,193	5,707,1387	71,20,986	1,07,25,673
Average number of visits per day	9714	14,412	19,510	29385
Page views	1,85,60,678	5,20,55,691	71,20,986	54,42,615
Average number of page views per visit	5.47	5.60	6.18	7.32
Average time on site	5:40 min	6:34 min	7:46 min	4:19



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

Subject completed under Phase – I

S. No.	Subject Name	No of Modules produced
1.	History	356
2.	Botany	276
3.	Anthropology	194
4.	English Language	131
5.	Hindi Language	124
6.	Environmental Science	75

Subjects under Phase - II

S. No.	SUBJECT	Progs. produced till 30/09/2013
1	B.A. (Hons) Urdu	08
2	B.Sc. (Hons) Food Technology	15
3	B.A. LLB	96
4	B. Pharmacy	--
5	B.A. (Hons) Music (Ravindra Sangeet)	--
6	B.A. (Hons) Political Science	--
7	B.Sc. (Hons) Microbiology	49
8	B. A. in Film Studies	--
9	B. A. Vocational Studies (Book Publishing)	--
10	B. A. Vocational Studies (Mass Communication Video Production)	47
11	B.A. Psychology	141
12	B. A. (Foreign Language) French & Spanish	--
13	B.Ed. (English)	--
14	B.Sc. (Hons) Home Science	--
15	B.Sc. Analytical Methods in Chem & Bio-Chem	--
16	B.A. Management & Marketing of Insurance	101
17	B.A. Marketing Management & Retail Business	121
18	B.Sc. (Hons) Electronics	38

For 77 PG subjects, e-content generation activity has been assigned to University Grants Commission (UGC). The process of content creation has been initiated for 72 subjects.

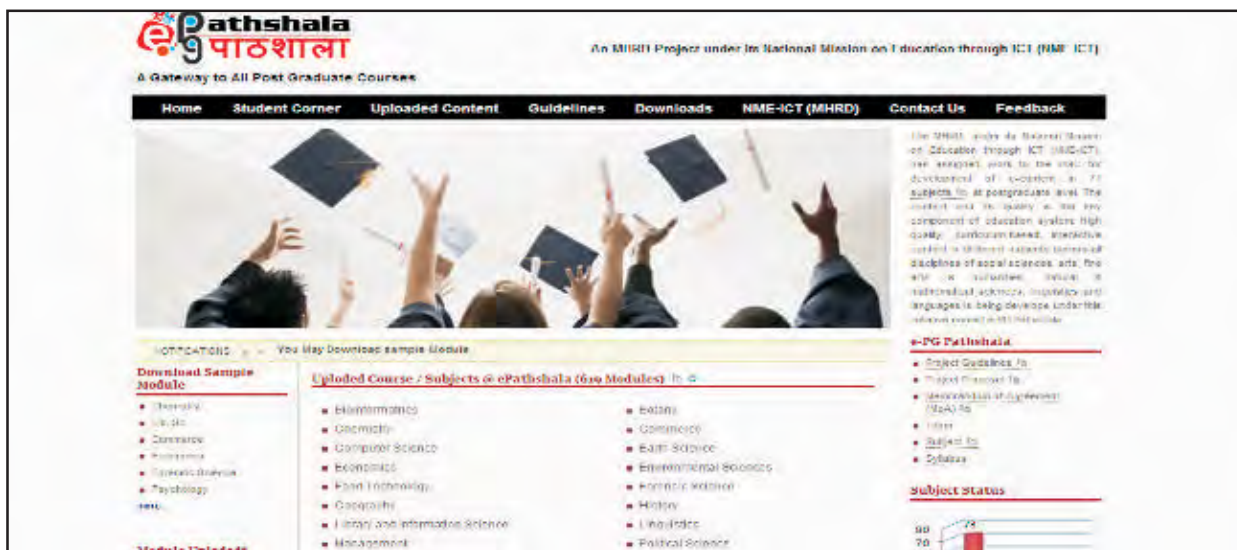


Figure : e-PG Pathshala (<http://www.inflibnet.ac.in/epgp/>)

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

1. Actuarial Science (Risk / Disaster Management)	18. Computational Sciences	39. Human Rights and Duties
2. Adult Education / Continuing Education / Andragogy / Non Formal	19. Computational Social Science	40. Indian Culture
3. Education	20. Computer Science	41. Information Technology
4. Analytical Sciences / Instrumentation	21. Defence and Strategic Studies	42. Japanese
5. Anthropology	22. Earth Sciences	43. Law
6. Architecture	23. Economics	44. Library and Information Science Linguistics
7. Biochemistry	24. Education	45. Management
8. Bioinformatics	25. Electronic Science	46. Mass Communication & Journalism
9. Biotechnology	26. English	47. Mathematics
10. Botany	27. Environmental Sciences	48. Microbiology
11. Buddhist Studies	28. Food and Nutrition	49. Museology & Conservation
12. Business Economics	29. Food Technology	50. Music & Fine Arts
13. Chemistry	30. Forensic Science	51. Nano-Science and Nano-technology
14. Chinese	31. French	52. Painting / Sculpture / Graphics / Applied Art / History of Art)
15. Commerce	32. Genetics	53. Performing Arts (Dance / Drama / Theatre)
16. Comparative Literature	33. Geography	54. Pharmaceutical Science
17. Comparative Study of Religions	34. German	
	35. Hindi	
	36. History	
	37. Home Science	
	38. Human Resource Management	

55. Philosophy	61. Public Administration	68. Statistics
56. Physical Education, Sports and Health	62. Russian	69. Urdu
57. Physics	63. Sanskrit	70. Visual Arts (including Drawing &
58. Political Science	64. Social Medicine & Community Health	71. Women Studies / Gender Studies
59. Population Studies	65. Social Work Education	72. Zoology
60. Psychology	66. Sociology	
	67. Spanish	

Low Cost Access-cum-Computing Devices (LCAD) : Even the best e-content cannot have a significant impact unless it reaches the vast majority of learners with ease, as and when they demand it. The Mission has funded the development of Ultra Low Cost Computing Devices to enable students, wherever they may be, access to education content. Indian Institute of Technology (IIT), Bombay is doing a project pertaining to (a) Acquisition and Testing of Low Cost Access-cum-Computing Device and (b) Hardware and software optimization LCAD under the scheme of NMEICT. The advanced version of low cost tablet

called Aakash-2 was launched by the Hon'ble President of India on the occasion of National Education Day i.e. 11th November, 2012.

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

Table : Difference between Aakash and Aakash 2

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

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

- (i) Interactive lesson building tool 'Proxy MITY'.
- (ii) 'Clicker' application which permits quizzes

to be conducted on-line in class rooms in real time.

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

- (iv) A 'Robot-Controller' as a demonstration of engineering control applications.
- (v) Spoken tutorials can be used on Aakash-2.
- (vi) Some educational animations have been built, and open source software tools are being developed and adopted for creating interactive animations to run on Aakash-2.
- (vii) Programming environment which permits students to use these tablets as a regular computer to write programs in C, C++, and Python.
- (viii) The Scilab package has been fully ported on Aakash-2.
- (ix) Aadhar biometric authentication has been integrated with Aakash-2.
- (x) Linux Operating System has been ported on Aakash, which is being further optimized.

A total of 1,00,000 tablets been distributed among various remote center colleges across the country.

Talk to a Teacher: Under Talk to a Teacher project sanctioned to IIT, Bombay A-VIEW developed by Amrita Vishwa Vidyapeetham is being used as the



Fig.: Remote A-View Class

	❖ Electronics & Communications
	❖ Computer Science & Engineering
	❖ Electrical Engineering
	❖ Mechanical Engineering
	❖ Chemical Engineering
	❖ Biotechnology and Biomedical Engineering
	❖ Civil Engineering
	❖ Physical Sciences
	❖ Chemical Sciences

Figure: Broad areas of Virtual Lab

collaboration tool for the National Teacher Empowerment Program. Prof. Deepak Phatak, IIT Bombay, leads the National Teacher Empowerment Program using A-VIEW to train thousands of college teachers across the nation.

In order to train teachers and students of Engineering colleges, two major training programs were conducted. The first was a 2 day orientation program for teachers, which was conducted on November 10-11, 2012. Over 13,000 teachers from the APCs, participated in this program.

A training program for students from colleges, was similarly planned and conducted over 2 weekends: February, 23-24 2013 and March 3-4, 2013. More than 30,000 students originally registered for this training program. Because of the restricted lab facilities in Remote Centres, only about 8,000 could be accommodated to attend the program and complete all quizzes and assignments, and they were awarded certificates. The program was greatly appreciated by the participants.

Virtual Lab does not require any additional infrastructural setup for conducting experiments at user premises. One computer terminal with broadband Internet connectivity is all that is needed to perform the experiments remotely. Over hundred Virtual Labs are currently ready for use and available at one common website www.vlab.co.in. These labs were dedicated to the nation on 23 February 2012. Over 50,000 students, (in approximately 150 colleges) have used the Virtual Labs and have provided user-feedback.

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



Figure: Participating Institutes

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

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

Figure 12: Current status of Virtual Lab

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

1. The multi-institutional architecture (Brihaspati-3) is released. A server also runs with latest source code at <http://brihsvn.iitk.ernet.in:8080/brihaspati/servlet/brihaspati>. It provides LMS services to more than 187 institutes in India.
2. MHRD Multisite Grant Management System (MGMS) - this is system for tracking fund transfers from project funding agencies. Also all the expanses, headwise expanse details etc. can be tracked with this. It allows for multiple subprojects with their specific fund allocation and individual expanse tracking is also build as part of this. Currently, the beta build is running on a server in IITK. AVV is also running the same service at their end.

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

Figure 13: Percentage coverage of syllabus

3. Data visualization system - It is used to create visualization of data which is fed into this system. This is build so that visualization of records can be generated by other systems. This service is currently running at AVV.
4. Project management system - This is build to provide functionality to faculty to manage their own project activities. It provides mechanism to split the bigger project tasks into smaller tasks and identify the bottleneck. The Bugzilla system has been integrated with this system.
5. Online admission system to manage the admission activities have also been built and used on trial basis in DEI. Online examination system have also been built and made part of Brihaspati-3 system. The online examination system can now be used for conducting online examination in any course on Brihaspati-3.
6. System for payroll generation within an institute, purchase and inventory management, library automation, online election management within institutes has also been done.
7. E-portfolio developed by IGNOU has been integrated with the Brihaspati LMS.
8. Web Hosting Management System providing a platform for educational institutes to host their website. Five institutional website are operational on the platform at present.

In order to disseminate and encourage various academic institute to use these systems and provide

feedback to improve them further, many workshops have been conducted. Also resource persons for conducting the workshops at other institutes have been provided.

e-Yantra

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

- Providing training for teachers and students-- through workshops where participants are taught basics of embedded systems and programming
- Engaging teachers and students in hands-on experiments with robots -- through competitions where participants are given robots to implement a solution, and
- Helping colleges to set-up Robotics labs/clubs -- by awarding a basic set of robots and expert advice to colleges, facilitating setting up of labs, in addition to training their teachers through workshops.

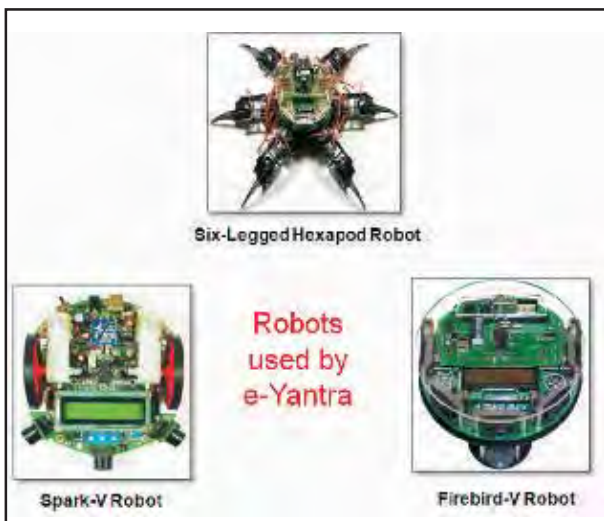


Figure: Robots used by e-Yantra

In e-Yantra, low cost SPARK V robots are used for introducing students to basic concepts of Robotics. Firebird V is a versatile platform for implementing more challenging and complex course projects where assemblies can be built on top of the robot. This robot

is sufficient and necessary to teach students advanced concepts of embedded systems and Robotics. The Hexapod Robot is a variation of the Firebird V robot that has six legs with 18 servo motors. This robot is used to study and design different locomotion techniques, which are useful in defense, and agricultural applications where rough terrains are encountered.

All the projects and code are available on the e-Yantra web-site as open source content under the Creative Commons 5 license. Visit www.e-yantra.org to access projects and other contents.

e-Yantra's lab setup initiative were launched on a pilot basis in which 19 colleges under Mumbai University are participating. These colleges have already committed funds to set up Robotics labs in their colleges in addition to nominating a team of 4 teachers to participate in the workshop and the e-Yantra Robotics Teacher competition. Each of these colleges is being given Firebird V robots upon successful participation by their teacher teams in the competition, starting them off in equipping their Robotics labs.

Launching of E content:

- (a) Honorable Minister of Human Resource Development launched the e-content developed for UG course (3 Years) for Botany subjects at Bundelkhand University, Jhansi on 23rd Sep 2013.
- (b) Honorable Minister of Human Resource Development has launched the e-content developed for UG course (3 Years) for 7 subjects (English, Mathematics, Environmental science, photography, Anthropology, History & Hindi) at CEC, New Delhi on 28th January 2014.

Awareness Workshops conducted during the period:-

- (a) Dissemination workshop on National Mission on Education through Information & Communication Technology (NMEICT)

For Dissemination of NMEICT products to others engineering colleges one day workshop was organized along with AICTE for Engineering colleges of NCR on 8th Oct 2013. In this workshop about 500 Engineering colleges of NCR Region Delhi participated.



(Dissemination workshop on 8th Oct 2013 for engineering colleges of NCR Region)

(b) Upscaling and Mainstreaming of Technology Enabled Learning in Higher Education in India".

To brainstorm and decide on next steps to be taken from the present possibilities of the technology enabled learning, MHRD in association with Planning Commission has organizing a 2-day conference at IIT

Bombay in partnership with Microsoft Research Labs and British Council scheduled on February 25/26, 2014.



MoUs signed during the period:-

- (a) To roll out NMEICT products to polytechnics & others Engineering colleges a MoU has been signed to 12 State Technical University & 13 State Technical Education Board on 28 January 2014 through NITTTT as per list.

MoU with NMEICT, NITTTT and State Technical University List		
Sl. No.	State	Name of University
1	Gujarat	Gujarat Technical University
2	Madhya Pradesh	Rajeev Gandhi Prodhigiki vishwavidyalaya, Bhopal
3	Karnataka	Visvesvaraya Technological University (VTU)
4	Andhra Pradesh	Jawaharlal Nehru Technological University , Anantpur, AP
5	Andhra Pradesh	Kakatiya University, Warangal
6	Tamilnadu	Anna University, Chennai
7	Tamilnadu	SRM University, Chennai
8	Puducherry	Pondicherry Engineering College
9	Rajasthan	Bikaner Technical University
10	Uttar Pradesh	Uttar Pradesh Technical University
11	Punjab	Punjab Technical University
12	Himachal Pradesh	Himachal Pradesh Technical University
MoU with NMEICT, NITTTT and State Technical Education Board		
Sl. No.	State	Name of Department
1	Madhya Pradesh	Technical Education Department
2	Karnataka	Department of Technical Education
3	Andhra Pradesh	Department of Higher Education
4	Andhra Pradesh	Department of Technical Education
5	Kerala	DTE, Kerala
6	Jharkhand	State Board of Technical Education
7	Orissa	Technical Education and Training
8	Harayana	Haryana State Board of Technical Education
9	Puducherry	DTE , Puducherry
10	Uttar Pradesh	State Board of Technical Education
11	Uttarakhand	State Board of Technical Education
12	Jammu & Kashmir	Technical Education
13	GOA	Technical Education Department

- (b) A MOU has been signed between Secretary, HE, MHRD and CEO, Prasar Bharti on 19 November 2013 wherein Prasar Bharti shall become partner in MHRD DTH programme and shall provide NOC and apply for WPC/NOCC/SACFA clearances to Ministry of C&IT on behalf of MHRD required for uplinking the transmission.



(MoU signed with Prasar Bharti for DTH program)

- (c) Joint Secretary [TEL] & Mission Director, NMEICT/MHRD and the President, ICAI signed a MOU on sharing the MHRD DTH Platform, on 3rd March 2014 in presence of honorable Minister HRD.
- (d) Massively Open Online Certification Course in computer science topics
- (a) Programming, (b) Data Structures and (c) Algorithms, prepared with the help of subject matter experts from IITs, IISc and Industry was launched at Shastri Bhavan by Shri Pallam Raju, Minister, HRD on 28th February 2014

DTH Program:

MHRD is poised to launch the most ambitious programme, under NME-ICT, to generate and deliver structured education content to reach homes, the most cost effective way, so to achieve our composite goals of ensuring 'Access, Equity and Excellence' and bridging the digital divide in higher Education, soon by launching, '50 DTH educational channels' on 24X7 basis. The MHRD DTH programme has the potential to be watched by 67% Homes in India. Teacher's/SME's shall mostly deliver 8 live Sessions a day/channel, each of one hour. The students can seek answers to their queries instantaneously from the teacher during the transmission and it shall benefit all watching the telecast. The live telecast shall also be viewed on PC's, Laptops, Tablets, Smart Mobiles through Multicasting. The content delivered shall be converted into e-Contents and viewers can benefit watching the content on demand at their convenient time, place and pace.

For this the preparations are now in full swing and besides other activities, the MHRD has gone ahead (i) acquiring two satellite transponders from the Department of Space, (ii) finalising hiring of Earth Station/Teleport to beam content to the satellite, (iii) setting up of educational studios also called the Teaching Ends (TE) at 213 Institutions across the country, (iv) signing an MOU with Prasar Bharti, to be partner in this programme, provide NOC and apply for WPC/NOCC/SACFA clearances to the Ministry of Communications & IT on behalf of MHRD, (v) putting in place 'DTH Operations & Management Group' to take appropriate decisions in running the programme, etc.

* * * * *



Chapter 08

Language and Related Areas

LANGUAGE AND RELATED AREAS

CENTRAL HINDI DIRECTORATE

Central Hindi Directorate was established on 1st March, 1960 for the propagation and development of Hindi as per provision of Article 351 of the Indian Constitution as a subordinate office of the Ministry of Human Resource Development, Department of Higher Education.

Mandate of Central Hindi Directorate:

- Development of Hindi

- Devnagari Script
- Promotion of Hindi
- Journals
- Translation and vetting of non-statutory literature of other ministries.
- Extension programmes
- work connected with recognition of Hindi Examinations.
- Correspondence courses in Hindi.

Details of target and achievements of Different Schemes of C.H.D during financial year 2013-14 are given below:-

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
1. Teaching Hindi through correspondence courses	<p>The aim of providing facilities for teaching Hindi to the people of non-Hindi speaking States. Indians settled abroad and the foreigners inclined to learn Hindi through correspondence courses.</p> <p>1. Certificate Course in Hindi (English, Tamil, Malayalam and Bangla media)</p> <p>2. Diploma Course in Hindi (English, Tamil, Malayalam and Bangla media)</p> <p>3. Advance Diploma in Hindi</p> <p>4. Civil Services Hindi Course</p> <p>5. Prabodh, Praveen and Pragya Course</p> <p>6. Development of supplementary teaching material</p> <p>(a) Self taught</p> <p>(b) Conversational Guide</p> <p>(c) Personal Contact Programme</p> <p>The aim of providing facilities for</p>	<p>Modification and Printing of Lesson material, advertisement, admission, dispatch of material, examination and conducting of PCPs etc.</p> <p>Preparation of self taught and conversation guides</p>	<p>Admitted a total no. of 14,261 students in all the courses</p> <p>Modified the lesson material pertaining to Certificate and Advance Diploma Course as per the scheduled.</p> <p>Printed study material and supplementary materials for all the courses</p> <p>Dispatch of study material for all the enrolled students.</p> <p>Publication of advertisement work as per the schedule completed.</p> <p>A total no. of 18 Personal Contact Programmes were conducted Nation wide as per the schedule.</p> <p>Examination conducted Nationwide as well as at</p>

	teaching Hindi to the people of non-Hindi speaking States. Indians settled abroad and the foreigners inclined to learn Hindi through correspondence courses.		the Abroad Centres for all the courses and results of the said was declared as per the calendar. Preparation of Mss. of two conversational guide is completed and Mss. of one self taught is under process.
2.Hindi Through Cassettes	Hindi teaching and promotion through cassettes/DVDs and telecast on Gyan Darshan Channel – An educational TV of M/o HRD.	Preparation of 4 visual DVDs based on educational materials	Completed the production of four DVDs as per the schedule.
3. Award to Hindi Authors	To promote Hindi Writers of Hindi & non-Hindi speaking States	19 Writers	Evaluation of first phase of 46 entries has been completed for the year 2011, 2012 and 2013. Evaluation of the Second phase is under process
4. Schemes of Services and Programmes	Promotion & propagation of Hindi Language & literature at national level	08 Shivirs 02 Yatras 20 Shodh Chhatra yatra Anudan 08 Pradhyapak Vyakhyanmala 06 Sangoshthi	Completed 08 Shivirs Completed 01 Yatras Completed 20 Shodh Chhatra Yatra Completed 05 Pradhyapak Vyakhyanmala Completed 06 Sangoshthi
5. (i) Grants to voluntary organization for the promotion of Hindi	Under this scheme, financial assistance may be given to the Organizations / Educational Institutions to continue and / or to expand their activities or tread fresh ground in the propagation and development of Hindi. The scheme has proved to be very useful and it not only enlists co-operation but also helps those engaged in the propagation of Hindi. Objective of the scheme is the promotion of Hindi language in Hindi and non Hindi speaking states.	221 VHO s	221 VHOs have been benefitted

5 (ii) Scheme of Financial assistance for Publication in Hindi	The object of publication is provide financial assistance to the various writer and manuscripts.	Grants for 36 manuscript publications.	36 Hindi writers got benefit from this scheme.
6. Schemes of Publications Distribution	Propagation and promotion of Hindi in such a way so that it acquire all possible linguistic features to manifest itself as a leading language of the World. Free gifts of Hindi books and magazines to non-Hindi areas for the sake of propagation and promotion of Hindi.	Proposed books 13971. Proposed magazines 47	Due to non-sanction of budget during this year the meeting was not held-up.
7. Bhasha Varshiki & Sahityamala	To encourage Hindi Writers and promote Hindi at National Level	Publication of 6 issues of Bhasha bimonthly magazine One issue of Varshiki annual magazine One book under Sahityamala	Published 05 issues of Bhasha bi-monthly Publication of Varshiki under process Publication of Sahityamala under process
8. Exhibition & Sale	To make available Directorate publications at concessional prices to Hindi and non Hindi speaking states.	12 Book Exhibitions	12 Book Exhibitions have been conducted

COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY (CSTT)

Commission for Scientific and Technical Terminology was set up on 1st October, 1961. The duties and functions of the Commission are as under:-

- To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.
- To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.
- To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by

obtaining useful feedback.

- To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.
- 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).
- To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology

Achievement during year 2013-14:- Published- Administrative Glossaries (Hindi-English), Commerce fundamental Glossary (English-Hindi), Glossary of

Operation Research(English- Hindi), Administrative Glossaries (English- Hindi), Psychology Definitional Dictionary(English-Hindi), Environmental Science Definitional Dictionary(English-Hindi), Definitional Dictionary of Library Science & Information Technology (English-Hindi),Glossary of Ayurveda (Sanskrit-English), Khani Ayojna Ke Siddhant Aur Anuprayog(Book in Hindi),Mrida Sanrakshan Evam Prabandhan(Book in Hindi), Loha Evam Ispat Utpaadan(Book in Hindi),Vigyan Garima Sindhu (6 issues/Issue No. 76,77,78,79,80&81), Gyan Garima Sindhu (combined issues) (Issue No. 33 & 34). Apart

from this, Learners Glossary in Sociology(English-Hindi), Gyan Garima Sindhu (Issue No. 35, 36, 37 & 38), Vigyan Garima Sindhu (Issue No. 82, 83, 84, 85, 86, 87, 88 & 89) are under publication.

The mission of the Commission is to evolve and define scientific and technical terms in Hindi and other Modern Indian Languages to facilitate change in the medium of instruction and the related works. Following are some of the important activities of the Commission:

Sl. No.	Name of the Scheme/ Programme	Brief details	Targets
1	Preparation of technical dictionaries /glossaries including Departmental Glossaries	Evolution and Standardisation of technical terms in Hindi and other Indian Languages, Publication of the coined and defined terms in the form of various glossaries and dictionaries.	Organizing technical sessions leading to evolution of 25000 terms and defining them. (Target achieved)
2.	Definitional Dictionaries	Defining the technical terms evolved by CSTT.	Organizing technical sessions leading to standardization of 4850 definitions and defining them.(Target achieved)
3.	Propagation Programmes	Propagation of the evolved terms through orientation programmes, seminars etc.	Organizing programmes leading to orientation and awareness about the work of CSTT to target of about 2000 beneficiaries. (Target achieved)
4.	Preparation and publication of University level books in Hindi/Regional Languages/ Monographs/Digests/ Journals	Identifying the courses of basic sciences, humanities, social sciences, engineering, medical and agriculture and preparing textbooks and reference materials for the these disciplines. Preparation of monographs on topics relating to different areas of science and technology. Providing latest information and promoting scientific and technical literatures in Hindi through the journals viz. Gyan Garima Sindhu and Vigyan Garima Sindhu.	20 Publications including regional language terminologies. (Target achieved)

5.	Grant-In-Aid For University Level Book Production	Providing grants to Hindi Granth Academies, Textbook Boards, University Cells in different parts of the country for the production of university level books in Hindi and other Regional languages.	Release of grants to organizations needy after UCs are received.
6.	Publicity And Advertisement	Creation of publicity material and organisation of exhibitions for the promotion of the works of the Commission.	Preparation of 20,000 copies of publicity materials and organising around 10 exhibitions. (Target achieved & 11 exhibitions)
7.	To specialized the departmental Library with specific terminological literature.	Purchase of Books including Dictionaries for the Library.	To facilitate terminology development with the quantitative and qualitative increase in the number of books.
8.	Equipments	To improve the infrastructure.	Purchase of Computer hardware and software.

KENDRIYA HINDI SANSTHAN, AGRA

Central Institute of Hindi is an autonomous organization under the Ministry of Human Resource Development, Govt. of India. It was established by the Department of Education, Govt. of India in 1960. It is governed by Kendriya Hindi Shikshan Mandal, Agra. Hindi works as a vital link for National Integration in India. The Institute imbibes this characteristics of Hindi in all its activities. The Institute has been oriented to realize this goal through its various disciplines and the programmes organized there. In this background the Institute has put some objectives in its memorandum. These can be enshrined as following-

- (i) To realize the constitutional obligation mentioned in section 351, the institute works for the development of Hindi as an all India Language and make an attempt to prepare, organize and implement such types of the courses which can help to attain this broad objective.
- (ii) To improve the standards of teaching Hindi at various levels, to train Hindi teachers, to provide avenues for the advanced study of Hindi language and literature and Comparative Linguistics related to different Indian languages, to organize

research in the teaching of the subject, to formulate, undertake and facilitate such courses.

- (iii) To prepare suitable text books, reference books and research oriented books for different levels of Hindi Teaching and learning and make them accessible after their printing and publication.
- (iv) To publish Journals and magazines according to the goals of the Institute.
- (v) To subscribe or become member or to cooperate with other associations with the Institutes working with similar objectives or to extend them affiliation, if required.
- (vi) To promote the application of Hindi by providing Fellowships, Scholarships, Awards and medals.

Overall outcome:- Total 2250 students/teachers were trained under Orientation/refresher courses different regional centres including the Head Quarter. Under propagation of Hindi in abroad, 135 students from various countries were taught. All the Academic and Administrative departments are connected with Wi-Fi including boys and Women hostels.

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Govt. of

India and controlled by Ministry of Human Resource Development, Department of Secondary and Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis, The sansthan is recognized as an advanced center for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. It has eight departments at it's Headquarer and eight regional Centers at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Deemapur, Bhubaneshwar & Ahmedabad located. These centres participate in Teachers Training Programme, Research in comparative & Contrastive Linguistics and Preparation of Instructional material us per the need of Hindi learners of the feelerarea. Besides it, the Sansthan has 4 affiliated college owned & governed by Govt. of Nagaland, Mizoram, Assam & Karnataka.

Schemewise performance of Sansthan during the session-2013-14 is given hereunder:-

(A) Training Programmes (Department of Teacher Education)

- Hindi Shikshan Nishnat (Equivalent to M.Ed.)
- Hindi Shikshan Parangat (Equivalent to B.Ed.)
- Hindi Shikshan Praveen (Equivalent to BTC)
- Hindi Shikshan Vishesh Gahan (for unqualified primary Schools of N.E. States)
- Three year Diploma Course for Nagaland
- Affiliated colleges of Mizoram, Nagaland, Mysore and Guwahati are also running some course of Sansthan.

(B) Distance Education Programme (Dept. of Distance Edn.): - Correspondence Programme for Parangat- The Programme will be started after the recognition of NCTE

(C) Teaching Programmes

- Vocational Courses (Evening Programmes)
- Foreigners Programme Deptt. Of International Hindi Teaching

- Short term (Dept. of Orientation & Language Extension)

(D) Audio Visual instructional Material (Deptt. of Language & Information Technology)

- C.D. Preparation Scheme
- Development of Lexical Resources
- Hindi Lok Shabd Kosh Scheme

(E) Seminar:- During this year 17 regional seminars have been orgazined by the Headquarter and different centres of Sansthan. The significance of the activities of Sansthan is that its participants belong to every part of the country. During admission Sansthan, with all keenness gives representation to all states. These activities are attended by all section of society. If must be noted that is all the programmes of the Sansthan participation of Female students are more than the Male students.

The Sansthan has eight Centres as mentioned below:-

- (i) Delhi (1970) : Delhi centre is running Hindi Courses under the self financing scheme for the Foreigners, Evening Classes for Post M.A. Diploma in Applied Hindi Linguistics, Post M.A. Diploma in Theory and Practice of Translation and Post M.A. Diploma in Mass Communication and Journalism. Bodies these courses, this centre ogranises some refresher courses of 3 weeks duration for the Hindi teachers, working in schools and colleges separately in the states or Punjab and Jammu & Kashmir.
- (ii) Hyderabad (1976) : The centre organize the teaching and training programmes for the Hindi teachers serving in schools and colleges as well as the workers of the voluntary organizations busy with the Hindi propagation. These courses are of short-term in nature from 1-4 weeks duration. These courses emphasizes on the modern techniques of Hindi teaching.
- (iii) Guwahati (1978) : This centre organizes short-term refreshers courses for Hindi Teachers from

Assam, Manipur, Arunachal Pradesh, Tripura and Nagaland.

- (iv) Shillong (1987) : This centre organizes short-term refresher courses for Hindi Teachers from Meghalaya, Mizoram & Tripura.
- (v) Mysore (1988) : This centre organizes short-term refresher courses for Hindi Teachers from Kerala, Karnataka & UT of Lakshadweep.
- (vi) Dimapur (2003) : This centre organizes short-term refresher courses for Hindi Teachers from Nagaland, Hindi Shikshan Vishesh Gahan & Hindi Shikshan Praveen regular courses.
- (vii) Bhubaneswar (2003) : This centre organizes short-term refresher courses for Hindi Teachers from Orissa & Chhattisgarh.
- (viii) Ahmedabad (2006) : This centre organizes short-term refresher courses for Hindi Teachers from Gujarat, Daman And Diu, Dadra & Nagar Haveli.

CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE

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

developed various materials on Indian languages which are listed below.

- Applied Linguistics Unit (including Language Teaching, Testing and Evaluation):
- Linguistic Studies Unit (including Sociolinguistics, Historical Linguistics and allied sub-disciplines other than Applied Linguistics):
- Endangered and Minor Languages Unit (including Andaman and Nicobar languages):
- Literacy and Cultural Unit (including Lexicography):
- Educational Technology Unit (including Computer Applications, Speech Lab, On-line Teaching and Website maintenance):
- Documentation Unit (including Katha Bharati, Sravya Bharati, Bhasha Mandakini and Publications):

Commissioned & Other Projects

- CIIL-Neo-literate Children Literature Material Bank Project
- Composite Correspondence Course in Kannada Project
- Language Information Service (LIS)-India Project
- North-East Language Development (NELD) Project (including Mother Tongue Education):

Schemes

(i) National Testing Service (NTS)

- The purpose of this project is to cater to the evaluation requirements of the country in terms of materials, methods and manpower. In this regard, the NTS has developed a framework for assessing language, literature and personality in all the seven levels of education from primary to research and has also prepared conceptual explanation of evaluation terms. Following programmes were conducted under this project.

- The NTS conducts different types of programmes in order to make the stakeholders aware of the problems in the area of testing & evaluation.

- Orientation programmes for teachers.
- Training cum Workshop on Item Writing & Test Construction
- Seminar on themes related to testing and evaluation
- Workshops for the preparation and publication of reference materials (Print and non-print)
- Workshops under R&D unit to study the problems and suggest remedial measures.
- Programmes exclusively for Regional Field Units where item writing workshops were constructed and the items prepared in different workshops were field tested with the helping the RFU personnel. These enabled NTS-I to include several statistical measures like Difficulty Index, Facility Value and Discriminative Index for each of the items prepared and added to the pool of items.
- In addition to the programmes in Hindi, Tamil, Urdu and a few other Indian languages. Some of the instituted requested for programmes on testing & evaluation for English language and other non-language subjects (like mathematics). Such programmes we are also

conducted utilizing the expertise available in the subject concerned.

- The number of items prepared was around 17,000 and the number of items field tested was 2,300. Around 1,700 teachers were benefited by these training programmes.

Books Published

- Glossary of Evaluation Terms (English, Hindi & Urdu)
- General Frame of Reference (English, Hindi, Urdu & Tamil)
- An Introduction to Evaluation Terms (English, Hindi & Urdu)

Ready for publication

- Glossary of Evaluation Terms (Tamil, Kannada)
 - General Frame of Reference (Tamil 2nd Edition)
 - An Introduction to Evaluation Terms (Tamil, Kannada)
- (ii) Linguistic Data Consortium for Indian Languages (LDC-IL.): The mandate of the LDC-IL is to cover as many languages as possible in its endeavour to help Indian languages to absorb technology and develop to become vehicles of modern thought. Target and achievements of the LDC-IL during the current year is shown in following table:

Objectives	Physical Output	Achievements
I: Speech Corpus 1. Automatic Speech Recognition (ASR) - Read speech data	Segmentation & Annotation	1. Three to Five hours of data annotated with background noise etc., 2. Approximately 10 hrs. words per language has been segmented & annotated for 19 languages at sentence level.
2. Telephonic Data	Setting standards	Prepared data set standards

3. Pronunciation Dictionary	(For 4 languages) 1. Addition of sound file 2. Phonetic transcription 3. Phonetic variation	1. Done 5000+ most frequent words for 19 languages 2&3 Phonetic transcription & phonetic variation could not take up since concentrated on adding sound file for 19 languages instead of 4 languages In addition: Prepared Pronunciation dictionary for learning purpose for Indian languages
II: Text Corpus 1. Monolingual corpus	1 million words (cleaned corpus for well-resourced language)	1. One million words (per language) corpus cleaning done for 10 languages 2. Automatic POS annotation for 2 lakh words in 16 languages 3. POS tagging 50,000 words in 10 languages
2. Parallel Corpus	(In consultation with the NTM Project of this Institute parallel corpus will be added)	
III: Indian Sign Language	Setting standards	Data Set Prepared: Stories, Jokes, Conversation, Sentences & sign-words Data Set cleaning: 1. Sentences reduced to 50 out of 90 sentences. 2. sign-words reduced to 534 out of 900 phonetically balanced sign-words Other Task: Designing of user-interface for entering metadata information
IV: Natural Language Processing 1. Morph Analysis	1. Morph Analysis 2. Electronic Dictionary	1. Re-validation has done 2. Database design has done
2. Part of Speech Tagging	Part of Speech Tagging	Re-validated approx. 1 lakh POS BIS annotated words (validated ambiguous words in two phases)
3. Local word Grouping	Local word Grouping	1. Prepared Chunk tagset for all languages 2. Done pilot chunking 1000 sentences
4. Spell Checker	For languages / scripts which have not been taken by other institutions	Extracted word list with agglutinative
5. Language Identifier		1. Generated language model for 12 languages 2. Tri-gram based tool was developed

- (iii) National Translation Mission (NTM): National Translation Mission (NTM) is a Scheme of the Government of India to make knowledge based texts accessible in all Indian languages listed in the VIII schedule of the Constitution through translation. During the period the NTM has achieved following targets. The activities and achievements are given below in brief.

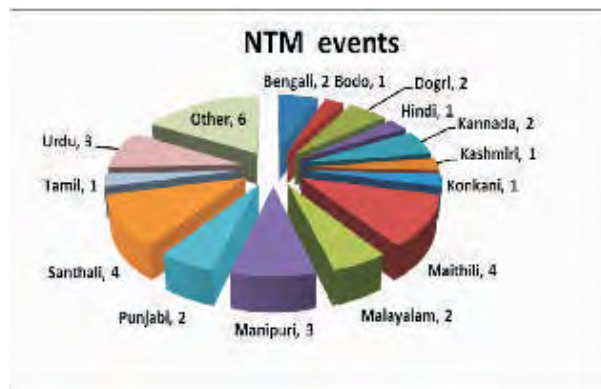
A. Procurement of Copyright and Translation & Publication of Pedagogic Material:



- B. Translation Tools: Basic Dictionaries: The first six basic dictionaries (Hindi, Bengali, Kannada, Oriya, Malayalam and Tamil) have been published. Punjabi, Gujarati, Marathi, Telugu and Urdu dictionaries are in the final stage of prepublication. Glossaries and Technical Terminology: To facilitate quality translation, NTM is preparing text and discipline-wise glossaries in consultation and in collaboration with the Commission for Scientific and Technical Terminology (CSTT). The finalized glossaries will

be published jointly by both the organizations, which would become the official glossaries for use of any Government of India assignment.

- C. NTM Databases: (i) Indian Universities Database: This contains syllabi and reading material collected from various universities and institutions in India so that a list of most commonly prescribed titles can be extracted. The list is used as the basis for the selection of titles for translation. At present, the IUD has details of 155 universities and 28 disciplines, and details of more than 2,73,000 titles have been keyed in.; (ii) National Register of Translators: Till date around 6015 people have been registered through NRT; (iii) Experts' Repository: Contains detailed information about experts/scholars from various disciplines across India. At present, information about 754 experts is available in the repository. Dictionary and Glossary Database: NTM has created and has been updating a reservoir of data on dictionaries and glossaries in different disciplines of various Indian languages.



- D. Training of Translators: With an aim to train and orient translators, NTM has been organising 3 weeks Intensive Training Programme – '*Introduction to Translation*'. Finest of translation theoreticians & academicians, eminent translators of the country have been delivering talks on various theoretical and practical aspects of translation to the budding translators. NTM intends to train a total of 240 translators during the current financial year 2013-14. Till now, a total of 141 translators have taken part in the training programme.
- E. Events: Till date, 32 programmes/events were organized.

- (iv) Grant-in-Aid:- It provides financial assistance to Individual authors, voluntary organizations, societies and charitable trusts. It also extends assistance for organizing conferences/seminars/workshops/ orientation programmes on language, literature and culture, assistance for undertaking short term studies, assistance for teaching of Indian languages.
- (v) Centres of Excellence for Studies in Classical Languages (CESCL): The Centre works in the area of classical languages of Kannada, Pali, Prakrit, Tamil, Telugu and Sanskrit mainly to bring the knowledge of these languages into other Indian classical languages and other Indian languages and thus provides linkages between the classical languages of the world.
- (vi) Scheme for Preservation and Protection of Endangered Languages (SPPEL): Under this scheme, a total number of 520 endangered languages/mother-tongues which are spoken by more/less than 10,000 speakers keeping in mind the degree of endangerment and reduction in the domains of usage are proposed to study. For the convenience of administration and supervision of work, this scheme will function six zones. Under each zone, several institutions were identified to co-ordinate with the institute for the smooth functioning of the Scheme.
- (vii) National Information Centre on Indian Languages and Linguistics (NICILL) - New Scheme: The CIIL has a multimedia digital library established in 1970. It has a specialized collection in Indian languages/tribal languages, Linguistics and allied areas like Anthropology, Education, Folklore, Philosophy, Religion, etc. The library is networked with its seven regional language centre libraries at Mysore, Pune, Bhubaneswar, Guwahati, Patiala, Lucknow and Solan. The main objective is to act as the National Information Centre on Indian Languages and Linguistics (NICILL). With a computerized system any user can obtain coherent means of access to an organised,

electronically stored repository of information at their work place.

Regional Language Centres (RLCs): The Regional Language Centres provide support to all the States and Union Territories of the country in implementing the Three Language Formula in order to promote National Integration through multi-lingual education. The RLCs have undertaken 10-month Teacher Training Courses (July –April) in 20 Scheduled languages.

- Eastern Regional Language Centre (ERLC), Bhubaneswar: This Centre conducts teaching and research in Bengali, Maithili, Odiya and Santali languages.
- Northern Regional Language Centre (NRLC), Patiala: This Centre conducts teaching and research in Dogri, Kashmiri, Punjabi, and Urdu languages.
- North-Eastern Regional Language Centre (NERLC), Guwahati: This Centre conducts teaching and research in Assamese, Bodo, Manipuri and Nepali languages.
- Southern Regional Language Centre (SRLC), Mysore: This Centre conducts teaching and research in Kannada, Malayalam, Tamil and Telugu languages.
- Western Regional Language Centre (WRLC), Pune: This Centre conducts teaching and research in Konkani, Gujarati, Marathi and Sindhi languages.
- Urdu Teaching and Research Centre (UTRC), Solan: This Centre conducts teaching and research in Urdu language.
- Urdu Teaching and Research Centre (UTRC), Lucknow: This Centre conducts teaching and research in Urdu language.

CENTRAL INSTITUTE OF CLASSICAL TAMIL

Government of India declared Tamil as a Classical language on 12th October 2004 and the task of implementing the Central Plan Scheme for

Development of Tamil was entrusted to the Central Institute of Indian Languages (CIIL), Mysore, in July 2005. The components of the scheme for the Development of Classical Tamil included Certificate of honour to distinguished scholars of Classical Tamil Language, Tamil Language Promotion Board, Centre of Excellence for Classical Tamil and Fellowships for the study of Tamil as Classical Language. As the major component of the Scheme, the Centre of Excellence for Classical Tamil (CECT) was established in March 2006 with the required academic, technical and administrative staff on temporary contract. The proposal to establish the Central Institute of Classical Tamil (CICT) as an autonomous organization under the Ministry of Human Resource Development, Govt. of India was approved by the EFC on 13th August 2007 with a grant of ₹76.32 crore for the XI Five Year Plan.

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

Ten Major Projects:- With a view to promote the cause of Classical Tamil, CICT has mapped out various plans including preparation of definitive editions of forty-one classical Tamil texts; translation of these works into English and other major European languages as well as into major Indian languages; making of visual episodes on Classical Tamil language, literature, epigraphy and architecture; development of material for the online teaching of Classical Tamil; writing of a historical grammar of Tamil; undertaking diachronic and synchronic studies of Tamil dialects; creation of corpus of Classical Tamil texts; establishment of a digital library; study of India as a linguistic area; and promotion of multidisciplinary research on Classical Tamil--all of which will address the vital issue of the antiquity and uniqueness of Tamil.

Achievements of the Institute during the year 2013-14

- **Awards:-** The Institute has provision for two kinds of awards: (a) Presidential Awards for Classical Tamil [Tolkappiyar National Award -1, Kural Peedam International Awards -2 and Young Scholar Awards – 5] and (b) Kalaingar M. Karunanidhi Endowment Award for Classical Tamil.
- **Fellowships:-** Fellowships are awarded to young scholars who are associated with research in Classical Tamil.
- **Grant-in-Aid For Research Projects:-** Financial Assistance is extended to eminent scholars associated with projects on Classical Tamil Literature and who are from reputed Universities / Research Institutions. Proposals were invited from University / Colleges / Scholars for sanction of Grant in Aid for Research Projects through open advertisement in National dailies. The expert committee recommended 25 proposals for sanction of Grant in Aid in the first instance and another 25 projects are likely to be extended Grant in Aid during the year 2013-14.
- **Grant-in-Aid For Seminars And Training Programmes:-** CICT extends Financial Assistance for Seminars / Training programmes on Classical Tamil organized by Universities / Colleges. Applications for financial assistance was called through open advertisement and based on the recommendation of the expert committee 67 Seminars (One International Seminar) and 69 Training programmes were selected for sanction of Grant-in-Aid for the year 2013-14.
- **Programmes (Meetings, Workshops, Training and Seminars) :-** (i) The fourth Finance Committee meeting of the Institute was held on 16th July 2013 at New Delhi. The meeting was chaired by the Vice Chairperson of the Institute Hon'ble Minister of State for HRD; (ii) The fourth Governing Board Meeting of the Institute was held on 11th November 2013 at New Delhi. The meeting was chaired by the Hon'ble Minister for HRD; and (iii) Academic

Committee Meeting was held on 23rd May 2013 to formulate future academic plans for CICT.



- **Library:-** The library has been equipped with about 40,000 books and 1,500 CDs containing the digital versions of palm leaf and paper manuscripts relating to Sangam classics. Virtua ILS (Integrated Library System), a software with advanced features such as FRBR (Functional Requirements for Bibliographic Records), Update Notifications through SDI, User Reviews & Ratings, and support for mobile computing.
- **Publications (Book, CDs & Newsletter):-** The Institute has brought out about 20 publications and ten AV products till date. During the year 2013-14 the following books have been published by the Institute are (i) Palamoli Nanuru; (ii) Tirikatukam (iii) Iraiyanar Akapporul (iv) Inna Narpatu (v) Iniyavai narpatu (vi) Kar Narpatu (vii) Kalavali Narpatu and (viii) Kuruntokai
- **Launching of International Journal for Classical Tamil:-** CICT propose to launch a biannual research journal titled as International Journal of Classical Tamil.
- **Construction of Institutional buildings for CICT:-** The Government of Tamil Nadu has allotted 6.72 hectare of land at Perumbakkam, Chennai for construction of buildings for CICT.



- **Institution of Classical Tamil Chairs:-** During the year 2013-14 two chairs viz Tolkappiyar Chair at Tamil University Thanjavur and Tirukkural Chair at Annamalai University, Chidambaram are to be Instituted with a capital deposit of Rupees One Crore each. The Governing Board had approved the proposal and the MoU are to be signed during January 2014. The two chairs shall focus on the study, research and dissemination of knowledge of Classical Tamil Literature with special focus on Tolkappiyam and Tirukural respectively.
- **Development of Mobile Application:-** An android application on Tirukkural is under development through a private firm. The mobile application is to be developed with text based verses in Tamil and English with Tamil voice over. The couplets are to be classified under different headings / groups so that it could be of use to general public and scholars.
- **Logo for CICT:-** The Institute proposed few logo designs and the Governing Board in its fourth meeting approved the logo and tag line given below.



- Online teaching of Classical Tamil:- Classical Tamil Online one of the Major projects of the Central Institute of Classical Tamil was launched during the year 2013-14 for the benefit of public.
- Software for Concordance on Caṅkam Literature:- A software has been developed by CICT to search any word in Caṅkam literature. The software helps to retrieve the word with entire sentence wherever it has been referred and gives song number, line number, frequency of the word and percentage of occurrences. It is also possible to have category-wise search (by selecting text name), word search from corpus, editing specialties (cut, copy, paste) and report generation with print command specialties. The software after testing by third party agency shall be released by CICT by January 2014.

NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE(NCPSL)

The National Council for Promotion of Sindhi Language (NCPSL) is an autonomous organization under the Ministry of Human Resource Development. The aim of the Council is to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language. For the purpose of propagation and development of Sindhi language, the following Schemes are being implemented:-

- Financial assistance to Voluntary Organizations for selected promotional activities relating to the Sindhi Language;
- 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;
- Financial Assistance for publication of books in Sindhi Language;
- Conducting Sindhi Language Learning Classes ; and
- Award to Sindhi Writers for Literary books.

Under the Scheme of Financial Assistance to Voluntary Organization, the NCPSL has organized Sindhi Divas on 10th April, 2013 at Delhi University. A review writing three days workshop has also been organized at Adipur, Kutch, Gujarat in collaboration with Sahitya Academy, Mumbai from 22nd -24 May, 2013. Symposium on Harish Vaswani has also been organized in collaboration with Sahitya Academy, Mumbai on 10th -11th May, 2014 at Adipur, Gujarat. 5 Seminars have been organized in various parts of the country for promotion of Sindhi Language.

88 books, 45 CDs/VCDs/DVDs and 16 magazines for free distribution to Educational Institutions/Schools/ Colleges/Public Libraries etc. have been approved for purchase under the scheme of Bulk Purchase.

28 Manuscripts of Sindhi writers have been approved for publication during 2013-14. The manuscript titled "Maath Ji Murk" will be published by the NCPSL. Necessary permission obtained from the writer for copyright. The magazines 'Mahak' have been published during 2013-14.

5804 students enrolled themselves for the Certificate/Diploma and Advance Diploma Courses under the Scheme of Sindhi Language Learning Course of the NCPSL during 2013-14. Examination held on 29th Dec, 2013. 4668 students passed in various courses. Eight rare books transliterated and published in Sindhi Devnagri for the use of students appearing in IAS through Sindhi subject.

81 & 77 applications received for 10 Sindhi Literary Awards of ₹ 50,000/- each for the year 2012-13 and 2013-14 respectively. Two Lifetime Achievement Awards & 10 Literary Awards for the year 2012-13 & 2013-14 have been finalized. The awards will be conferred upon in an Award Function to be held shortly.

An amount of ₹1.00 Crore has been released in two installments of ₹50.00 Lakhs each to IGNOU as corpus for establishment of Sindhi Chair.

NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE(NCPUL)

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Human Resource Development looks after the promotion of Urdu, Arabic and Persian Languages in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Establishment of Computer Applications and Multilingual DTP Centres:- During the year 53 new consisting 45 NCPUL fully aided and 08 accredited Study Centre through registered NGOs opened for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through DOEACC Society (now NIELIT) under Ministry of Communication and Information Technology. This is, in addition to existing 414 centres making a total of 467 in which 22757 students including 9103 girls got admission so as to give technical education to Urdu speaking boys and girls for making them employable technological work force.

Calligraphy and Graphic Design Centres:- So as to preserve and promote Traditional Calligraphy, 01 new centre added in existing 45 Calligraphy and Graphic Design Centre to make total 46. About 1150 students are pursuing this course.

Grant-in-Aid (Urdu):- Financial assistance to 72 NGOs/Agencies approved to support selected Urdu promotion activities for holding 62 Seminars, 10 Lecture series, manuscripts of 39 writers selected for providing printing assistance and 184 Urdu books of bonafide writers including 54 Journals approved for free distribution to Urdu libraries of the country and 81 small and medium newspapers for availing Urdu service of the United News of India extended financial aid.

Publishing Activities:- NCPUL is the principal Urdu publication house under the Govt. of India. 10 new titles, 34 reprint, 07 issues of Urdu Duniya, 02 issues of quarterly journal Fikr-o-Tehqeeq, 05 issues of monthly magazine Bachchon ki Duniya and 21 course books published.

Book Promotion:- Promoting Urdu Books through sale and exhibition is done by holding Urdu Book Melas. NCPUL participated in 01 Book Fair organized by other agencies. 03 trips of Exhibition Van made to cover various districts of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Goa and Maharashtra for making available Urdu publications in urban/rural areas. Till date, 14 book fairs held at different places of the country, 15th All India book fair held at Bangalore from 14th to 22nd September, 2013.

Academic Projects/ Collaboration:- NCPUL continued the various academic projects of Production of 30 books translated and composed including 9

Central Acts, 06 Panel meetings and 03 workshops on Literature and reference Books including linguistic Unani medicine, mass media, legal studies social science, life science held, 26 ITI books completed and uploaded on digital library, works for translation, compilation of dictionary of Urdu to Kannada is under progress. 26 TV episodes produced and telecast.

New Programmes :- (i) Urdu India Keyboard, Urdu Keyboard for Android and 12 Naskh & 01 Nastaleeq Urdu Fonts and Tools were launched on 12 July 2013 for providing a gateway in today's IT World to use Urdu Unicode in Desktop, Laptop and Android based mobile; (ii) Urdu Pedia (www.urdupedia.in) was launched on 03 August 2013 for providing a facility to the Urdu lovers to express their views in Urdu using Urdu Unicode.

National / International Seminars / Conferences / Workshops :- NCPUL organized 06 national seminars including 4 mushairas in collaboration with local NGOs/Institutions. One International Conference on Urdu in 21st Century: Development and Prospect held from 4th to 6th September, 2013 in JNU, New Delhi

Distance Education (Urdu):- NCPUL runs Urdu correspondence course through accredited centres and direct learners. 38 Urdu Study Centres established in addition to 974 existing centres for making total 1065 centres which includes Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer Course. 68858 students admitted.

Promotion of Arabic and Persian:- In addition to above, NCPUL assigned responsibility to promote classic language Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course run through accredited centre and direct learner. 50 new centres established in addition to 455 existing centres to make total 505 centres. 31292 learner admitted in both of courses. The financial assistance to 04 authors for bulk purchase of Arabic and Persian books and 04 for publication manuscript provided.

RASHTRIYA SANSKRIT SANSTHAN(RSKS), NEWDELHI

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no

Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development in India. Fully conscious of this responsibility, the Government of India established RSKS in October 1970 as an autonomous organization registered under the Societies Act for propagation and preservation of Sanskrit language and literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. The Sansthan is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

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

The Rashtriya Sanskrit Sansthan is presently managing its 12 campuses situated at New Delhi (H.Q.), Allahabad (U.P.), Puri (Orissa), Jammu (J&K), Guruvayoor (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar (Garli) (H.P.), Bhopal (M.P.), Mumbai (MH), and Agartala (Tripura). The campuses are pursuing research work leading to the degree of Vidyavaridhi (Ph.D) and also imparting education in various Sanskrit subjects at Acharya and Shastri level. The Shiksha Shastri (B.Ed.) is also available in ten campuses and Shiksha Acharya (M.Ed.) is available in 4 campuses at Jaipur, Jammu, Bhopal and Puri.

Graduate/Postgraduate Level Courses:- The Rashtriya Sanskrit Sansthan offers teaching courses at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha, Siddhant Jyotisha, Sarva Darshana, Veda, Nyaya [Navya], Mimamsa, Advaita Vedanta, Dharma Shastra, Vedanta, Sankhya Yoga, Paurohitya, Jain Darshan, Bauddha Darshan, Puranetihasa as traditional subjects along with English, Hindi, Computer Science and Environmental Studies. Besides, tutorial facility for one modern subject such as Political Science, History, Economics, Sociology etc. is also provided at Under Graduate Level. The course of Shiksha Shastri (B.Ed.) and Shiksha Acharya (M.Ed.) is also conducted in the Campuses. The Campuses also offer research programme leading to the degree of Vidyavaridhi (Ph.D). About 17,000 students appeared in the last examinations of the Sansthan. The Sansthan also undertakes different activities for the promotion of Pali and Prakrit languages.

The Sansthan organized National Conference on the subject "Importance of Sanskrit in Modern Age" at Indira Gandhi Pratisthan, Vibhuti Khand, Gomati Nagar, Lucknow from 13-09-2013 to 15-09-2013.



The Sansthan also celebrated Sanskrit Saptahotsava from 16th to 22nd August, 2013. During this period, a series of programmes were organized for the eminent Sanskrit Scholars and different competitions for the students. Sanskrit Divas was celebrated on 20th August, 2013 in collaboration with the Ministry of Human Resource Development, Govt. of India and Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi at National Museum Auditorium. The Valedictory function was held on 22nd August, 2013 at Chinmaya Mission, New Delhi when prizes were also distributed to the winners of the competitions.



Financial Assistance Provided Under Various Schemes:- The Sansthan provides financial assistance to voluntary Sanskrit Organizations engaged in the propagation, development and promotion of Sanskrit for payment of salaries at ₹6,000/- per month to Sanskrit teachers, scholarships at the rate of ₹300/- per month to Sanskrit students; for construction and repair of buildings; for purchase of furniture and, library books, etc. So far, 733 voluntary Sanskrit Organizations have been assisted under the Scheme. The Rashtriya Sanskrit Sansthan provides financial assistance to 25 Adarsh Sanskrit Mahavidyalayas including Shodh Sansthans according to which 95% of recurring and 75% of non-recurring expenditure is provided by the Rashtriya Sanskrit Sansthan. During the year 2013-14, 4575 students were benefited. The Sansthan also pays honorarium to 150 retired eminent Sanskrit Scholars at the rate of ₹6,000/- per month for teaching in Campuses, Adarsh Sanskrit Pathshalas and other State Sanskrit Colleges under the Shastra Chudamani Scheme. Financial assistance is also provided for organizing vocational training; purchase and publication of rare Sanskrit books and rare manuscripts and for organization of All India Elocution Contests, etc.

Financial Assistance To Sanskrit Dictionary Project, Pune:- The Deccan College, Post Graduate and Research Institute, Pune undertook the project for preparation of Encyclopedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. A total amount of ₹694.71 lakh upto September, 2013 has been released by Rashtriya Sanskrit Sansthan.

Non-formal Sanskrit Education:- A total number of 1350 centres for Non-formal Sanskrit Education are

functioning. Each centre is imparting education at three levels twice each year. Through this programme about 47,000 students in the country are expected to be benefited with Sanskrit learning.

Financial Assistance for Teachers of Modern Subjects:- The Sansthan also provides financial assistance towards salary of teachers of modern subjects in traditional Sanskrit Pathshalas/ Mahavidyalayas and Sanskrit teachers for Secondary/ Higher Secondary Schools belonging to State Government where the State Governments are not in a position to provide such facility. During the year, the Sansthan has given financial assistance to 150 institutions for Modern Teachers and 108 Sanskrit Teachers of Government Schools in different States for teaching Sanskrit. Sansthan has awarded scholarships to the extent of ₹5.06 crore to 16,573 students from Class IX to Acharya level under the Scheme of Development of Sanskrit Education.

Samman Rashi to Sanskrit Pandits in Indigent Circumstances:- The Sansthan also provides financial assistance in the form of Samman Rashi at ₹24,000/- per annum to the eminent Sanskrit Pandits above the age of 55 years who are in indigent circumstances. 288 Pandits are getting Samman Rashi under the programme.

The Presidential Award Scheme:- Awards of Certificate of Honour for Sanskrit to 16 scholars including one international Award for NRI or Foreigner, 3 each for Arabic and Persian and one for Pali/Prakrit for scholars of eminence over 60 years of age and 5 awards of Maharshi Bardayan Vyas Samman in Sanskrit and one each in Pali/Prakrit, Arabic and Persian for young scholars in the age group of 30-40 years are announced on the eve of Independence Day every year. The awards are given away by the President of India in an Investiture Ceremony. For the year 2013, 14 awards in Sanskrit, including one international award for a foreigner scholar for their lifetime achievement in the field of Sanskrit, 2 in Persian and 3 in Arabic, one in Pali/Prakrit were awarded. In addition, awards of Maharishi Badrayan Vyas Samman were declared. These are 5 for Sanskrit, 1 for Persian, 1 for Arabic and 1 for Pali/Prakrit.

Financial Assistance to NGOs & Deemed Universities, etc.:- Financial assistance to the extent of ₹25.00 lakh has been allocated during the year to NGOs and Deemed Sanskrit

Universities/Universities for various programmes/activities for promotion and development of Sanskrit.

National e-Data Bank of Sanskrit Literature:- In view of the rising trend of information technology Rashtriya Sanskrit Sansthan has developed E-Books and Journals for development of Sanskrit. E-Books have been developed so that students/scholars can have access to these books at their comfort from their houses. These books facilitate Sanskrit learning as per the requirement of students/scholar. There are 551 Sanskrit Books which are rare, have been scanned and uploaded on the website of Rashtriya Sanskrit Sansthan. Besides this, 86 E-books and one E-journal are also available on the website. These books can have access from the URL www.sanskrit.nic.in New Projects undertaken are (1) Project on Dictionary of Sanskrit and Indian Dialects and Sub-Dialects; (2) National e-Data Bank of Sanskrit Literature (3) Publication of Sanskrit Varta Quarterly News Bulletin and Vimarsa [Half Yearly Journal] (4) publication of who is who (5) Digitization of Manuscripts. (40,000 manuscripts digitized).

RASHTRIYA SANSKRIT VIDYAPEETHA (RSV) TIRUPATI

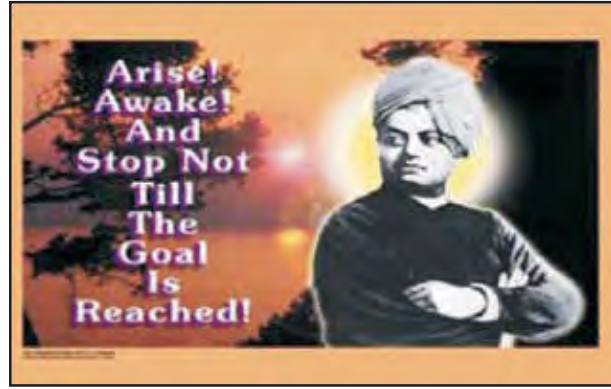
Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati, a deemed university under section 3 of the UGC Act, 1956, has been striving hard for preservation, promotion and propagation of Sanskrit Language, Literature and Indian Culture for the past five decades through various academic, research as well as extension activities like offering of required courses, organization of seminars, symposia, colloquiums of both national and international levels, organization of sports activities, conduct of Annual Talent Festival among the Sanskrit students of the country, publication of different books and journals on various



branches of Sanskrit literature, organization of yoga camps and Sanskrit Spoken classes in various parts of the country and other allied activities.

During the year 2013-2014, the following important activities have been conducted as part of the academic activities of the Vidyapeetha:

- (i) National Seminar On Comparative Aesthetics
- (ii) Annual Talent Festival
- (iii) XVI Convocation
- (iv) Annual Day & Hostel Day Celebrations
- (v) All India Sanskrit Womens' Conference:
- (vi) National Seminar On 21st Century Hindi Literature
- (vii) Release Of Cd On Swamy Vivekananda To Mark The 150th Birth Anniversary



- (viii) Release Of Four Volumes Of Ramayana With English Translation
- (ix) National Sanskrit Awareness Programme
- (x) National Seminar On Narrative Literature
- (xi) Workshop On 'Efficiency Improvement In Teaching Techniques And Innovative Research In Sahitya
- (xii) Vagvardhini Parishad / Tulasidas Hindi Parishad / Maxmuller English Club / Annamayya Sahitya Kala Parishad
- (xiii) Inauguration Of Common Facilities Centre For Women
- (xiv) Pattabhirama Sastri Vyakyanamala
- (xv) Rajyastariya Sparth (State-Level Competitions)
- (xvi) National Seminar On Vivekananda To Mark 150 Birth Anniversary
- (xvii) Sports & Games
- (xviii) NSS Activities
- (xix) Publications



(xx) Honours And Awards To Teachers & Students

(xxi) Scouts & Guides

SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA

The mission statement of the Vidyapeetha is "Vidya Vinde Amritum" that means "Education for Enlightenment". Thus the Vidyapeetha attempts to disseminate traditional knowledge and guides the students to become worthy citizens. The effort is to link the ancient wisdom of India to the modern concepts, social issues and problems.

The Objectives of the Vidyapeetha are (a) To preserve shastric tradition; (b) To undertake interpretation of the shastras; (c) To relate relevance of the shastras to the problems in the modern context; (d) To provide means for intensive training in modern as well as shastric lore for teachers; and (e) To achieve excellence in its disciplines in order to have a distinct character of its own.

Academic Activities at the Vidyapeetha during the year 2013-14.

There are 4 Faculties in the Vidyapeetha : Faculty of Darshan, Faculty of Sahitya & Sanskriti, Faculty of Ved Vedang, and Faculty of Shiksha Shastra. During the Academic Year 2013-14, 1057 regular students were enrolled wherein 181 were girl students. Apart from regular students there were 160 students enrolled in Diploma and Certificate Courses. The departments have organized various seminars, lecture-series and workshops in their respective area.

Details about the Academic Reforms taken during 2013-2014:- Two new interdisciplinary departments - Department of Vastushastra and the Department of Natya Shastra have been established. The Department of Vastushastra is functional and the Department of Natya Shastra is act to be approved by the UGC. The meetings of the Board of Studies of various departments have been convened and revised syllabus of different subjects have been implemented.

MAHARSHI SANDIPANI RASHTRIYA VEDVIDYAPRATISHTHAN, UJJAIN

The Rashtriya Veda VidyaPratishthan was established in January 1987 by the Department of Education, Ministry of Human Resource Development, as an autonomous organisation registered under the Societies' Registration Act, 1860 with the objective of : (a) Preservation, conservation and development of the oral tradition of Vedic studies; (b) study of the Vedas through Pathashalas as well as through other means and institutions; (c) creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it to the contemporary needs; and creation of infrastructure and other conditions for the collection of information and storage of relevant material as also publication and diffusion through various means.

Important programmes and activities

(i) Seminars/Workshops

- (a) 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 6 Seminars/Workshops by different organizations i.e. (i) Ranchi (Jharkhand), (ii) Delhi, (iii) Chandigar, (iv) Shantiniketan (W.B.), (v) Jammu, and (vi) Varanasi (U.P.)
- (b) 4 Vedic Sammelan at North East as for under –

1. Head, Department of Sanskrit Gauhati University (Assam)
2. Department of Sanskrit JagannathBarooah College Jorhat (Assam)
3. AcharyBhrigugiriVedavidyaPratishthan, Panchkanyadham,
4. KamroopVedadhyayan Mandal Kali Mandir Jyotinagar (West) Guwahati

(ii) 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. These Sammelans are organized in collaboration with

prominent Vedic institutions, Universities, Vidyapeethas, etc. Organising Committees of eminent scholars and prominent persons are constituted to conduct the Sammelans.

- (iii) Publication of Journal:- The Pratishthan is publishing a Referred Research Journal (ISSN-2230-8962) namely "Vedavidya" in which good outstanding Research Papers/articles related to Veda are published in Hindi, English and Sanskrit so that both the scholars and general people can take advantage. This year two volumes of this Journal have been published by the Pratishthan.
- (iv) The Pratishthan has a scheme of providing financial assistance @₹1000/-p.m. to such Nityagnihotries, who along with their wives, have been performing Nityagnihotra at their homes regularly, including serving of cow, according to ancient Vedic tradition for the well being of Universe. The financial assistance is meant for meeting partially the expenditure incurred by the Nityagnihotri for performing the Nityagnihotra.
- (v) Celebration of Veda GyanSaptah:- The Pratishthan started the programme of celebration of "Veda GyanSaptah" in various parts of the country, in order to promote Vedic literacy. The programme aims at creating awareness in the country about the Vedas, Vedic knowledge and Indian culture. The Pratishthan continued this activity and provided financial assistance for organizing 5 Veda GyanSaptah by different organization.
- (vi) Vedic Classes for all:- The Pratishthan has a scheme for conducting Vedic Classes to disseminate Vedic knowledge and popularising Vedic studies for all those who are interested in the concerned subject, even though they do not possess the required academic qualification. Over all, 100 lectures in all specific topics of Veda are to be delivered under this scheme. During the year under report, Vedic Classes were conducted by Sri (Shri Sitaramdas Omkarnath Samskrita SikshaSamsad Kolkata), (Khetra Tapobhumi Gurupith, Kundai, phoda, Gova), (J & K Sanskrit Academy ShodhaSansthan, J & K).

- (vii) Correspondence Course: Ghar Baithe Vedon Ki Shiksha:- A correspondence course "GharBaitheVedon Ki Shiksha" has been introduced by the Pratishthan. A certificate "Veda Nipuna" will be provided to successful candidates. The aim of the course is to disseminate Vedic knowledge among common people. Now the English version of Veda Nipuna is under publication. During the current year 960 individuals have been registered under the course.

LANGUAGE DEVELOPMENT AND HIGHER EDUCATION

In order to cater to the specific needs of the research and publication in these Languages, the Ministry has established three following Central Universities each in the Field of development of Hindi, Urdu and English & Foreign Language.

- (i) The English And Foreign Language University, Hyderabad
- (ii) Mahatma Gandhi Antrrashtriya Hindi Vishwavidyalaya, Wardha
- (iii) Maulana Azad National Urdu University, Hyderabad

IMPLEMENTATION OF OFFICIAL LANGUAGE

Both the Departments in the Ministry give due attention to the implementation of the Annual Programme issued by the Department of Official Language. Ministry of Home Affairs. Both the Departments of the Ministry viz. Department of Higher Education and Department of School Education and Literacy are notified under rule 10(4) of Official Language Rules, 1976. Implementation of official language in the Ministry is being done in accordance with the directions issued by the Department of Official Language as well as Annual Programme issued by that Department.

Offices notified during the year:- During the period under report 149 offices/regional offices and schools under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976.

Monitoring of implementation of Official Language Policy

- a) During the year 2013-14, target has been fixed to inspect 39 offices/Universities etc. by the Ministry out of which inspection of 39 offices have already

been carried out till 31.03.2014. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of the subordinate offices from time to time.

- b) Departmental Official Language Implementation Committee has been constituted in the Ministry under the Chairmanship of Joint Secretary (Central Universities & Languages). Meetings of this committee are being held regularly. Appropriate action is taken on the compliance of decisions taken in the meetings.
- c) In order to monitor the position of use of official language Hindi in its subordinates offices, universities etc., Quarterly progress report and minutes of the meetings of their Official Language Implementation Committee are obtained and reviewed by the Ministry and remedial measures are suggested by the Ministry.

By the Committee of Parliament on Official Language:- During the period under report Committee of Parliament on Official Language inspected 35 offices of this Ministry.

HINDI SALAHAKAR SAMITI

The meeting of the Hindi Salahakar Samiti of the Ministry of Human Resource Development was held Under the chairmanship of Hon'ble HRM on 21 January, 2013 in New Delhi. In the meeting, discussions were made on the suggestions given by the Hon'ble members of the Committee. Action is being taken by the Ministry on the decisions taken in the meeting. The tenure of the Samiti ended on 27 January, 2013. The samiti has been reconstituted vide Ministry's resolution dated 04.03.2014.

Training:- In pursuance of the Official Language Policy of the Government, remaining employees of the Ministry, who are yet to be trained in Hindi typing and shorthand, are nominated in the training programmes conducted by the Department of Official Language. No such employee remains in the Ministry yet to be trained in Hindi language and Hindi typing.

Departmental Magazine "Shikshayan":- In order to provide an appropriate forum to the officers and officials of this Ministry as well as offices under it, to express their creativity, a departmental magazine "Shikshayan" is brought out by the Official Language Division of this Ministry. This year 6th and 7th editions

of the magazine have been published. 6th edition of the magazine was released on 22 November, 2013 by the Secretary (Higher Education).

Hindi Workshop:- For effective implementation of Official Language in the Ministry, during the year under report, a Hindi workshop was organised on 19.07.2013. 26 officers and employees participated in the workshop. The second workshop of the year was organised on 30.01.2014 in which 14 officers/employees participated.

Translation work:- To comply with the Official Language Policy of the Government, the Official Language Division of the Ministry also performed translation work of all letters, documents, reports etc., required to be issued in Hindi and English, bilingually by the Ministry.

Hindi Fortnight in the Ministry:- During the year, Hindi fortnight was celebrated in the month of September. On the occasion, competitions on Essay writing, Hindi Noting/Drafting, Poem recitation, Hindi Handwriting and Hindi Debate were organised. 83 participants participated in these competitions. The prizes to the winners of these competitions were given on 22 November, 2013 by Hon'ble Secretary (Higher Education).



Website: Website of both the Departments of the Ministry has been made bilingually i.e. in Hindi and English. It is being updated from time to time. Directions have been issued to all the offices under the Ministry to make their website bilingual. As a result, so far 73 offices/institutions have prepared their website bilingually.

"Hindi Shabd": At the main entrance of the Ministry, one word used in the day to day work, is being displayed daily in Hindi and English under the heading "Aaj Ka Shabd" since March, 2008.

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[New Delhi World Book Fair 2014]

Chapter 09

Copyright And Book Promotion

COPYRIGHT AND BOOK PROMOTION

COPYRIGHT

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 the Registrar of Copyrights, who has quasi-judicial powers in handling cases relating to copyright. The main function of the Copyright Office is to undertake registration of copyright. The Register of Copyright maintained by the Copyright Office provides information regarding works of copyright to the general public. In addition to registration, facilities like inspection of the Register and taking extracts thereof are also available in the Copyright Office. As provided under section 13 of the Copyright Act, 1957, copyright subsists in the following classes or 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 Copyright in accordance with Rule 16 of the Copyright Rules, 1958. Acquisition of copyright is automatic and it does not require any formality. Copyright comes into existence as soon as a work is created and no formality is required to be completed for acquiring copyright. However, as per section 48 of the Act, certificate of registration of copyright and the entries made therein serve as prima facie evidence in a court of law with reference to dispute relating to ownership of copyright.

Section 47 the Act also provides for inspection of the Register of Copyrights or taking certifies copies of the extracts from the Register of Copyrights by any interested person against payment of the prescribed fee. To facilitate this, an index of the works whose particulars have been entered in the Register is also maintained in the Copyright Office. While minor corrections and changes in particulars entered in the

Register can be made by the Registrar, the Copyright Board is empowered to expunge any entries made in the register on an application by the Registrar or any person aggrieved.

Procedure for registration of copyright: As per section 45 of the Copyright Act, 1957 either the author or publisher or owner of copyright or any other person interested in the copyright of a work can make an application in the prescribed format along with prescribed fee to the Registrar of Copyrights for entering particulars of the work in the Register of Copyrights. The Copyright Office provides registration facilities to all types of works and the applications for registration of works can be filled at the counter provided at the Copyright Office, and now e-filing facility has also been started. 27230 works have been registered during this period from 01.04.2013 to 31.03.2014.

Modernization of Copyright Office: The E-filing facility has been started on 17-02-2014 and a new logo of Copyright with newly designed Certificate has also been inaugurated on the same day by Dr. M.M. Pallam Raju, Hon'ble Minister of Human Resource Development.

Copyright Board: The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. The Board is entrusted with the task of adjudication of disputes pertaining to copyright registration and assignment of copyright, rectification of registration, grant of compulsory licences in respect of works withheld from public, unpublished Indian works, for benefit of physically disabled persons, production and publication of translations and works for certain specified purposes. The Board also determines and fixes rate of royalties for statutory licences for cover versions and broadcasting of literary and musical works and sound recordings. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The Copyright (Amendment) Act, 2012 provides for a three member

permanent Copyright Board consisting of a Chairman and two other members. All required formalities to set up the Copyright board have been completed.

Copyright Societies: Section 33 of the Copyright Act, 1957 provides for setting up separate copyright societies for different categories of works. Till Amendment to the Act in 2012, four Copyright Societies were 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 these Copyright Societies and encourages them to be proactive in the field of copyright administration. Following the Copyright (Amendment) Act, 2012 the above mentioned copyright societies have to be re-registered within one year of the commencement of the Act, i.e. 21st June, 2012. The applications received for re-registration are under scrutiny and are awaiting certain clarifications from the applicants. A new copyright society namely, Indian Singers Rights Association (ISRA), Mumbai was registered as a performers rights society for singers under the amended Copyright Rules, 2013 Act on 14th June, 2013.

The Copyright (Amendment) Act, 2012: The Copyright (Amendment) Act, 2012 got the assent of the President on June 7, 2012 and the same was notified on June 8, 2012. The Amendment Act came into force w.e.f. June 21, 2012. The main reasons for amendments to the Copyright Act, 1957 include to bring the Act in conformity with WCT and WPPT; to protect the Music and Film Industry and address its concerns; to address the concerns of the physically disabled and to protect the interests of the author of any work; Incidental changes; to remove operational facilities; and enforcement of rights. Some of the

important amendments to the Copyright Act in 2012 are extension of copyright protection in the digital environment such as penalties for circumvention of technological protection measures and rights management information, and liability of internet service provider and introduction of statutory licences for cover versions and broadcasting organizations; ensuring right to receive royalties for authors, and music composers, exclusive economic and moral rights to performers, equal membership rights in copyright societies for authors and other right owners and exception of copyrights for physically disabled to access any works.

The Copyright Rules, 2013: The Copyright Rules, 2013 were notified on 14 March, 2013 replacing the old Copyright Rules, 1958. The Rules, inter alia, provide for procedure for relinquishment of Copyright; grant of compulsory licences in the matter of work withheld from public; to publish or republish works (in certain circumstances); to produce and publish a translation of a literary or dramatic work in any language; licence for benefit of disabled; grant statutory licence for cover versions; grant of statutory licence for broadcasting literary and musical works and sound recordings; registration of copyright societies and copyright registration.

Copyright Enforcement in India: Chapter XIII of the Copyright Act, 1957 provides for penalties for the offences committed under the Act as per the criminal remedies provided under section 63, 63A, 63B, 64, 65, 65A, 65B, 66, 67, 68, 68A, and 69 of the Act. The State Governments are responsible for the enforcement of the copyright law through their respective police force.

Copyright Enforcement Advisory Council (CEAC): The Copyright Enforcement Advisory Council (CEAC) was set up on 6th November 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the Copyright Enforcement Advisory Council (CEAC) is three years. The CEAC has been reconstituted on 18th day of March, 2013. The first meeting of newly reconstituted Copyright Enforcement Advisory Council was held under the Chairmanship Secretary (Higher Education) on 2nd

August, 2013. A Sub-committee is set up to examine on various issues pertaining to Enforcement of Copyrights under FICCI.

Special Cells for Copyright Enforcement: Twenty-four States and UTs have set up Enforcement Cells. These States and UTs have either set up separate Copyright Enforcement Cells or constituted special cells in the Crime Branch of the Police to look into copyright offences. All other States and UTs have also been requested to establish such cells.

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 were requested to designate Nodal Officers to deal with enforcement issues. 31 States/UTs have appointed Nodal Officers so far.

WORLD INTELLECTUAL PROPERTY ORGANIZATION (WIPO)

India is a member of the World Intellectual Property Organization (WIPO), since 1976, a specialized agency of the United Nations, which deals with the matter of WIPO. India is also a member of Berne Convention and TRIPS Agreement. During the year 2013-14, this Ministry has represented in the following meetings and Seminars on IPR and Copyright Programmes organized by WIPO and its Committees:-

(i) WIPO SCCR Sessions:

- Indian delegation participated in negotiations of two (2) Special Session of Standing Committee on Copyrights (SCCR) of WIPO on the proposed Treaty on Limitations and Exceptions for visually impaired persons/persons with print disabilities held in Geneva, Switzerland in the month of February and April, 2013.
- Subsequently, the Indian delegation participated in the 26th Session of SCCR held in Geneva from 16th to 20th December, 2013 in which the following

topics were discussed (i) Protection of Broadcasting Organization; (ii) Limitation and Exceptions; Libraries and Archives; Limitation and exceptions in research institutions.

(ii) WIPO Diplomatic Conference:

- Indian delegation participated in negotiations of the WIPO Diplomatic Conference to finalize a Treaty to facilitate Access to Published works by Virtually Impaired Persons and Persons with Disabilities from June 17 to 28, 2013 at Marrakesh, Morocco.
- The Cabinet on 13th November has approved the proposal of signing and ratifying the WIPO's Marrakesh Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or Otherwise Print Disabled. This treaty would facilitate import of accessible format copies for the use of Indian visually impaired persons.

(iii) WIPO Assemblies:

Indian delegation participated in Fifty first Series of Meetings of the WIPO Assemblies held at Geneva Switzerland on September 27, 2013 and the 25th Session of Intergovernmental Committee (IGC) on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore was held at Geneva, Switzerland from 15 to 24, July, 2013.

WIPO National Seminar: The WIPO National seminar on Protection and Management of Copyright and Related Rights was conducted by the Copyright Office, Department of Higher Education, and Ministry of HRD in cooperation with the World Intellectual property Organization (WIPO) on April 1 and 2, 2013 at Chennai. This was attended by 250 participants from the music and film industries including copyright experts, law students and researchers.

SCHEME OF INTELLECTUAL PROPERTY EDUCATION, RESEARCH AND PUBLIC OUTREACH (IPERPO)

The Scheme was introduced in the Tenth Five Year Plan Period by a physical merging of three co-related Plan schemes namely, (i) Scheme of Organizing Seminars and Workshops on Copyright Matters; (ii) Scheme of Financial Assistance for Intellectual Property Right Studies; and (iii) Financial Assistance for WTO Studies. For effective implementation of the cause of promoting awareness/research on Copyright/ IPRS and WTO matters, the merger has proved useful. A three member Committee was constituted by this Ministry on 12.09.2012 to evaluate on continuation of the Central Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO) during the 12th Plan. The Evaluation report recommended continuation of this scheme during the 12th Plan and beyond.

Aims and Objectives

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| <ul style="list-style-type: none"> (i) Encourage study of intellectual property rights in the Universities and other recognized institutions of higher education. (ii) Creating public awareness about copyright and IPR matters among public and academic community. (iii) Developing and encouraging study in specialized courses in IP$\text{\text{r}}$ in higher education system. (iv) Training of enforcement personnel, namely state police/custom officials about copyright and related issues. (v) Organizing seminars and workshops on copyright matters/IP$\text{\text{r}}$ matters in colleges, universities, and other recognized institutions. (vi) Creating knowledge resources on WTO matter. (vii) Developing inputs for policy formulation on WTO matters. (viii) Developing negotiations strategies on WTO. | <ul style="list-style-type: none"> (ix) Developing course awareness on WTO matters. (x) Evolving strategies of regional cooperation and regional training arrangements. <p>Scope of the Scheme</p> <p>Under the scheme, financial assistance is given to UGC recognized Universities, other recognized educational institutions, registered voluntary organizations, registered copyright societies for the following purposes:</p> <ul style="list-style-type: none"> (i) Institution of Chairs for Intellectual Property Rights Studies for Higher Education and also on WTO studies. (ii) Organization of national/international workshops for developing teaching/learning material including syllabi. (iii) Organizing seminars, workshops, etc. on study of Intellectual Property Rights and GATS; (iv) Setting up of a Depository for IPR and WTO literature/material/case studies at a nodal institution. (v) Preparation of instructional material for various levels of IPR courses/GATS in education services for direct teaching as well as teaching through distance education mode including commissioning of suitable resource persons for the purpose. (vi) Organizing orientation and training programmes for potential faculty of teaching IPR and courses on GATS:WTO Regime. (vii) Providing of scholarships and fellowships for conducting research in economic, social, legal and technological aspects of new and merging IPR areas/WTO: GATS international areas of interests to the country. (viii) Holding meetings of the Academic Advisory Committee set up by the Ministry of Human Resource Development and taking following action on its decisions. |
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- (ix) Organizing national or international seminars on copyright and neighboring rights issues.
- (x) Organizing training courses on enforcement of copyright law.
- (xi) Holding regional level meeting and organizing meetings with persons from the SAARC and Asian and Pacific Region.
- (xii) Organizing Regional level meetings for developing Regional Trading Arrangements.

MHRD INTELLECTUAL PROPERTY RIGHTS CHAIRS (IPR CHAIRS)

Under the scheme of Intellectual Property Education, Research and Public Outreach (IPERPO) 19 MHRD –IPR Chairs have been set up so far in various universities and institutes for development and growth of IPR education, research and training. Out of 19 MHRD–IPR Chairs, six (6) IPR Chairs are in universities (i.e. CUSAT, Cochin; faculty of Law, Delhi University; Delhi School of Economics; Jawaharlal Nehru University; Delhi, University of Madras and Tezpur University), six (6) IPR Chairs are in IITs (Delhi, Kanpur, Kharagpur, Bombay, Roorkee and Madras), five (5) IPR Chairs are in National Law Universities (NLSIU, Bangalore; NALSAR, Hyderabad; WBNUJS, Kolkata; NLIU, Bhopal; and NLIU, Jodhpur) and two (2) IPR chairs in IIMs (Kolkata and Bangalore). Some of these Chairs have created necessary infrastructure facilities, appointed faculty members and have started functioning fully, while few others are at different stages of operationalization.

MHRD-IPR Chairs Activities: Apart from policy support to the Ministry each MHRD IPR Chair has to conduct quality research resulting academic papers of high value. They have to generate and sustain interest in IPR research by holding one national or international level IPR Conference and one seminar or workshop on IPR issues including one programme of training of trainers every year.

Review Committee of MHRD- IPR Chairs: The Review Committee under the chairmanship of Secretary, Department of Higher Education will review the progress of all IPR Chairs on annual basis. A

meeting of the Review Committee of MHRD-IPR Chairs was held on 2nd August, 2013. It was decided to constitute a Sub-committee consisting of representatives of IPR Chair Professors and representatives of other Ministries/Dept. concerned with IP[®] such as Department of Industrial policy and Promotion, Ministry of Environment, Ministry of Culture, and Ministry of Agriculture etc. The Sub-committee held its meeting on 12th September, 2013 and decided to draft a concept paper on the proposed autonomous body as a Centre for IPR studies; to devise academic calendar related to WIPO matters; to allocate policy research work to each IPR Chairs in the categories it specialises and to act as advisor to the Ministry in the area of specialization and to revise the IPR chair norms for efficient functioning of these Chairs. A National level Experts meeting on this issue was held on 21st February, 2014.

WORLD TRADE ORGANIZATION (WTO)

With the emergence of World Trade Organization (WTO) from January 1, 1995, there have been many rounds of negotiations leading to a comprehensive agreement on international trade in services with the objective of progressive liberalization of trade in services. Initially they operated under GATS & focused on goods trade. With the emergence of WTO in 1995 the scope was extended to include services & Intellectual Property. Education is identified as one of the 12 services.

GATS Basic Structure:

- The general obligations and disciplines contained in the main text (e.g. MFN).
- The annexes dealing with rules for specific sectors;
- The specific commitments of individual member to provide market access, any applicable applications (e.g. market access, national treatment and adherence to the reference paper).

The GATS applies in principle to all service sectors except "services supplied in the exercise of governmental authority". These are services that are

supplied neither on a commercial basis nor in competition with other suppliers. The negotiations take place under the framework of 'Offer' and 'Request' approach. Countries make offers to the Foreign Service Providers to get trading access to their internal market. Similarly countries make request to their partners to grant access to their markets. GATS defines services trade as occurring via four modes of supplies all of which are relevant to education. GATS/WTO prescribes the following four modes of trade in services including Education Services:

- Cross Border Supply: delivery of education services via internet (distance education, tele-education, education testing services)
- Consumption Abroad: movement of students from one country to another for higher education.
- Commercial Presence: establishment of local branch campuses or subsidiaries by foreign universities in other countries, courses offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchises.
- Movement of Natural Persons: temporary movements of teachers, lecturers, and education personnel to provide education services overseas.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment. Under 'Education Services' the Indian revised offer was to open up with Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

The main sub-sectors under the GATS in the area of education are: (i) Primary Education (CPC 921); (ii) Secondary Education (CPC 922); (iii) Higher Education (CPC 923); (iv) Post-secondary technical and vocational, university degree or equivalent; (v)

Adult Education and (CPC924) and (vi) Other Education (CPC 929).

All schedules have two sections: (i) the horizontal commitment section, which establishes the limitations that apply to all sectors listed in the schedule; and (ii) the particular trade in services commitments that apply to a particular sector or sub-sector. In determining a country's sector-specific commitment, consideration must also be given to the overall horizontal commitments.

A "specific commitment" in the services schedule refers to the country's commitment to provide market access and national treatment for the service listed pursuant to the terms and conditions set forth in the schedule. Commitments are legally binding and once a specific commitment has been made, a government is "bound to the specific level of market access and national treatment and it cannot, at a later time, impose measures that would restrict entry into such markets.

Commitments and limitations to markets access and national treatment are entered in the service schedule with respect to each of the modes of supply. Therefore, a commitment on the sub-sector of higher education services (which is within the Education services sub-sector that in turn is within the broader sector classification of Education services) will have eight entries: 4 under the column of market access (one for each of the 4 different modes of supply) and 4 under the column of limitations on national treatment.

In the entries that read "none" mean that there are no limitations on national treatment of educational services as it relates to cross border supply (1) consumption abroad (2) and commercial presence. (3) There are also no market access limitations on the "consumption abroad" mode of supply of educational services.

However, wherever it is specified "unbound" in the schedule means that it may it may impose limitations on market access or national treatment with respect to the mode of supply identified and subject to the condition specified therein (e.g. termination of monopoly or horizontal commitments). The Government of India 'Offer' in Education services under the GATS framework is given below:

EDUCATION SERVICES		
	Market Access	National Treatment
Primary Education Services (CPC 921)	Unbound	
Secondary Education Services (CPC 922)		
Higher Education Services (CPC 923)	(1) None subject to the condition that service providers would be subject to regulations, as applicable to domestic providers in the country of origin and applicable to the domestic providers in India.	(1) None
	(2) None.	(2) None
	(3) None subject to the condition that fees to be charged can be fixed by an appropriate authority and that such fees do not lead to charging capitation fees or to profiteering. Subject further to such regulations, already in place or to be prescribed by the appropriate regulatory authority.	(3) Will not have any right to get any aid or assistance from UDC or any other Government agency or will not be entitled to receive any subsidy as may be provided to the domestic service providers.
	(4) Unbound except as in the horizontal section.	(4) Unbound except as in the horizontal section

NATIONAL BOOK TRUST, INDIA (NBT)

The National Book Trust, India, an apex body under the Ministry of Human Resource Development, Government of India, was established in 1957. The Trust is mandated by the Government of India to produce and encourage the publication of good books and to make them available at moderate prices to the public. The Trust is also mandated to arrange Book Fairs/Exhibitions and take all necessary steps to make the people book minded in the country.

Governance of the Trust: The Trust is headed by the Chairman who is assisted by the Director appointed by the Government of India. The Trust is governed by the Board of Trustees headed by the Chairman, consisting of 18 members from publishing industry and Government representatives nominated by the Government of India, MHRD for tenure of three years. The affairs of the Trust are managed by the

Executive Committee under the overall guidance and control of the Board of Trustees.

Activities of the Trust

- (a) **Publishing:** The Trust publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting edge technology for all segments of society and for all age-groups. The Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates. The NBT publications are moderately priced in English, Hindi and other regional languages. The NBT publishes books under 19 series like (a) India-The Land and the People (b) Popular Science & Social Science (c) Folklore (d) National Biography and Autobiography of Indians who have made outstanding contribution towards

the development of Indian Society, culture, science, economy, polity etc. (e) Nehru Bal Pustakalaya (f) Creative Learning (g) Books for neo-literates (h) Aadan Pradan for forging national integration of exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k) General series and (l) Braille books.

The publishing in India is presently undergoing rapid changes due to technological advances and changes in the pattern of reading particularly among the youth. To meet these challenges, the Trust has been trying to adapt to this changing environment by bringing innovative changes in its publishing and book promotional

activities. The Trust has been able to provide a wide variety of books for all age groups on all subjects. While strengthening its ongoing activities, the Trust has also initiated special efforts towards publishing books in many minor languages like Bodo, Bhojpuri etc. The Trust pays special attention to those genres of publishing, which, despite their importance, have not been adequately covered by other publishers in India. In addition, the Trust under Rajiv Gandhi-Longowal Accord publishes select books in Punjabi to promote the Punjabi language, its literature and culture. During the financial year 2013-14, the Trust has brought out 1578 titles in English, Hindi and other Indian languages as under:

S. No.	Language	Original	Translated	Reprints	Revised	Total
1.	Assamese	-	6	87	-	93
2.	Bangla	7	8	102	-	117
3.	Bhilli	-	12	-	-	12
4.	Bhojpuri	-	-	1	-	1
5.	Boro	-	1	-	-	1
6.	English	35	3	298	13	349
7.	Gujarati	1	7	1	-	9
8.	Halbi	-	8	-	-	8
9.	Hindi	87	19	422	5	533
10.	Kannada	-	9	19	2	30
11.	Kashmiri	3	7	-	-	10
12.	Konkani	1	-	-	-	1
13.	Malayalam	1	1	1	-	3
14.	Marathi	1	23	123	-	147
15.	Odia	5	15	7	1	28
16.	Punjabi	31	34	1	1	67
17.	Tamil	1	9	1	1	12
18.	Telugu	2	13	-	-	15
19.	Urdu	2	5	134	1	142
	Total	177	180	1197	24	1578

The Trust had produced 55.43 Lakh under 1,578 titles in various languages including English and Hindi during the period 2013-14 as under:

- (b) **Sale and Distribution of NBT Publications:** NBT publications are presently promoted through direct selling, Agents, Distributors and bulk supply to State Governments. The publications are sold through NBT bookshops located in New Delhi, Mumbai, Kolkata and Bangalore. During the period under review the Trust has registered a net sale of publications amounting to ₹ 14.13 crore (tentative). The total number of copies sold in English, Hindi and other languages was 55.43 Lakh. An MOU has been entered with Delhi Metro Rail Corporation (DMRC) to promote readership among the Metro Rail commuters for opening NBT Metro Book Shops and also to support New Delhi World Book Fair. Under the MOU, the Trust opened two Metro Book Shops at Kashmere Gate and Vishwavidyalaya Metro Stations. The above joint initiative by NBT and DMRC received a very good response from the Metro rail commuters and general public. The Trust is planning to open more bookshops on the above line to cater to the need of general public.
- (c) **Book Promotion Centre:** With a view to strengthen the book promotional activities, the Government of India under the 12th Five year Plan (2012-17) approved the setting up of one Book Promotion Centre (BPC) in each State/UT. Accordingly the Trust has already identified five States namely Andhra Pradesh, Assam, Bihar, Tamil Nadu and Tripura in the first phase. Out of these, two BPC-cum-Book Shops at Chennai and Guwahati were opened during the year.
- (d) **Organization of Book Fairs in India:** During the year 2013-14, the Trust organized 11 State level Book Fairs across the country namely Amdavad Book Fair (Gujarat) (1-5 May 2013), Dharamshala Book Fair (H.P) (8 – 13 May 2013), Kanyakumari Book Fair (19 – 28 July 2013), Moga Book Fair (Punjab) (28 September to 6 October 2013), Chandigarh

Book Fair (13-18 November 2013), Mumbai Book Fair (29 November to 3 December, 2013), Hyderabad Book



Fair (7 – 15 December, 2013), Ramanathapuram Book Fair (Tamil Nadu) (25 January to 2 February, 2014); and Perambalur Book Fair (Tamil Nadu) (31 January to 9 February, 2014). NBT was the co-organizer of the Amdavad Book Fair and Chandigarh Book Fair, with Amdavad Municipal Corporation and U.T. Administration of Chandigarh. The Perambalur Book Fair was organized under Special Component Plan for Scheduled Caste in collaboration with the District Collector, Perambalur.

- (e) **Book promotional activities in North East:** (i) NBT organized Mobile Book Exhibitions in the State of Arunachal Pradesh, Nagaland and participated actively in three Book Fairs in the region. (ii) In collaboration with the Cultural Affairs & Heritage Department, Sikkim and Cinedarbaar Welfare Society, NBT organized Ten, Ten, Ten – a Literary Celebration at Gangtok, Sikkim on 8 – 9 November 2013. The program was organized to promote book reading and writing culture among the youths in the North-Eastern states of the country. (iii) The Book Exhibition by NBT and Sikkim Akademi at Gangtok, Sikkim from 8 – 11 November, 2013, gave a new look to the two-day Literary Celebration. Many book lovers, teachers and students from various schools and colleges revered the books exhibited. (iv) A lecture series on "My Literature My Film" was organized in association with All Assam Publishers and Booksellers Association, an interactive lecture

on reflection of regional literature in the regional films of India from 29 – 31 December 2013 during North East Book Fair at Guwahati to commemorate "100 Years of Indian Cinema"; and (v) The Trust also opened its Book Promotion Centre at Guwahati on 15th March 2014. The BPC was inaugurated by Dr Mridul Hazarika, Vice-Chancellor, Gauhati University in the presence of the Chairman, NBT.

- (f) Organization of New Delhi World Book Fair 2014: The Annual New Delhi World Book Fair 2014 was successfully organized by the National Book Trust in collaboration with the India Trade Promotion Organization (ITPO) from 15-23rd Feb 2014 at Pragati Maidan. The Fair is being organized by the Trust since 1972. Shri Pranab Mukherjee, the Hon'ble President of India, inaugurated the Fair. Poland was the Guest of Honour country in the Fair. The theme of the Fair was 'Kathasagara: Celebrating the Children's Literature'. A special theme pavilion was created by the Trust, which was a huge success and attracted a large number of school children, teachers and general public.

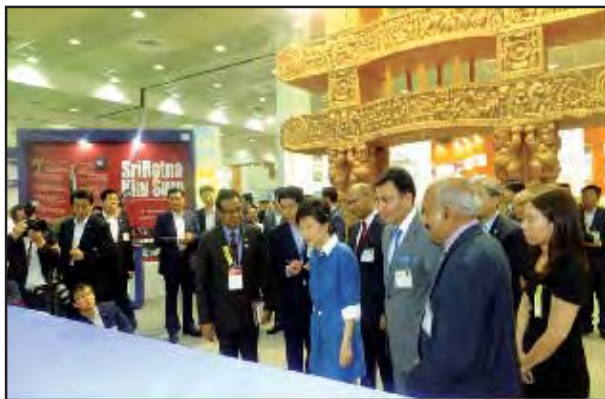
NBT entered the Digital era and its first e-book on Swami Vivekananda was released by Dr. M. M. Pallam Raju, Hon'ble Minister of Human Resource Development, Government of India during the Fair.



- (g) Promotion of Indian Books Abroad: In order to promote Indian books abroad, the Trust participates in various International Books Fairs by displaying a cross section of representative Indian publications brought

out by various Indian publishers. Since 1970, the Trust has participated in more than 330 International Book Fairs. During the period under review, the Trust participated in 12 such International Book Fairs, including London Book Fair (15 – 17 April, 2013); Abu Dhabi International Book Fair (24 – 29 April, 2013); Kuala Lumpur International Book Fair (26 April – 5 May, 2013); Tehran International Book Fair (1-12 May 2013); Nepal Education Book Fair (24 May – 1 June, 2013); 4th Warsaw International Book Fair (16 – 19 May, 2013); Seoul International Book Fair (19-23 June 2013); Beijing International Book Fair (28 August - 1 September 2013); Colombo International Book Fair (14-22 September 2013); Frankfurt Book Fair (9 – 13 October, 2013); Sharjah International Book Fair (6-16 November 2013) and Bologna International Book Fair (24 – 27 March 2014). To promote Indian books abroad, the Trust under its financial assistance programme for translations provides financial assistance to foreign publishers who are keen on translating Indian books into foreign languages. During the year, a first such proposal of a short novel to be translated into Italian was approved. Besides this, the sale of right of two of NBT publications, "Gandhi-A-Life" and "Budha for Young" to a Chinese publisher for translation into Chinese is under consideration.

- (h) Guest of Honour presentation in Seoul International Book Fair (19-23rd June 2013): India was accorded Guest of Honour status during the Seoul International Book Fair (19-23rd June 2013). An India pavilion with 1000 sqr mtr, reflecting Indian cultural diversity was set up by the Trust with 27 stands. Her Excellency Madame Park Geun-hye, the President of the Republic of Korea was the first Visitor to the India pavilion. The Trust organized several literary and business events in the India pavilion. India pavilion had attracted a huge number of visitors. The Guest of Honour presentation by India during the Fair received a lot of media attention in Korea and encouraged cooperation between India and Korea through books.



[H.E. Ms Park Geun-hye, Hon'ble President of the Republic of Korea with Shri Jitin Prasada, MOS, HRD and other officials]

- (i) **Pustak Parikrama- Organizing of Village level Mobile Exhibitions:** The Trust has been organizing village level Mobile Book Exhibitions to make books available at remote areas throughout the country where sufficient bookshops are not available. So far it has organized about 14,000 Mobile Exhibitions throughout the country including the Northeastern states. During the period under report, the Trust organized 32 Mobile Book Exhibitions at about 1,649 places in and around Bihar, Punjab, Himachal Pradesh, Jammu & Kashmir, Haryana, Delhi & NCR, Rajasthan, Uttar Pradesh, Uttarakhand, Maharashtra, Goa, Madhya Pradesh, Kerala, Gujarat, Jharkhand, West Bengal, Assam, Nagaland etc.
- (j) **National Centre for Children's Literature (NCCL):** The National Center for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of children's books and for monitoring, coordinating, planning and aiding the publication of books for children in the country. The primary objective of setting up the NCCL is to collect and make available Indian and foreign material and expertise which are relevant to the promotion of a rapid and balanced development of children's literature. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers,

Educationists and Planners. With a view to promote and develop the reading habit of the children at the school level, the NCCL encourages setting up of Readers' Clubs at the schools throughout the country and also conducts surveys and takes up research work relating to children's literature. So far, over 35,000 Readers Clubs have been set up across the country. During the period under review, the NCCL established 703 Readers Clubs, besides organizing meet-the-author programmes, storytelling sessions, workshops, seminars Readers Club Orientation programmes and other children's activities in various parts of the country. In addition, 12 monthly issues of Readers' Club Bulletin, a bilingual magazine for promotion of reading habit among children were also brought out. During the period, a total of 31 children's activities were organized during the New Delhi World Book Fair, 2014 and 46 programmes were hosted at different places across the country.

- (k) **Observance of National Book Week:** Every year during the National Book Week from 14-20 November, the Trust organizes a number of book promotional activities throughout the country to promote book mindedness among the masses. This year National Book Week was celebrated far more extensively, some new initiatives were taken and a special attention was paid to SC & ST populated areas of the country. The celebration saw a large number of children from various schools and NGOs across the country. NBT also organized book exhibitions throughout the country. Besides, a number of book promotional activities, which included seminars, book review sessions, meet-the-author programmes, poets' meet and book release functions were held all over the country.
- (l) **Celebration of NBT Foundation Day – Launch of New NBT Logo:** On its 56th Foundation Day, the new Logo of NBT designed by National Institute of Design, Ahmedabad was launched by Dr. M M Pallam Raju, the Hon'ble Minister of Human Resource Development, Government of India.

The Hon'ble HRM also inaugurated the newly upgraded Library of the National Centre for Children's Literature in NBT Complex. Under the annual lecture series initiated from the year 2012, lecturers were delivered by Prof. Andre Beteille, an eminent sociologist and National Research Professor and Dr. Narender Jadhav, Educationist, Economist, Policy Maker and Member, Planning Commission.

- (m) Book Club: The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust has enrolled 4275 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.
- (n) Organizing of Literary activities like Seminars, Workshops and Book Release Functions and Publishers' Meet: During the period under review, the Trust organized over 150 literary activities like Seminars; Meet the Author programmes, Workshops for book promotion and book release functions. A special seminar on 'Indigenous People's Philosophy on Global Environment, Peace, Prospect and Propagation of Tribal Languages in India and Abroad' was organized in the background of New Delhi World Book Fair in Feb 2013. Seminars were also held as part of the book promotion at various Book Fairs all over the country.
- (o) Language Advisory Panel Meetings: The Trust constitutes advisory panels for each Indian language by including eminent authors, translators, academics, and publishers to advise the Trust on the publishing programme of the respective languages. During the year, the Trust held five Advisory panel meetings in Hindi, Gujarati, Marathi, Tamil and one meeting of Children's Literature panel under Nehru Bal Pustakalaya Series.
- (p) Financial Assistance Programmes: The Ministry of Human Resource Development had entrusted the scheme of Financial

Assistance to Voluntary/Private organizations for holding Seminars/Training Courses/Workshops/Annual Conventions/Book Fairs related to the Book Promotional Activities to the Trust. Grants were released to 212 organizations during the year 2013 by the Trust to meet 75% of the approved expenditure of organizing Book Fairs/Exhibitions, Seminars, Workshop etc. Besides, the Trust also provides assistance to authors and publishers for the publication of reasonably priced university level text and reference books and for books on Medical Science under its Subsidy Scheme. During the year under review, one title was published under this scheme with the financial grants of ₹11.71 lakh.

- (q) Training Courses in Book Publishing: The Trust also organizes short term Training Courses in Book Publishing in various parts of the country with the objective to create a talent pool of trained professionals for the publishing industry. During the period under report, two short-term publishing courses were held at Srinagar (J&K) and New Delhi. Besides, the Trust has made arrangements with the University of Calcutta and Ambedkar University, Delhi for running a joint one-year full time Postgraduate Diploma programme in publishing studies. The proposal to start a similar Post Graduate Diploma programme in publishing in University of Madras has also been approved by the Trust from the academic year 2014-15.

INTERNATIONAL STANDARD BOOK NUMBER (ISBN)

The International Standard Book Number (ISBN) is a unique International Publishers Identifiers number, which is meant for the Monographic Publications. ISBN is known as short machine-readable identification number, which makes separate easy accessibility. Raja Rammohun Roy National Agency ISBN, India, Ministry of Human Resource Development has introduced ISBN System in India in 1985. This is located at West Block -1, Wing-6, 2nd Floor, Sector-1, R K Puram, New Delhi 110 066. The

National Agency for ISBN has been giving ISBN's to Indian Publishers, Authors, Government Organization such as Universities and Institutions etc. for publishing books.

The Raja Rammohun Roy National Agency for ISBN is functioning under the advice of the International ISBN Agency, Berlin since 1985. The International ISBN Agency, Berlin is a group of International Publishers Organizations to help and push exports of books. The system is helping to promote indigenous publications and in identifying publishers and individual titles. Since then the Raja Rammohun Roy National Agency for ISBN associating with the International ISBN Agency, Berlin.

It was decided 30th International ISBN Advisory Panel meeting held in Berlin to introduce new ISBN system from 10 digits to 13 digits, w.e.f 1st January, 2007. The Editeur, London, UK accepted the proposal to look into the function of the International ISBN until a successor

organization to Prussian Cultural Foundation is appointed and ask the member countries to become the member of the new International ISBN system and pay the fee as per the decision of the organization. Since its inception about 24,000 Indian publishers have been registered under the system. The Agency has already paid the annual membership fee for the year 2005, 2006, 2007, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14 to International ISBN Agency, Editeur, London.

There are five categories allotted by the International Agency under which publishers are registered and allotted numbers depending upon their requirement/production. The National Agency allots ISBN numbers in all the 5 categories to both authors and publishers for free of cost. During the period 1st April, 2013 to 31st March, 2014 the National Agency has registered 5598 Indian publishers under categories as cited below:

Category	No. of ISBN to be issued under each category	No. of Registrations issued till 31.03.2014
1	Single ISBN (Author cum Publisher)	2521
2	10	02
3	100	65
4	1000	360
5	10,000	2650
Total		5598

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Chapter 10

International Cooperation and UNESCO

INTERNATIONAL COOPERATION AND UNESCO

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO (INCCU)

Ministry of Human Resource Development is the Nodal Ministry for cooperation with the activities of United Nations Educational, Scientific and Cultural Organization (UNESCO). Indian National Commission for Co-operation with UNESCO was reconstituted on 19th April, 2010 for a term of four years. INCCU consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. The present membership of the Commission is 96 members with 46 individual and 50 institutional members. Hon'ble Minister of Human Resource Development is the President of the Commission and Secretary (Higher Education) is its ex-officio Secretary General. The Commission has been playing an important role particularly in the formulation and execution of various programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region. The last meeting of the Commission was held on 2nd September, 2013 at ICSSR, New Delhi under the chairmanship of the Hon'ble Minister of Human Resource Development. Very valuable suggestions were received in the meeting for strengthening the India's interface with UNESCO.

MAJOR ACTIVITIES RELATED TO UNESCO

India re-elected to the Executive Board of UNESCO for the period 2013-2017

At the elections held during the 37th General Conference, India was re-elected to the Executive Board of UNESCO for the period 2013-2017 securing 160 votes out of the 184 valid votes polled. This is the highest numbers of votes ever secured by India in an Executive Board election. India thus continues an impressive tradition of continuous and constructive engagement at the Executive Board, for over sixty years.

India Plays an Important role in adoption of more substantive resolution for Education Beyond 2015

Education Beyond 2015 was a keenly debated topic in the 37th Session of the General Conference of UNESCO held in November, 2013 wherein India played a major role and ensured that the focus on completing the EFA, MDG agenda was not diluted. This active participation of the Indian Delegation led to the adoption of a revised and significantly more substantive resolution which was drafted by the Indian Delegation.

27th Session of IOC Assembly held in Paris

At the 27th Session of the IOC Assembly held at the UNESCO Headquarters in Paris from 26th June to 5th July, 2013, India was elected to the Executive Council of the IOC. Earlier, Group IV (Asia Pacific Group) achieved a clean slate in the elections with 9 seats and 9 candidates. There was widespread recognition of the expertise and facilities developed at INMCOIS Hyderabad, and appreciation of the role played by Indian scientists at the IOC, and other fora.

India's role as the Chair of E-9 Countries

India played an important, in fact pivotal role in the activities of the education sector at UNESCO. As the Chair of the E-9 group of countries, India led the policy dialogue at UNESCO in key areas such as literacy, Education for All, inclusive education and adult learning. At important fora and discussions, India emphasized the need to incorporate and highlight the role and importance of education in the emerging post-2015 development agenda. Through the year, at the meetings of the EFA Steering Committee, the Executive Board, the General Conference and the E-9, India put forward incisive analysis and concrete suggestions, which were widely appreciated, and have since found a place in the ongoing and wide ranging process of discussion and debate.

Meeting on "Inclusive, Relevant Quality Education for All" in New Delhi

India, as Chair of E-9, along with UNESCO co-hosted a Technical Meeting on "Inclusive, Relevant Quality Education for All" in New Delhi from June 27-28, 2013. This meeting was as a follow-up to the Ninth E-9 Ministerial Review Meeting on "Inclusive, Relevant Quality Education for All" which was held in New Delhi in November, 2012. The meeting prepared detailed work plan for joint activities during the biennium 2013-14 under the five thematic areas adopted by the Ministerial Review Meeting. The E-9 countries agreed to actively engage in National EFA 2015 Review process and formulation of the post 2015 education and development agenda, based on UNESCO guidelines. They further agreed to publish in the second half of 2014 a joint E-9 Synthesis Report based on national EFA 2015 review reports, which would serve as a background document for the 10th E-9 Ministerial Meeting to be held in Pakistan in late 2014, as well as an input into the global preparatory process for the 2015 World Education Conference to be held in Seoul, Republic of Korea in April, 2015.

Participation of India in the Colloquium on "Advancing towards a literate twenty first century" held at UNESCO.

Hon'ble HRM, visited Paris from 9-11 September, 2013, to participate in the Colloquium on "Advancing towards a literate twenty first century" held at UNESCO. HRM chaired the Panel on "What literacies should the 21st century have?" During the visit HRM also held meetings with DG, UNESCO and other senior officers of UNESCO.

India's National Literacy Mission Authority (NLMA) awarded the UNESCO King Sejong Literacy Prize 2013

Recognizing the achievements of India's National Literacy Mission Authority (NLMA), it was awarded the UNESCO King Sejong Literacy Prize 2013. The award was received by Director General (NLMA) in an

award ceremony held in conjunction with the Colloquium at UNESCO, Paris.

Joint Commemoration anniversaries at UNESCO

The 150th birth anniversary of Swami Vivekananda and birth centenary of Amrita Sher-Gil were commemorated by UNESCO in 2013.

37th Session of World Heritage Committee inscribes "The Hill Forts of Rajasthan" to the World Heritage List

The 37th Session of the World Heritage Committee was held in Phnom Penh from 17-27 June, 2013. India's nomination "The Hill Forts of Rajasthan" was approved by the Committee for inscription to the World Heritage List.

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February, 1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 2166 people from 46 nations, including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, 1983. The Township is under the administrative control of the Ministry of Human Resource Development since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville under Plan & Non Plan. Under Plan, an amount of Rs. 1198.82.00 lakhs and under Non Plan an amount of Rs. 198.57 lakhs were released to Auroville Foundation during 2013-2014.

UNESCO CATEGORY-I INSTITUTE

Mahatma Gandhi Institute of Education for Peace and Sustainable Development

This is the first category –I institute of UNESCO established in Asia which is generously financed by Government of India. The Institute has started functioning at New Delhi since 2012.

The Institute puts India into the category of select countries with a Category-I Institute of UNESCO. Further it will serve as a platform for India to emerge as a global leader from the Asia-Pacific region in the areas of education for Peace and Sustainable Development. These are important areas in global context whereby India could contribute strategically by way of formulation of programmes, training and research related activities using the opportunities offered by South-South and triangular North-South-South cooperation. Presently, the Institute has been located at the First Floor of the ICSSR's NASSDOC Centre at 35, Feroz Shah Road, New Delhi.

UNESCO Category-II Regional Centres:

Regional Centre for Biotechnology (RCB)

RCB, an institution of education, training and research is established by the Department of Biotechnology, Government of India under the auspices of UNESCO as category II centre. The Centre will also start a few regional programmes shortly and is already having regional collaboration on cutting edge biotechnological researches and training in the following areas.

- Biomedical Science
- Bioengineering & Devices
- Biochemical and Biophysical Sciences
- Climate science, agriculture and environment
- Biotechnology Regulatory Affairs, IPR and Policy

Centre for World Natural Heritage Management and Training for the Asia and Pacific Regions" at Wildlife Institute of India, Dehradun

The General Conference of UNESCO, held from 5-20 November, 2013, adopted a resolution paving the way for the establishment of a Category-II Centre of UNESCO "Centre for World Natural Heritage Management and Training for the Asia and Pacific Regions" at Wildlife Institute of India, Dehradun. The Executive Board of UNESCO had already approved this proposal at its 192nd Session held in October, 2013. This Centre is expected to become functional in 2014.

INTERNATIONAL COOPERATION

Global Engagements in Education

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

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

- Exchange of scholars/ students/ researchers;
- Sharing of information/ publications;
- Organizing joint seminars/ workshops/ conferences etc.;
- Working towards mutual recognition of qualifications; and
- Developing institutional linkages

India also has educational cooperation activities with different international organizations and multi-lateral bodies like UNESCO, Commonwealth of Learning, E-9, BRICS, SAARC, India-Brazil-South Africa (IBSA), East Asia Summit (EAS), Association of South-East

Asian Nations (ASEAN), Indian Ocean Rim-Association for Regional Cooperation (IOR-ARC), Organization for Economic Co-operation and Development (OECD), European Union (EU) etc.

MAJOR INITIATIVES

Jointly funded collaborative programmes with different countries

Collaborative knowledge building initiatives have been taken up by India with different countries. Under these initiatives, major emphasis is given for Joint research in the mutually identified areas by institutions from both countries. The following financial commitments have been made for this purpose with different countries:

Joint Research Programmes with different Countries

S. No.	Country	Total Financial Commitment by India
1	U.S.A.	US\$ 5.0 million for five years
2	U.K.	£ 2.5 million per annum
3	Australia	AUD 300000
4	New Zealand	NZD 0.5 million per annum
5	Israel	upto US\$ 2.5 million per annum
6	Germany	Euros 3.5 million for 4 years
7	Norway	₹ 8.5 crore for five years

Singh-Obama 21st Century Knowledge Initiative, UK-India Education and Research Initiative-II (UKIERI-II), Programmes under Australia-India Education Council (AIEC) and India-New Zealand Education Council (INZEC), Joint Research Programme with Israel and Indo-German Strategic Partnership (IGSP) in Higher Education are the strategic knowledge building partnerships.

Important Activities to strengthen the educational collaborations with different countries during 2013-14

1. Hon'ble HRM was part of the delegation led by the Hon'ble Prime Minister that visited Germany for the India-Germany IGC on April 10-12, 2013. An MoU on cooperation in Higher Education and a Joint Declaration of Intent for promotion of German Language teaching were signed on 11.04.2013 during the visit.
2. India-Malaysia Education Joint Working Group meeting was held on 3rd April 2013 in New Delhi.
3. India-Canada Education Joint Working Group was held on 4th April 2013 in New Delhi.
4. India-European Union Senior Officers' Meeting was held at New Delhi on 17th April 2013
5. Hon'ble HRM led a delegation to USA and held discussions with US Secretary of Education, delivered a key-note address at the Roundtable Conference on Higher Education Collaborations in USA and also visited Temple University, Philadelphia and Boston University. Hon'ble HRM delivered a key-note address at the Roundtable Conference on Higher Education Collaborations in USA on 13th May 2013
6. India-Norway Education Joint Working Group was held on May 15-16, 2013 in Norway co-chaired by Shri Ashok Thakur, Secretary, Department of Higher Education.
7. A bilateral meeting by Hon'ble HRM with Deputy Prime Minister of Sweden along with delegation was held in New Delhi on 22nd May 2013.
8. Hon'ble MoS (HRD), Shri Jitin Prasada participated in the Seoul International Book Fair as Guest of Honour on 19th June 2013 at Seoul (Republic of Korea).
9. India-US Higher Education Dialogue co-chaired by Hon'ble HRM and US Secretary of State was held on June 25, 2013 in New Delhi.
10. An Indian Delegation led by Dr. M.M. Pallam Raju, Hon'ble HRM visited New Zealand on July 8-9 and Australia on July 10-12, 2013.
11. India-New Zealand Council Meeting held at Wellington on 9th July, 2013 was Co-Chaired by

- Hon'ble HRM and Hon'ble Minister for Tertiary Education, Skill and Employment, New Zealand. Hon'ble HRM also held a bilateral meeting with Ms. Hekia Parata Minister of Education and Minister of Pacific Island Affairs on 9th July 2013.
12. A Conference of Indian Sector Skill Councils with Industry Skill Councils of Australia was held in Australia on 10th July 2013 during the visit of Hon'ble HRM.
 13. A joint conference of Vice Chancellors from universities of India and Australia was held in Australia on 11th July 2013 during the visit of Hon'ble HRM' delegation to Australia.
 14. Meeting of Australia-India Education Council (AIEC) co-chaired by Hon'ble HRM was held in Australia on 12th July 2013.
 15. Educational Exchange Programme was signed with Estonia by Secretary, Higher Education and Estonian Minister of Education and Research H.E. Mr. Jaak Aaviksoo.
 16. Secretary, Higher Education visited UK and held official level discussions, discussion with QAA and Queen's University Belfast during 21-23 October, 2014.
 17. Joint Working Group on Skills with Australia was held at New Delhi on 14th November, 2013.
 18. 37th General Conference of UNESCO was held at Paris during November, 5-20, 2013. Indian delegation was led by Hon'ble MoS (HRD) who also Co-Moderated Leaders' Forum at UNESCO, Paris and also participated in the BRICS Ministers' meeting at Paris.
 19. A delegation led by Hon'ble HRM visited Mauritius and signing of MoU for setting up International Institute of Technology Research Academy with collaboration of IIT, Delhi was also done during the visit.
 20. Secretary (SE&L) visited UK and held discussions with OFSTED, London and National College of Teaching and Leadership, Nottingham during 27-29 November, 2013.
 21. Hon'ble HRM attended the Education World Forum at London on 20-22nd January, 2014 and held bilateral meetings with the UK Minister of Universities and Science and with Minister of State for Skills and Enterprise.
 22. 4th Joint Working Group Meeting between India and Norway was held at New Delhi on 14th February, 2014 and was Co-Chaired by Secretary, Higher Education.
 23. India-Norway Joint Conference of Vice Chancellors was held at New Delhi on 16th February, 2014.
 24. 2nd Meeting of India-Oman Joint Working Group was held at New Delhi on 13th March, 2014.
 25. Meeting of India-UK Joint Task Force on Qualifications was held on 20th March, 2014.
- Schemes to support UNESCO and Global engagement activities
- A. Non-Plan-
 1. Holding of Meetings of Committees / Conferences and organizations in the furtherance of UNESCO's aims and objectives
 2. Visit of Foreign Delegations
 3. Deputation and Delegation to UNESCO Conference, etc
 4. Contribution to UNESCO
 5. Grant in aid to Auroville Management
 6. Refund of Income Tax and Custom Duty to USIEF, New Delhi
 7. Grant in aid to Shastri Indo Canadian Institute, New Delhi
 - B. Plan-
 1. Initiatives for Global Engagement
 - a) UNESCO related activities and establishment of MGIEP
 - b) Strengthening of External Academic Relations
 - c) Extension of Mason DeL'Inde at Paris

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Chapter 11

*Education of Scheduled
Castes/Scheduled Tribes and Minorities*

EDUCATION OF SCHEDULED CASTES/SCHEDULED TRIBES AND MINORITIES

The Indian Constitution is committed to the equality of citizens. The Directive Principles of the State Policy is also to promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the SCs/STs. To achieve 'Equality' with many facets, special provisions have been made in the Constitution of India. Article 46 of the Constitution states that, "The State shall promote, with special care, the educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation. Articles 15 (4), 15 (5), 16(4), 16 (4 A), 16 (\$ B), 164(1) proviso, 275 (1) first proviso, 243 D, 243 T, 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46.

The National Policy on Education (NPE) 1986 modified in 1992 gives special emphasis on the removal of disparities and equalizing educational opportunity by attending to the specific needs of those who have been denied equality so far. The Eleventh Plan had given highest priority on education as a central instrument for achieving rapid and inclusive growth. The Twelfth Plan has stressed upon the need of faster and more inclusive development.

Scheduled Caste Sub Plan and Tribal Sub Plan (SCSP & TSP)

The Ministry of Human Resource Development has constituted a "National Monitoring Committee (NMC)

for Education of SCs, STs and Persons with Disabilities" to advise the Government on all matters pertaining to education and its pursuit for SCs, STs and Persons with Disabilities. A Task Force constituted by the Planning Commission to (a) review the operational guidelines in implementing SCSP and TSP and (b) suggest remedial measures for an effective and meaningful implementation of SCSP and TSP, has kept the Department of Higher Education under Category III for earmarking of funds 15-16.2% and 7.50% for SCSP and TSP respectively. Department of School Education and Literacy has been kept under Category IV for earmarking of funds more than 16.2% and 10.70% for SCSP and TSP respectively. The Planning Commission has accepted the recommendations of this Task Force on differentiated Ministry/ Department-wise earmarking of Plan funds under SCSP and TSP. The guideline of SCSP/TSP has been prepared circulated to all the Centrally Funded Higher Educational Institutes. The progress of implementation of SCSP/TSP is also being reviewed by Standing Committee of NMC.

In order to implement the recommendations of the Task Force, in the Detailed Demand for Grant-in-aid 2011-12, Omnibus Minor Head 789 for Spl-Component Plan for Scheduled Caste and 796 for Scheduled Tribes Sub Plan have been opened. The details of funds earmarked for 2013-14 under SCSP and TSP for Department of School Education and Literacy and Department of Higher Education have been shown below:

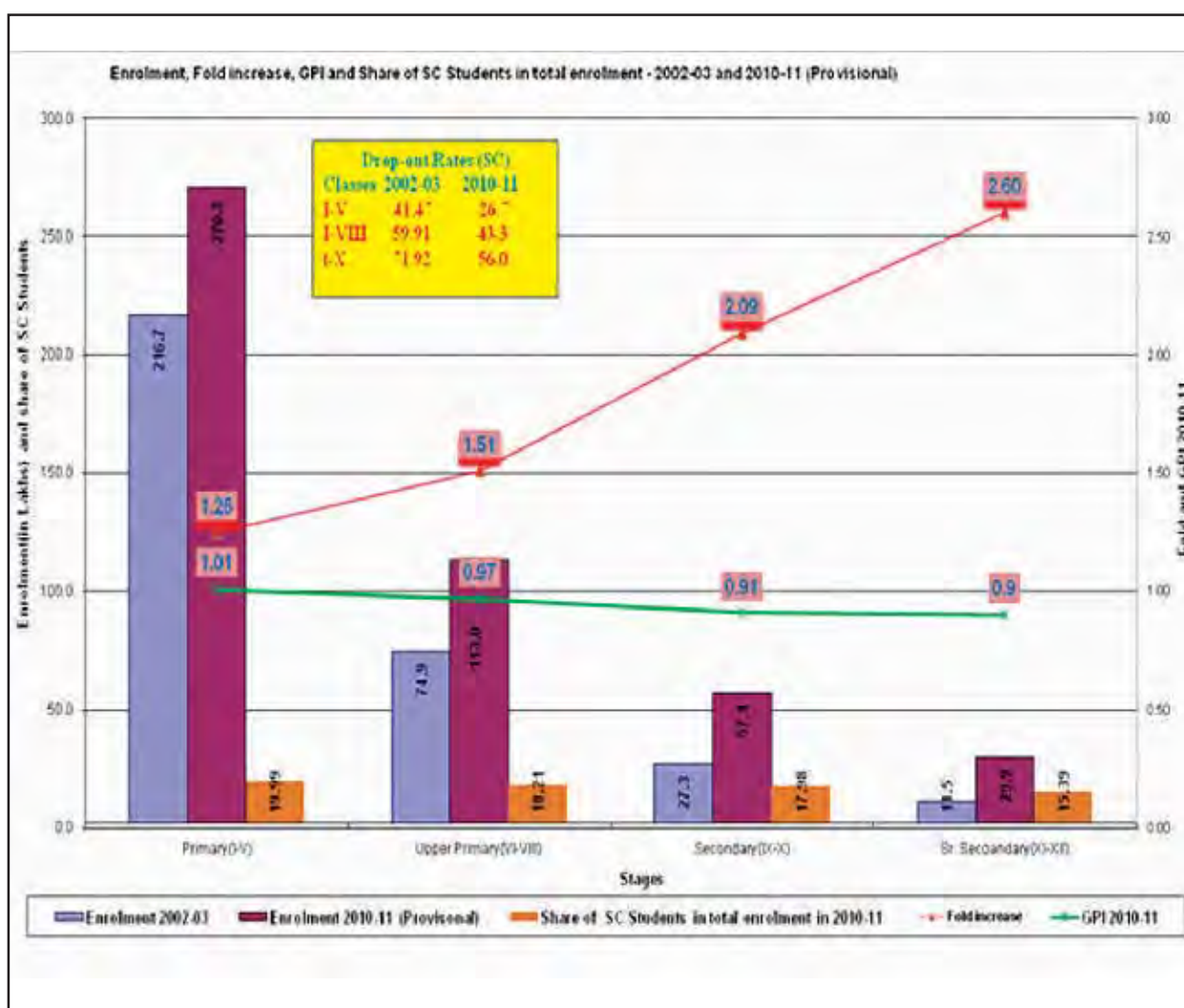
(₹ in crores)

Department of School Education & Literacy		
	SC	ST
BE 2013-14		
Total	9931.80	5315.52
RE 2013-14		
Total	9431.80	5046.02
Funds certified (as on 31-3-2014)	8509.73	4920.94
% of RE	85.68%	92.61%

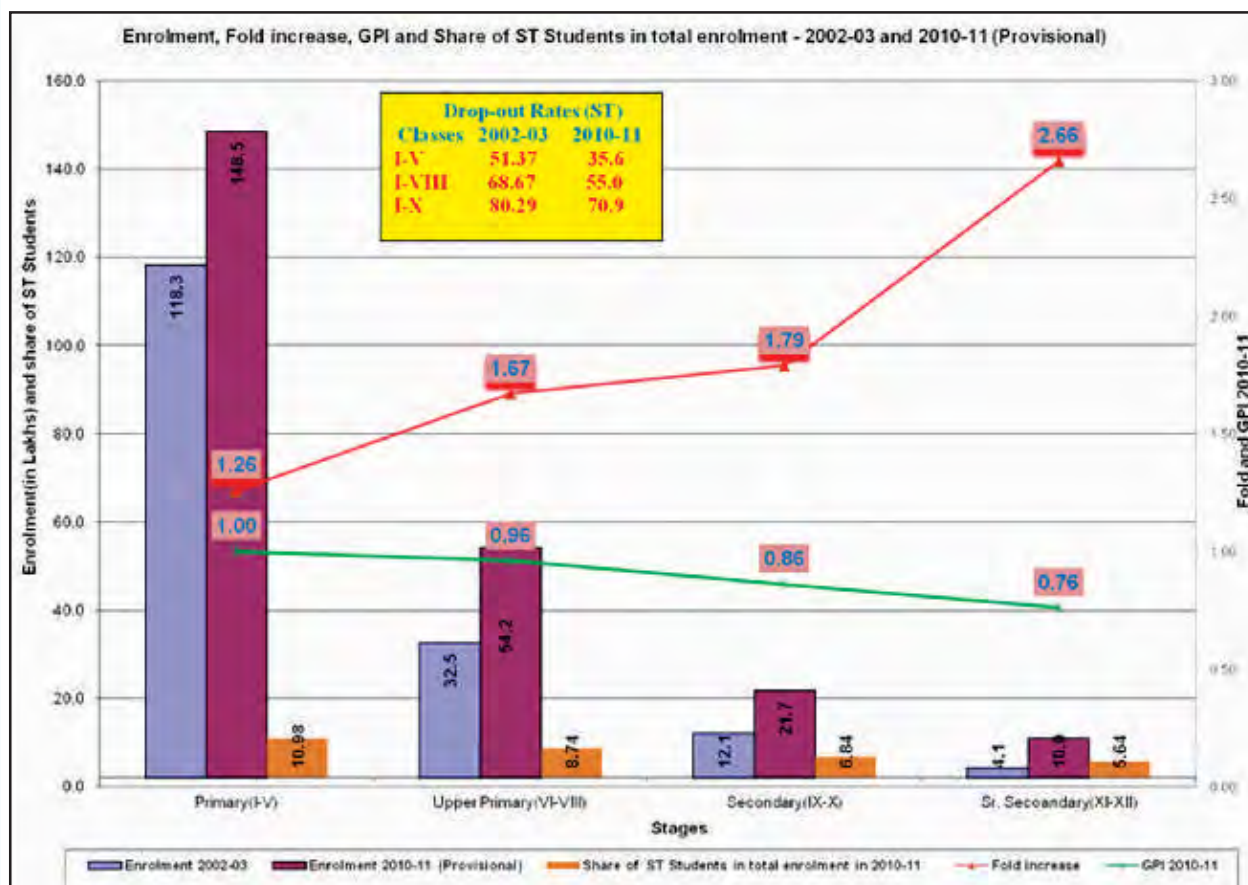
Department of Higher Education		
	SC	ST
BE 2013-14		
Total	2431.11	1263.29
RE 2013-14		
Total	2204.71	1105.59
Funds certified	1979.64	1045.58
% of RE	89.79%	94.57%

As recognition of our vision, a number of initiatives are being taken by this Ministry both at school and higher education levels. Special emphasis is laid on education of children belonging to disadvantaged groups and simultaneously to provide greater opportunities for

access to quality education at all level by taking several legislative measures and also investing in infrastructure & faculty, promoting academic reforms, improving governance and institutional restructuring.



Source: Statistics of School Education, MHRD



Source: Statistics of School Education, MHRD

The initiatives of the Ministry of Human Resource Development may be divided into two categories (A) Programmes/Schemes formulated exclusively to provide interventions for these groups and (B) Programmes/Schemes which have significant bearing on educational development of SCs and STs (B)

Programmes/Schemes exclusively for SCs/STs

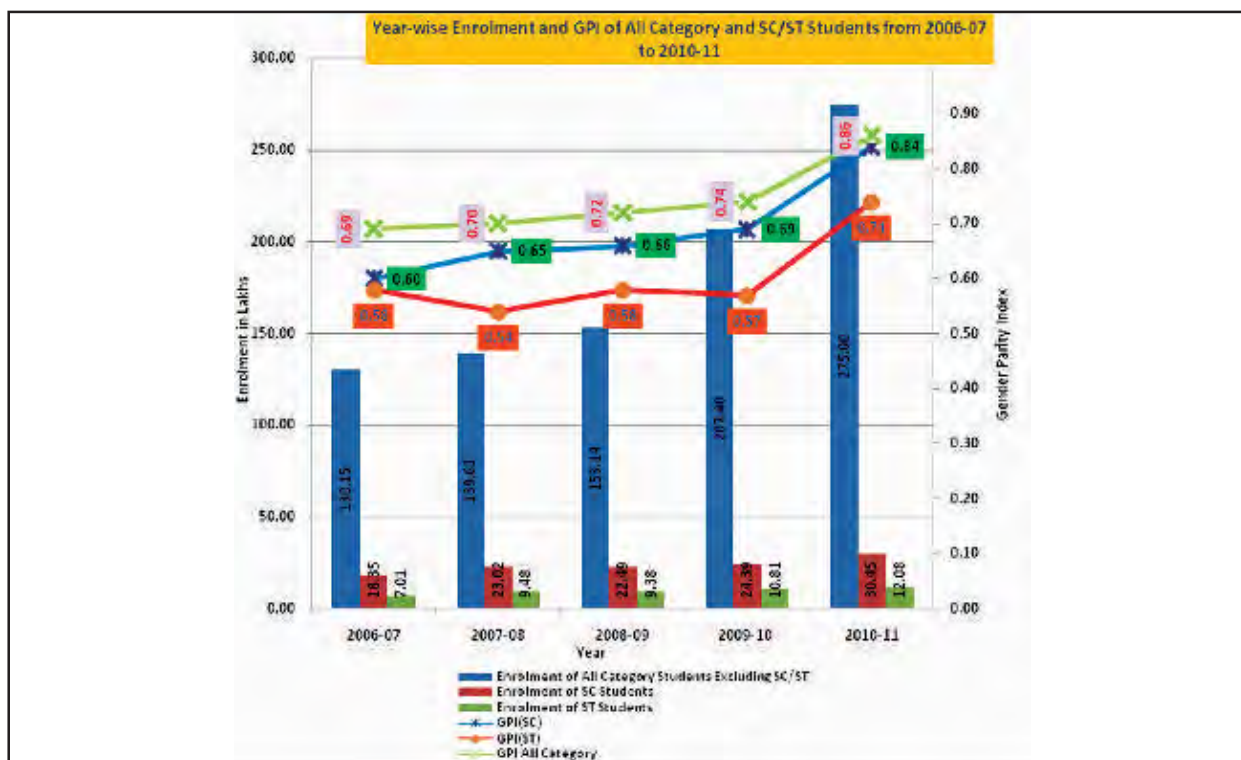
- (i) **Rajiv Gandhi National Fellowships for SC/ST:** This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ST to pursue higher studies leading to M.Phil and Ph.D Degrees (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities/Institutions/Colleges approved under Section 2 (f) and 12 (B) of the UGC Act.
- (ii) **Post-Graduate Scholarships for Students belonging to SCs/STs :** The objective of this scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/ Institutions/Colleges.
- (iii) **Post-Doctoral Fellowships for SC/ST :** The objective of this Scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering & Technology, Humanities and Social Sciences in recognized Indian Universities/ Institutions/Colleges.
- (iv) **Remedial Coaching for SC/ST / OBC (non-creamy layer) & Minorities :** In order to enable students belonging to SC / ST / OBC (non-creamy layer)/Minority communities, who need remedial coaching to

come up to the Level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate, the UGC provides financial assistance for conducting special classes outside the regular time table.

- (v) Coaching for NET/SET for SC/ST/ OBC (non-creamy layer) & Minorities : The main objective of the scheme is to prepare SC /ST candidates and candidates from Minority communities for appearing in NET or SET, so that sufficient numbers of candidates become available for selection of Lecturers in the University system from these groups.
- (vi) Establishment of Residential Coaching Academics of SC/ST/Minorities & women: The basic objective of this coaching scheme is to prepare students belonging to SC/ST/OBC (non-creamy layer) and Minority communities to get gainful employment in Group 'A', 'B' or 'C' Central services, State services or equivalent positions in the private sector. The coaching under the scheme is

oriented for particular examinations conducted for selection to services, such as the IAS, State Public Services, Bank recruitment, etc.

- (vii) Establishment of Equal Opportunity Cells for SC/ST/OBC/Minorities: To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC establishes the EOC to oversee the effective implementation of policies and programmes of these groups.
- (viii) Opening of Centres for Studies in Social Exclusion & Inclusive Policy: The key objectives of opening of these Centres include conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity and religion; developing understanding of the nature and dynamics of discrimination and exclusion; developing an understanding of discrimination at an empirical level; formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.



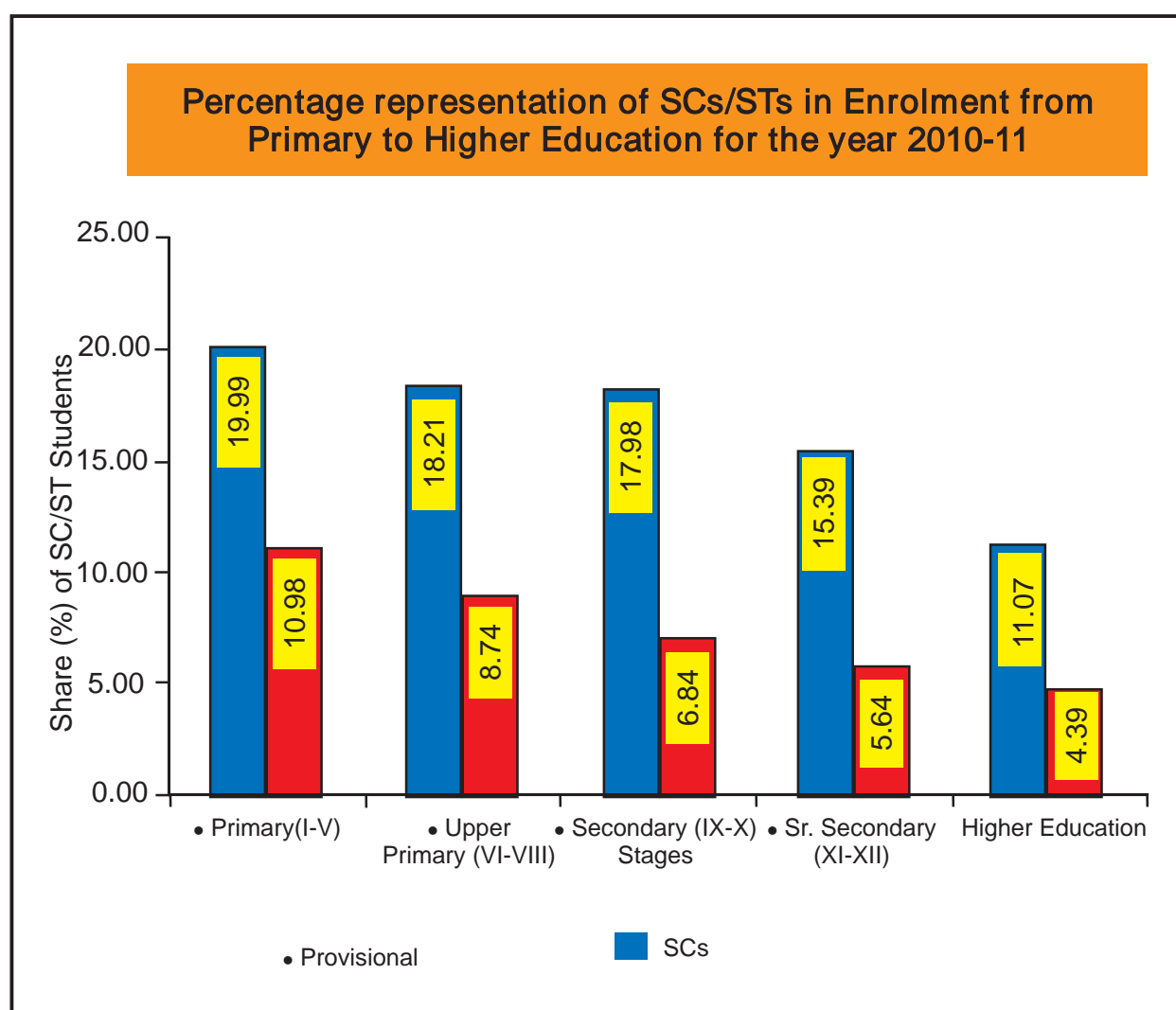
Source: Statistics of Higher and Technical Education 2006-07-2009-10, MHRD and All India Survey on Higher Education for the year 2010-11, MHRD

Initiatives having significant bearing on educational development of SCs & STs	Progress
School Education	
<p>Sarve Shiksha Abhiyan : Implemented in partnership with State Governments to cover the entire country to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure</p> <p>(i) Opening of Primary Schools</p> <p>(ii) Opening of Upper Primary Schools</p>	2.07 lakhs primary schools of which 1135 were sanctioned in the year 2013-14 and 1.59 lakhs upper primary schools have been sanctioned in a radius of 3 km, including 220 sanctioned in 2013-14
Kasturba Gandhi Balika Vidyalaya : KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minority communities and 25% to girls from families that live below the poverty line.	3609 KGBVs were sanctioned. Out of which 3602 are operational enrolling 3.48 lakh girls out of which 30.46% are from SC category, 24.67% from ST Category and 31.29% from OBC Category.
Opening of Model Schools : The scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools, out of which 3,500 are to be set up in as many educationally backward blocks (EBBs) through State/UT Governments, as benchmark of excellence at block level at the rate of one school per block.	2166 Model Schools, including 241 2013-14 have been sanctioned.
Construction & Running of Girls' Hostel for Students of Secondary & Higher Secondary Schools: The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3479 Educationally Backward Blocks (EBBs) in the country.	As on 31 st March, 2014, 137 hostels in SCCD were approved by PAB and ₹ 7249.56 lakh has been released for construction of 132 hostels in SCCD. Similarly 429 hostels in STCD were approved by PAB and ₹ 12923.67 lakh has been released for construction hostels in STCD of 277 hostels in STCD.
National Means-cum-Merit Scholarship Scheme: The objective of this Scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage.	In 2013-14, ₹ 12.06 crore and ₹ 4.29 crore were incurred under SCSP and TSP in this Scheme.
National Scheme of Incentive to Girls for Secondary Education : The Scheme has been started in May, 2008 to establish an enabling environment to reduce the drop outs and to promote the enrolment of girls children belonging mainly to SC/ST communities in secondary schools.	18.69 lakh girls have benefitted from the Scheme upto March, 2014 since its launch.
The Right of Children to Free and Compulsory Education (RTE) Act, 2009 : Section 12(1) (c) of the Act inter alia, provides that a specified category school and a private unaided school shall	AS per DISE in 2010-11, the enrolment of SC children was 3.94 crore and ST children was 2.17 crore and the

Initiatives having significant bearing on educational development of SCs & STs	Progress		
admit in class I to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker sections and disadvantaged group in the neighborhood and provides for free and compulsory elementary education till its completion. It further states that this provision shall apply for admission to the pre-school stage where the school imparts pre-school education. The definition of 'child belonging to disadvantaged group' includes a child belonging to SC/ST and now also, children with special needs.	corresponding enrolment is 4.04 crore and 2.17 crore respectively during 2012-13 in Elementary Education.		
Higher Education			
Central Educational Institutions (Reservation in Admission) Act, 2006: The Act provides 15%, 7.5% and 27% reservation in admission of the students belonging to the SCs, STs and OBCs, in certain Central Educational Institutions established, maintained or aided by the Central Government, and for matters connected therewith or incidental thereto. The Central Universities are following the reservation policy of Government of India. However, the State Universities including their affiliated/ constituent Colleges and other institutes are following the norms of percentage of reservation of SCs/STs as prescribed by the respective State Governments.	CFHEI	Share For Year 2010-11	
		SC %	ST %
	Central University	4.64	3.36
	IGNOU	7.09	5.72
	IIT	12.87	4.95
	NIT	13.08	6.12
	IIM	7.83	3.46
	IISER, IIIT	11.07	3.56
Source: All India Survey on Higher Education (AISHE), 2010-11			
Sub-Mission on Polytechnics: Sub-Mission on Polytechnics includes four components namely (i) setting up of new Polytechnics (ii) Strengthening of existing 500 Polytechnics (iii) Community Development through Polytechnics and (iv) Constructions of Women Hostels in Polytechnics.	291 Districts have been provided partial financial assistance of ₹ 2113.69 crores till 31.03.2014. Major beneficiaries of these Polytechnics are from weaker sections like SC/ST/OBC.		
Scheme of Community Development through Polytechnics (CDTP): This Scheme aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self/wage employment. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification.	Major beneficiaries of these Polytechnics are from weaker sections like SC/ST/OBC.		
Setting up of Model Degree Colleges in backward districts	37 Model Degree Colleges have been sanctioned in 20 Universities in 8 States. Major beneficiaries of these Colleges are from weaker sections like SC/ST/OBC.		
Colleges with relatively higher proportion of SC/ST & Minorities : The Scheme aims to encourage access of students belonging to SC/ST/Minority/OBCs.	Financial assistance to 3028 institutes has been provided.		

In addition to above, several other general programmes/schemes have also lay emphasis on education development of students belonging to SCs and STs which mainly includes 'National Programme of Mid-Day Meal in Schools', Opening of Jan Shikshan Sansthan, 'Rashtriya Madhyamik Shiksha Abhiyan', 'Opening of Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas', 'Vocational Education at Secondary Education Level', 'Mahila Samakhya Programme', 'Construciton of Women's Hostel in Polytechnics and Colleges', 'Central Sector Scheme of Scholarship for College and University Students', 'Special scholarship Scheme for Jammu & Kashmir',

'Interest Subsidy on Educational Loans', 'AICTE's Tuition Fee Waiver Scheme', AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech students', etc. Further, the IITs and NITs also made special provisions like exemption/concession in payment of tuition fees; travelling allowance from residence to Institute to join the program; free mess facilities, pocket allowance; preparatory courses, conduct of special programmes for training in communication skills, presentations and placements; special evening classes in subjects and specializations; etc. for SC/ST students.



Source: Statistics of School Education, MHRD and All India Survey on Higher Education

National Monitoring Committee for Education of Scheduled Castes, Scheduled Tribes and Persons with Disabilities

The Ministry of Human Resource Development has constituted a "National Monitoring Committee for Education of SCs, STs and Persons with Disabilities" to advise the Government on all matters pertaining to education and its pursuit for SCs, STs and Persons with Disabilities. In addition, the Committee will review the functioning of various schemes launched by the Ministry for the purpose of promoting SCs, STs and Persons with Disabilities in education. The composition of the Committee includes some Members of Parliament, Education Ministers and Education Secretaries of State Governments with concentration of SC/ST population. The Committee also includes the academics, activists and administrators connected with SCs, STs and Persons with Disabilities.

In pursuant of decision taken in the First meeting of the National Monitoring Committee, held on 27th June, 2012, a Standing Committee and following Six Task Forces have been constituted :

- (i) Task Force for Educational Development of SCs
- (ii) Task Force for Educational Development of STs
- (iii) Task Force for Educational Development of PwDs
- (iv) Task Force to promote & develop quality faculty from SCs, STs and PwDs
- (v) Task Force for promotion of vocational education and skill development amongst PwDs.
- (vi) Task Force to promote educational opportunities and welfare of students from North East Region belonging to SCs, STs and PwDs.

All the six Task Forces have been submitted their final reports and recommendations of these Task Forces have been circulated to the concerned Ministries and all the Bureau Heads of this Ministry for comments/views.

Regulations on prevention of discrimination and Establishment of Ombudsman

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

The All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations, 2012, provide for establishment of a grievance redressal committee in each technical institutions approved by the AICTE; and appointment of Ombudsman, by the Technological Universities for the purpose of redressal of grievances of the students, parents and others.

The Indian Institutes of Technology have Disciplinary Action Committees to take immediate action if any complaint of caste-biased discrimination is received. They also have student mentors in various Departments who help them in their academic and other problems by providing proper guidance and also bring to the notice of concerned authorities about their problems for timely address. In addition, there are Student Tutors who help them to cope up with their academic problems. Further, following the recommendations made by the Council of IITs in its 39th meeting held on 28.01.2009, a Standing Committee comprising chair-persons of Board of Governors of IIT Delhi, IIT Guwahati and IIT Roorkee was constituted on 16.06.2009 to look into the grievances of students and employees of IITs. It was also decided that the committee will take up those representations made by the students and employees which are referred to it by Secretary, IIT Council in MHRD and have already been considered by the Board of Governors of IITs. The committee submits its report to the Secretary, IIT Council. The Appellate Committee also looks into specific complaints, if any, from SC/ST Students and employees.

Further, the Ministry, from time to time is issuing strong advisory letters to all Centrally Funded Educational Institutions to emphasize that officials/faculty members should desist from any act of discrimination against students on grounds of their social origin.

EDUCATION FOR THE MINORITIES

A. Department of Higher Education

1. National Commission for Minority Educational Institutions (NCMEI): The National Commission for Minority Educational Institutions (NCMEI) was established on the 11th November 2004 to advise the Central Government or any State Government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minorities Educational Institutions (Amendment) Act, 2006 and 2010. The Commission is a quasi-judicial body and has been endowed with the powers of a Civil Court. The Commission has issued minority status certificates to 9415 educational institutions as on 31.03.2014.
2. National Monitoring Committee on Minorities' Education (NMCME): The National Monitoring Committee on Minorities' Education (NMCME) was reconstituted on 23rd December, 2011 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee has representations from eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stakeholders. As per the decision taken in the meeting of NMCME held on 5.3.2012, a Standing Committee of the National Monitoring Committee on Minorities Education and five Sub-Committees on (i) Vocational Education & Skill Development of Minorities, (ii) Implementation of Schemes Aimed at Minorities, (iii) Mapping of Educational Requirements of Minorities – Region & District wise, (iv) Girls' Education and (v) Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English have been constituted. After detailed deliberation the Standing Committee of the NMCME submitted its First Report on 21st May, 2013. The Annual Meeting of the NMCME was held on 6th January, 2014 in Delhi, wherein, inter alia, the progress of implementation of the recommendations made by the Standing Committee was discussed to chalk out the future course of action.
3. Establishment of the Model Degree Colleges: Model Degree Colleges were targeted to be established in the 374 Educationally Backward Districts (EBDs), including 64 Minority Concentration Districts. Establishment of 27 Model Degree Colleges in the MCDs has been approved. The scheme of establishment of the Model Degree Colleges in the MCDs will continue under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA).
4. Polytechnics: Under the Sub-Mission on Polytechnics, financial assistance is provided to the States/UTs limited to ₹ 12.30 crore per polytechnic to establish new polytechnic in unserved districts. Polytechnics have been established in 55 out of 57 eligible Minority Concentration Districts. Delhi & Arunachal Pradesh may be covered once land is made available by the State Governments.
5. Women Hostels: With a view to provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the University Grants Commission (U.G.C.) is implementing the Scheme of construction of Women Hostels. During the XI Plan period the U.G.C. approved/sanctioned a total of 285 Women Hostels in Minority Concentrated Districts (MCDs). During 2012-13, 25 Women Hostels and 68 Women Hostels have been approved in

MCDs by September, 2013 during current year.

6. **Equal Opportunity Cells:** To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities. The Cell also takes up programmes of sensitizing university /college community on problems faced by disadvantaged social groups of students in higher education during XI Plan. Regulation 3(f) of the University Grants Commission (Promotion of Equity in Higher Educational Institutions) Regulations, 2012 stipulates that Higher Educational Institutions shall establish an Equal Opportunity Cell and appoint an Anti-Discrimination Officer. Under the Scheme of opening of Equal Opportunity Cell, 3987 colleges, 6 Deemed Universities and 23 Central Universities have been assisted by the U.G.C.

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

The AMU has conducted 13 Refresher Courses, trained 416 teachers, organized 4 workshops on translation and preparation of books, prepared 3 Syllabus as teaching material, conducted 2 extension Lectures and published 2 publications. The Academy at JMI has conducted 1 Convention, 28 Orientation Programmes, 19 workshops and 1 Motivation Programme benefitting 1845 participants.

The MANUU has conducted UGC-NET Coaching for minorities by which minority community candidates were prepared for appearing in the National Eligibility Test. Till date, 16 batches were given coaching benefitting 772 students. Till the academic year 2012-13, 926 students received coaching

in the Remedial Coaching Centre of the MANUU. The Centre for Coaching Minorities for Entry into Services (CCMES) of MANUU conducted Coaching Programme for Group-I Examination during 2012-13. 52 candidates benefited from the Programme.

8. **National Council for Promotion of Urdu Language (NCPUL):** The objective of National Council for Promotion of Urdu Language (NCPUL) is promotion of Urdu Language in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it. During the year, 70 new NCPUL aided Study Centres through registered NGOs were opened for conducting One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT (formerly DOEACC Society) under Ministry of Communication and Information Technology. This is, in addition to existing 398 centres making a total of 468 in which 24610 students including 9844 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. To preserve and promote traditional calligraphy, 53 Calligraphy and Graphic Design Centres are functioning.

Financial assistance to 225 NGOs/Agencies approved for promotion of Urdu by holding 188 Seminars, 37 Lecture Series, manuscript of 169 writers for providing printing assistance, 319 Urdu books of bonafide writers, 54 Journals approved for free distribution to Urdu libraries of the country and 91 small and medium newspapers for availing Urdu service of the United News of India were extended financial aid.

Promoting Urdu Books through sale and exhibition is done by holding Urdu Book Fairs. NCPUL participated in 7 Book Fairs organized by other agencies. 05 trips of Exhibition Van were made to cover various districts of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Maharashtra for making available Urdu publications in urban/rural areas. Till date, 19 book fairs organized at different places in the country, 15th All India Urdu Book Fair held at Bangalore from 14th to 22nd

September, 2013 and one Regional Book Fair organized from 3rd to 12th January, 2013 at Malegaon (Maharashtra).

NCPUL is also acting as a catalyst for publishing Urdu books, undertaking academic projects, conducting national/international seminars etc. NCPUL runs Urdu correspondence course through accredited centres and direct learners. 38 Urdu Study Centres established in addition to 958 existing centres for making a total of 1066 centres (598 Urdu Diploma and 468 CABA-MDTP) which includes Computer Centres where Urdu Diploma is compulsory for learners pursuing computer Course. 70711 students were admitted.

In addition to the above, NCPUL has been assigned additional responsibility to promote classical languages Arabic and Persian to preserve the cultural heritage of India. Two Years Diploma in Functional Arabic and One Year Certificate Course is run through accredited centres and direct learners for which 50 new centres were established in addition to 455 existing centres to make a total of 505 centres wherein 31292 learners were admitted in both the courses. Financial assistance granted to 13 authors for bulk purchase of Arabic and Persian books, 05 seminars and publication of 15 manuscripts.

Six month certificate course in Papier Mache started at 3 centres in collaboration with University of Kashmir in J & K State.

B. Department of School Education & Literacy:

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

Schemes amenable to earmarking of financial and physical targets for minorities, have been implemented to ensure that benefit to

minority communities is beyond 15% as in the case of Sarva Shiksha Abhiyan (SSA) and Kasturba Gandhi Balika Vidyalyaya (KGBV) where share of minorities is upto 20%. In order to enhance participation of minorities in the national education system, various initiatives have been undertaken—The SSA has identified 88 Muslim concentrated districts in the country wherein ₹ 829220.28 lakhs (11%) of the total allocations under SSA for 2013-14 is approved for these 88 Special Focus Districts. Under the SSA programme upto 2013-14, 207995 Primary Schools & 159499 Upper Primary Schools have been sanctioned towards meeting the Right to Education Act target of a Primary School within 1 km and Upper Primary School within 3 km.

2. Scheme for Providing Quality Education in Madarsas (SPQEM): SPQEM seeks to bring about qualitative improvement in Madarsas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:-

- i) To strengthen capacities in Madarsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
- ii) Training of such teachers every two years in new pedagogical practices.
- iii) Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage Madarsas.
- iv) Provision of Science/mathematics kits in primary/upper primary level Madarsas.
- v) Strengthening of libraries/book banks and providing teaching learning materials at all levels of Madarsas.
- vi) The unique feature of this modified scheme is that it encourages linkage of

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

- vii) The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.
- viii) For the monitoring and popularization of the scheme, it will fund State Madarsa Boards.

3. Scheme of Infrastructure Development in Minority Institutions (IDMI):- IDMI has the objective of augmenting infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education of the minority children. The salient features of IDMI scheme are:-

- i) The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.
- ii) The scheme will cover the entire country but, preference will be given to minority institutions (Private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%.
- iii) The schemes will inter-alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

- iv) The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of ₹ 50.00 lakh per institution for strengthening of educational infrastructure and physical facilities in the existing schools including (i) additional classrooms, (ii) science/computer lab rooms, (iii) library rooms, (iv) toilets, (v) drinking water facilities, and (vi) hostel buildings for children especially for girls.

4. Kasturba Gandhi Balika Vidyalayas (KGBVs): Kasturba Gandhi Balika Vidyalayas, are the residential schools for girls at upper primary level, a minimum of 75% seats are for minority, SC, ST and OBC girls. All the 544 KGBVs sanctioned in Educationally Backward Blocks (EBBs), having more than 20% Muslim population (out of 3609 sanctioned in the EBBs in the country), are now operational. Provision has been made to provide for a separate section for Urdu medium instruction in KGBVs located in minority blocks.

5. Jawahar Navodaya Vidyalaya Scheme (JNV): Jawahar Navodaya Vidyalaya Scheme has the objective of providing good quality modern education to the talented children predominately from the rural areas, irrespective of their family's socio-economic condition. At present, Jawahar Navodaya Vidyalayas are established in all districts except in Tamil Nadu. Setting up 378 new JNVs are targeted during the Twelfth Plan. Out of this, 196 JNVs are proposed to be set up in special category districts including all Minority Concentration Districts. Urdu is the medium of instruction for class VI to VIII in 12 JNVs. Besides, Urdu is being taught as third language in 35 schools.

6. Girls Hostels: The Girls Hostels Scheme envisages construction of a hostel with the capacity of 100 girls in each of 3479 Educationally Backward Blocks (EBBs) of the country. The main objective of the Scheme is to improve access to and retain the girl child in Secondary and Higher Secondary classes (IX-

XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial capacity and other connected social factors. An amount of ₹13192.88 lakh has been released for 265 approved Girls Hostels. 235 have been sanctioned in the Minority Concentration Districts and out of which 12 hostels have become functional.

7. **Model Schools:** The Model School Scheme envisages setting up of 6,000 Model Schools – one in every block of the country as benchmark of excellence for providing quality education to talented rural children. The scheme has two modes of implementation, viz. (i) 3,500 model schools are to be set up in educationally backward blocks (EBBs) through State/UT Governments; and (ii) the remaining 2,500 model schools are to be set up under Public-Private Partnership (PPP) mode in blocks which are not educationally backward.

Out of 1228 Blocks identified as the Minority Concentration Blocks, 672 blocks are in the list of EBBs and balance 556 MCBs are non-EBBs. 271 model schools have been approved in Minority Concentration Blocks in EBBs, 165 of these are in MCBs with more than 25% minority population. Under the PPP component of the Scheme, 2,500 Model Schools will be set up in the non-EBBs which include locations in Minority Concentration Blocks.

8. **Appointment of Language Teachers:** Under the Centrally sponsored scheme of financial assistance for Appointment of Language Teachers, 100% financial assistance is provided for appointment of Urdu Teachers and Grant of honorarium to the existing Urdu teachers for teaching Urdu in schools. The present criteria of granting financial assistance for appointment of Urdu teachers are for any locality, where 25% population is from Urdu speaking community. The financial assistance is admissible till the terminal year of the subsequent Five Year Plan. The objective of the Scheme is to provide financial support to the States/UT Governments for appointing Urdu teachers/honorarium to the existing

teachers for teaching Urdu to the students with a view to promote Urdu in States/UTs wherever necessary. During 2012-13, an amount of ₹ 1.38 crore was released to the Government of Punjab for appointment of 42 Urdu Teachers.

9. **Teacher Education:** The Centrally Sponsored Scheme of Teacher Education has a provision for establishment of Block Institutes of Teacher Education (BITEs) in 196 SC/ST/Minority Concentration Districts. 40 BITEs have been approved in the Minority Concentration Districts.
10. **Initiatives under National Institute of Opening Schooling (NIOS) for Minorities:** The National Institute of Open Schooling, with international recognition and presence, provides access to sustainable and learner centric quality school education through open and distance learning (ODL) mode of education.

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



Chapter 12

*Educational Development In
Special Category States*

EDUCATIONAL DEVELOPMENT IN SPECIAL CATEGORY STATES

INTRODUCTION – SPECIAL CATEGORY STATES

There are twenty-eight States and seven Union Territories in India. Some of the States are given some benefits by the central government as they fall under the special category States. The special category States have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socioeconomic developmental parameters. These States have also geographical disadvantages in their effort for infrastructural development. Public expenditure plays a significant role in the Gross Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants

in plan assistance to the States in special category.

In 1969 while devising formula for sharing central assistance among States, the Fifth Finance Commission acting in line to the Gadgil formula, had accorded special status to these States on the basis of harsh terrain, backwardness and social problems prevailing in these States. Up to 1999, there were ten States in this category and with the inclusion of Uttaranchal in 2000, later renamed as Uttarakhand in 2006, number of the special category States increased to eleven. All the North-Eastern States, Jammu and Kashmir, Himachal Pradesh and Uttarakhand are in the special category. North Eastern Region (NER) includes the eight States - Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim.

Education in Special Category States at a glance

Sl. No.	State	No. of Institutions		Enrolment		Gross Enrolment Ratio		Gender Parity Index		Exp. on Education as % of GSDP
		School Education I-XII 2010-11(P)	Higher Education 2011-12 (P)	School Education I-XII 2010-11(P)	Higher Education 2011-12(P)	Classes I-XII (6-17 yrs) 2010-11(P)	Higher Education (18-23 yrs) 2011-12(P)	Classes I-XII (6-17yrs) 2010-11(P)	Higher Education (18-23 yrs) 2011-12(P)	
1	Arunachal Pradesh	3170	29	367360	51370	121.3	30.9	0.96	0.68	4.01
2	Assam	51898	494	5155839	521396	66.4	14.4	1.00	0.98	4.66
3	Manipur	4051	82	637349	99576	118.4	33.4	0.94	1.06	5.63
4	Meghalaya	9687	71	747918	57770	111.9	16.4	1.04	1.28	4.10
5	Mizoram	3810	32	265517	27584	115.8	20.6	0.95	0.91	7.41
6	Nagaland	2533	61	362664	45562	61.1	17.9	1.01	0.63	4.55
7	Sikkim	1178	17	135352	22506	91.3	27.9	1.04	0.78	4.92
8	Tripura	4393	42	768536	52182	91.5	11.6	0.98	0.65	4.44
9	Jammu & Kashmir	27428	318	2469573	338834	86.2	23.7	0.99	1.10	4.44
10	Himachal Pradesh	19653	314	1484344	195117	103.5	25.0	0.98	0.94	4.62
11	Uttarakhand	22801	415	2319770	339179	95.7	27.2	1.02	1.05	3.51

Source: (1) Statistics of School Education 2010-11 (Provisional)
(2) All India Survey on Higher Education 2011-12 (Provisional)

SCHOOL EDUCATION

Education provides the underpinning to any vision of NER and as one of the most basic components of human development, it impacts on the welfare of almost everyone in the region; in fact, the lack of quality education limits the growth process. Further, a focus on children, women and youth is vital in this region with its substantial 'young' population. Recent population growth in many of the NER States has meant that a large proportion of the population is less than 14 years, accounting for as much as 40 and 42 percent of the State population in Arunachal Pradesh and Meghalaya, respectively. In its broadest sense, education will be the critical input for equipping these young people to expand their life choices.

The North East (NE) States are among the best performers in terms of literacy rates. All the North East States, without exception, have shown increase in literacy rates during 2001-2011. While school enrolments have been increasing, they are still low in some States. Enrolment in all grades in Nagaland, for example, is far lower than the national average. The

success in increasing school enrolment is dampened by dropout rates, which are higher across NER than the national average (apart from Manipur), and have actually increased in Meghalaya and Mizoram since 1992-93. Even in Mizoram, with almost 90 percent literacy, only one-fourth of the children originally enrolled complete their high school.

Girls' Hostel Scheme in North East Region: This Scheme, being implemented from 2009-10, envisages construction of a hostel with the capacity of 100 girls in each of about 3479 Educationally Backward Blocks (EBBs) in the country. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. Students passing out of KGBVs will be given preference in admission in hostels. At least 50% of girl students should be from SC, ST, OBC and Minority Communities. As on 1st January, 2014, 116 hostels have been sanctioned in NER region for construction and ₹ 87.16 crores have been released to NE States Govt. Recurring grant release is ₹ 0.53 crore.

Details of grant released under the Scheme upto 31.03.2014 to the Special Category States is given below: (₹ in Crores)

Sl. No.	State	No. of EBBs	No. of hostels approved by PAB	No. of hostels sanctioned	Non Recurring Grant released
1	Arunachal Pradesh	38	20	5	1.96
2	Assam	81	80	80	58.80 (Rec. Grant 0.49)
3	Meghalaya	9	9	9	6.95
4	Mizoram	1	1	1	1.06 (Rec. Grant 0.04)
5	Nagaland	11	11	11	10.61
6	Tripura*	9	5	5	4.92
7	Uttarakhand	23	19	19	16.99 1.42 (Rec. grant released till 2013-14) Total: (18.41)
8	Himachal Pradesh	5	5	5	0.96
9	Jammu & Kashmir	97	68	19	3.63
	Total	279	223	159	108.74

Right of Children to Free and Compulsory Education (RTE) Act, 2009 - Sarva Shiksha Abhiyan (SSA) in North Eastern Region : RTE - SSA is being implemented in the States of the North Eastern Region on a Central : State funding pattern of 90:10 to give impetus to development of elementary education in North Eastern States.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) : The RMSA is being implemented in North-Eastern region on the basis of 90:10 sharing pattern. Under the annual plans for 2013-14, the details of approved new schools and strengthening of schools are indicated below:

Sl. No.	State	2013-14	
		New schools Approved	Approved Strengthening
1.	Arunachal Pradesh	10	5
2	Assam	0	176
3.	Manipur	9	0
4.	Meghalaya	9	0
5.	Mizoram	6	0
6.	Nagaland	21	0
7.	Sikkim	9	0
8.	Tripura	0	0
	Total	64	181

Model Schools Scheme : Except Sikkim, all the North-Eastern States are eligible for model schools under State Sector component of Model School Scheme, which is operational since 2009-10, till 31.3.2014. 94 Model Schools have been sanctioned and grants worth ₹ 169.37 crore released to 5 States namely Mizoram (1), Nagaland(11), Assam (67) Meghalaya(9) and Tripura (6). Under this component of the scheme, the sharing pattern of costs between the Centre and the special category States is 90:10 during the 11th and 12th Five Year Plan period.



[Model School]

Kendriya Vidyalayas (KVs): 103 KVs are functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 72,472 (boys 39,441 and Girls 33,031). Among 103 KVs in NE Region, 57 are in Civil, 22 are in Defence, 17 are in Project Sector and 07 are in Institutes of Higher Learning. The pass percentage in class X & XII in the region during 2012-13 is as under:-

---	Class X	Class XII
Guwahati Regional Office (covering Assam, Meghalaya and Arunachal Pradesh)	99.83	93.52
Silchar Regional Office (Covering remaining part of Assam, Mizoram, Manipur, Nagaland and Tripura)	99.93	94.48
Kolkata Regional Office (Covering Sikkim and Andaman & Nicobar Island schools.)	99.91	95.22

Jawahar Navodaya Vidyalays : Of the 86 districts of NER, JNVs have been sanctioned in all the districts with one additional JNV in one district each (having large concentration of SC/ST population) of Assam and Meghalaya.

Saakshar Bharat Programme : This program was launched on the International Literacy Day, 8th September, 2009. It aims to further promote and strengthen Adult Education, specially of women, by extending educational options to those adults who having lost the opportunity of access to formal

education and have crossed the standard age for receiving such education, now feel a need for learning of any such type viz, including literacy, basic education (equivalent to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation. In the North-Eastern Region, number of districts eligible for coverage under this programme is shown below:

State	No. of District
Arunachal Pradesh	12+3*
Assam	12+3*
Manipur	4
Meghalaya	2
Mizoram	0
Nagaland	2+2*
Tripura	1
Sikkim	2

*Carved out of eligible districts during 2001-2011

Saakshar Bharat Programme in the 12th Five Year Plan provides for paradigm shift from basic literacy to lifelong learning with the aim of improving knowledge, skills and competence within personal, civic social and for employment selected perspective. The focus is not only on non-formal education setup but on establishing strong linkages with the formal system with mechanism for recognising prior learning and accreditation.

Jan Sikshan Sansthan (JSS): JSSs provide skill development facility for those who are non-literate or have rudimentary level of literacy. There are five State Resource Centres (SRC) in the region. They provide academic and technical resource support to Saakshar Bharat Programme. SRC, West Bengal also provides support to Saakshar Bharat Programme in the state of Sikkim.

HIGHER EDUCATION

Central Universities and Degree Colleges in the North East:- There are nine Central Universities in the North East Region, namely, Assam University,

Tezpur University, Mizoram University, North East Hill University (NEHU), Manipur University, Nagaland University, Rajiv Gandhi University (Arunachal Pradesh), Tripura University and Sikkim University. To provide avenues of technical & professional education in the region, faculty of Engineering in the 5 Central Universities and Faculty of Management in 3 Central Universities in the North East Region have been established. Further, faculty of engineering as well as management in the 3 States viz. Arunachal Pradesh, Manipur and Tripura where there is no Central University, have been established. The University Grants Commission (UGC) has been providing Plan/Non-Plan grants since the inception of Universities for general as well as specific development of North Eastern Region as per the provisions available in the respective guidelines of UGC.

374 new Degree Colleges are to be established all over the country one each in such district, which has Gross Enrolment Ratio (GER) below the national average. 44 such colleges are to be established in the NE Region subject to approval of the competent authority. Half of such cost in special category States limited to ₹ 4.00 crores will be provided by the Central Government but for the remaining amount, efforts will have to be made by the respective States along with other partners.

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

The NER States (i.e. Arunachal Pradesh, Assam, Manipur, Mizoram, Jammu & Kashmir have submitted their willingness to participate in RUSA.

Sl. No	States	Component
1.	Arunachal Pradesh	Preparatory Grants
		MMER Grants
2.	Assam	Preparatory Grants
		MMER Grants
		Model Degree Colleges (12)
3.	Manipur	Preparatory Grants
		MMER Grants
4.	Mizoram	Preparatory Grants
		MMER Grants
5.	Nagaland	Preparatory Grants
		MMER Grants
6.	Tripura	Preparatory Grants
		MMER Grants
		Model Degree Colleges
7.	Jammu & Kashmir	Preparatory Grants
		MMER Grants

Special Scheme of Construction of Women's Hostels for Colleges in North East States : Increasing mobility of students to seek the education they desire, raises the demand for hostels. Accordingly, the UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective of the scheme is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff. The Colleges which come within the purview of the UGC and are fit to receive central assistance under Section 12(B) of the UGC Act, are eligible to receive financial assistance. The financial assistance from the UGC is on 100% basis subject to the ceiling given below:

(₹ in)

Women Enrolment	Amount in respect of Non-Metropolitan cities	Amount in respect of Metropolitan cities
(a) Upto 250	60	120.00
(b) 251-500	80	160.00
(c) more than 500	100	200.00

The UGC does not provide any escalation cost over and above the allocation/ceiling under the guidelines.

Indira Gandhi National Open University (IGNOU) in North East Region States:- India Gandhi National Open University was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standard in open learning and distance education systems. Educational development of North –East Region (NER) is another area of IGNOU's contribution. Nine Regional Centres including a newly established regional centre at Jorhat (Assam) are situated in the NER. The University established three Institutes/ Centres to identify the type of knowledge and skills necessary for the development of the region to design academic and training programmes.

Technical Education in North East Region States:- Several Central Technical Institutions like (i) Indian Institute of Technology (IIT), Guwahati, Assam; (ii) Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong, Meghalaya; (iii) National Institute of Technology (NIT), Silchar, Assam; (iv) National Institute of Technology (NIT), Agartala, Tripura; (v) North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh; and (vi) Central Institute of Technology (CIT), Kokrajhar, Assam etc. are taking care of the higher technical education in the North East Region.

Indian Institutes of Technology/Indian Institutes of Information Technology

(IITs/IIITs) : Indian Institute of Technology (IIT) set up at Guwahati is taking care of the Research and Technology requirements in NE Region. The Government has decided to set up 20 IIITs in the country in Public Private Partnership (PPP) Mode.

National Institute of Technology (NIT): At present, two NITs are located in North Eastern Region namely, National Institute of Technology-Silchar (Assam) & National Institute of Technology-Agartala (Tripura). Apart from these two existing NITs, Government of India has set up 06 new NITs in North Eastern Region during the 11th five year plan. These 6 new NITs in NER are located at Arunachal Pradesh, Manipur, Meghalaya, Mizoram Nagaland and Sikkim. The first academic session of these NITs started from the academic year 2010-11 with intake of 30 students each Computer Science & Engineering, Electrical & Computer Engineering, Electronics & Electrical Engineering. With the establishment of these new NITs, all the States/UTs in the Northern Eastern Region of the country will have an NIT.

Sub-Mission on Polytechnics: Under Sub-Mission on Polytechnics various initiatives have been undertaken under following heads:

- (a) Establishment of Polytechnics: Under the Sub-mission on Polytechnics under coordinated action for Skill Development, 300 polytechnics are to be set up with the financial assistance of the Central Government to the tune of ₹ 12.30 crore per polytechnic in 300 districts. Out of 300 districts, 64 districts have been identified in NE Region. Financial assistance has been provided to the State Governments in NE Region for setting up of new polytechnics in 62 districts, so far.
- (b) Construction of Women's Hostel in Polytechnics: Under the scheme of construction of women's hostel in polytechnics, construction of Women's Hostel in 500 Polytechnics throughout the country. Under the construction of Women's Hostel scheme, 20 polytechnics in NE Region have been provided partial financial assistance to construct Women's Hostels.

- (c) Community Polytechnics: The scheme of "Community Development through Polytechnics" aims to provide short term non-formal skill development courses through AICTE approved polytechnics to generate self/wage employment. Under the scheme, 10 polytechnics of NE Region have been covered.
- (d) Strengthening of Existing Polytechnics: The Sub-Mission on Polytechnics also includes component for Upgradation of Polytechnics with central funding upto ₹ 2.00 crore per polytechnic. Under this scheme, it is proposed to upgrade infrastructure facilities of existing diploma level public funded polytechnics. 20 polytechnics have availed partial financial assistance.

Scheme of Reservation of seats at Degree/ Diploma level technical courses for States/UTs lacking in such facilities: The Ministry of Human Resource Development has a scheme of reservation of seats in Engineering/Technology/Architecture/ Pharmacy courses conducted at Degree and Diploma level technical institutions approved by the AICTE, for States and Union Territories (UTs) which do not have Engineering Colleges/Polytechnics or lack facilities for education in specific field of Technical Education and for certain categories including foreign students. The numbers of seats earmarked for NER States during academic session 2013-14 under this scheme are as indicated:

S. No.	Name of State	Diploma Course	Degree Course
1	Tripura	25	50
2	Mizoram	18	121
3	Manipur	35	113
4	Nagaland	50	150
5	Arunachal Pradesh	162	150
6	Assam	30	19
7	Meghalaya	27	100
8	Sikkim	30	40
	Total	377	743

Language Development: Special initiatives have been taken under various schemes for development of regional languages and Hindi both by the Ministry and through its language institutions for North Eastern Region.

The Kendriya Hindi Sansthan (KHS) is recognized as an advanced centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. There are 3 centres of the Kendriya Hindi Sansthan located in NER, namely, the Guwahati Centre, Shillong Centre and the Dimapur Centre engaged in organising orientation courses for Hindi teachers, serving to the needs of the State Governments of Assam, Arunachal Pradesh, Sikkim, Tripura, Mizoram, Nagaland and Manipur. Dimapur centre also run two regular training courses of one year duration for Hindi Shikshan Praveen and Hindi Shikshan Vishesh Gahan. These course are meant for Hindi School Teachers of Nagaland Government. There are 3 training Colleges of the State governments in North Guwahati, Aizwal and Dimapur (Nagaland). In North Guwahati and Aizwal, 'Parangat' (B. Ed) courses and in Dimapur a 3 year diploma courses are being run. These courses are designed by Kendriya Hindi Sansthan and examinations are also conducted by KHS, Agra. Certificates to the successful candidates are also awarded by the Sansthan.

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

The National Council for Promotion of Urdu Language (NCPUL) has established a number of Computer Application and Multilingual DTP Centres through registered NGOs in the North Eastern Region. This is a job oriented programme and on completion of the One year Diploma, students can be employed as medium level IT Professional Junior Programmers, Web Designers, DTP Operators, Visual Designers, Lab demonstrators, Accounts Assistants and Office Assistant etc.

To popularize the Urdu Language in non- Urdu areas of the country, a National programme of Urdu learning through Distance Mode, NCPUL has a number of Accredited Urdu Study Centres in North Eastern Region.

National Mission on Education through Information and Communication Technology (NMEICT):- The NMEICT Mission aims to extend computer infrastructure and connectivity to over 25000+ colleges and 2000 polytechnics in the country including each of the department of 419 universities/ deemed universities and institutions of national importance as a part of its motto to provide connectivity up to last mile. Up to 400 nodes LAN on average is also being provided under the Mission. Connectivity to universities and colleges is in progress. For J & K and north Eastern states connectivity status are as furnished in the table below:

-		J& K State	North Eastern States
University	Total	8	31
	Connected	7	29
Colleges	Total	388	735
	Connected	184	575

National Book Trust (NBT): The NBT has undertaken various book promotional activities in NER Region as given below:

- (i) NBT organized Mobile Book Exhibitions in the State of Arunachal Pradesh, Nagaland and participated actively in three Book Fairs in the region.
- (ii) In collaboration with the Cultural Affairs & Heritage Department, Sikkim and Cinedarbaar Welfare Society, NBT organized Ten, Ten, Ten—a Literary Celebration at Gangtok, Sikkim on 8–9 November 2013. The program was organized to promote book reading and writing culture among the youths in the North-Eastern states of the country.
- (iii) The Book Exhibition by NBT and Sikkim Akademi at Gangtok, Sikkim from 8–11 November, 2013, gave a new look to the two-

day Literary Celebration. Many book lovers, teachers and students from various schools and colleges revered the books exhibited.

- (iv) A lecture series on "My Literature My Film" was organized in association with All Assam Publishers and Booksellers Association, an interactive lecture on reflection of regional literature in the regional films of India from 29 – 31 December 2013 during North East Book Fair at Guwahati to commemorate "100 Years of Indian Cinema"; and
- (v) The Trust also opened its Book Promotion Centre at Guwahati on 15th March 2014. The BPC was inaugurated by Dr Mridul Hazarika, Vice-Chancellor, Gauhati University in the presence of the Chairman, NBT.

JAMMU & KASHMIR

SCHOOL EDUCATION

Sarva Shiksha Abhiyan: SSA is being implemented in the State of Jammu & Kashmir to give impetus to development of elementary education.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) : The Annual Plan proposal for 2013-14 was considered by the Project Approval Board (PAB) in 3rd July 2013 and following activities were approved.

- i) Salary for 4710 teachers including Head master & 2 staffs.
- ii) Schools annual grant for 2343 schools
- iii) Minor repair grant for 1697 schools
- iv) Training of 14329 head masters and teachers
- v) Excursion trip and study tour for 132206 students inside and outside the state.

Based on Annual Plan proposal 2013-14 received from state of Jammu & Kashmir for undertaking various interventions ₹ 95.78 crore has been released for these activities and ₹ 40.00 crore has been released for civil works approved in previous years.

Jan Shikshan Sansthan (JSS): There are 2 Jan Shikshan Sansthans (JSSs) in the state of Jammu &

Kashmir which provide skill development facilities for those who are non-literate and have rudimentary level of literacy.

Jawahar Navodaya Vidyalayas (JNVs): There are 22 districts in J & K and a total of 18 JNVs have been sanctioned in 17 districts including one additional JNV in Jammu district (having large concentration of SC/ST population). Five districts of J & K do not have JNVs.

HIGHER EDUCATION

There are 10 higher education learning institutions at university level and 303 colleges in Jammu & Kashmir, details of which are given below:

Institutions at University level

Central Universities	: 02
State Universities	: 06
Institute established under State legislature	: 01
Institute of national importance (NIT)	: 01

Colleges

Arts, Fine Arts, Social Work, Science & Commerce	: 92
Engineering/Technology/Architecture	: 04
Medical	: 15
Education/Teacher Training	: 147
Others	: 45

Establishment of Central Universities: Central University in the State of J&K, having territorial jurisdiction over whole of the State of Jammu and Kashmir was established by the Central University Act, 2009 which came into force on 15.1.2009. This University has since been renamed as Central University of Kashmir with territorial jurisdiction limited to the Kashmir Division and a new University by the name of Central University of Jammu having territorial jurisdiction extending to the Jammu Division has been established by the Central Universities (Amendment) Ordinance, 2009 promulgated by the President on 20.10.2009.

Jammu Central University: The Central University of Jammu aspires to be one of India's leading universities offering innovative, responsive and high quality educational opportunities at the under graduate, graduate and post-graduate levels. The University has launched three Master Degree Courses from 2011-12.

Kashmir Central University: Central University of Kashmir (formerly known as the Central University of Jammu and Kashmir) was established in March 2009. Transit Campus of the University was set up at Sonwar in August 2010. Class work for MBA, M.Sc I.T & M.A English courses offered by the university commenced at Transit Campus from 25th August 2010. The University is to contribute to the educational, cultural, economic & social advancement of people providing high quality educational programmes leading to Bachelors, Masters, Professional and Doctorate Degrees as well as to address the cultural, economic, educational, environmental, health and social needs of the region and nation at large.

Concession for the wards of Kashmiri Migrants: Certain concessions were allowed for the wards of Kashmiri migrants in the matter of their admission to the educational institutions in other parts of the country during the academic session 2013-12. As Kashmiri migrants continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country during the academic session 2012-13:

- (i) Relaxation in cut-off percentage upto 10% subject to minimum eligibility requirement.
- (ii) Increase in intake capacity upto 5%- course-wise.
- (iii) Reservation of at least one seat in merit quota in technical/professional institutions.
- (iv) Waiving off domicile requirements.

Special Scholarship Scheme for Jammu & Kashmir: The Scheme aims to provide tuition fees,

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

The scheme is being implemented through a web portal of All India Council for Technical Education (AICTE) (<http://www.aicte-india.org/JnKadmissions.html>). In order to provide an all India exposure to the students of J&K, these scholarships are limited to five per institute plus seats in Centrally Funded Technical Institutions and Central Universities. Inter-changeability of slots amongst General Degree, Medical and Engineering streams is also permissible with the approval of the Inter-Ministerial Committee (IMC). The provisions of reservation as per J&K State Govt. Reservation norms is also provided for. During the period from 1.1.2013 to 31.3.2014, scholarships have been awarded to 3340 students for the academic year 2012-13 and 3747 students for the academic year 2013-14 along with 2858 renewal of scholarship for the year 2011-12 and 2012-13.

Centrally Sponsored Schemes

The following schemes are running in the polytechnics funded by Ministry of Human Resource Development:-

- (i) **Community Development through Polytechnics:** The scheme of "Community Development through Polytechnics" aims to provide short term non-formal skill

development courses through AICTE approved polytechnics to generate self / wage employment.

- (ii) Integrating Persons with Disabilities in the main Stream of Technical Education:-The scheme is being run in Kashmir Govt. Polytechnic, Srinagar & Govt. Polytechnic Jammu since 2001. It is fully funded by MHRD, GOI. Following activities are covered under the scheme:

- Formal Training: Upto 25 youths belonging to the Disability category are to be trained in 5 disciplines of three year diploma course running in the respective institutions. All the expenses of the training are borne by the scheme including fee, books, uniform etc. Some scholarship & boarding facilities are also provided to students.
- Non-Formal Training: Upto 100 youths are to be trained per year in various job oriented technical & vocational short term courses. The training period varies from 3 months to 6 months.

- (iii) Up- Gradation of existing Polytechnics : All 6 Government polytechnics in the State have been covered under the scheme. The main objective of the scheme is to upgrade infrastructure in the polytechnics. The amount for each polytechnic varies from 160 lacs to 200 lacs.

- (iv) Women Hostel : In order to increase the female participation in technical education, MHRD, GOI sanctioned 50 bed hostels exclusively for female students in all 6 Government polytechnics of the State at the cost of ₹100 lac each.

National Institute of Technology (NIT), Srinagar : The Regional Engineering College (REC),

Srinagar was established in 1960 as a joint venture of the Central Government and the Government of Jammu & Kashmir. The management and control of the REC was taken over by the Central Government and it became a fully-funded institution of the Central Government from the financial year 2003-04 and was converted into a National Institute of Technology w.e.f. 07.08.2003. It may also be mentioned that NIT-Srinagar has been declared as 'Institution of National Importance' as per the NIT Act, 2007.

Review the Schemes/Projects implemented for Educational Development of NER: Cabinet Secretary desired to put in place credible and effective monitoring mechanism in Department of Higher Education under the chairmanship of Secretary(HE) to regularly review infrastructure and other projects in the North-Eastern Region. Accordingly, a meeting of the Monitoring Committee to review the Schemes/ Projects implemented for educational development of NER was held under the chairmanship of Secretary (HE) on 25.9.2013. Meeting was attended by representatives of Ministry of DoNER, Ministry of Home Affairs, National Advisory Council, State Governments of NER, UGC, AICTE, IGNOU, Heads of Centrally funded Higher Educational Institutions etc. After detailed deliberations and taking into account the views of participants, especially of Secretary, Ministry of DoNER, some important action points emerged. Adoption of Standard Schedule of Rates for NER states, holding of a Review Meeting by UGC to address all concern of the NER States/UT, immediate release of central funds by the State Governments, finalization of a Special Scholarship Scheme for the University and College students of NER by the UGC, etc. were discussed and decided to be acted upon.

In pursuance to the above meeting, a Consultative Meeting was organized by the UGC at Guwahati on 27th September, 2013 with the State Education Secretaries and the Vice-Chancellors of all the Central and State Universities of the NER to discuss various strategies for improving the spending and absorptive capacity of the Universities and Colleges of the NER with regard to grants provided to them by the MHRD/UGC. Amongst

other things, it was decided to start a new scholarship scheme on the lines of PM Special Scholarship Scheme for J&K and for the NER also and holding of periodical consultation by the UGC's Regional Office at Guwahati with the State Governments of NER to address issue of funds, including their allocation and utilization, and related matters.

Rashtriya Sanskrit Sansthan (Deemed University), New Delhi in J&K Region: The Sansthan has taken various activities/ Programmes or promotion of education in the J & K Region

Central Institute of Indian Languages (CIIL): For Dogri language, the CIIL is conducting various programmes, like Field Visits to collect syllabi of University of Jammu, buy Dictionaries (Dogri) and collect Catalogues from the local publishers in Jammu; workshops; Translation Orientation Programme for Knowledge Text Translation (Dogri) in collaboration with P.G. Department of Dogri (University of Jammu), etc.

National Council for Promotion of Urdu Language (NCPUL): In the State of Jammu & Kashmir, NCPUL has established 66 computer centres to teach one Year Diploma in computer Application and Multilingual DTP, 03 Calligraphy and Graphic Designs Centres to teach calligraphy and graphic design course, 72 'Urdu Study Centres' to teach one Year Diploma Course in Urdu Language and 13 'Arabic Study Centres' to teach Two Years Diploma in Functional Arabic and One Year Certificate course in Arabic language, 9780 learners including 3878 girls are pursuing these courses in the NCPUL sponsored 'Study Centres' in the State of Jammu & Kashmir.

NCPUL has been providing financial assistance to NGOs working for promotion of Urdu language in Jammu & Kashmir State under various schemes like the Bulk Purchase of Books, Scheme for free distribution of books to the libraries, grant for seminars. Publication etc. and other selected promotion activities for promotion of Urdu Language.

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Chapter 13

Educational Development of Women

EDUCATIONAL DEVELOPMENT OF WOMEN

The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. As an independent group, women constitute 48% of the total population of India. They not only constitute valuable human resource of the country but their development in the socioeconomic arena also sets pace for sustainable growth of the economy. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. The Constitution officially grants equality to women and also empowers the State to adopt measures of positive discrimination in favour of women. However, the varied forms of discrimination that women in India are subject to are far from positive.

The role of education in facilitating social & economic progress is well accepted. Access to education is critical for benefitting from emerging opportunities that are accompanied by economic growth. Keeping in view of this accepted fact, there has been a thrust on education of girls since independence in order to bridge the gender gap in education in India. Free and Compulsory education upto the age of 14 is the responsibility of the State. And the fulfillment of this obligation is critical for the improvements in educational condition of girls and that of gender equality in universalisation of elementary education.

Until 1976, education was a State subject. Since its transfer to the Concurrent List by the 42nd Constitutional Amendment in 1976, a new thrust was provided to girls' education in the National Policy on Education (NPE) 1986, which provided a holistic vision for the education of women and girls and recognized the cross cutting issues that inhibited the realization of this goal. The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived

edge of women....This will be an act of faith and social engineering.... The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring..."

SCHOOL EDUCATION

Sarva Shiksha Abhiyan(SSA):-The targeted provision for girls under SSA include:-

- Free textbooks to all girls upto class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% women teachers
- Early childhood care and Education centers in/near schools/convergence with ICDS programme etc.
- Teachers' sensitization programmes to promote equitable learning opportunities
- Gender-sensitive teaching-learning materials including textbooks
- Intensive community mobilisation efforts
- 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.



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

KGBVs

- 3609 KGBVs sanctioned upto 2013-14
- 3602 KGBVs are operational
- 3.48 lakh girls enrolled in these operational KGBVs
- Minimum 75% seats reserved for girls belonging to SC/ST/OBC or Minorities and priority for remaining minimum 25% seats is accorded to girls from families falling below the poverty line.

Gender Sensitization: Gender sensitization of teacher educators, teachers and community member has been a major activities of all programmes. Regular annual gender sensitization programmes have been organized with various thrusts of addressing challenges related to education and empowerment of girls from marginalized groups. "The training material for teacher educators and teachers on Gender Equality and Empowerment in the light of NCF-2005 and focus group paper on gender issues in education has also been prepared." The themes of the module would help in addressing issues related to girl's education and women's empowerment. Glossary of terms regarding Gender in Education has also been prepared.

Ensuring Gender Sensitive Learning Materials: "Gender Sensitive Learning Materials for KGBVs has been developed". In this regard Bridges Courses have been prepared in Hindi, English, Maths, History, Geography and English and Political Life and Art and Aesthetics. The materials have been prepared in Hindi and English based on NCERT textbooks at elementary stage. These materials would help in concepts clarification and better understanding of concepts related to these disciplines.

Special Models of Alternative Schools for Girls: Different models of alternative learning centres were designed to suit the local needs of girls. Based on community demand, these models of alternative schools show a variation and diversity of coverage. One model was for the nine years old out of school girls and another that targeted adolescent girls with sibling care responsibilities by running learning and early childhood care centres, together. Community based centres of religious education, the madarsas and the maktabas were made learning centres for the formal

curriculum, in an effort to reach out to Muslim minority girls who were otherwise not enrolling in formal schools.

Bridging strategies, one of the most successful of models, were designed to provide opportunities of accelerated learning to drop out girls and the older girls who had never enrolled in a school. Depending on the girls' age and educational background, the course content is planned over a varying length of time. The bridge courses are either residential or non-residential. Through such efforts, many girls were mainstreamed in regular schools after successful completion of the learning cycle of the bridge courses.

Incentives such as free textbooks, stationery, notebooks, scholarships, bus passes, insurance and uniforms are provided to girls to improve their enrolment and retention in schools. Award schemes are also instituted for schools and village education committees for best performance in enrolment, attendance and retention of girls in their areas.

The Government of India launched a Centrally Sponsored Scheme "Incentive to Girls for Secondary Education" in 2008-09. According to the scheme, a sum of ₹ 3,000/- is deposited in the name of the eligible girls as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and she should have already passed 10th class examination. The scheme covers (i) all girls belonging to SC/ST communities, who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalyas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local Body schools. The objective of the Scheme is to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools.

Special Coaching Classes : In order to help SC and ST girls improve their academic performance, special coaching classes are held for them after school hours. This intervention has shown very encouraging results. A study carried out on the intervention found that achievement levels of the girls had improved significantly.

Escorts : Often girls would discontinue schooling as the school was far away from their homes or they had to pass through lonely, forest areas to school or were confronted by other physical barriers on the way to school. The security of girls was sometimes under threat in such conditions. To overcome such difficulties, group of girls were escorted to school by a village elder, usually a woman. She accompanies them to school and returns with them. During the day, she attends odd jobs in the school or even teaches, depending on her background. She is paid a token honorarium for her services.

Making Girls' Education a Community Agenda: Based on the realization that 'demand' for primary education factors participation rates in educational processes, a variety of options were devised to mobilize communities for girls' education. Some of the noteworthy interventions were ma-beti melas (mother daughter fairs), Meena campaigns, prabhat pheris, meetings with religious leaders, community based sammelans (meetings), etc.

- a) At the ma-beti melas mothers and daughters come together in large numbers. Through different activities, awareness about the importance of educating girls was created. They acquire information about the functioning of the local school, the education system in general and also about the special provisions for girls that are available. They are also exposed to talks on nutritious food, legal issues, and films that were screened. Some products like pickles and jams along with handicrafts made by the mothers are also put up for sale. Their active involvement in the activities in the fairs helps generate greater interest and commitment towards enrolment and retention of girls.
- b) "Prabhat pheris" are organized as awareness generation measures that entail mobilization walks in the village, slogan and wall writings, distribution of pamphlets and posters, door to door contact etc.
- c) Dialogues with religious leaders and opinion makers of some communities is considered

critical to get their girls in to schools. Their influence on community behavior makes it important to convince them to in turn influence popular views about educating girls and generate community commitment for girls' education. This has been a key strategy that worked in getting Muslim minority girls and girls within the education net.

Experiments with Micro Initiatives

- a) Specific interventions have been made after identifying the specific educational needs of girls. Evidence based responses were undertaken with the help of analysis and interpretation of available district & sub-district data. Once, the micro situation was fully unraveled and understood, micro initiatives were designed in response. These comprised frequent interactions with parents, teachers and other opinion makers to enroll the out of school girls and ensure girls' retention, garner popular support for girls' education, work in a participatory mode involving all stakeholders. One of the strategies for retention has been to monitor attendance.
- b) Different management models for implementing micro initiatives were used. Sometimes State level programme functionaries adopted clusters of schools/ villages and in certain cases additional functionaries were provided up to the cluster level to strengthen the delivery mechanism. This was the beginnings of a targeted approach, taking root.
- c) The focus on "out of school" girls and the levels of learning among girls in schools has heightened as the nation moved closer to near universal enrolment. Children who have remained excluded are the most difficult to reach in terms of geographical areas and conditions, social groups, gender etc.

Education Development of Women in KVs : All girls are exempt from paying tuition fee from Class I to XII. There is a provision of reservation in admission for

single girl child in KVs: (i) 2 seats per section, in class I and (ii) 2 seats per class, in class VI onwards. These seats are available over and above the sanctioned class strength

Scheme of Construction & Running of Girls Hostel for Students of Secondary & Higher Secondary Schools: To improve access to and to retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other

connected societal factors. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3,500 Educationally Backward Blocks (EBBs) in the country. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. Students passing out of KGBVs will be given preference in admission in hostels. At least 50% of girls' students should be from SC, ST, OBC, and Minority Communities.

Girls' Hostels Scheme- Details of hostels sanctioned and grant released till 31.3.2014

(₹ In cr.)

Sl. No	Name of State	No. of Hostels sanctioned	Non-rec. Grant released in 2009-10	Non-rec. Grant released in 2010-11	Grant released in 2011-12		Grant released in 2012-13		Grant released in 2013-14		Total Non-Recur. Grant released	Total Recur. Grant released	Total Grant (NR+R) released
					NR	Rec.	NR	Rec.	NR	Rec.			
1	Andhra Pr.	355	-	-	96.99	0	113.93	0	0	0	210.92	-	210.92
2	Assam	80	-	-	17.12	0	18.44	0	23.24	0.49	58.80	0.49	59.29
3	Arunachal Pradesh	5	0.96	0	1.00	0	0	0	0	0	1.96	-	1.96
4	Bihar	115	11.56	6.03	41.76	0	15.65	0	0	0	75.00	-	75.00
5	Chhattisgarh	74	14.14	0	22.67	3.89	0	0.73	0	8.06	36.81	12.68	49.49
6	Dadra Nagr Haveli	0	0	0	0	0	0	0	0	0.03	0	0.03	0.03
7	Gujarat	85	0	0	0	0	0	0	75.42	0	75.42	-	75.42
8	Haryana	18	0	0	0	0	0	0	14.03	0.12	14.03	0.12	14.15
9	Himachal Pradesh	5	0.96	0	0	0	0	0	0	0	0.96	-	0.96
10	Jammu & Kashmir	19	3.44	0.19	0	0	0	0	0	0	3.63	-	3.63
11	Jharkhand	81	-	-	0	0	20.01	0	32.28	0	52.29	-	52.29
12	Karnataka	62	10.56	0	0	0	36.57	0.58	11.44	8.02	58.57	8.60	67.17
13	Madhya Pradesh	201	5.74	0	0	8.79	0.38	13.34	78.55	20.21	84.67	42.34	127.01
14	Maharashtra	43	-	-	0	0	25.60	0	0	0	25.60	-	25.60
15	Manipur	5	-	-	0	0	0	0	2.86	0	2.86	-	2.86
16	Meghalaya	9	-	-	0	0	6.95	0	0	0	6.95	-	6.95
17	Mizoram	1	0.19	0	0.20	0	0	0	0.67	0.04	1.06	0.04	1.10
18	Nagaland	11	-	-	0	0	10.61	0	0	0	10.61	-	10.61
19	Punjab	21	4.02	4.01	0	0	0	0	0.61	1.66	8.64	1.66	10.30
20	Rajasthan	186	5.16	45.81	0	1.99	0	0	0	6.99	50.97	8.98	59.95
21	Tamil Nadu	44	8.42	0	0	0	19.76	0	0	4.50	28.18	4.50	32.68
22	Tripura	5	-	-	-	-	-	-	4.92	-	4.92	-	4.92
23	Uttarakhand	19	-	-	0	0.28	16.99	0	0	1.14	16.99	1.42	18.41
24	Uttar Pradesh	141	-	-	0	0	19.04	0	67.35	0	86.39	-	86.39
25	W. Bengal	62	-	-	-	-	-	-	9.69	-	9.69	-	9.69
	Total	1647	65.15	56.04	179.74	14.95	303.93	14.65	321.06	51.26	925.92	80.86	1006.78
									₹ 372.32 cr.				

Mahila Samakhya (MS): Mahila Samakhya is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The objectives of the MS programme is to create an environment in which education can serve the objectives of women's equality and where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society. Currently the programme is being implemented in 126 districts of ten States viz. Andhra Pradesh, Assam, Bihar, Chattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand. The MS programme is at present being implemented in 41622 villages in 126 districts covering 638 Educationally Backward Blocks (EBBs) in 10 States. The programme reaches out to close to 1.4 Million rural poor women, mobilized into 50900 village level collectives called Mahila Sanghas.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): The scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. The schemes envisages inter alia, to enhance the enrollment at secondary stage by providing a secondary school with a reasonable distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socioeconomic and disability barriers, etc. The funding pattern under

RMSA in respect of normal States is 75:25 and in case of North Eastern States it is 90:10. The scheme is being implemented by the Society set up by the State government for implementation of the Scheme. With a view to ensure efficient utilization of funds and greater coordination, other Centrally Sponsored Scheme of Secondary Education i.e. ICT@ School, Inclusive Education for the Disabled at Secondary State (IEDSS), Vocational Education (VE) and Girls Hostel (GH) have been subsumed under the existing RMSA scheme. RMSA in association with NCERT, NUEPA, UKERIE etc. have taken several initiatives including school leadership development programme, national achievement survey at class X, development of framework for school standards and performance evaluation, national repository of open education resources, etc. to enhance quality of teaching at secondary stage.

HIGHER EDUCATION

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girls enrolment which was less than 10% of the total enrolment on the eve of independence, has been increased to 41.50% in the beginning of the academic year 2010-11. The following table gives the data relating to Enrolment and number of girls colleges in Higher Education in the Country. The state-wise enrolment of women in Universities & Colleges in 2012-13 is given as below:-

State-wise Students Enrolment* in Universities and Colleges: 2012-2013

S. No	State/U.T	Total Enrolment	Women enrolment	Percentage to Women
1.	Andhra Pradesh	2014324	801091	39.77
2.	Arunachal Pradesh	20495	7599	37.08
3.	Assam	304471	146833	48.23
4.	Bihar	1033946	398408	38.53
5.	Chhattisgarh	385939	143379	37.15

S. No	State/U.T	Total Enrolment	Women enrolment	Percentage to Women
6.	Delhi	298724	138480	46.36
7.	Goa	27792	16760	60.31
8.	Gujarat	1126391	490478	43.54
9.	Haryana	514755	223118	43.34
10.	Himachal Pradesh	147646	74812	50.67
11.	Jammu & Kashmir	213161	102154	47.92
12.	Jharkhand	440437	177383	40.27
13.	Karnataka	1074652	502941	46.80
14.	Kerala	512445	298430	58.24
15.	Madhya Pradesh	1191799	448834	37.66
16.	Maharashtra	2457257	1076786	43.82
17.	Manipur	50589	23202	45.86
18.	Meghalaya	47224	25414	53.82
19.	Mizoram	16901	8082	47.82
20.	Nagaland	23611	11948	50.60
21.	Orissa	587083	240433	40.95
22.	Punjab	519650	257274	49.51
23.	Rajasthan	1350685	530550	39.28
24.	Sikkim	12241	5008	40.91
25.	Tamil Nadu	2038682	1002956	49.20
26.	Tripura	46224	20079	43.44
27.	Uttar Pradesh	3365847	1428778	42.45
28.	Uttaranchal	306221	135014	44.09
29.	West Bengal	1242786	506391	40.75
30.	A & N Island	4151	2387	57.50
31.	Chandigarh	67235	33867	50.37
32.	D & N Haveli	2120	996	46.98
33.	Daman & Diu	949	561	59.11
34.	Lakshadweep	429	175	40.79
35.	Puducherry	54292	25802	47.52
	Total	21501154	9306403	43.28

**Provisional; Source: UGC Annual Report 2012-13*

It may be seen that Women enrolment as a percentage of total enrolment in a State is the highest in Goa (60.31) followed by Daman & Diu (59.11) and the

lowest in Chhattisgarh (37.15). The women constitute 43.28% of total enrollment which is positive sign and indicate about empowerment.

Women Enrolment Faculty-wise*, 2012-13

Sl. No.	Faculty	Total Enrolment	Percentage to Total
1.	Arts	3969715	42.66
2.	Science	1775319	19.07
3.	Commerce/Management	1504335	16.16
4.	Education	442656	4.78
5.	Engineering / Technology	982277	10.55
6.	Medicine	391057	4.20
7.	Agriculture	27812	0.30
8.	Veterinary Science	8073	0.09
9.	Law	115296	1.24
10.	other	89863	0.97
	Total	9306403	100.00

*Provisional *Source: UGC Annual Report 2012-13*

Arts include Humanities, Social Science , Language etc.

Science includes Home-Science, Computer Science and Computer Application etc.

Education includes Shiksha Shastri, Shiksha Acharya, Vidya Varidhi, Vachaspati etc.

Engineering & Technology includes Agricultural Engineering & Technology, Diary Technology and Architecture etc.

Medicine includes Ayurveda, Dentistry, Homeopathy, Nursing, Pharmacy, Public Health/Social Preventive Medicine, Unani, Tibbia, Physiotherapy, Naturotherapy, Occupational Therapy and Siddha Madicine etc.

Agriculture includes Horticulture, Sericulture & Forestry etc.

Veterinary Science includes Fisheries, Dairy Science, Animal Science etc.

Others includes Library and Information Science, Music, Performing/Visual Arts, Journalism & Mass Communication, Physical Education and Social Work etc.

Higher education of women through Open and Distance Learning (ODL) Mode : Open and Distance Learning system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL system of the country consists of State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill updation of in-service personnel and for quality

education of relevance to learners located at educationally disadvantageous locations. Access to education through the open and distance learning system is expanding rapidly and status on enrolment of the women through ODL system.

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

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

- Ministry of HRD has opened 20 Central Universities, 8 IITs, 7 IIMs, 10 NITs, 3 IISERs, 20 IIITs and 2 SPAs.
- Sub-Mission on Polytechnics has been launched and 287 New polytechnics have been already sanctioned for the unserved areas/districts.
- Information and Communication Technology Mission has been launched to provide broadband connectivity to all colleges/universities.
- Scheme on interest subsidy on education loan has been launched for the students belong to weaker sections.
- While there is a 50% concession in fee for Girls candidates for appearing in JEE (Main) for admission to Engineering courses, there is no fee for female candidates of all categories for registration of JEE (Advanced) examination for admission to IITs.
- 82,000 scholarships including 41,000 for women have been sanctioned for the students of weaker sections.
- Women Hostel Scheme in Polytechnics has been implemented.

UNIVERSITY GRANTS COMMISSION (UGC)

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

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

Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education : The purpose of the scheme is to support higher education through scholarships to such girls

who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @ ₹ 2,000/- p.m. for 20 months.

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

Women Enrolment	Amount in respect of Non-Metropolitan cities	Amount in respect of Metropolitan cities
(a) Upto 250	40	80.00
(b) 251-500	60	100.00
(c) More than 500	80	120.00

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

Scheme of Capacity Building of Women Managers in Higher Education : The University Grants Commission (UGC) had introduced the scheme for the Capacity Building of Women managers in Higher Education in the X Plan. It has been revised and continued in the XI Plan. This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions. The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a

gender friendly environment and to remove the glass ceiling.

The overall goal is to facilitate the constituencies of women faculty, administrators and staff within the higher education system to increase the participation of women in higher education management for better gender balance, to sensitize the higher education system through policies and procedures which recognize women equity and diversity and to involve the women capable of becoming administrators for the qualitative development of higher education.

The programme encompasses training and skills development workshops as follows:

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

Post-Doctoral Fellowships for Women: The scheme is implemented for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 100 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for the candidate is 55 years as on 1st July on the year of application. The associateship amount (as per UGC's Annual Report 2012-13 is as under:

Fellowship	<p>@ ₹ 18,000/- p.m. After @ ₹ 20,000/- p.m.</p> <p>*Revised as decided by the Commission vide item No. 409 in its meeting held on 4th August, 2009 as below:</p> <p>@ ₹ 25,000/- p.m.</p> <p>@ ₹ 30,000/- p.m. after two years</p>
Contingency	@ ₹. 50,000/- p.a. for five years
Departmental Assistance	10 % of Post Doctoral Fellowship to the host institution
Escorts/Reader assistance	@ ₹ 2000/- p.m. (fixed) in cases of physically disabled & blind candidates

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

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

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

- a) designing and developing academic programmes and courses at doctoral, post graduate, undergraduate and awareness levels;
- b) conducting research and developing appropriate research methodology; and

- c) formulating and implementing training programmes.

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

- i) M.Phil. in Gender and Development Studies;
- ii) M.Phil. in Women's Studies;
- iii) MA/Postgraduate Diploma in Gender and Development Studies (ODL mode);
- iv) PG Diploma/MA in Women's and Gender Studies (ODL mode);
- v) Certificate/Diploma Programme in Gender and Law;
- vi) Certificate/Diploma Programme in Gender, Agriculture and Sustainable Development;
- vii) Certificate/Diploma Programme in Gender and Science;
- viii) Postgraduate Certificate in Gender, Entrepreneurship and Development;
- ix) Postgraduate Certificate in Gender-sensitive Project Cycle Management.

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

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

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

areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

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

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Chapter 14

Educational Development of Persons with Disabilities

EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITIES

DISABILITY SECTOR-GENERAL PROFILE

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

According to Census 2001, there were 2.19 crore persons with disabilities in India who constituted 2.13 percent of the total population. This includes persons with visual, hearing, speech, locomotor and mental disabilities. The Census data shows that 75 per cent of persons with disabilities lived in rural areas, 49 per cent are literate and only 34 per cent are employed. According to Census 2011, there were 2.67 crore persons with disabilities in India who constituted 2.21 percent of the total population. This includes persons with visual, hearing, speech, locomotor and mental disability, multiple disability and any other disabilities. The Census data shows that 70 per cent of persons with disabilities lived in rural areas.

The comparative population figure for India by type of disability is given below:-

(Figures in crore)

Type of Disability	Census, 2011	
	Population	%
Locomotor	0.54	20
Visual	0.5	19
Hearing	0.51	19
Speech	0.2	7
Mental	0.22	8
Others	0.49	18
Multiple	0.21	8
Total	2.67	100

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. As per Section 39 of the Act, all Government educational institutions and other educational institutions receiving aid from the Government shall reserve not less than three per cent seats for persons with disabilities. According to the Census, 2001, fifty-one percent persons with disabilities were illiterate. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education. The Ministry of HRD has launched a web-portal on All India Higher Education Survey, which provides latest position on educational development of PwDs.

National Policy on Education, 1986

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

Right to Education Act

The RTE Act, 2009 provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special needs. Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

The RTE Act was subsequently amended by the RTE (Amendment) Act, 2012 which has come into effect

from 1st August, 2012. The Amendment Act of 2012 contains the following provisions relating to children with disabilities.

- (i) Inclusion of children with disabilities in the definition of 'child belonging to disadvantaged group' in clause (d) of section 2 of the RTE Act.
- (ii) To provide that children with disabilities, including children with cerebral palsy, mental retardation, autism and multiple disabilities shall have the right to pursue free and compulsory education in accordance with Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."
- (iii) Children with "multiple disabilities" and "Severe disability" may also have the right to opt for home-based education.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) programme ensures that every child in the age group of 6-14 years with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The programme provides integrated and inclusive education to all children with special needs. This includes education through schools, open schools, non formal and alternative schools, distance education & learning and special schools. Wherever necessary, home based education, remedial teaching, part time classes, community based rehabilitation (CBR) and vocational education is also provided. The programme has the following components:-

- SSA provides financial support up to ₹ 3,000/- per child per year for integration of disabled children, as per specific proposals.
- Under SSA, the interventions for inclusive education are: identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring &

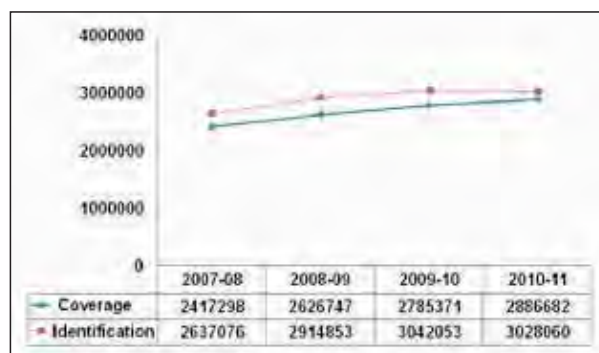
evaluation and special focus on girls with special needs.

- Residential bridge courses are also provided with the main objective of preparing children with special needs for schools, thereby ensuring better quality inclusion.
- Home-based education is provided for children with severe profound disabilities.

Centrally Sponsored Scheme (CSS) of Inclusive Education for Disabled at Secondary Stage (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched in 2009-10 replacing the earlier scheme of Integrated Education for Disabled Children (IEDC). It provides assistance for the inclusive education of the disabled children in classes IX-XII.

Children With Special Needs



Children With Special Needs

Components	2011-12	%increase from 2010-11 to 2011-12
CWSN enrolled in schools	26.46 lakh	1.94
Home-based Education	1.62 lakh	17.33
Resource Teachers	19271	6.88
IE volunteers	21731	20.86
Aids & appliances	21-73 lakh	3.14
Teachers training (RCI module)	1.26 lakh	11.86
Outlay in 2011-12	831.45	10.41

Aims and objectives: The aim of the Scheme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment

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

Target Group: The scheme will cover all children passing out of elementary schools and studying at secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely, i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Locomotor disabilities, vi) Mental retardation, vii) Mental Illness, viii) Autism, and ix) Cerebral Palsy and eventually cover Speech impairment, Learning Disabilities, etc.

Central assistance for all items covered in the scheme is on 100 per cent basis. The School Education Department of the State Governments/Union Territory (UT) Administrations are the implementing agency. They may involve NGOs having experience, in the field of education of the disabled, in the implementation of the scheme.

At the central level, a Project Monitoring and Evaluation Group (PMEG) appraises the proposals from the State Governments/UTs and also for monitoring and evaluation. This has several experts in the field of inclusive education as members.

Assistance is admissible for two major components viz:

(i) Student-oriented components:

- a) Actual cost of assistive devices including equipment, educational aids and individual TLM.
- b) Assessment (₹ 150/- per CWSN)- Educational assessments to be done by class teachers with the help from NGOs, special educators and SSA assessment team, if necessary.
- c) Actual expenses on books and stationery (₹ 400/- per CWSN)
- d) Actual expenses on Uniform— (₹ 200/- x 2 uniforms per CWSN)
- e) Transport Allowance- (₹ 500/- per CWSN p.a.)- In case the child does not reside in the school premises.
- f) Reader Allowance- (₹ 500/- per CWSN p.a.)- for reading to children with Visual Impairments & Amanusis for children with disabilities who need them.
- g) Stipend for girl students with disability- (₹ 200/- per CWSN monthly)
- h) Escort Allowance- (₹ 750/- per CWSN p.a.)— for severely disabled with lower extremely disability and for girls with disabilities and children with mental retardation (in case they have no family or community member to escort them)
- i) Salary of Attendant in school for children with severe orthopedic impairment at the ratio of 1:10 children.
- j) Boarding and lodging charges- (₹ 200/- per CWSN per month)- for children with disabilities residing in the hostel of the school where they are studying.

- k) Assistance of helper/Ayah for children with severely orthopedic impairments residing in hostel.
- l) Therapeutic services- as per requirement and justification.

₹ 3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of ₹ 600/- per disabled child per annum.

(ii) Other components:-

- a) Salary of Special Teachers (both for school and preschool level) covering all disabilities except orthopedic impairment- Ratio is 1:5-Salaries as applicable for general teachers. In addition a sum of ₹ 400/- per month may be given to these teachers as honorarium.
- b) Special pay for general teachers trained in special education- ₹ 400/- per month only after completing recommended course in special education.
- c) Training of Special Teachers- through regular programmes run by the National Institutes/ Apex institutes of RCI or under any other programme of the States.
- d) Training of General Teachers.
- e) Orientation of Educational Administrators, Principal/ Headmasters of institutions, general teachers/ special teachers/parents of the disabled children up to 5 days.

- f) Construction of Block level Resource rooms @ ₹ 2,00,000/- per resource room for 5000 blocks.
- g) Equipment for block level Resource Rooms @ ₹ 70,000 per resource room for 6000 blocks
- h) Grant for improving access by removing architectural barriers in existing schools- for construction of disabled friendly toilets and ramps.
- i) Strengthening training institutions and assist existing organization/ NGOs to develop teacher's training programme in inclusive schooling and for educational interventions for specific disabilities.
- j) Research and development projects like development of Model Inclusive Schools, ICT, Monitoring (Including Administrative Cell) and evaluation – 5% of central funds to be earmarked for innovative and R&D projects. Support of up to ₹ 5,00,000/- for setting up of model schools.
- k) Environment building programmes - upto ₹ 10,000/- per programme for local level.
- l) Any other need based requirement.

Achievements

Summary of the grants released and physical achievement during the last 5 years under the IEDSS Scheme are as under:

Year	Grants Released	Total children with disabilities covered /approved to be covered	Total No. of Resource Teachers engaged
2009-10	55.13 crore	76,242	2565
2010-11	80.35 crore	1,46,292	4959
2011-12	83.16 crore	1,38,586	7311
2012-13	26.98 crore	81,207	2854
2013-14	34.85 crore	1,23,356	3599

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 supports for qualitative improvement of school education. The NCERT undertakes programmes related to research, development, training, extension, international cooperation, publication and dissemination of educational information. A quick study has been undertaken by the NCERT in the year 2012-13 to assess the implementation of the IEDSS Scheme in States and to uncover various barriers and challenges faced.

Central Board of Secondary Education (CBSE)

The facilities extended by the Board to the disabled candidates (Dyslexic, Blind, Spastic and Candidates with Visual Impairment) are as under:

- | | |
|---|--|
| <p>(i) The persons with disabilities (Dyslexic, Blind, Spastic and Candidate with Visual Impairment) have the option of studying one compulsory language as against two. The language opted by them should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language, they can offer any four of the following subjects: Mathematics, Science and Technology, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology.</p> | <p>(v) Disabled candidates are allowed additional one hour (60 minutes) for each paper of external examination.</p> |
| <p>(ii) From the 2002 Examination, alternate questions in lieu of questions requiring special skills based on visual inputs have been provided in Mathematics and Science for Sec. School Examination (Class X).</p> | <p>(vi) Board does not give relaxation in minimum marks prescribed by it.</p> |
| <p>(iii) Blind, Physically Handicapped and Dyslexic Students are permitted to use an amanuensis. The amanuensis must be a student of a class lower than the one for which the candidate is taking the examination.</p> | <p>(vii) Exemption from Examination in the Third Language.</p> |
| <p>(iv) The visually handicapped students appearing from Delhi were provided Questions Papers with enlarged print for 2003 Examination.</p> | <p>(viii) The Board considers the Physiotherapeutic exercises as equivalent to Physical and Health Education course of the Board.</p> |
| | <p>(ix) Centre Superintendents have been instructed to make arrangements for the conduct of examination of such candidates on the Ground Floor as far as possible.</p> |
| | <p>(x) Physically challenged children will specifically indicate their category and also state whether they have been provided with a Writer in the columns provided in the Main Answer Book.</p> |
| | <p>(xi) Answer books of such candidates are evaluated by the Regional Officers at one Nodal Centre.</p> |
| | <p>(xii) The Centre Superintendents have been requested to send the Answer books of such candidates in the separate envelope to the Regional Officer concerned.</p> |
| | <p>(xiii) Separate question papers in Science & Mathematics at Secondary (Class X) level have been provided for blind students w.e.f. 2003 Examinations.</p> |
| | <p>(xiv) Assistant Superintendents for the blinds are teachers from the schools where the blinds are studying. As far as possible, teachers of the same subject are not allowed to be appointed on the day of examination. One invigilator is from outside the school.</p> |
| | <p>(xv) Assistant Superintendents supervising the physically challenged children who have been granted 60 minutes extra time are paid remuneration @ ₹ 50/- + ₹ 20/</p> |
| | <p>(xvi) Amanuensis are paid @ ₹ 100/- per day/paper daily by the Centre Superintendent from the centre charges amount.</p> |

National Institute of Open Schooling

The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), Govt. of India with International recognition and presence, provides access to sustainable and learner centric quality education, skill up-gradation and training through Open and Distance Learning (ODL) mode up to pre-degree level. The NIOS offers both academic and vocational courses up to pre-degree to its prioritized target groups, who otherwise cannot avail the education through face-to-face mode. The NIOS is offering need based, demand driven vocational courses leading to certification and thereby upgrading the skills and also creating opportunity to provide gainful employment to a large number of students at various levels.

With its cumulative enrolment of 2.02 million children during the last five years and annual intake capacity of about 500 thousand children, it is considered to be the largest open schooling system in the world. The NIOS has prioritized target groups mostly drop outs from the formal system and from the disadvantaged segment of the population, who otherwise have not been able to avail the formal education system due to various socio-economic and emotional reasons. One of such prioritized target groups are differently-abled learners, who are termed as children with special needs. Annually, it admits about more than 10,000 learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED), which is located in different States throughout India in Special Schools and premises of NGOs working in the field. The learners are given fee relaxation as per Govt. of India rule. For making the education relevant to their livelihood, children are strongly supported to take a vocational subject while doing their Xth and XIIth. Since the system is in-built with flexibility to pace their study as per the ability of the learners, the subject chosen by them are also in consonance with their interest and aptitude.

Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a

writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a Braille's typewriter or a computer. Also they are allowed to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit. An interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions.

Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/cerebral palsy), if they need them. Even in some extreme cases, examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

Higher Education

Understanding and facilitating students with disabilities has become a central focus for higher education. The following schemes/programmes are being run for educational development of differently-abled persons.

Upgradation of existing Polytechnics to integrate the Persons with Disabilities

The objective of the scheme is to promote education and training of persons with disabilities by integrating them in the mainstream of technical and vocational education and skill development programmes through formal and non-formal programme. 50 existing polytechnics in 24 States/UTs have been selected for Upgradation and each Polytechnic is allowed to admit 25 students in Diploma programmes whereas under Non-formal programmes (upto six months duration) upto 100 students are provided vocational training.

In the polytechnics, the enrolment of PwD students during the year 2013-14 was as under:

Course	Number
Formal courses in diploma	1199
Non-Formal courses in diploma	1472
Total	2626

Apart from above, there are also following general schemes (for SCs, STs, OBCs and PwDs) which provide enabling environment for the PwD Students in the field of Higher Education:-

(a) Central Scholarship Scheme for College and University Students.

Under this scheme, 3% slots, horizontally out of total 82,000 scholarships have been earmarked for PwD students.

(b) Establishment of Equal Opportunity Cells (EOC) in Universities.

To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has financed Institutions to establish Equal Opportunity Cells to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counseling in academic, financial, social and other matters. One time grant of ₹2.00 lakhs for establishing the office of Equal Opportunity Cells is provided. About 128 EOCs are functioning in various universities.

(c) National Mission on Education through Information and Communication Technology (ICT):

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

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

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

(d) Amendment in the Copyright Act 1957

In order to facilitate the Persons with Disabilities the following amendments have been carried out in Copyright Act 1957 : –

Section 52 (1) The following act shall not be an infringement of copyright, namely: the adaptation, reproduction, issue of copies or communication to the public of any work in any accessible format, by—

- (i) any person to facilitate persons with disability to access to works including sharing with any person with disability of such accessible format for private or personal use, educational purpose or research; or
- (ii) any organisation working for the benefit of the persons with disabilities in case the normal format prevents the enjoyment of such works by such persons.

Provided that the copies of the works in such accessible format are made available to the persons with disabilities on a nonprofit basis but to recover only the cost of production.

Provided further that the organisation shall ensure that the copies of works in such accessible format are used by persons with disabilities and takes reasonable steps to prevent its entry into ordinary channels of business.

Explanation. For the purposes of the sub-clause, "any organisation" includes an organization registered under section 12A of the Income Tax Act, 1961 and working for the benefit of persons with disabilities or recognized under Chapter X of the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995 or receiving grants

from the Government for facilitating access to persons with disabilities or an educational institution or library or archives recognized by the Government.

University Grants Commission

There are following three schemes being run by UGC for PwD students:

- A. Higher Education for Persons with Special Needs (HEPSN)
- B. Teacher Preparation in Special Education (TEPSE)
- C. Financial Assistance to Visually-handicapped Teachers

- A. Higher Education for Persons with Special Needs (HEPSN): The HEPSN scheme has following three components:

- (i) Establishment of Enabling Units for differently-able persons

In order to develop awareness in the higher education system and also to provide necessary guidance and counseling to differently-able persons, it is proposed to establish resource units in colleges in the country, which will be called as enabling Units. The functions of this Enabling Units will be to:

- (a) facilitate admission of differently-able persons in various courses;
- (b) provide guidance and counseling to differently-able individuals;
- (c) create awareness about the needs of differently-able persons, and other general issues concerning their learning; and
- (d) assist differently-able graduates to gain successful employment in the public as well as private sector.

- (ii) Providing Access to Differently-able persons

It has been felt that differently-able persons need special arrangements in the environment for their mobility and

independent functioning. It is also a fact that many institutes have architectural barriers that disabled persons find difficult for their day-to-day functioning. The colleges under this scheme are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and to ensure that all existing structures as well as future construction projects in their campuses are being made disabled friendly.

- (iii) Providing Special Equipment to augment Educational Services for Differently-able Persons

Differently-able persons require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment. In addition to the procurement of assistive devices through these schemes, the higher education institutes may also need special learning and assessment devices to help differently-able students enrolled for higher education. In addition, visually challenged students need Readers.

Availability of devices such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc., in the institutes would enrich the educational experiences of differently-able persons. Therefore, colleges are encouraged to procure such devices for the challenged students.

- B. Teacher preparation in Special Education (TEPSE) Scheme:-

The TEPSE scheme is meant for assisting Department of Education to launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed. and M.Ed. degree course with specialization in one of the disability areas.

C. Financial Assistance to Visually Challenged Teachers (FAVCT)

The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a Reader and by using teaching and learning aids by way of providing Reader's Allowance and funds for purchase of Braille books, recorded materials etc. The objective of the Scheme is to provide facility to help visually challenged permanent teachers to achieve self-dependence by using various aids for teaching, learning and research. All the visually challenged teachers who are working in colleges of India, which are included under Sections 2(f) and 12B of the UGC Act, are covered under the scheme.

Release of funds under HEPSEN, TEPSE and FAVCT Schemes by UGC

An amount of ₹ 14.13 crores have been released under above 3 schemes to 132 universities during 11th Five Year Plan. Under the Scheme of 'Financial assistance to visually challenged teachers' and 'Higher Education

for persons with special needs', 266 and 666 persons with disabilities respectively have been benefitted during 11th Five Year Plan.

Relaxations provided by the UGC to Persons with Disabilities in the NET Examination

- Relaxation of 5% marks for NET admission.
- Relaxation of 5 years in age limit for Junior Research Fellowship.
- 5% relaxation in marks while deciding cut off marks.
- 3% reservation for the award of JRF.
- Relaxation in the NET Examination fee.
- 30 minutes extra time for Paper-I & Paper-II and 45 minutes for Paper-III.
- Providing the services of a writer, if they are not in a position to write the papers.

Reservation in admissions

UGC has issued instructions to all the universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students.

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Chapter 15

Administration & Policy

ADMINISTRATION & POLICY

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. There are two Departments in the Ministry of Human Resource Development namely the Department of School Education & Literacy and the Department of Higher Education. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 2 Additional Secretaries, 3 Joint Secretaries and 1 Economic Adviser. Similarly, the Secretary, Department of Higher Education is assisted by 1 Additional Secretary, 5 Joint Secretaries, 1 Economic Adviser and 1 Deputy Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser who is common to both the Departments. The Departments are organized into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary assisted by Divisional Heads at the level of Director/Deputy Secretary/Deputy Educational Adviser. The hierarchical set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Appendix-III and Appendix-IV respectively.

Establishment and service matters in respect of the Officers/Staff deployed at the Secretariat of both the Departments are dealt with in the Administration Bureau of the Department of Higher Education. Important highlights for the period of 2013-14 are as follow:

- (a) Immovable property returns for calendar year 2013 (as on 01.01.2014) were sent to concerned cadre controlling authorities.
- (b) Verification of service books of employees of this Ministry retiring in next five years has been completed in consultation with Pay & Accounts Office.

- (c) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on E-office [File Tracking System, E-leave, E-tour] and has taken initiatives for applications such as e-Purthi (Store /Inventory Management), legal/court cases monitoring system and employee payment system through Comp DDO.
- (d) Database of Annual Performance Appraisal Reports [APARs] is updated on their receipt in the Branch. Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.
- (e) The nomination for Padma Awards for the year 2014 were processed and the Screening Committee has forwarded 18 nominations to MHA for Padma Awards, 1 for Padma Bhushan and 17 for Padma Shree.

TRAINING CELL

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

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training and the Department of Economic Affairs, for short term and long term training courses abroad under the Domestic Funding of Foreign Training, the Colombo Plan and the Bilateral Technical Assistance Programmes etc.

During the year 2013-14, 2 Group "A" officers have been sent abroad for short-term training under Domestic Funding Foreign Training Scheme of the Department of Personnel & Training. In addition, 7 Group "A" officers have attended training course in Customized Training Programme on Leadership & Strategic Thinking at Cambridge University, London, U.K. 3 officers attended training in UK Study, being organized in U.K., under Indian School Policy Maker. 9 officers attended training as per nomination made by National Academy of Statistical Administration (NASA) and also 3 officers were sent for training at Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie. Besides, 184 officers nominated by the Department of Personnel & Training (Training Division) attended the mandatory training programmes at various levels (i.e. A, B, C, D & E), at Institute of Secretarial Training and Management (ISTM), New Delhi and 7 Officer attended training on Capacity Building of the Central Government on e. governance projects.

VIGILANCE ACTIVITIES

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

During the period under report, a total of two thousand three hundred and fifty four (2354) references were received from various sources in the Vigilance Wing including the references from the Central Vigilance Commission and the Central Bureau of Investigation. Thirty one (31) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 10 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation. Regular Departmental Action was initiated in two cases during the year. Of the ten old disciplinary cases brought forward from previous years, two cases were concluded. Chief Vigilance Officers were appointed against vacancies in various Autonomous Organizations under the administrative control of the Ministry.

Vigilance Awareness week was observed from 28th October to 2nd November 2013 as "Promoting Good Governance – Positive Contribution of Vigilance". Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings.

INFORMATION & FACILITATION CENTRE (IFC)

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

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

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information

Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005. Information in respect of Department of Higher Education for Annual Report 2009-10 of Central Information Commission, was compiled and submitted to them online.

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

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

Year	No. of applications & appeals received and disposed of
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11826 (upto 31.3.2014)

CITIZEN'S/CLIENT'S CHARTER

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

GRIEVANCE REDRESSAL MECHANISM

Specific grievance redressal machinery is also in place in the Department of Higher Education and the Department of School Education and Literacy, under the Director of Public Grievances, who is of the rank of Joint Secretary. During the period under report 7002 grievance petitions were received from various sources, including Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare and measures were taken for disposal of the grievances.

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

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear and

address the complaints from employees in the Ministry as per the guidelines of the Hon'ble Supreme Court.

CENTRAL ADVISORY BOARD OF EDUCATION(CABE)

The Central Advisory Board of Education(CABE), the highest advisory body to advise the Central and State Governments in the field of education, was reconstituted vide Resolution dated 18th May, 2012. Two meetings of CABE were held during the year 2013.



The 61st Meeting of the Central Advisory Board of Education (CABE) was held under the Chairmanship of Hon'ble HRM Dr. M.M. Pallam Raju on 2nd April, 2013 at New Delhi. The agenda items were discussed and based on the deliberations, the following resolutions were taken:-

- i) CABE appreciated the proposal to develop a National Higher Education Qualification Framework which would facilitate the mobility of students in higher education. It was resolved that a CABE Committee will be constituted to examine the formulation of a National Higher Education Qualification Framework (NHEQF) which will submit its recommendations within a period of six months.
- ii) CABE appreciated the completion of All India Survey on Higher Education and thanked all the State Governments for their efforts in compilation of data which has revealed that the Gross Enrolment Ratio (GER) in higher education of the country has now reached 18.8 percent.
- iii) The agenda item on use of ICT In Higher Education was deliberated in detail and CABE noted that while there have been substantial achievements in providing connectivity and development of e-content, there is a need to develop an integrated approach in usage of both connectivity and content developed under the National Mission in Education through ICT. The need for capacity building of teachers for usage of ICT in improving the quality of learning is also a matter of serious consideration. Developing a hierarchy of ICT learning along with providing 'end to end' solutions is significant if the desired impact of ICT in education is to be achieved.
- iv) CABE approved the proposed introduction of NCC as an elective subject in select autonomous colleges as also the proposal of the Ministry of Youth Affairs and Sports for introduction of NSS as an elective and desired that similar other activities may also be considered for inclusion as elective subjects.
- v) CABE appreciated the proposal regarding constitution of a new Education Commission.
- vi) CABE noted the proposal for a National Testing Agency and desired that the proposal needs to be deliberated and worked in detail in consultation with all stakeholders.
- vii) The CABE reviewed the progress and implementation of RTE Act in detail and an assessment of the ground situation in different States was noted. Along with this agenda item, the related matters pertaining to Best Practices in implementation of School Sanitation and Hygiene Education, as also Elimination of Gender and Social Gaps in School Enrolment and Retention were discussed.
- viii) The other agenda items on Best Practices adopted in Mid-Day Meal Scheme, "Regulatory Mechanism for the Textbooks and Parallel Textbooks Taught in School outside the Government System"—Draft

National Textbook Council Bill and National Testing Scheme were noted by the CABE.

The 62nd Meeting of the Central Advisory Board of Education (CABE) was held under the Chairmanship of Hon'ble MOS (HRD) Shri Jitin Prasada on 10th October, 2013 at New Delhi. The agenda items were discussed and based on the deliberations, the following resolutions were taken:-

- RTE Act: The RTE progress of the last three years noted by the Committee in improving access, promoting social inclusion, reduction in gender gaps and in provision for children with special needs. The CABE members also noted the road that still needs to be travelled in fully meeting the objectives of the RTE Act and in ensuring school standards enunciated therein. The Committee resolved therefore, that completion of school infrastructure and recruitment of teachers and their deployment should be expedited. The need for paying greater attention to improvement of learning outcomes and the quality of teachers was further highlighted by the CABE. Regarding the issues raised on teacher recruitment, teacher salaries and teacher training, most of these would be covered under the proposed National Mission on Teachers and Teaching. However, the Central Government would not like to enter into a domain directly relating to State and local administration, such as salary and appointment of teachers.
- Mid-Day Meal Scheme: (a) Safety, Quality and Hygiene under Mid-Day Meal Scheme; and (b) Setting up of Empowered Committee for Mid-Day Meal Scheme. CABE noted the proposed changes for ensuring the quality of Mid Day Meal and putting in place an effective monitoring and supervision mechanism and emphasised "A zero tolerance policy for maintaining the standard and quality of food".
- RUSA: In higher Education, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has been approved by the Cabinet. A detailed

presentation on the Mission giving the various components under this Mission and the roll out in the coming years was presented before CABE. This is for the first time since independence that Higher Education is being expanded in a mission mode which will particularly benefit State Universities and Colleges. All State Governments were requested to take steps to form their State Higher Education Council and prepare the State Higher Education Plan.

- National Mission on Teachers and Teaching: The CABE Committee Report on National Mission on Teachers and Teaching was presented before CABE. The major recommendations made in the Committee Report were noted by CABE. Based on these recommendations, a new scheme of National Mission on Teachers and Teaching is being launched.
- Introduction of NSS: Making NSS a credit based elective course in higher education was taken up for consideration. This was an agenda item of the Department of Youth Affairs. It was decided that UGC and AICTE would explore to implement it from the next academic session.
- Community Colleges: An updated status on the implementation of Pilot Community Colleges Scheme was also noted by CABE.

MEETING OF NATIONAL TASK FORCE ON GEOSPATIAL EDUCATION STRATEGY

A National Task Force on Evolving Geospatial Education Strategy was constituted by MHRD under the Chairmanship of Dr. K. Kasturirangan, Member Planning Commission. The terms & reference of National Task Force were:-

- (i) To prepare a national strategy for geospatial education in the country and recommend implementation of geospatial education programmes at desired levels;
- (ii) To identify and assess the overall

requirements of human resources in growing geospatial industry;

- (iii) To develop and design geospatial oriented educational programmes for technical and non-technical institutions;
- (iv) To provide overall guiding framework for development and implementation of National Geospatial education strategy;
- (v) To make recommendations on such matters that may be relevant for the implementation of national geospatial education strategy.

Dr. K. Kasturirangan, presented the report of the Task Force to HRM in the meeting held on 30th August, 2013 to Hon'ble HRM. Following major recommendations are made:-

- (a) Four projects are recommended:
 - School Geospatial Education Project (SGEP)-led by the Department of School Education, MHRD;
 - Geospatial University Networking Project (GUNP) – led by the Department of Higher Education, MHRD;
 - Geospatial Training and Outreach Project (GTOP) – led by DST; and
 - National Institute of Geospatial Knowledge, Engineering and Management (NGKEM) NIKGEM project – led by MHRD and DST.
- (b) A number of reform actions, namely, CBSE and NCERT to include geospatial technology in middle and high-school curricula, coordination with state school boards for a similar inclusion, School teachers' orientation for geospatial technologies, develop prototypes of school geospatial kits, encouraging Universities to standardise curricula and undertake faculty orientation, wide usage of low-cost, public-domain software and hardware resources, Industries to come out with such education products that

can be used at university levels, Geospatial technology and applications to form a part of civil-services academies and re-orientation programmes, coordination with Central Ministries to ensure that training pools are dedicated to train government employees.

- (c) Other strategies are Self-Learning and Igniting Approach at School Level. Geospatial Research and Education Capacity at University Level and Training and Outreach for Enabling Geospatial Capability Amongst Existing Professionals.
- (d) A high-level management council is also recommended with Minister, MHRD as Chair and Member (Science), Planning Commission as Co-Chair, with various Secretaries as Members and experts as Members, for guiding and supervising the implementation of recommendations.

The above recommendations were discussed in the meeting held on 30th August and following decisions were taken during the meeting:-

- A Council should be constituted with Hon'ble HRM as Chairman for implementation of the recommendation on Geospatial Education.
- The Higher education Survey data and DISE School data should be mapped.
- A project should be taken up in four districts (one hilly, one coastal, one educationally



SECTORAL INNOVATION COUNCIL AT MINISTRY OF HUMAN RESOURCE DEVELOPMENT

In order to create a roadmap for innovations in both

higher and school education sectors, a Sectoral Innovation Council for ministry of HRD has been constituted under the Chairmanship of HRM vide Resolution No. 17-2/2010-PN.I dated 18th February, 2013. The terms of reference of the council are:-

- (i) To map the opportunities for innovation in education
- (ii) Explore the possibilities of encouraging and rewarding young talents for innovative models in education sector.
- (iii) To prepare a roadmap for decadal innovation in education sector.

The first meeting of Sectoral Innovation Council was held on 2nd September, 2013 at ICSSR, New Delhi under the chairmanship of Dr. M.M. Pallam Raju Hon'ble Minister for Human Resource Development. The Salient Recommendations of the meeting are as follows:-

- i) We need to develop culture of improvisation or frugal Innovation.
- ii) Innovation is generally perceived to be associated with Science. However, this perception should be dispelled and innovation in other area of academics should also be encouraged.
- iii) There is not only need of Innovation for Education for Education but also Education for Innovation.
- iv) Mapping of Local History, Ecology and Cultural Heritage should be done at large scale.
- v) Innovation is an area where Public Private Partnership (PPP) will be very useful. Foundation may be built using PPP model instead of purely Government promoted models.
- vi) There is a need for innovation in Governance Structure e.g. affiliation system for School. There is requirement of Systemic Innovation e.g. Curriculum, Pedagogy, training of

teachers, learning etc. the innovation should be scalable.

- vii) Open Learning Systems are the future of education. Current open learning systems are inadequate and new models are needed for open education system with Massive – Open Online Courses (MOOCs) & Certification processes. On-line Lectures should be given recognition from point of view of awarding degrees and certificates.
- viii) Innovation in Curriculum is important, particularly at School Level. At higher Education levels, curriculum design should be done in consultation with Industry.
- ix) The children with Special needs should be part of innovation initiatives ICT will be of immense help in this endeavour. 'Digital inclusion' should be fundamental to all innovation efforts.
- x) Hon'ble HRM mentioned that innovation in education is the need of hour. However, ideas expressed during the meeting need to be translated into action. Ownership of Innovative ideas is very important as it result in proper implementation. Fresh ideas should be nurtured and pursued vigorously.

NATIONAL MISSION ON TEACHERS AND TEACHING

Hon'ble President of India in her Address to both the Houses of Parliament on 12th March, 2012 had announced as under: "The teacher is at the cre of the education system. My Government intends to launch a National Mission for Teachers aimed at improving teacher education and faculty development". In pursuance of the announcement made by the hon'ble President of India, Ministry of Human Resource Development has held meeting with different stakeholders on 17th April 2012 to work out the contours to launch a National Mission for Teachers aimed at improving teacher education and faculty development. This was also discussed with State Secretaries of Higher & Technical Education in a

meeting held on 13.4.2012. A concept Note on the proposed National Mission on Teachers and Teaching was presented and discussed in the 59th Meeting of the CABE held on 6th June, 2012. It was resolved in meeting to constitute a CABE Committee under the Chairmanship of Dr. D. Purandeswari, Minister of State, MHRD to develop the framework and processes of the Mission. National Mission on Teachers and Teaching is envisaged to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. This Mission will be one of the major thrust areas of action during the XII Five Year Plan. The XII Five year Plan has emphasized the need to address the variety of teachers and faculty related issues in a Mission mode. The Mission would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the

other, it is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.

In the First Meeting of the CABE Committee held on 12th September, 2012, four sub-groups were formed to take forward the work of the Committee. Vice-Chancellor NUEPA is the Convener of the CABE Committee. The names of the sub-groups and the Chairperson of these sub-groups are as follows:

Group	Chairperson
Group-I: Managing Demand and supply of Qualified Teachers and Attracting Talented Youth to Teaching Profession.	Prof. A.K. Sharma, Former Director NCERT
Group-II: Continuing Professional Development of Teachers	Prof. Deepak Pental, Professor, Department of Genetics
Group-III: Attracting and Retaining Teachers from SCs, STs, OBCs, Minorities and Differently abled.	Prof. Parvin Sinclair, Director, NCERT
Group-IV: Enhancement of Coverage and Quality of Teaching and use of Technology	Prof. Pankaj Chandra, Director, IIM, Bangalore

Subsequently, Dr. Shashi Tharoor, MOS (HRD), has been nominated as the Chairperson of the CABE Sub-Committee. The Second Meeting of the CABE Committee was held on 21st January, 2013, under Dr. Tharoor, wherein the sub-group had made presentations. The Third and Plenary meeting of the CABE Committee on NMTT was held on 14th June, 2013 wherein the Committee adopted the Report and agreed to place it for endorsement in the CABE. In the 62nd Meeting of CABE, the CABE Committee report was endorsed.

The total outlay for the National Mission on Teachers & Teaching for XII Five Year Plan is ₹ 1200 Crores out of which allocation for Annual Plan 2013-14 is ₹ 100 Crores. Based on the recommendations of the CABE Committee and other relevant report, the Scheme components of the National Mission on Teachers and Teaching have been worked out. The Draft EFC Memo for the proposed Central Sector Scheme of National Mission on Teachers and Teaching is under circulated to the Planning Commission and other Ministries.

PROJECT AND MONITORING (P&M)

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

Department and other Departments for different sectors in education separating Plan, Non-Plan, Revenue and Capital. The Unit also brings out the Annual Financial Statistics of Education Sector, which given plan-wise data (Centre and States) for the education sector. The outlay of the Ministry of Human Resource Development (HRD) approved by National Development Council (NDC) for the XII Plan is ₹ 4,53,728 crore (₹ 3,43,028 crore for the Department of School Education & Literacy and ₹ 1,10,700 crore for the Department of Higher Education). Annual Plan 2014-2015 approved Plan Outlay is ₹ 51,198 crore for the Department of School Education & Literacy and ₹ 16,200 crore for the Department of Higher Education.

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Chapter 16

Achievements Under RFD - 2012-13

Achievements Under RFD – 2012-13

PART - A

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

VISION

To ensure education of equitable quality for all to fully harness the nation's human potential.

MISSION

- (i) Reinforce the national and integrative character of education in partnership with States/UTs.
- (ii) Improve quality and standards of school education and literacy towards building a society committed to Constitutional values.
- (iii) Provide free and compulsory quality education to all children at elementary level as envisaged under the RTE Act, 2009.
- (iv) Universalise opportunities for quality secondary education.
- (v) Establish a fully literate society.

OBJECTIVES

- (i) Access: Expansion of quality school and adult education.
- (ii) Equity: Inclusion of disadvantaged groups and weaker sections
- (iii) Quality: Improving standards of education.
- (iv) Formulating policy and carrying out institutional and systemic reforms.

FUNCTIONS

- (i) To formulate and implement policies and programmes for elementary education, secondary education, literacy and continuing education for adults
- (ii) To set up programmatic structures for administration, fund devolution and monitoring of schemes and programmes of the Department

- (iii) To develop mechanisms for coordination, consultation and monitoring of performance of the State/UT Governments in respect of the various programmes and schemes of the Department
- (iv) To fulfill international commitments relating to Education For All (EFA) and Millennium Development Goals (MDG)
- (v) To monitor the functioning of subordinate/ autonomous bodies/organizations: Directorate of Adult Education, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Central Board of Secondary Education, National Institute of Open Schooling, Central Tibetan School Administration, National Council for Teacher Education, National Bal Bhawan and the National Council for Educational Research and Training
- (vi) Entering into RFD with above mentioned organizations.

RFD 2012-13 of Department of School Education & Literacy is at Appendix-V and Performance Evaluation Report is at Appendix-VI.

Performance Management Division, Cabinet Secretariat while reviewing the performance of the Department of School Education & Literacy on the basis of the achievement furnished by this Department has approved the composite score of 71.95 against the composite score of 68.61. The relevance details and reasons for deviation are given below:-

RFD 2012-13: Approved Composite Score

Composite Score as reported by the Department	68.61
Adjustment made	+3.34
Composite Score as approved by HPC	71.95

Details of adjustments made

Success Indicator	Composite Score As reported by department	Final Composite Score as approved the IIPC	Reason for deviation	Nature of deviation
3.2.1 Elementary Teachers to be trained	2.00	1.23	The achievement is only 61.26%.	Modification
Mandatory Indicators:				
Timely submission of Results for 2011-12	0.00	1.00	The Ministry entered the date of submission of the achievement for 2012-13 instead of 2011-12. 1 point has been added for "On-time submission of result".	Addition
Implementation of ISO 9001 as per the approved action plan.	0.00	1.80	1.80 point score has been added for "ISO-9001 implementation".	Addition
Independent audit of implementation of Citizen's Charter.	0.00	1.31	Score has been added as per the audit done by Centre for Media Studies (CMS)	Addition
Total	2.00	5.34		
Net Difference:		+3.34		

PART – B

DEPARTMENT OF HIGHER EDUCATION

VISION

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

MISSION

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

MAIN OBJECTIVES

1. Access, Participation and Expansion
 - To expand the Higher Education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XIIth Plan.
 - To expand institutional base of higher education (including technical, Professional and vocational education) by creating additional in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organisations/civil society.
2. Equity and Inclusion
 - To provide opportunities of Higher Education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons.
 - To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.

3. Quality enhancement

- To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.
- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- Consolidation and strengthening of State Institutions.
- To promote collaboration with International community, foreign government, universities/institutions and regional and international organisation, for the advancement of universal knowledge and intellectual property rights.
- To promote development of Indian languages.

4. Governance reforms

- To promote autonomy, innovation and academic reforms in institutions of higher learning.
- To undertake institutional restructuring for improving

efficiency, relevance and creativity in higher education.

FUNCTIONS

- Enhancement of Gross Enrolment Ratio by expanding access through all modes;
- Promoting the participation of those sections of the society whose GER is lower than the national average;
- To improve quality and to promote academic reforms;
- Setting up of new educational institutions and also capacity expansion and improvement of the existing institution;
- Use of Technology in Higher Education;
- Development of Vocational Education and Skill Development;
- Development of Indian Languages;
- International Collaboration in the field of education

RFD 2012-13 of Department of Higher Education is at Appendix-VII and Performance Evaluation Report is at Appendix-VIII

Performance Management Division, Cabinet Secretariat while reviewing the performance of this Department on the basis on the achievement furnish by this Department has approved the composite score of 88.73 against the composite score of 90.23. The relevance details and reasons for deviation are given below:-

RFD 2012-13: Approved Composite Score

Composite Score as reported by the Department	90.23
Adjustment made	-1.50
Composite Score as approved by HPC	88.73

Details of adjustments made

Success Indicator	Composite Score as reported by Department	Final Composite Score as approved by the HPC	Reason for deviation	Nature of deviation
Mandatory Indicators				
Independent Audit of implementation of public grievance redressal system	2.00	0.00	The Ministry had claimed 100% achievement against the mandatory indicator, but actual achievement was 27.72% only. Therefore, the score of the Ministry reduced from 2.0 to 0.0.	Deletion
Percentage of outstanding ATNs disposed off during the year (weights shifted to S.I.) [1.3.1]	0.0	0.50	Weight of 0.5 for ATNs have been shifted to S.I. 1.3.1 and pro-rated achievements given for them.	Addition
Total	2.00	0.50		
Net Difference :		-1.50		

* * * * *

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Appendix

A P P E N D I X

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

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

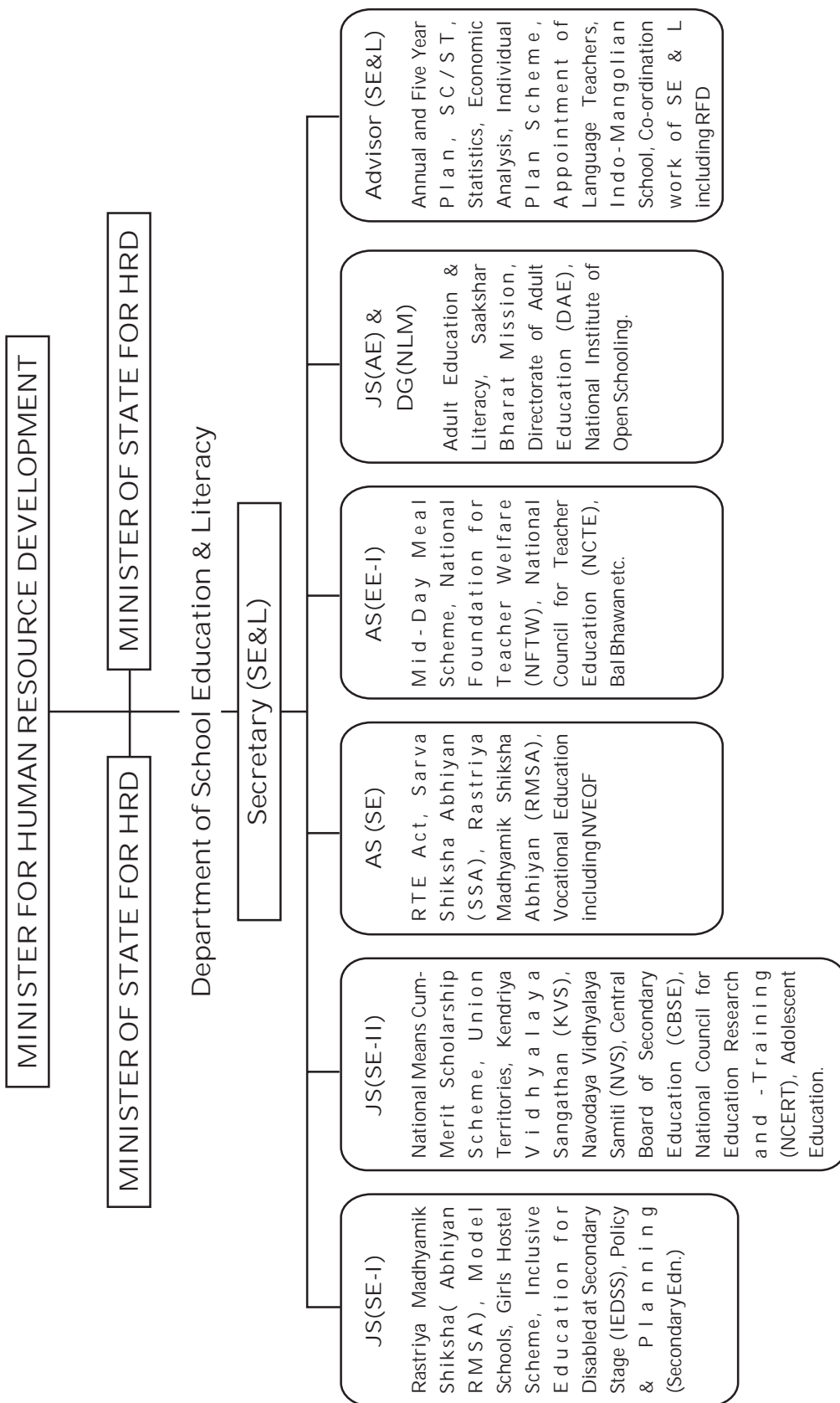
26.	Strengthening Social Science and Humanities Teaching and Research Capacity
27.	Operation 'Faculty Recharge' Initiative for Augmenting the Research and Teaching Resources of Universities
28.	Establishment of Rajiv Gandhi Chairs in Universities
29.	Research Fellowship in Humanities and Social Science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

* * * * *

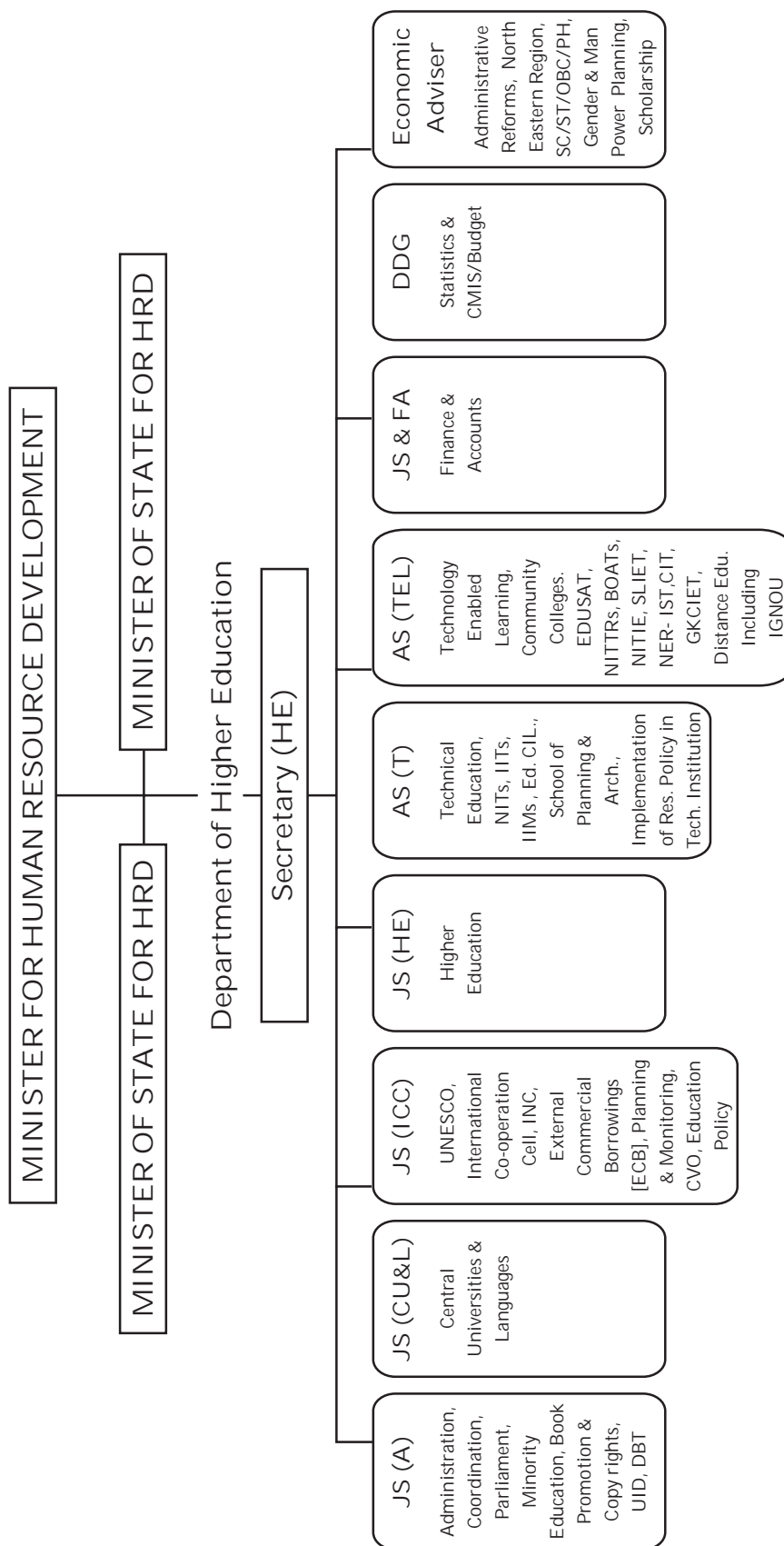
Number of Scholarships to States/UTs under the Scheme of
Scholarship to University/College Students:-

S.No	Name of State/UT	No. of Scholarships allotted
1.	CBSE	5414
2.	ICSE	577
3.	Andhra Pradesh	6097
4.	Arunachal Pradesh	77
5.	Assam	2002
6.	Bihar	5624
7.	Chattisgarh	1387
8.	Delhi	1162
9.	Goa	113
10.	Gujarat	3944
11.	Haryana	1591
12.	Himachal Pradesh	461
13.	J&K	768
14.	Jharkhand	1878
15.	Karnataka	4237
16.	Kerala	2324
17.	Maharashtra	7417
18.	Madhya Pradesh	4299
19.	Manipur	181
20.	Meghalaya	166
21.	Mizoram	75
22.	Nagaland	176
23.	Orissa	2736
24.	Punjab	1902
25.	Rajasthan	3978
26.	Sikkim	44
27.	Tamil Nadu	4883
28.	Tripura	236
29.	Uttar Pradesh	11460
30.	Uttaranchal	616
31.	West Bengal	5941
32.	Andaman&Nicobar	31
33.	Chandigarh	82
34.	Dadra & Nagar Haveli	21
35.	Daman & D	19
36.	Lakshadweep	4
37.	Pondicherry	78
	TOTAL	82001

ORGANISATION CHART (As on 23.4.2014)



ORGANISATION CHART (As on 23.04.2014)





R F D

(Results-Framework Document)

for

Department of School Education and Literacy

(2012-2013)

Section 1: Vision, Mission, Objectives and Functions

Vision

To ensure education of equitable quality for all to fully harness the nation's human potential.

Mission

1. Reinforce the national and integrative character of education in partnership with States/UTs.
2. Improve quality and standards of school education and literacy towards building a society committed to Constitutional values.
3. Provide free and compulsory quality education to all children at elementary level as envisaged under the RTE Act, 2009.
4. Universalise opportunities for quality secondary education.
5. Establish a fully literate society.

Objective

- 1 Access: Expansion of quality school and adult education
- 2 Equity: Inclusion of disadvantaged groups and weaker sections
- 3 Quality: Improving standards of education
- 4 Formulating policy and carrying out institutional and systemic reforms

Functions

- 1 To formulate and implement policies and programmes for elementary education, secondary education, literacy and continuing education for adults
- 2 To set up programmatic structures for administration, fund devolution and monitoring of schemes and programmes of the Department
- 3 To develop mechanisms for coordination, consultation and monitoring of performance of the State/UT Governments in respect of the various programmes and schemes of the Department
- 4 To fulfil international commitments relating to Education For All (EFA) and Millennium Development Goals (MDG)
- 5 To monitor the functioning of subordinate/autonomous bodies/organizations: Directorate of Adult Education, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Central Board of Secondary Education, National Institute of Open Schooling, Central Tibetan School Administration, National Council for Teacher Education, National Bal Bhawan and the National Council for Educational Research and Training
- 6 Entering into RFD with above mentioned organizations.

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[1] Access: Expansion of quality school and adult education	20.00	[1.1] Construction of schools/ centres	[1.1.1] Construction of primary schools	No.	2.00	2200	2000	1800	1600	1500
			[1.1.2] Construction of upper primary schools	No.	3.00	2500	2200	2100	2000	1900
			[1.1.3] Opening of approved new secondary schools	No.	2.00	3000	2700	2400	2100	1800
		[1.2] Opening / upgradation of Adult Education Centres	[1.2.1] Setting up of new Adult Education Centres	No.	1.00	30000	28000	26000	18000	16000
		[1.3] Starting of adult literacy classes	[1.3.1] Starting of classes by September 2012	No. of batches	1.00	800000	720000	640000	560000	480000
		[1.4] Operationalisation of equivalency programme	[1.4.1] Formulation of guidelines for equivalency programme	Date	1.00	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/10/2012
		[1.5] Environment Building and Advocacy for Adult Education	[1.5.1] Coverage of districts under National Level Campaign	No. of districts	2.00	200	180	160	140	120
		[1.6] Improvement of infrastructure	[1.6.1] Construction of additional classrooms (elementary)	No.	2.00	150000	140000	130000	120000	110000
			[1.6.2] Construction of Kitchen-cum-stores in Elementary Schools	No.	2.00	80000	76800	68800	60800	52800
			[1.6.3] Procurement of Kitchen devices in elementary schools	No.	2.00	70000	60200	53200	46200	45500
		[1.7] Approval for establishment of teacher education institutions	[1.7.1] Approval for DIETs in 25 newly created Districts.	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[2] Equity: Inclusion of disadvantaged groups and weaker sections			[1.7.2] Upgradation of 15 DHCs into DIETs	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013
			[1.7.3] Upgradation of 15 existing secondary teacher education institutions into CTEs	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013
			[1.7.4] Upgradation of 10 departments of education in Universities into IASEs	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013
			[2.1.1] Girls enrolled in KGBV against total KGBV capacity (old)	%	1.50	100	90	85	80	75
	18.50	[2.1] Girls' Education	[2.1.2] Girls enrolled in KGBV against total KGBV capacity (new)	%	1.00	70	65	60	57.5	55
			[2.1.3] Approval of girls hostels at secondary level	No. of hostels	1.00	150	125	100	75	65
			[2.1.4] Opening of approved Girls' Hostels Completed at secondary level	No. of hostels	1.00	350	300	250	200	175
			[2.2.1] Share of SC children enrolled in elementary schools	% of school enrollment	1.00	19.9	19.8	19.7	19.6	19.5
		[2.2] Support to disadvantaged population	[2.2.2] Share of ST children enrolled in elementary schools	% of school enrollment	1.00	10.9	10.8	10.7	10.6	10.5

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[3] Quality: Improving standards of education	24.50	[2.3] Provision of Mid Day Meal to schools	[2.3.1] Sanction of funds to State/UT Governments	Rs. in crores	2.00	10500	10000	8200	7200	7000
		[2.4] Inclusive education for children with special needs	[2.4.1] Coverage of children with special needs studying in Govt. & Govt. aided secondary & higher secondary schools	No. of children	2.00	70000	60000	50000	40000	30000
		[2.5] Establishment of 40 BITEs in SC/ ST/Minority concentration districts	[2.5.1] Approval for establishment of 40 BITEs	Date	2.00	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013
		[2.6] Increased coverage under Saakshar Bharat	[2.6.1] Operationalisation of programme in additional districts	No. of additional districts	2.00	40	30	25	20	15
			[2.6.2] Survey and identification of potential adult learners	No. of learners (in crore)	2.00	2	1.8	1.6	1.4	1.2
		[2.7] Skill Development	[2.7.1] Coverage of learners under skill development programme	No. of learners (in lakh)	2.00	3	2.7	2.4	2.1	1.8
		[3.1] Additional teachers at elementary level	[3.1.1] Recruitment of Teachers under SSA	No.	2.00	150000	130000	110000	90000	75000
		[3.2] Teacher Training	[3.2.1] Development of modules for training of teacher educators	Date	2.00	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013
		[3.3] In-service teacher training	[3.3.1] Elementary teachers to be trained	No. (in lakhs)	2.00	40	35	32	30	28
			[3.3.2] Secondary teachers to be trained	No. (in lakhs)	2.00	5.00	4.50	4.00	3.50	3.00

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					
						Excellent	Very Good	Good	Fair	Poor	
						100%	90%	80%	70%	60%	
			[3.3.3] Training of Principals and Head Masters of secondary schools	No. of Principal s/ Head Masters	2.00	30000	27000	24000	21000		18000
			[3.3.4] Training of CBSE teachers in Continuous and Comprehensive Evaluation methods	No. of teachers	2.00	55000	50000	40000	35000		30000
		[3.4] Training of Resource Persons/Master Trainers and Volunteer Teachers under Saakshar Bharat	[3.4.1] Training of key resource persons / Master Trainers	No.	2.00	30000	27000	24000	21000		18000
			[3.4.2] Training of Voluntary Teachers	Number in lakh	1.00	1.50	1.35	1.20	1.05		0.90
		[3.5] Upgrading Adult Education Centres (AECs)	[3.5.1] Sanction of Model AECs	Number	1.00	500	450	400	350		300
		[3.6] Assessment of Learners under Saakshar Bharat	[3.6.1] Third round of assessment of learners, August 31, 2012	Number of districts	1.00	250	225	200	175		150
			[3.6.2] Fourth round of assessment of learners, March 31, 2013	Number of districts	1.00	300	250	225	200		175
		[3.7] Skill Development	[3.7.1] Development/ revision of Curriculum	No. of courses	0.50	10	9	8	7		6
			[3.7.2] Certification of learners	Date of completion of assessment	1.00	01/03/2013	10/03/2013	17/03/2013	24/03/2013		31/03/2013

Results-Framework Document (RFD) for Department of School Education and Literacy -(2012-2013)

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[4] Formulating policy and carrying out institutional and systemic reforms	22.00		[3.7.3] Operationalisation of Web portal (online approval of annual action plans of JSSs)	Date	1.00	30/06/2012	15/07/2012	31/07/2012	15/08/2012	31/08/2012
		[3.8] Opening of Model Schools as benchmark of excellence	[3.8.1] Operationalization of approved Model Schools	No.	2.00	750	700	600	500	400
		[3.9] ICT enablement of Secondary Schools	[3.9.1] Approval for coverage of schools	Number of schools	2.00	5000	4500	4000	3500	3000
		[4.1] Policy: Introducing a unified system of data in elementary education	[4.1.1] Integrating DISE and SES systems	No. of new States	2.00	7	6	4	3	2
		[4.2] Restructuring Teacher Education Scheme	[4.2.1] Finalization of guidelines, Annual Work Plan Format and Implementation Framework for the revised Teacher Education Scheme	Date	1.00	15/05/2012	19/05/2012	23/05/2012	27/05/2012	31/05/2012
			[4.2.2] TEAB approval for revised teacher education scheme	No. of States	1.00	15	10	8	5	3
		[4.3] Curriculum Framework for Adult Literacy	[4.3.1] Approval by CABE	Date	1.00	28/02/2013	15/03/2013	21/03/2013	25/03/2013	31/03/2013
		[4.4] Establishing of Banking and Fund Flow System for Saakshar Bharat	[4.4.1] Opening of Subsidiary Bank Accounts	Number of Accy/bts	1.00	40000	36000	32000	28000	24000
		[4.5] Impact Evaluation of Saakshar Bharat by Third Party	[4.5.1] Submission of report to MHRD	Number of studies	1.00	4	3	2	1	0

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		[4.6] Setting up of an International Centre for Policy, Research and Training	[4.6.1] Circulation of proposal for EFC	Date	1.00	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013
			[4.6.2] Determining the scope of work in Afghanistan	Date	1.00	31/12/2012	15/01/2013	31/01/2013	15/02/2013	28/02/2013
		[4.7] Programme Management: Approval of SSA AWP&B 2012-13	[4.7.1] Completion of PAB meetings of all States/UTs	Date	2.00	25/05/2012	31/05/2012	10/06/2012	15/06/2012	30/06/2012
			[4.8.1] Completion of PAB meetings of all States/UTs	Date	2.00	31/05/2012	15/06/2012	30/06/2012	15/07/2012	30/07/2012
		[4.9] Establishing an e-procurement mechanism under RMSA	[4.9.1] States using e-platform for contracts/bids value of above Rs. 50 lakhs	No. of States	2.00	15	10	8	6	4
			[4.10.1] States reviewed	No.	1.00	8	7	6	5	4
		[4.11] Review of missions for RMSA	[4.11.1] States reviewed	No.	2.00	5	4	3	2	1
			[4.12.1] State reviewed	No.	1.00	10	9	8	7	6
		[4.13] Review Missions for MDM	[4.13.1] States reviewed	No.	2.00	8	7	6	6	5
			[4.14.1] Commissioning of web portal with IVRS for use	Date	1.00	31/12/2012	15/01/2013	31/01/2013	28/02/2013	31/03/2013
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft for Approval	On-time submission	Date	2.0	05/03/2012	06/03/2012	37/03/2012	08/03/2012	09/03/2012
		Timely submission of Results	On- time submission	Date	1.0	01/05/2012	03/05/2012	04/05/2012	05/05/2012	06/05/2012

* Mandatory Objective(s)

Results-Framework Document (RFD) for Department of School Education and Literacy -(2012-2013)

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
* Administrative Reforms	6.00	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	2.0	100	95	90	85	80
		Implement ISO 9001 as per the approved action plan	Area of operations covered	%	2.0	100	95	90	85	80
		Identify, design and implement major innovations	Implementation of identified innovations	Date	2.0	05/03/2013	06/03/2013	07/03/2013	08/03/2013	09/03/2013
* Improving Internal Efficiency / responsiveness / service delivery of Ministry / Department	4.00	Implementation of Sevottam	Independent Audit of Implementation of Citizen's Charter	%	2.0	100	95	90	85	80
			Independent Audit of implementation of public grievance redressal system	%	2.0	100	95	90	85	80
* Ensuring compliance to the Financial Accountability Framework	2.00	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	0.5	100	90	80	70	60
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRs submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	0.5	100	90	80	70	60
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2012.	Percentage of outstanding ATNs disposed off during the year.	%	0.5	100	90	80	70	60
* Mandatory Objective(s)		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2012	Percentage of outstanding ATRs disposed off during the year.	%	0.5	100	90	80	70	60

* Mandatory Objective(s)

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
[1] Access: Expansion of quality school and adult education	[1.1] Construction of schools/ centres	[1.1.1] Construction of primary schools	No.	4000	500	2000	3000	3000
		[1.1.2] Construction of upper primary schools	No.	12000	2000	2200	2500	2000
		[1.1.3] Opening of approved new secondary schools	No.	--	--	2700	750	750
	[1.2] Opening / upgradation of Adult Education Centres	[1.2.1] Setting up of new Adult Education Centres	No.	100	30000	28000	28000	22000
	[1.3] Starting of adult literacy classes	[1.3.1] Starting of classes by September 2012	No. of batches	60000	80000	720000	100000	120000
	[1.4] Operationalisation of equivalency programme	[1.4.1] Formulation of guidelines for equivalency programme	Date	--	--	31/07/2012	--	--
	[1.5] Environment Building and Advocacy for Adult Education	[1.5.1] Coverage of districts under National Level Campaign	No. of districts	--	--	180	0	0
	[1.6] Improvement of infrastructure	[1.6.1] Construction of additional classrooms (elementary)	No.	100000	180000	140000	100000	75000
		[1.6.2] Construction of Kitchen-cum-stores in Elementary Schools	No.	65000	67500	76800	80000	80000
		[1.6.3] Procurement of Kitchen devices in elementary schools	No.	--	63000	60200	70000	70000
	[1.7] Approval for establishment of teacher education institutions	[1.7.1] Approval for: DIETs in 25 newly created Districts.	Date	--	--	10/01/2013	10/01/2014	10/01/2015

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
[2] Equity: Inclusion of disadvantaged groups and weaker sections		[1.7.2] Upgradation of 15 DRCs into DIETs	Date	--	--	10/01/2013	10/01/2014	10/01/2015
		[1.7.3] Upgradation of 15 existing secondary teacher education institutions into CTETs	Date	--	--	10/01/2013	10/01/2014	10/01/2015
		[1.7.4] Upgradation of 10 departments of education in Universities into IASEs	Date	--	--	10/01/2013	10/01/2014	10/01/2015
		[2.1.1] Girls enrolled in KGBV against total KGBV capacity (old)	%	90	90	90	95	100
	[2.1] Girls' Education	[2.1.2] Girls enrolled in KGBV against total KGBV capacity (new)	%	--	65	65	65	100
		[2.1.3] Approval of girls hostels at secondary level	No. of hostels	400	450	125	350	350
		[2.1.4] Opening of approved Girls' Hostels Completed at secondary level	No. of hostels	--	--	300	150	150
		[2.2.1] Share of SC children enrolled in elementary schools	% of school enrollment	20.25	19.8	19.8	19.9	19.9
	[2.2] Support to disadvantaged population	[2.2.2] Share of ST children enrolled in elementary schools	% of school enrollment	11.25	10.8	10.8	10.9	10.9
		[2.3.1] Sanction of funds to State/UT Governments	Rs. in crores	9440	9500	10000	11500	12000
	[2.3] Provision of Mid Day Meal to schools							

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
[3] Quality: Improving standards of education	[2.4] Inclusive education for children with special needs	[2.4.1] Coverage of children with special needs studying in Govt. & Govt. aided secondary & higher secondary schools	No. of children	--	90000	60000	100000	100000
	[2.5] Establishment of 40 BITEs in SC/ ST/Minority concentration districts	[2.5.1] Approval for establishment of 40 BITEs	Date	--	--	10/01/2013	10/01/2014	10/01/2015
	[2.6] Increased coverage under Saakshar Bharat	[2.6.1] Operationalisation of programme in additional districts	No. of additional districts	100	100	30	0	0
		[2.6.2] Survey and identification of potential adult learners	No. of learners (in crore)	1	1.2	1.8	3	0
	[2.7] Skill Development	[2.7.1] Coverage of learners under skill development programme	No. of learners (in lakh)	5.5	4.4	2.7	2.5	2.25
	[3.1] Additional teachers at elementary level	[3.1.1] Recruitment of Teachers under SSA	No.	50000	150000	130000	150000	100000
	[3.2] Teacher Training	[3.2.1] Development of modules for training of teacher educators	Date	--	--	10/01/2013	--	--
	[3.3] In-service teacher training	[3.3.1] Elementary teachers to be trained	No. (in lakhs)	41	40	35	35	35
		[3.3.2] Secondary teachers to be trained	No. (in lakhs)	1	2	4.50	5	5
		[3.3.3] Training of Principals and Head Masters of	No. of Principals/ Head	--	20000	27000	30000	30000

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
		secondary schools	Masters					
		[3.3.4] Training of CBSE teachers in Continuous and Comprehensive Evaluation methods	No. of teachers	20000	50000	50000	50000	50000
		[3.4.1] Training of key resource persons / Master Trainers	No.	6000	40000	27000	30000	30000
		[3.4.2] Training of Voluntary Teachers	Number in lakh	1	1.5	1.35	1.5	1.5
	[3.5] Upgrading Adult Education Centres (AECs)	[3.5.1] Sanction of Model AECs	Number	--	100	450	500	500
		[3.6.1] Third round of assessment of learners, August 31, 2012	Number of districts	154	100	225	300	372
	[3.6] Assessment of Learners under Saakshar Bharat	[3.6.2] Fourth round of assessment of learners, March 31, 2013	Number of districts	181	100	250	300	372
		[3.7.1] Development/ revision of Curriculum	No. of courses	--	--	9	20	30
	[3.7] Skill Development	[3.7.2] Certification of learners	Date of completion of assessment	--	--	10/03/2013	10/03/2014	10/03/2015
		[3.7.3] Operationalisation of Web portal (online approval of annual action	Date	--	--	15/07/2012	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
[4] Formulating policy and carrying out institutional and systemic reforms		plans of JSSs)						
	[3.8] Opening of Model Schools as benchmark of excellence	[3.8.1] Operationalization of approved Model Schools	No.	-	--	700	750	750
	[3.9] ICT enablement of Secondary Schools	[3.9.1] Approval for coverage of schools	Number of schools	19482	14062	4500	15000	15000
	[4.1] Policy: Introducing a unified system of data in elementary education	[4.1.1] Integrating DISE and SES systems	No. of new States	5	6	6	6	6
	[4.2] Restructuring Teacher Education Scheme	[4.2.1] Finalization of guidelines, Annual Work Plan Format and Implementation Framework for the revised Teacher Education Scheme	Date	-	--	19/05/2012	-	--
	[4.3] Curriculum Framework for Adult Literacy	[4.2.2] TEAB approval for revised teacher education scheme	No. of States	-	--	10	35	35
		[4.3.1] Approval by CAGE	Date	-	--	15/03/2013	-	--
	[4.4] Establishing of Banking and Fund Flow System for Saakshar Bharat	[4.4.1] Opening of Subsidiary Bank Accounts	Number of Accy/bts	25000	60000	36000	40000	0
	[4.5] Impact Evaluation of Saakshar Bharat by Third Party	[4.5.1] Submission of report to MHRD	Number of studies	-	--	3	3	3
	[4.6] Setting up of an International Centre for Policy, Research and Training	[4.6.1] Circulation of proposal for EFC	Date	-	--	15/02/2013	-	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
		[4.6.2] Determining the scope of work in Afghanistan	Date	--	--	15/01/2013	--	--
	[4.7] Programme Management: Approval of SSA AWP&B 2012-13	[4.7.1] Completion of PAB meetings of all States/UTs	Date	15/06/2010	31/05/2011	31/05/2012	31/05/2013	31/05/2014
	[4.8] Approval of MDM AWP&B 2012-13	[4.8.1] Completion of PAB meetings of all States/UTs	Date	15/06/2010	31/05/2011	15/06/2012	15/06/2013	15/06/2014
	[4.9] Establishing an e-procurement mechanism under RMSA	[4.9.1] States using e-platform for contracts/bids value of above Rs. 50 lakhs	No. of States	--	--	10	10	10
	[4.10] Post Procurement Review	[4.10.1] States reviewed	No.	--	--	7	8	8
	[4.11] Review of missions for RMSA	[4.11.1] States reviewed	No.	--	--	4	6	6
	[4.12] Review Mission for SSA	[4.12.1] State reviewed	No.	--	--	9	9	10
	[4.13] Review Missions for MDM	[4.13.1] States reviewed	No.	--	8	7	8	8
	[4.14] Development of web portal with integration of IVRS for MDM	[4.14.1] Commissioning of web portal with IVRS for use	Date	--	--	15/01/2013	--	--
* Efficient Functioning of the RFD System	Timely submission of Draft for Approval	On-time submission	Date	05/03/2010	07/03/2011	06/03/2012	05/03/2013	05/03/2014
	Timely submission of Results	On- time submission	Date	02/05/2011	--	03/05/2012	02/05/2013	02/05/2014
* Administrative Reforms	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	--	--	95	--	--

* Mandatory Objective(s)

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value FY 10/11	Actual Value FY 11/12	Target Value FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	Implement ISO 9001 as per the approved action plan	Area of operations covered	%	--	--	95	--	--
	Identify, design and implement major innovations	Implementation of identified innovations	Date	--	--	06/03/2013	--	--
* Improving Internal Efficiency / responsiveness / service delivery of Ministry / Department	Implementation of Sevottam	Independent Audit of Implementation of Citizen's Charter	%	--	--	95	--	--
		Independent Audit of implementation of public grievance redressal system	%	--	--	95	--	--
* Ensuring compliance to the Financial Accountability Framework	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	--	--	90	--	--
		Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	--	--	90	--	--
	Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2012.	Percentage of outstanding ATNs disposed off during the year.	%	--	--	90	--	--
		Percentage of outstanding ATRS disposed off during the year.	%	--	--	90	--	--

* Mandatory Objective(s)

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

* Mandatory Objective(s)

Section 4 : Description and definition of success indicators and proposed measurement methodology

India is committed to the goal of universal elementary education for all children. This goal is part of the Education for All (EFA) goals adopted at the World Education Forum, Dakar in April 2000. The EFA goals include, inter alia achieving universal elementary education by the year 2015, ensuring equitable access to appropriate learning and life skill programmes for young people and adults, achieving a 50% improvement in adult literacy by 2015, achieving gender equality in education by 2015 and improving all aspects of quality of education. The Millennium Development Goals (MDG) also includes universal primary education and promotion of gender equality and empowerment of women.

India's progress on the EFA and MDG Goals has to be viewed in the context of its federal democratic structure enshrined in its Constitution. The structure, which is multi layered, provides space and mandate, for decision making and implementation of various policies and programmes, to various players –Governments, non-Governmental Organizations and civil society at large. While Government –Central, State and local bodies –plays the major role, abundant space has been created for the non-Governmental players, not only to directly participate in the process of educational development, but also to forge appropriate links with Government programmes and strategies. As a result, almost every educational programme of the Government, from pre-school to senior secondary, has involvement of community, especially at the ground level, which has also played an important role in various mobilization campaigns and ensuring delivery of service.

While policies and programmes in India for education precede the Dakar Declaration, they have received much greater attention and focus after India committed itself to the Declaration. This is reflected in much higher resource allocation, both by the Centre and the State Governments, including earmarking of funds for education (Education cess), pronouncement of new policies and strategies, greater involvement of civil society, stronger monitoring mechanisms and development of strong advocacy and awareness campaigns for achieving Education for All. Universalisation of elementary education has been achieved to a very large extent, especially in terms of access to schooling and improvement in gross enrolment ratio, especially of girls and those belonging to the marginalized group. With the enactment of the Right of Children to Free and Compulsory Education Act, 2009, it is expected that issues of drop out, out-of-school children, quality of education and availability of trained teachers would be addressed in the short to medium term. Gender parity, especially at the elementary stage has improved appreciably. The Gender Parity Index, which was 0.80 in 200-01 for primary increased to 0.94 by 2006-07. This has been result of a large number of programmes initiated specifically for education for girls and focus on gender issues in general education programmes such as the SSA. The Department is also poised to implement the Rashtriya Madhyamik Shiksha Abhiyan in the secondary education sector.

Programmes for lifelong learning for youth and adolescents have received their due focus. Adult education, especially of women, has received further impetus with the launch of Saakshar Bharat, a centrally sponsored scheme with a budget outlay of ₹ 6000 crore for the period 2007-12. The objective of the programme is to impart functional literacy to 70 million adults in the age group of 15 years and above by 2012; 60 million will be women, and special attention will be given to disadvantaged and marginalized social groups. This programme will show definite positive results not only towards quantitative improvements but also towards reduction in disparities across gender, social groups and regions.

S.No.	Success Indicator	Description/Definition
1	Opening/sanction for new schools	One of the major objectives of this Department is to improve access to education. Towards this objective, yearly targets are set for opening new schools at the elementary and secondary stage in the various States/UTs of the country. Proposals in this regard are received by the respective State Governments as part of their Annual Work Plans which are approved by the Ministry after detailed consultation with the State Governments.
2	Setting up of new Adult Education Centres and improvement/up-gradation of Adult Education Centres	Under Saakshar Bharat Mission, it is proposed to set up Adult education Centres (Lok Shiksha Kendras) at Gram Panchayat level for lifelong learning for adults. In such districts where Continuing Education Programme (CEP) was already running, the Continuing Education Centers will be upgraded as Lok Shiksha Kendras while in non-CEP districts now AECs will be set up.
3	Construction of additional classrooms in elementary schools	Additional classrooms in existing schools are sanctioned on need basis arising essentially due to increase in enrolment in the school. Proposals are received from the respective State Governments as part of their Annual Work Plans which are approved by the Ministry after detailed consultation with the State Governments.
4	Construction of kitchen-cumstores	Under the Centrally Sponsored Scheme for Mid Day Meal in Government and Government aided schools and AIE/EGS centres for elementary level, kitchen- cum-stores are constructed in schools/centres where storage of food grains and other material and cooking of food takes place. These are constructed on the basis of specific designs from the viewpoint of safety, hygiene and security.

S.No.	Success Indicator	Description/Definition
5	Percentage of children with special needs covered in elementary schools and through home based education	SSA has adopted a zero rejection policy to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. This includes, among others, financial support to children with special needs, provision of aids and appliances, teacher training, home based education, residential bridge courses, barrier free access to schools.
6	Provide inclusive education to disabled children with special needs	Under the 'Inclusive Education for the Disabled at Secondary Stage' (IEDSS) Scheme launched in September, 2008, (i) every child with disability will be identified at the secondary level and his educational need assessed; (ii) Every student in need of aids and appliances, assistive devices, will be provided the same; (iii) All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school; (iv) Each student with disability will be supplied learning material as per his/ her requirement; (v) All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years; (vi) Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block; and (vii) Model schools are set up in every state to develop good replicable practices in inclusive education
7	No. of out-of-school children covered through AIE centres under SSA	AIE centres cover never enrolled or dropout children, children who migrate seasonally with their families, street and other deprived urban children, working children and other vulnerable children in difficult circumstance. AIE provides support for bridge courses and back-to-school camps, long duration residential camps for older children, and short duration summer camps.

S.No.	Success Indicator	Description/Definition
8	Percentage of girls enrolled in KGBV against total KGBV capacity	The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme, provides for setting up of residential upper primary schools for girls from SC, ST, OBC and Muslim communities in the Educationally Backward Blocks of the country. The scheme targets areas of scattered habitation, where schools are at great distances and pose a challenge to the security of the girls.
9	Approval of girls hostel at secondary level	Under the Girls' Hostel Scheme launched in October, 2008, one Girls' hostel with capacity of 100 would be set up in each of the 3,500 educationally backward blocks of the country, for the girls studying in classes IX to XII of recognized schools.
10	Sanction of funds to the State Governments under the Mid Day Meal Scheme	Under the Mid Day Meal Scheme, Central assistance is provided to the State Governments/UTs for cooking cost, transportation of food grain, construction of kitchencum- store, replacement of kitchen devices, and Monitoring, Management and Evaluation of the Scheme.
11	Identification of beneficiaries under Saakshar Bharat and sanction of programme in low female literacy districts	Under the Saakshar Bharat Mission, 70 million adults have to be provided functional literacy by 2012, including 60 million women through an assortment of teaching learning programmes, including functional literacy programme, basic education programme, vocational education and continuing education programme
12	Recruitment of teachers at elementary level	Under the SSA, central assistance is provided to the State Governments for appointing teachers for new schools, including science and maths teacher at upper primary level, and additional teachers in existing schools to improve pupil teacher ratio.
13	In-Service training of elementary school teachers	Under the SSA, central assistance is provided to the State Governments for providing in-service training for all the school teachers and induction training for the newly recruited teachers.

S.No.	Success Indicator	Description/Definition
14	Training of Teachers of CBSE schools for CCE	The CBSE is imparting training to School Teachers on the new Comprehensive and Continuous Evaluation (CCE) system for Classes IX and X, as part of the recent educational reforms.
15	Training / Orientation of key resource persons / master trainers / literacy managers (PRIs)	Under the Saakshar Bharat Mission, training is to be imparted to key resource persons / master trainers / literacy managers who would act as master trainers to train the voluntary instructors to enable them to teach the neoliterates.
16	Release of funds for teacher training institutions	Under the Centrally Sponsored Scheme on Teacher Education, Central assistance is provided to State Governments as resource support to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Institutes for Advanced Studies in Education (IASEs) and SCERTs.
17	Approval of no. of schools for creating ICT infrastructure	Under the ICT Scheme for Schools support is provided to the States/UTs for establishing an enabling environment to promote the usage of ICT in schools, especially in Higher Secondary and Secondary Government schools in rural areas.
18	Restructuring of the Teacher Education Scheme	The Ministry has prepared a proposal for revision of the Centrally Sponsored Scheme on Teacher Education for the 5year period 2012-13 to 2016-17. The proposal has been sent for seeking Cabinet approval. It is proposed to operationalise the scheme in July, 2012.
19	Approval for: DIETs in 25 newly created Districts. Upgradation of 15 DRCs into DIETs Upgradation of 15 existing secondary teacher education institutions into CTEs Upgradation of 10 departments of education in Universities into IASEs	Under the Centrally Sponsored Scheme of Teacher Education, DIETs will be established in all districts created upto 31st March, 2011. Under the Centrally Sponsored Scheme of Teacher Education, wherever full-fledged DIETs were not required, District Resource Centres(DRCs) were established, particularly in small districts of the country. Now under the Revised Scheme, the existing DRCs can be upgraded to DIETs. In order to offset the high deficiency of in adequate number of CTEs, the revised scheme has made a provision of upgrading

S.No.	Success Indicator	Description/Definition
		<p>the existing government/government-aided secondary teacher education institutions as CTEs.</p> <p>In order to improve the capacity of Teacher Educators, the revised scheme has a provision of upgrading existing Department of Education in a University conducting B.Ed and/or M.Ed programme into an IASEs.</p>
20	Establishment of 40 BITEs in SC/ST/ Minority concentration districts	Under the Centrally Sponsored Scheme of Teacher Education, 196 districts having concentration of SC/ST and Minority have been identified for establishment of BITE for ensuring access to good quality teacher education facilities for rural and remote areas particularly persons from SC/ST and Minority concentration areas, into the teaching profession.
21	Development of modules by lead institutions for training of teachers educators	Under the Revised Scheme of Teacher Education, for conducting Refresher Courses for Teacher Educators, support for 50 lead institutions have been envisaged.
22	Learner assessment and certification under Saakshar Bharat	A systematic assessment procedure has been put in place and administered periodically through the school education system through National Institute of Open Schooling (NIOS), an autonomous organisation of Ministry of HRD,.
23	Formulation of guidelines for equivalency programme	Equivalency Programme enables the neo-literates to continue their learning beyond basic literacy and acquire equivalency with Grade III and beyond the informal educational system. A committee of Stake holders will be constituted to formulate the guidelines and its recommendations will be discussed with SLMAs before they are finalised.
24	Coverage of districts under National Level Campaign	A mass mobilisation campaign will be organised through a known NGO with active collaboration of SLMAs, Panchayati Raj Institutions, SRCs, JSSs and other stakeholders.

S.No.	Success Indicator	Description/Definition
25	Setting up Model AEC	It is proposed to set up model AECs on pilot basis across the country. The model AECs will be equipped with computers and other ICT devices, internet, well furnished library, furniture etc. States, through Gram Panchayats, may make available spacious rooms in Primary or High School buildings or any other buildings for setting up the Adult Education Centres.
26	Procurement of Kitchen Devices	Under the Centrally Sponsored Scheme for Mid Day Meal in Government and Government aided, Local Bodies, NCLP schools, EGS/AIE Centres and Madrasas and Maktabas supported under Sarva Shiksha Abhiyan for elementary level, kitchen devices are procured in schools / centres.
27	Setting up of an International Centre for Policy, Research and Training	It is a new project and would require inter-ministerial consultation before it is approved by EFC
28	Review Mission on Mid Day Meal Scheme for effective monitoring	Review Mission comprising of members from Government of India, State Government, UNICEF and Office of Supreme Court Commissioner is visiting the States / UTs for effective monitoring and suggest policy measures for improvement of the Mid Day Meal Scheme.
29	Revision of RMSA Framework for 12th Five Year Plan	The framework for the implementation of RMSA is being revised with the objective of making it more lucid and user friendly.
30	Establishing e-procurement mechanism to be followed by all States/UTs with regard to procurement above ₹ 50 lakh in RMSA	All procurement above ₹ 50 lakhs will be done through an eprocurement mechanism under RMSA. Consultations are in progress with the State Governments to ensure that eprocurement mechanism is established in all states.
31	Post Procurement Review	A target of 20% of procurement activities under RMSA to be reviewed every year.
32	Review missions for RMSA	Review Mission from MHRD, World Bank, DFID and EU as well as State Governments to visit States for reviewing and monitoring the implementation of RMSA.

Note : Measurement Methodology for the Success Indicators has not been discussed separately as they are self evident from Sections 2 and 3. Acronym used:

AECs	: Adult Education Centres
AWP&B	: Annual Work Plan and Budget
BITE	: Block Institute of Teacher Education
CABE	: Central Advisory Board of Education
CBSE	: Central Board of Secondary Education
C-DAC	: Center for Development of Advanced Computer
CTE	: College of Teacher Education
CTSA	: Central Tibetan School Administration
DIET	: District Institute of Education and Training
DISE	: District Information System for Education
DRC	: District Resource Centre
EFC	: Expenditure Finance Committee
FCI	: Food Corporation of India
IASE	: Institutes for Advanced Studies in Education
ICT	: Information and Communication Technology
JSS	: Jan Shikshan Sansthan
KGBV	: Kasturba Gandhi Balika Vidyalaya
KVS	: Kendriya Vidyalaya Sangathan
MDM	: Mid Day Meal
MIS	: Management Information System
MME	: Management Monitoring and Evaluation
NCLP	: National Child Labour Project
NCTE	: National Council for Teacher Education
NCERT	: National Council of Education Research and Training
NIOS	: National Institute of Open Schooling
NVS	: Navodaya Vidyalaya Samiti
PAB	: Project Approval Board
PPP	: Public Private Partnership
PRI	: Panchayati Raj Institute
RMSA	: Rashtriya Madhyamik Shiksha Abhiyan
RTE	: Right to Education
SC	: Scheduled Caste
ST	: Scheduled Tribes
SRCs	: State Resource Centres
SRS	: Software Requirement System
SSA	: Sarva Shiksha Abhiyan
SES	: Selected Educational Statistics
TEAB	: Teacher Education Advisory Board
UT	: Union Territory

Section 5:

Specific Performance Requirements from other Departments

Department / Ministries	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
IFD Wing of MHRD/Ministry of Finance	· Timely release of funds for implementation of Programmes and schemes	· Timely funds for sustained continuity of programmes and schemes	To achieve objectives of programmes and schemes	Full support and commitment	It would hamper the achievement of National targets and programme outcomes.
State/UT Governments	Construction of schools/ class rooms/ hostels Providing Mid-Day Meals to school children	Submission of Annual Plan proposals Contribution of matching budget and efficient programme implementation Submission of periodical reports	For effective implementation and to achieve the objectives of the programmes and schemes	Full support and commitment	It would hamper the achievement of national targets and programme outcomes
· Ministry of Rural Development	Increase in the number of schools with drinking water and toilet facilities	· Provision of Drinking Water and Toilet facilities in schools.	To strengthen education facilities and infrastructure	Full support and commitment	It would hamper the achievements of National Targets and Outcomes.
· Ministry of Panchayati Raj	Capacity building of implementing agencies	· To promote local self government	Sensitisation of PRIs for implementation of Saakshar Bharat	Full support and commitment	It would hamper the achievement of National targets and programme outcomes.
Ministry of Health and Family Welfare NRHM	Health checkup of all school children for optimising the benefits of MDM	Provision of micro nutrients Vitamin A; IFA; deworming and promotion of Iodised salt as well as ensuring regular school health check up in convergence with NRHM	Optimising the benefit of MDMS	Covering all school children	In the absence of the health check up, provision of Iron Folic Acid tablets, vitamin A as well as deworming, the health of the children is likely to be poor and they may ultimately drop out from the school.

Department / Ministries	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
Food Corporation of India (FCI) (for MDM Scheme)	Provision of Mid Day Meal to schools	Timely supply of good quality food grains to State/ UT Governments	For making available the food grains to all the schools in time.	In accordance with the number of students in classes 1-8.	Food cannot be made available to children by the schools for want of food grains in time;
Department of Telecommunications	Extent of broadband connectivity in Government and Government aided secondary and higher secondary schools	Broadband connectivity is a critical factor affecting the success of the ICT programme.	The CSS "ICT in Schools" aims to bridge the digital divide. A lot of computer based learning is intended to be web based. A central web based repository of teaching learning material is envisaged.	Full support	The ICT infrastructure created would be stand alone machines, resulting in its sub optimal utilisation. No resource sharing across the country would be possible
		Development of Web-Portals is largely dependent on NIC.	All reporting and monitoring between Center and States is to be web based gradually	Timely development of websites	The real time monitoring of schemes would not be possible, telling on the state of implementation.

Results-Framework Document (RFD) for Department of School Education and Literacy - (2012-2013)

Section 6: Outcome/Impact of Department/Ministry

Outcome/Impact of Department/Ministry	Jointly responsible for influencing this outcome / impact with the following department (s) / ministry(ies)	Success Indicator	Unit	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15
1 Increase in National Literacy rate	National Literacy Mission Authority, State Literacy Mission Authorities, Directorate of Adult Education and Panchayati Raj Institutions in States.	Total number of Adults made Literate (in lakh)	Number	3	50	100	150	150
2 Decrease in Gender Gap in literacy	- Do -	Number of women made literate (in lakh)	Number	2	40	70	105	120
3 Improved quality of Adult Education	National Literacy Mission Authority, State Literacy Mission Authorities, Directorate of Adult Education and Panchayati Raj Institutions in States, Directorate of Adult Education, Jan Shikshan Sansthan, SRC	Number of Adults covered under Equivalency programme (in lakh)	Number		0.20	0.20	0.50	1
4 Decrease in class room hunger	Ministry of Food & FCI State Governments/ UTs	No. of Adults covered in Skill Development programmes (in lakh)	Number	5.5	4.0	3.0	3.0	3.0
5 Enhance availability of high quality teachers	State Governments/ UTs	% of children covered under MDM	%	71	72	73	73	73
		Average number of days MDM served in a year in primary/ upper primary schools	Number	214/216	200/220	200/220	200/220	200/220
		Number of teachers trained (in lakh)	Number	41.00	40.00	40.00	40.00	39
		Availability of new trained teachers	Number	TBD	TBD	TBD	TBD	TBD
6 Free and compulsory elementary education	State Education Departments	% of children enrolled in elementary education in the age-group 6-14 Primary	%	115.00	114.00	113.00	112.00	111
		% of children enrolled in elementary education in the age-group 6-14 Upper Primary	%	83.00	85.00	87.00	89.00	91

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Performance	
						Excellent	Very Good	Good	Fair	Poor	Achievement	Raw Score
						100%	90%	80%	70%	60%		Weighted Score
1 Access: Expansion of quality school and adult education	20.00	Construction of schools/ centres	Construction of primary schools	No.	2.00	2200	2000	1800	1600	1500	11293	100.0
			Construction of upper primary schools	No.	3.00	2500	2200	2100	2000	1900	3677	100.0
			Opening of approved new secondary schools	No.	2.00	3000	2700	2400	2100	1800	3427	100.0
			Setting up of new Adult Education Centres	No.	1.00	30000	28000	26000	18000	16000	39595	100.0
		Opening / upgradation of Adult Education Centres	Starting of adult literacy classes	No. of batches	1.00	800000	720000	640000	560000	480000	971688	100.0
			Operationalisation of equivalency programme	Date	1.00	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/10/2012	25/06/2012	100.0
			Environment Building and Advocacy for Adult Education	No. of districts	2.00	200	180	160	140	120	200	100.0
		Improvement of infrastructure	Construction of additional classrooms (elementary)	No.	2.00	150000	140000	130000	120000	110000	163942	100.0
			Construction of Kitchen-cum-stores in Elementary Schools	No.	2.00	80000	76800	68800	60800	52800	39222	0.0
			Procurement of Kitchen devices in elementary schools	No.	2.00	70000	60200	53200	46200	45500	27140	0.0
		Approval for establishment of teacher education institutions	Approval for DIETs in 25 newly created Districts.	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013	20/01/2013	80.0
			Upgradation of 15 DRCs into DIETs	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013	31/12/2012	100.0
			Upgradation of 15 existing secondary teacher education	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013	10/01/2013	90.0

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Achievement	Performance		As Approved by HPC			
						Excellent	Very Good	Good	Fair	Poor	Raw Score		Weighted Score					
						100%	90%	80%	70%	60%								
2 Equity: Inclusion of disadvantaged groups and weaker sections	18.50		Institutions into CTEs													20/01/2013		
			Upgradation of 10 departments of education in Universities into IASEs	Date	0.50	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013	20/01/2013	80.0	0.4					
		Girls' Education	Girls enrolled in KGBV against total KGBV capacity (old)	%	1.50	100	90	85	80	75	92.37	92.37	1.39	98.50				
			Girls enrolled in KGBV against total KGBV capacity (new)	%	1.00	70	65	60	57.5	55	80.40	100.0	1.0	26				
			Approval of girls hostels at secondary level	No. of hostels	1.00	150	125	100	75	65	136	94.4	0.94	136				
			Opening of approved Girls' Hostels Completed at secondary level	No. of hostels	1.00	350	300	250	200	175	409	100.0	1.0	400				
			Support to disadvantaged population	Share of SC children enrolled in elementary schools	% of school enrollment	1.00	19.9	19.8	19.7	19.6	19.5	19.08	0.0	0.0	19.8			
		Share of ST children enrolled in elementary schools		% of school enrollment	1.00	10.9	10.8	10.7	10.6	10.5	10.92	100.0	1.0	10.92				
		Provision of Mid Day Meal to schools	Sanction of funds to State/UT Governments	Rs. in crores	2.00	10500	10000	8200	7200	7000	10867.90	100.0	2.0	5900				
		Inclusive education for children with special needs	Coverage of children with special needs studying in Govt. & Govt. aided secondary & higher secondary schools	No. of children	2.00	70000	60000	50000	40000	30000	81227	100.0	2.0	81227				
					Approval for establishment of 40	Date	2.00	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013	31/12/2012	100.0	2.0	30/09/2012		

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Performance		As Approved by HPC	
						Excellent	Very Good	Good	Fair	Poor	Achievement	Raw Score	Weighted Score		
						100%	90%	80%	70%	60%					
3 Quality: Improving standards of education		concentration districts	BITEs												
		Increased coverage under Saakshar Bharat	Operationalisation of programme in additional districts	No. of additional districts	2.00	40	30	25	20	15	0	0.0	0.0	0	
			Survey and identification of potential adult learners	No. of learners (in crore)	2.00	2	1.8	1.6	1.4	1.2	3.3	100.0	2.0	1.45	
		Skill Development	Coverage of learners under skill development programme	No. of learners (in lakh)	2.00	3	2.7	2.4	2.1	1.8	2.62	87.33	1.75	1.98	
	24.50	Additional teachers at elementary level	Recruitment of Teachers under SSA	No.	2.00	150000	130000	110000	90000	75000	1412654	100.0	2.0	7707	
		Teacher Training	Development of modules for training of teacher educators	Date	2.00	31/12/2012	10/01/2013	20/01/2013	31/01/2013	10/02/2013		N/A	N/A		
		In-service teacher training	Elementary teachers to be trained	No. (in lakhs)	2.00	40	35	32	30	28	28.25219	61.26	1.23	17.85	
			Secondary teachers to be trained	No. (in lakhs)	2.00	5.00	4.50	4.00	3.50	3.00	3.77	75.4	1.51	1.12	
			Training of Principals and Head Masters of secondary schools	No. of Principals/Head Masters	2.00	30000	27000	24000	21000	18000	26660	88.87	1.78	3001	
			Training of CBSE teachers in Continuous and Comprehensive Evaluation methods	No. of teachers	2.00	55000	50000	40000	35000	30000	20000	0.0	0.0	20000	
		Training of Resource Persons/Master Trainers and Volunteer Teachers under Saakshar Bharat	Training of key resource persons / Master Trainers	No.	2.00	30000	27000	24000	21000	18000	38247	100.0	2.0	10216	

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Performance				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achiev- ement	Raw Score	Weigh- ted Score			
4 Formulating policy and carrying out institutional and systemic reforms	22.00	Upgrading Adult Education Centres (AECs)	Training of Voluntary Teachers	Number in lakh	1.00	1.50	1.35	1.20	1.05	0.90	2.0	100.0	1.0	1.19		
			Sanction of Model AECs	Number	1.00	500	450	400	350	300	500	100.0	1.0	392		
			Third round of assessment of learners, August 31, 2012	Number of districts	1.00	250	225	200	175	150	262	100.0	1.0	259		
			Fourth round of assessment of learners, March 31, 2013	Number of districts	1.00	300	250	225	200	175	278	95.6	0.96	278		
		Skill Development	Development/ revision of Curriculum	No. of courses	0.50	10	9	8	7	6	10	100.0	0.5	10		
			Certification of learners	Date of completion of assessment	1.00	01/03/2013	10/03/2013	17/03/2013	24/03/2013	31/03/2013	10/03/2013	90.0	0.9	10/03/2013		
			Operationalisation of Web portal (online approval of annual action plans of JSSs)	Date	1.00	30/06/2012	15/07/2012	31/07/2012	15/08/2012	31/08/2012	20/06/2012	100.0	1.0	26/06/2012		
		Opening of Model Schools as benchmark of excellence	Operationalization of approved Model Schools	No.	2.00	750	700	600	500	400	473	67.3	1.35	471		
			Approval for coverage of schools	Number of schools	2.00	5000	4500	4000	3500	3000	2255	0.0	0.0	2255		
		4 Formulating policy and carrying out institutional and systemic reforms	22.00	Policy: Introducing a unified system of data in elementary education	Integrating DISE and SES systems	No. of new States	2.00	7	6	4	3	2	18	100.0	2.0	7
					Finalization of guidelines, Annual Work Plan Format and Implementation Framework for the	Date	1.00	15/05/2012	19/05/2012	23/05/2012	27/05/2012	31/05/2012	15/05/2012	100.0	1.0	15/05/2012
				Restructuring Teacher Education Scheme												

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Performance				
						Excellent	Very Good	Good	Fair	Poor	Achiev- ement	Raw Score	Weigh- ted Score	As Approved by HPC	
						100%	90%	80%	70%	60%					
			revised Teacher Education Scheme												
			TEAB approval for revised teacher education scheme	No. of States	1.00	15	10	8	5	3	35	100.0	1.0	9	
		Curriculum Framework for Adult Literacy	Approval by CABE	Date	1.00	28/02/2013	15/03/2013	21/03/2013	25/03/2013	31/03/2013		N/A	N/A		
		Establishing of Banking and Fund Flow System for Saakshar Bharat	Opening of Subsidiary Bank Accounts	Number of Accyibits	1.00	40000	36000	32000	28000	24000	36566	91.42	0.91	11596	
		Impact Evaluation of Saakshar Bharat by Third Party	Submission of report to MHRD	Number of studies	1.00	4	3	2	1	0	4	100.0	1.0	4	
		Setting up of an International Centre for Policy, Research and Training	Circulation of proposal for EFC	Date	1.00	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013		N/A	N/A		
			Determining the scope of work in Afghanistan	Date	1.00	31/12/2012	15/01/2013	31/01/2013	15/02/2013	28/02/2013		N/A	N/A		
		Programme Management: Approval of SSA AWP&B 2012-13	Completion of PAB meetings of all States/UTs	Date	2.00	25/05/2012	31/05/2012	10/06/2012	15/06/2012	30/06/2012	21/05/2012	100.0	2.0	21/05/2012	
		Approval of MDM AWP&B 2012-13	Completion of PAB meetings of all States/UTs	Date	2.00	31/05/2012	15/06/2012	30/06/2012	15/07/2012	30/07/2012	22/05/2012	100.0	2.0	22/05/2012	
		Establishing an e-procurement mechanism under RMSA	States using e-platform for contracts/bids value of above Rs. 50 lakhs	No. of States	2.00	15	10	8	6	4	16	100.0	2.0	11	
		Post Procurement Review	States reviewed	No.	1.00	8	7	6	5	4	0	0.0	0.0	0	
		Review of missions for RMSA	States reviewed	No.	2.00	5	4	3	2	1	5	100.0	2.0	5	

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Performance		As Approved by HPC
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achievement	Raw Score	Weighted Score
		Review Mission for SSA	State reviewed	No.	1.00	10	9	8	7	6	10	100.0	1.0
		Review Missions for MDM	States reviewed	No.	2.00	8	7	6	6	5	8	100.0	2.0
		Development of web portal with integration of IVRS for MDM	Commissioning of web portal with IVRS for use	Date	1.00	31/12/2012	15/01/2013	31/01/2013	28/02/2013	31/03/2013	31/12/2012	100.0	1.0
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft for Approval	On-time submission	Date	2.0	05/03/2012	06/03/2012	07/03/2012	08/03/2012	09/03/2012	05/03/2012	100.0	2.0
		Timely submission of Results	On- time submission	Date	1.0	01/05/2012	03/05/2012	04/05/2012	05/05/2012	06/05/2012	01/05/2012	100.0	1.0
		Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	2.0	100	95	90	85	80	0	0.0	0.0
* Administrative Reforms	6.00	Implement ISO 9001 as per the approved action plan	Area of operations covered	%	2.0	100	95	90	85	80	95	90.0	1.8
		Timely preparation of departmental Innovation Action Plan (IAP)	On-time submission	Date	2.0	01/05/2013	02/05/2013	03/05/2013	06/05/2013	07/05/2013		N/A	N/A
		Implementation of Sevottam	Independent Audit of Implementation of Citizen's Charter	%	2.0	100	90	80	70	60	66	66.0	1.32
* Improving Internal Efficiency / responsiveness / service delivery of Ministry / Department	4.00		Independent Audit of implementation of public grievance redressal system	%	2.0	100	90	80	70	60	20.02	0.0	0.0
			Percentage of ATNs submitted within due date (4 months) from date of presentation of	%	0.5	100	90	80	70	60	0	0.0	0.0
			Percentage of ATNs submitted within due date (4 months) from date of presentation of	%	0.5	100	90	80	70	60	0	0.0	0.0

* Mandatory Objective(s)



Government of India

R F D

(Results-Framework Document)
for

Department of Higher Education
(2012-2013)

Section 1: Vision, Mission, Objectives and Functions

Vision

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

Mission

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

Objectives

- 1 Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XIIth Plan. • To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.
- 2 Equity and Inclusion • To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. • To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.
- 3 Quality enhancement • To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. • To create conditions for knowledge generation through improved research facilities in universities and colleges. • Consolidation and strengthening of State Institutions • To promote collaboration with International community, foreign governments, universities/institutions and regional and international organisations, for the advancement of universal knowledge and intellectual property rights. • To promote development of Indian languages.
- 4 Governance reforms • To promote autonomy, innovation and academic reforms in institutions of higher learning. • To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education.

Functions

- 1 Enhancement of Gross Enrolment Ratio by expanding access through all modes
- 2 Promoting the participation of those sections of the society whose GER is lower than the national average

Section 1: Vision, Mission, Objectives and Functions

- 3 To improve quality and to promote academic reforms
- 4 Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions
- 5 Use of Technology in Higher Education
- 6 Development of Vocational Education and Skill Development
- 7 Development of Indian Language
- 8 International Collaboration in the field of education

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[1] Access, Participation and Expansion <ul style="list-style-type: none"> To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XIth Plan. To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society. 	16.50	[1.1] Establishment of Community Colleges	[1.1.1] Finalization of Concept Note	Date	1.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/03/2013
			[1.1.2] Identification of Colleges/Trade/Industry	Date	1.00	30/11/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013
			[1.1.3] Issue of Guidelines	Date	1.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
			[1.2.1] Selection of States and Partners and their site selection	number (total)	1.00	5	4	3	2	1
		[1.2] Setting up of 20 new IITs	[1.2.2] Formation of the Society	number	1.00	3	2	1	0	0
			[1.3.1] Persons trained	number	2.50	120000	110000	90000	70000	50000
		[1.3] Skill Development of population in adjoining areas through Community Polytechnics								
		[1.4] Formulation of an umbrella scheme for incentivizing States for	[1.4.1] Preparation of Cabinet Note	Date	2.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		expansion and capacity building of higher education								
		[1.5] Utilization of capacity in new IITs, IIMs and NITs	[1.5.1] Commencement of full scale/capacity Academic programs in IITs	number	1.00	6	5	3	2	1
			[1.5.2] Commencement of full scale/capacity Academic programs in IIMs	number	1.00	4	3	2	1	0
			[1.5.3] Commencement of full scale/capacity Academic programs in NITs	number	1.00	5	4	2	1	0
		[1.6] Review of DPRs: IITs, IISERs, IIMs and NITs	[1.6.1] Finalization of DPRs of institutes	number	2.00	4	3	2	1	0
[2] Equity and Inclusion	14.00	[1.7] Revision of EFC Memos in respect of IITs, IISERs, IIMs and NITs	[1.7.1] Finalization of EFC documents of the institutes	number	2.00	3	2	1	0	0
		[2.1] Provision of Women Hostels in Universities, colleges and Polytechnics	[2.1.1] Operationalization of Women Hostels already sanctioned in Universities and colleges	number	1.50	50	40	30	20	10
		<ul style="list-style-type: none"> To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. To remove regional imbalances in access to higher education by setting up of institutions in 								

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
unserved and underserved areas.										
			[2.1.2] Operationalization of Women Hostels already sanctioned in Polytechnics	number	1.00	50	40	30	20	10
			[2.1.3] Sanction of new women hostels in universities and colleges	number	1.00	25	20	15	10	5
		[2.2] Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	[2.2.1] New/Additional Centers in Universities and colleges	number	1.50	50	40	35	30	25
		[2.3] Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	[2.3.1] New/Additional Centers in universities and colleges	number	1.00	20	18	15	12	10
		[2.4] Coaching centers for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	[2.4.1] New/Additional Centers in universities and colleges	number	1.00	40	35	30	25	20
		[2.5] Post Graduate Scholarship for SC/ST students in professional courses	[2.5.1] Utilization of Available scholarships (1000)	%	1.00	100	90	85	80	75
		[2.6] Post Doctoral Fellowship for women	[2.6.1] Utilization of Available fellowships	%	1.00	100	90	85	80	75
		[2.7] Post Doctoral Fellowship for SC/ST candidates	[2.7.1] Utilization of Available fellowships	%	1.00	100	90	85	80	75

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		[2.8] Equal Opportunity Cell	[2.8.1] New cells opened in universities and colleges	number	1.00	50	45	40	35	30
		[2.9] Implementation of the Scheme for Integrating Differently Abled persons in the mainstream of Technical and Vocational Education in identified institutions (50)	[2.9.1] Differently Abled persons covered	number	1.00	2000	1900	1700	1500	1300
		[2.10] Support to Students in Higher Educational Institutions (100% of eligible loan applications)	[2.10.1] Interest subsidy provided on Educational Loans taken by students belonging to economically backward background with annual family income less than 4.5 lakhs.	%	1.00	100	90	80	70	60
		[2.11] To formulate a Scheme for credit Guarantee Fund for educationally weaker sections of the society	[2.11.1] Submission of proposal to competent authority.	Date	1.00	31/07/2012	31/08/2012	30/09/2012	31/10/2012	30/11/2012
[3] Quality enhancement •To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.	45.00	[3.1] National Mission on Teachers and Teaching	[3.1.1] Issue of UGC guidelines to Central Universities for setting up Schools of Education and inter-disciplinary courses for	Date	2.00	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/10/2012

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
<ul style="list-style-type: none"> •To create conditions for knowledge generation through improved research facilities in universities and colleges. •Consolidation and strengthening of State Institutions •To promote collaboration with International community, foreign governments, universities/institutions and regional and international organisations, for the advancement of universal knowledge and intellectual property rights. •To promote development of Indian languages. 			faculty development in different disciplines							
			[3.1.2] Identifying 4 IIMs for establishing Regional Centres offering long duration courses in Education Management	Date	1.00	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/10/2012
			[3.1.3] Commencement of Programs	Number	1.00	2	1	0	0	0
			[3.1.4] Direction to ASCs by UGC to revise curriculum of various courses.	Date	1.00	31/05/2012	30/06/2012	31/07/2012	31/08/2012	30/09/2012

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		[3.2] Implementation of Madhava Menon Committee Report for streamlining distance education system	[3.2.1] Issue of Policy Direction to UGC, AICTE, IGNOU and DECI	Date	1.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.3] Mandatory accreditation	[3.3.1] Central Higher Education institutions applying for accreditation	number	1.00	15	12	8	6	4
		[3.4] Academic reforms	[3.4.1] Dematerialization of degrees in CEIs	number	1.00	15	12	8	6	4
		[3.5] National Mission on Education through ICT	[3.5.1] Draft of Technology –based education Policy	Date	1.50	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013
			[3.5.2] Connectivity	number	1.50	6000	5400	4800	4200	3600
			[3.5.3] Utilization of connectivity (Average bandwidth utilization in Mbps by the University)	number	1.50	30	27	24	21	18
			[3.5.4] Preparation of framework for training of Teachers, including training of Trainers, in ICT-based education.	Date	2.00	31/08/2012	30/09/2012	31/10/2012	30/11/2012	31/12/2012
		[3.6] Setting up Meta Universities through collaboration among	[3.6.1] Identification of sets of constituents	number	1.00	2	1	0	0	0

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		existing institutes.								
		[3.7] Shift to norm and entitlement based grant from demand and inspection based grants	[3.7.1] Issue of framework by UGC	Date	1.00	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013
		[3.8] Putting in place a scheme for faculty sharing	[3.8.1] Finalization of scheme	Date	1.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013
		[3.9] Development of innovation Universities	[3.9.1] Identification of Universities with potential for innovation	number	2.00	6	5	4	3	2
		[3.10] Establishment of five centers for Design Innovation in Central Institutions	[3.10.1] Preparation of Concept paper	Date	1.00	31/08/2012	30/09/2012	31/10/2012	30/11/2012	31/12/2012
		[3.11] Establishment of Centres of Excellence in frontier areas of Science	[3.10.2] Identification of Institutions	Date	1.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013
		[3.12] Web Portal for faculty resources: to enable NET/SLET qualified and Ph.D candidates (awarded after 2009) to upload their details	[3.11.1] Finalization of EFC note	Date	2.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.13] Enhancing collaboration with Foreign Educational Institutions	[3.12.1] Launch of portal	Date	1.00	31/07/2012	31/08/2012	30/09/2012	31/10/2012	30/11/2012
		[3.14] Formulation of new scheme of Teaching Assistantship and	[3.13.1] Issue of Regulations by UGC	Date	2.00	31/12/2012	31/01/2013	15/02/2013	28/02/2013	15/03/2013
			[3.14.1] Submission to the EFC	Date	2.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		National Professors	[3.15.1] Issue of orders by ICHR	Date	0.50					
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.16] Putting in place a regulatory framework for Private universities	[3.15.2] Issue of orders by ICPR	Date	0.50					
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.17] Implementation of the Apprenticeship Training Scheme	[3.15.3] Issue of orders by ICSSR	Date	0.50					
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.18] Implementation of NVEQF	[3.16.1] Issue of Regulations by UGC	Date	2.00					
						31/08/2012	30/09/2012	31/10/2012	30/11/2012	31/12/2012
						70000	60000	50000	40000	30000
		[3.19] Capacity building of Teachers under TEQIP II	[3.17.1] Graduate Engineers and Diploma holders trained	number of workshops	1.00	7	6	5	4	3
		[3.20] Review of NITs	[3.18.1] Conduct of Workshops	number	1.50	20	17	14	11	8
		[3.21] Strengthening of International collaboration in Education	[3.19.1] Conduct of Workshops	Date	2.00	30/09/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013
		[3.21] Strengthening of International collaboration in Education	[3.20.1] Finalization of Report	Date	1.00	30/11/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			collaboration arrangements.							
		[3.22] Mutual recognition of Qualifications among collaborating countries.	[3.22.1] Issue of guidelines by AIU	Date	1.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.23] Evaluation of Old Schemes for Language Development	[3.23.1] Identification of evaluating agencies	Date	0.50	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/03/2013
			[3.23.2] Implementation of Evaluation Report recommendations	Date	0.50	28/02/2013	07/03/2013	15/03/2013	22/03/2013	31/03/2013
		[3.24] Revision of Adarsh Sanskrit Mahavidhyala and Shodh Sansthan Scheme	[3.24.1] Preparation of EFC Note	Date	0.50	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/03/2013
			[3.24.2] Approval of Competent Authority	Date	0.25	30/11/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013
			[3.24.3] Issuance of guidelines	Date	0.25	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013
		[3.25] Documentation and preservation of Endangered Languages	[3.25.1] Preparation of EFC Note	Date	0.50	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/03/2013
			[3.25.2] Approval of Competent Authority	Date	0.25	31/01/2013	28/02/2013	07/03/2013	15/03/2013	31/03/2013
			[3.25.3] Issuance of guidelines	Date	0.25	28/02/2013	07/03/2013	15/03/2013	22/03/2013	31/03/2013
		[3.26] Bharat Bhasha Vikas Yojna for Development of non-scheduled languages	[3.26.1] Preparation of EFC Note	Date	0.50	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/03/2013

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[4] Governance reforms •To promote autonomy, innovation and academic reforms in institutions of higher learning. •To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education.			[3.26.2] Approval of Competent Authority	Date	0.25	31/01/2013	28/02/2013	07/03/2013	15/03/2013	31/03/2013
			[3.26.3] Issuance of guidelines	Date	0.25	28/02/2013	07/03/2013	15/03/2013	22/03/2013	31/03/2013
			[4.1.1] Appointment of Ombudsman	number of Ombudsman	2.00	10	8	6	4	3
	10.00	[4.1] Setting up of complaint redressal mechanism in Educational Institutions.								
		[4.2] Follow-up of Kakodkar Committee report.								
		[4.3] Report to the People on Education								
		[4.4] Timely dissemination of education statistics								
			[4.4.2] Analysis of Budgeted Expenditure 2010-11	Date	0.50	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013
			[4.4.3] Analysis of Results of High School and Higher Secondary Examination 2010	Date	0.50	31/10/2012	30/11/2012	31/12/2012	31/01/2013	28/02/2013

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			[4.4.4] Release of Statistics of School Education 2010-11	Date	0.50	30/09/2012	30/11/2012	31/01/2013	28/02/2013	31/03/2013
			[4.4.5] Release of Education at a Glance 2012	Date	1.00	28/02/2013	31/03/2013	--	--	--
		[4.5] Ensuring new campuses conform to GRIHA Guidelines	[4.5.1] Master Plans for new Central Educational Institutions conforming to GRIHA Guidelines	number	1.50	6	5	4	3	2
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft for Approval	On-time submission	Date	2.0	05/03/2012	06/03/2012	07/03/2012	08/03/2012	09/03/2012
		Timely submission of Results	On- time submission	Date	1.0	01/05/2012	03/05/2012	04/05/2012	05/05/2012	06/05/2012
	6.00	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	2.0	100	95	90	85	80
		Implement ISO 9001 as per the approved action plan	Area of operations covered	%	2.0	100	95	90	85	80
* Improving Internal Efficiency / responsiveness / service delivery of Ministry / Department	4.00	Timely preparation of departmental Innovation Action Plan (IAP)	On-time submission	Date	2.0	01/05/2013	02/05/2013	03/05/2013	06/05/2013	07/05/2013
		Implementation of Sevottam	Independent Audit of Implementation of Citizen's Charter	%	2.0	100	90	80	70	60
			Independent Audit of implementation of public grievance redressal system	%	2.0	100	90	80	70	60

* Mandatory Objective(s)

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

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
* Ensuring compliance to the Financial Accountability Framework	1.50									
		Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	0.5	100	90	80	70	60
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRs submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	0.5	100	90	80	70	60
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2012.	Percentage of outstanding ATNs disposed off during the year.	%	0	100	90	80	70	60
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2012	Percentage of outstanding ATRs disposed off during the year.	%	0.5	100	90	80	70	60

* Mandatory Objective(s)

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
[1] Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XIth Plan. • To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.	[1.1] Establishment of Community Colleges	[1.1.1] Finalization of Concept Note	Date	--	--	31/10/2012	--	--
		[1.1.2] Identification of Colleges/Trade/Industry	Date	--	--	31/12/2012	--	--
		[1.1.3] Issue of Guidelines	Date	--	--	31/01/2013	--	--
	[1.2] Setting up of 20 new IIITs	[1.2.1] Selection of States and Partners and their site selection	number(to tal)	--	--	4	--	--
		[1.2.2] Formation of the Society	number	--	--	2	--	--
	[1.3] Skill Development of population in adjoining areas	[1.3.1] Persons trained	number	--	--	110000	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	through Community Polytechnics							
	[1.4] Formulation of an umbrella scheme for incentivizing States for expansion and capacity building of higher education	[1.4.1] Preparation of Cabinet Note	Date	--	--	31/01/2013	--	--
	[1.5] Utilization of capacity in new IITs, IIMs and NITs	[1.5.1] Commencement of full scale/capacity Academic programs in IITs	number	--	--	5	--	--
		[1.5.2] Commencement of full scale/capacity Academic programs in IIMs	number	--	--	3	--	--
		[1.5.3] Commencement of full scale/capacity Academic programs in NITs	number	--	--	4	--	--
	[1.6] Review of DPRs: IITs, IISERs, IIMs and NITs	[1.6.1] Finalization of DPRs of institutes	number	--	--	3	--	--
	[1.7] Revision of EFC Memos in respect of IITs, IISERs, IIMs and NITs	[1.7.1] Finalization of EFC documents of the institutes	number	--	--	2	--	--
[2] Equity and Inclusion	[2.1] Provision of Women Hostels in Universities, colleges and Polytechnics	[2.1.1] Operationalization of Women Hostels already sanctioned in Universities and colleges	number	--	--	40	--	--
	•To provide opportunities of higher education to socially deprived communities and remove disparities by							

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
<p>promoting the inclusion of women, minorities and differently abled persons.</p> <p>•To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.</p>								
		[2.1.2] Operationalization of Women Hostels already sanctioned in Polytechnics	number	--	--	40	--	--
		[2.1.3] Sanction of new women hostels in universities and colleges	number	--	--	20	--	--
	[2.2] Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	[2.2.1] New/Additional Centers in Universities and colleges	number	--	--	40	--	--
	[2.3] Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	[2.3.1] New/Additional Centers in universities and colleges	number	--	--	18	--	--
	[2.4] Coaching centers for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	[2.4.1] New/Additional Centers in universities and colleges	number	--	--	35	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	[2.5] Post Graduate Scholarship for SC/ST students in professional courses	[2.5.1] Utilization of Available scholarships (1000)	%	--	--	90	--	--
	[2.6] Post Doctoral Fellowship for women	[2.6.1] Utilization of Available fellowships	%	--	--	90	--	--
	[2.7] Post Doctoral Fellowship for SC/ST candidates	[2.7.1] Utilization of Available fellowships	%	--	--	90	--	--
	[2.8] Equal Opportunity Cell	[2.8.1] New cells opened in universities and colleges	number	--	--	45	--	--
	[2.9] Implementation of the Scheme for Integrating Differently Abled persons in the mainstream of Technical and Vocational Education in identified institutions (50)	[2.9.1] Differently Abled persons covered	number	--	--	1900	--	--
	[2.10] Support to Students in Higher Educational Institutions (100% of eligible loan applications)	[2.10.1] Interest subsidy provided on Educational Loans taken by students belonging to economically backward Background with annual family income less than 4.5 lakhs.	%	--	--	90	--	--

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Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
[3] Quality enhancement <ul style="list-style-type: none"> •To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. •To create conditions for knowledge generation through improved research facilities in universities and colleges. •Consolidation and strengthening of State Institutions •To promote collaboration with International community, foreign governments, universities/institutions and regional and international organisations, for the advancement of universal knowledge and intellectual property rights. 	[2.11] To formulate a Scheme for credit Guarantee Fund for educationally weaker sections of the society	[2.11.1] Submission of proposal to competent authority.	Date	--	--	31/08/2012	--	--
	[3.1] National Mission on Teachers and Teaching	[3.1.1] Issue of UGC guidelines to Central Universities for setting up Schools of Education and inter-disciplinary courses for faculty development in different disciplines	Date	--	--	31/07/2012	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
•To promote development of Indian languages.								
		[3.1.2] Identifying 4 IIMs for establishing Regional Centres offering long duration courses in Education Management	Date	--	--	31/07/2012	--	--
		[3.1.3] Commencement of Programs	Number	--	--	1	--	--
		[3.1.4] Direction to ASCs by UGC to revise curriculum of various courses.	Date	--	--	30/06/2012	--	--
	[3.2] Implementation of Madhava Menon Committee Report for streamlining distance education system	[3.2.1] Issue of Policy Direction to UGC, AICTE, IGNOU and DECI	Date	--	--	31/01/2013	--	--
	[3.3] Mandatory accreditation	[3.3.1] Central Higher Education institutions applying for accreditation	number	--	--	12	--	--
	[3.4] Academic reforms	[3.4.1] Dematerialization of degrees in CEIs	number	--	--	12	--	--
	[3.5] National Mission on Education through ICT	[3.5.1] Draft of Technology –based education Policy	Date	--	--	15/02/2013	--	--
		[3.5.2] Connectivity	number	--	--	5400	--	--

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Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
		[3.5.3] Utilization of connectivity (Average bandwidth utilization in Mbps by the University)	number	--	--	27	--	--
		[3.5.4] Preparation of framework for training of Teachers, including training of Trainers, in ICT-based education.	Date	--	--	30/09/2012	--	--
	[3.6] Setting up Meta Universities through collaboration among existing institutes.	[3.6.1] Identification of sets of constituents	number	--	--	1	--	--
	[3.7] Shift to norm and entitlement based grant from demand and inspection based grants	[3.7.1] Issue of framework by UGC	Date	--	--	15/02/2013	--	--
	[3.8] Putting in place a scheme for faculty sharing	[3.8.1] Finalization of scheme	Date	--	--	31/10/2012	--	--
	[3.9] Development of innovation Universities	[3.9.1] Identification of Universities with potential for innovation	number	--	--	5	--	--
	[3.10] Establishment of five centers for Design Innovation in Central Institutions	[3.10.1] Preparation of Concept paper	Date	--	--	30/09/2012	--	--
		[3.10.2] Identification of Institutions	Date	--	--	31/10/2012	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	[3.11] Establishment of Centres of Excellence in frontier areas of Science	[3.11.1] Finalization of EFC note	Date	--	--	31/01/2013	--	--
	[3.12] Web Portal for faculty resources: to enable NET/SLET qualified and Ph.D candidates (awarded after 2009) to upload their details	[3.12.1] Launch of portal	Date	--	--	31/08/2012	--	--
	[3.13] Enhancing collaboration with Foreign Educational Institutions	[3.13.1] Issue of Regulations by UGC	Date	--	--	31/01/2013	--	--
	[3.14] Formulation of new scheme of Teaching Assistantship and National Professors	[3.14.1] Submission to the EFC	Date	--	--	31/10/2012	--	--
	[3.15] Implementation of review committee recommendations regarding fellowships by the 4 research councils	[3.15.1] Issue of orders by ICHR	Date	--	--	31/01/2013	--	--
		[3.15.2] Issue of orders by ICPR	Date	--	--	31/01/2013	--	--
		[3.15.3] Issue of orders by ICSSR	Date	--	--	31/01/2013	--	--
		[3.15.4] Issue of orders by IIAS	Date	--	--	31/01/2013	--	--

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Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	[3.16] Putting in place a regulatory framework for Private universities	[3.16.1] Issue of Regulations by UGC	Date	--	--	30/09/2012	--	--
	[3.17] Implementation of the Apprenticeship Training Scheme	[3.17.1] Graduate Engineers and Diploma holders trained	number	--	--	60000	--	--
	[3.18] Implementation of NVEQF	[3.18.1] Conduct of Workshops	number of workshops	--	--	6	--	--
	[3.19] Capacity building of Teachers under TEQIP II	[3.19.1] Conduct of Workshops	number	--	--	17	--	--
	[3.20] Review of NITs	[3.20.1] Finalization of Report	Date	--	--	31/12/2012	--	--
	[3.21] Strengthening of International collaboration in Education	[3.21.1] Preparation of action plan for Implementation of international collaboration arrangements.	Date	--	--	31/12/2012	--	--
	[3.22] Mutual recognition of Qualifications among collaborating countries.	[3.22.1] Issue of guidelines by AIU	Date	--	--	31/01/2013	--	--
	[3.23] Evaluation of Old Schemes for Language Development	[3.23.1] Identification of evaluating agencies	Date	--	--	31/07/2012	--	--
		[3.23.2] Implementation of Evaluation Report recommendations	Date	--	--	07/03/2013	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	[3.24] Revision of Adarsh Sanskrit Mahavidhyala and Shodh Sansthan Scheme	[3.24.1] Preparation of EFC Note	Date	--	--	31/07/2012	--	--
		[3.24.2] Approval of Competent Authority	Date	--	--	31/12/2012	--	--
		[3.24.3] Issuance of guidelines	Date	--	--	31/01/2013	--	--
	[3.25] Documentation and preservation of Endangered Languages	[3.25.1] Preparation of EFC Note	Date	--	--	31/10/2012	--	--
		[3.25.2] Approval of Competent Authority	Date	--	--	28/02/2013	--	--
		[3.25.3] Issuance of guidelines	Date	--	--	07/03/2013	--	--
[4] Governance reforms •To promote autonomy, innovation and academic	[3.26] Bharat Bhasha Vikas Yojna for Development of non-scheduled languages	[3.26.1] Preparation of EFC Note	Date	--	--	31/10/2012	--	--
		[3.26.2] Approval of Competent Authority	Date	--	--	28/02/2013	--	--
		[3.26.3] Issuance of guidelines	Date	--	--	07/03/2013	--	--
	[4.1] Setting up of complaint redressal mechanism in Educational	[4.1.1] Appointment of Ombudsman	number of Ombudsman	--	--	8	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
reforms in institutions of higher learning. •To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education.	Institutions.							
	[4.2] Follow-up of Kakodkar Committee report.	[4.2.1] Action plan for Implementation of recommendations	Date	--	--	31/10/2012	--	--
	[4.3] Report to the People on Education	[4.3.1] Release of Report	Date	--	--	15/02/2013	--	--
	[4.4] Timely dissemination of education statistics	[4.4.1] Release of Statistics of Higher and Technical Education for 2010-11.	Date	--	--	30/11/2012	--	--
		[4.4.2] Analysis of Budgeted Expenditure 2010-11	Date	--	--	31/10/2012	--	--
		[4.4.3] Analysis of Results of High School and Higher Secondary Examination 2010	Date	--	--	30/11/2012	--	--
		[4.4.4] Release of Statistics of School Education 2010-11	Date	--	--	30/11/2012	--	--
		[4.4.5] Release of Education at a Glance 2012	Date	--	--	31/03/2013	--	--
	[4.5] Ensuring new campuses conform to	[4.5.1] Master Plans for new Central	number	--	--	5	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	GRIHA Guidelines	Educational Institutions conforming to GRIHA Guidelines						
* Efficient Functioning of the RFD System	Timely submission of Draft for Approval	On-time submission	Date	05/03/2010	07/03/2011	06/03/2012	--	--
	Timely submission of Results	On- time submission	Date	02/05/2011	01/05/2012	03/05/2012	--	--
* Administrative Reforms	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	--	--	95	--	--
	Implement ISO 9001 as per the approved action plan	Area of operations covered	%	--	--	95	--	--
	Timely preparation of departmental Innovation Action Plan (IAP)	On-time submission	Date	--	--	06/03/2013	--	--
* Improving Internal Efficiency / responsiveness / service delivery of Ministry / Department	Implementation of Sevottam	Independent Audit of Implementation of Citizen's Charter	%	--	--	95	--	--
		Independent Audit of implementation of public grievance redressal system	%	--	--	95	--	--
* Ensuring compliance to the Financial Accountability Framework	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	--	--	90	--	--

* Mandatory Objective(s)

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 10/11	Actual Value for FY 11/12	Target Value for FY 12/13	Projected Value for FY 13/14	Projected Value for FY 14/15
	Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	--	--	90	--	--
	Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2012	Percentage of outstanding ATRS disposed off during the year.	%	--	--	90	--	--

* Mandatory Objective(s)

**Section 4:
Acronym**

Sl.No	Acronym	Description
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Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Performance		
						Excellent	Very Good	Good	Fair	Poor	Achievement	Raw Score	Weighted Score
						100%	90%	80%	70%	60%			
			Report to Parliament by CAG during the year.										
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRs submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	0.5	100		80	70	60	100	100.0	0.5
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2012.	Percentage of outstanding ATNs disposed off during the year.	%	0.5	100		80	70	60	75	75.0	0.38
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2012	Percentage of outstanding ATRs disposed off during the year.	%	0.5	100		80	70	60	0	0.0	0.0

* Mandatory Objective(s)

Total Composite Score : 71.95
PMD Composite 48.3

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

Section 4 : Description and definition of success indicators and proposed measurement methodology

Higher education is of vital importance for the country, as it is a powerful tool to build knowledgebased society of the 21st Century. Improvement of access along with equity and excellence, the adoption of state-specific strategies, enhancing the relevance of higher education through curriculum reforms, vocationalisation, networking, information technology and distance education; along with reforms in governance structures are some of the main policy initiatives of the government in the higher education sector. The other important policy initiatives in higher education are programmes for general development of universities and colleges; special grants for the construction of hostels for women; scholarships to students, scheme to provide interest subsidy on educational loans for professional courses to ensure that nobody is denied professional education because he or she is poor and making interventions to attract and retain talent in the teaching profession in the higher and technical education. Emphasis has been laid on expansion with equity, use of Information & Communication Technology (ICT) and promotion of quality education.

India is a nation of young people - out of a population of above 1.2 billion, 672 million people are in the age-group 15 to 64 years, which is usually treated as the "working age population". It is predicted that India will see a sharp decline in the dependency ratio over the next 30 years, which will constitute a major demographic dividend for India. In the year 2001, 11% of population of the country was in age group of 18-24 years which has gone up to 12% by the end of XIth Five Year Plan. This large population should be considered as an invaluable asset of human resources and should be provided the necessary skills so as to empower them to contribute to our national economy as also to the development of the entire world.

The Approach Paper to XII Five Year Plan in Para 10.20 says that "There must be a strategic shift from mere expansion to improvement in quality higher education. For this, the focus should be not only on larger enrollment, but also on the quality of the expansion. During the Twelfth-Plan period, an additional enrolment of 10 million could be targeted in higher education equivalent to 3 million additional seats for each age cohort entering the higher education system. This would significantly increase the GER bringing it broadly in line with the global average".

The Approach Paper to XII Five Year Plan in Para 10.27 also mentions the need to create an ecosystem that encourages research and innovation in a self-sustaining manner. We must bring back the 'lost' research culture of Indian Universities so as to create new knowledge and improve teaching standards. Collaborative research, setting up industry incubation parks in Universities and institutions providing more research fellowships, promoting innovation through interdisciplinary research in new and emerging fields, strengthening Inter-University centers etc., need to be emphasized in the Twelfth Plan. This would require more funding for university-based research and funding policies that create right incentives for quality research and promote collaboration among institutions. Related to this is the issue of faculty shortages which can be tackled through innovative ways such as technology-enabled learning and collaborative information and communication technologies (ICT). A complete overhaul of the Academic Staff Colleges that are used to provide refresher courses for teachers is also necessary. Initiatives to improve the quality and availability of teachers in higher education need to be launched in a mission mode.

The Information & Communication Technology (ICT) revolution worldwide has facilitated ready access to wide information and diverse knowledge. Our institutions of higher learning also need to create and protect intellectual property. A National Mission on Education through ICT has already been launched on 3rd February 2009 which will cost nearly ₹ 5000 crores in the next three years and will provide internet connectivity to over 20,000 degree colleges and over 10,000 departments in the Universities.

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An important challenge before us in the higher education sector is to bring Governance Reforms not only in the institutions of higher learning but also in the regulatory structures of the higher education system. There is also a challenge of maintaining quality and excellence while ensuring rapid expansion of the higher education system. The higher education system is also faced with the challenge to attract and retain good faculty in adequate numbers to meet the demand of the rapidly expanding higher education system. Efforts also need to be made to restore the respect for teaching profession and the status of the teacher must come first and above everyone in the society as has been the tradition of our country.

The description of Success Indicators of the Results Framework Document are as follows:-

S.No.	Success Indicator	Description/Definition
1	Community Colleges	This is a new concept, which is being introduced in the Indian Education system to meet the twin requirements of education with skill development. The success indicator will be setting up of these Colleges, in collaboration with existing institutions such as Colleges and Polytechnics.
2	Setting up of 20 IIITs	The Central Government will identify 3 States for establishment of IIITs, alongwith the requisite number of Industry Partners. The location of the Institute would also be finalized by the duly constituted Site Selection Committees.
3	Skill Development of population in adjoining area through Community Polytechnics	The Scheme of Community Development through Polytechnics (CDTP), aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized &disadvantaged sections of the society, to enable them to obtain gainful self / wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in their premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fee is to be charged from the trainees under this Scheme and there is no restriction of age and qualification.

S.No.	Success Indicator	Description/Definition
4	Formulation of umbrella scheme for incentivizing States for expansion and capacity building of higher education	This is a new scheme envisaged during the XII Plan. However, as there is delay in finalization of XII Plan, which ideally should have commenced on 1st April, 2012, therefore this umbrella scheme can be finalized only after the formal approval of the XII Plan
5	Commencement of full scale/capacity Academic Programmes in new IITs, IIMs and NITs	Seven new IITs, seven new IIMs and ten new NITs were established during the XI Plan Period. In order to consolidate these new institutions. The success indicator will be commencement of full scale/full capacity academic programmes during 2012-13.
6	Review of DPR: IITs, NITs, IISERs and IIMs	DPRs for all the four category of Institutions will be reviewed for taking up the revision of cost estimates during 2012-13.
7	Revision of EFC Memos in respect of IITs, NITs, IISERs and IIMs	Once the DPRs of the above institutions become available, the EFC notes would be attempted for circulation amongst all the stakeholder, namely, Planning Commission & Department Of Expenditure for their views/comments so that the EFC note could be finalized for approval of the competent authority.
8	Operationalization of Women Hostels already sanctioned in Universities, colleges and Polytechnics.	In order to increase access of girl students for seeking the education they desire would require provision of hostel Sanction of new women hostels in universities and colleges.
9	New/Additional Centres in Universities and colleges for Remedial Coaching for SC/ST/OBC (non-creamy layer) & Minorities	With a view to contributing towards social equity and socioeconomic mobility of the under privileged sections of the society, a scheme of Remedial Coaching at the Under-Graduate (UG) and Post-Graduate (PG) level for students belonging to the SC/ST/OBC (non-creamy layer) & Minorities has been in operation since 1994. The main objectives of the scheme are: 1. To improve the academic skills and linguistic proficiency of the students in various subjects. 2. To raise the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work.

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S.No.	Success Indicator	Description/Definition
		<p>3. To strengthen their knowledge, skills and attitude in such subjects, where quantitative and qualitative techniques and laboratory work are involved, so that necessary guidance and training provided under the programme may enable the students to come-up to the level necessary for pursuing higher studies efficiently.</p> <p>4. To improve overall performance of these students in the examinations.</p>
10	New/Additional Centres in Universities and colleges for NET/SLET for SC/ST/OBC (noncreamy layer) & Minorities	In order to assist SC/ST/OBC (non-creamy layer) & Minorities candidates for recruitment as lecturers in Universities and Colleges, a scheme of Coaching Classes for qualified SC/ST/OBC (non-creamy layer) & Minorities to prepare them for National Eligibility Test (NET), which is an essential eligibility condition for becoming a lecturer in universities or colleges is under implementation. Under this scheme, coaching classes are organized in selected universities for which grant on 100% basis is made available. Effort is being made to approve at least one centre in each State, which can accept the responsibility for NET Coaching and has sufficient number of willing faculty members to provide coaching. The classes in the coaching centre are to be arranged by arranging teachers on honorarium basis.
11	New/Additional Centres in Universities and colleges for entry in services for SC/ST/OBC (non-creamy layer) & Minorities	In order to gain employment in group A, B & C including all India and State Services, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the Coaching Centres are to be arranged by arranging teachers on honorarium basis.

S.No.	Success Indicator	Description/Definition
12	Utilization of available scholarship for Post Graduate scholarship of SC/ST in professional courses.	level studies in Professional subjects at recognized Indian Universities/ institutes/colleges. The scholarship amount is R5,000/-per month for M.Tech. Courses and R 3,000/- per month for other courses. The contingency for the above scheme is R 15,000/- and R 10, 000/-per annum respectively. The number of slots available under this scheme are 1000 per annum.
13	Utilization of available fellowship for Post Doctoral fellowship for women	The scheme is being implemented for the unemployed women candidates holding Ph.D degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. At present, the number of slots available under the scheme is 100 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for the candidate is 55 years as on 1st July on the year of application. The selected candidates with fresh Ph.D. degrees are paid R 25,000/-p.m. and those with five years experience after Ph.D. are paid R 30,000/-p.m. The Fellowship also carries a contingency grant of R 50,000/- p.a. for a full tenure of 5 years.
14	Utilization of available fellowship for Post Doctoral fellowship for SC/ST candidates.	The UGC initiated the scheme of post-doctoral fellowship for SC/ST candidates who have obtained a doctorate degree and have published research work to their credit. The objective of the scheme is to provide an opportunity to SC/ST candidates to undertake post doctoral research in Science, Engineering & Technology, humanities, social sciences at universities, colleges and institutes of National importance established by Central/State Government. The number of slots available under this scheme are 100 per year. Fellowship @ R 16,000/- p.m. fixed for two years and Contingency @ R 30,000/- p.a. for two years , apart from other benefits of Departmental Assistance, Readers assistance and HRA, are given.

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S.No.	Success Indicator	Description/Definition
15	Equal Opportunity Cell	With a view to enhance the employability and success of deprived sections, by emphasizing on learning and creating an opportunity for them to be in the mainstream, UGC has decided to create Equal Opportunity Cells (EOCs) in all universities which have been declared fit to receive grants under section 12-B of the UGC Act, 1956. The cell takes up programmes of sensitizing university/college community on problems faced by SC/ST students in higher education.
16	Implementation of the Scheme for Integrating Differently Abled Persons in the mainstream of Technical and Vocational Education Implementation of the Scheme for Integrating Differently Abled Persons in the mainstream of Technical and Vocational Education.	In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007 announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub- Missions including one on Polytechnics. The Sub-Mission on Polytechnics as proposed by the Planning Commission has the following components; (i) Establishment of New Polytechnics, (ii) Strengthening of Existing Polytechnics (iii) Expansion of Community Polytechnic Scheme, (iv) support to Engineering Colleges for Diploma Courses and (v) Construction of Women's Hostel in Polytechnics. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 provides for free education to the disabled children till attaining the age of 18 years, to promote integration of students, disabilities in normal schools to equip the special school for children with disabilities with vocational training activities. The Department of Higher Education through various organizations like UGC, Central Universities, AICTE have taken several initiatives to promote higher/professional education among the persons with disabilities.

S.No.	Success Indicator	Description/Definition
		These initiative include providing, enabling environment, human resource development and promoting higher education to the persons with disabilities
17	Interest subsidy scheme on Education Loan for needy students	Government of India is implementing a Central Sector Scheme to provide full interest subsidy during the period of moratorium on loans taken by students belonging to economically weaker sections from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association for pursuing any of the approved courses of studies in technical and professional streams from recognized institutions in India.
18	Formulation of scheme for Credit Guarantee Fund for educationally weaker sections	In order to ensure that no student who is eligible to be admitted should be deprived of higher education for financial reasons, Finance Minister in his Budget speech on 16th March, 2012 announced for formulation of a scheme of Credit Guarantee Fund for educationally weaker sections. Government will stand as guarantor for students loans taken for pursuing higher education.
19	National Mission on Teachers and Teaching	Hon'ble President in her address to Parliament on 12th March 2012 made announcements for the launch of National Mission for Teachers aimed at improving teacher education and faculty development. The Mission is proposed to address the entire gamut of issues relating to teachers, teachers education and quality of teaching, such as, teacher/faculty shortages and vacancies; recruitment policies; capacity building of teachers for improvement in qualification, pedagogic skills, technology enabled teaching; continuous training and retraining; preservice and in-service training; teacher absenteeism and accountability;

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S.No.	Success Indicator	Description/Definition
		revamping Academic Staff Colleges; academic growth and development of university teachers and engineering/technical teachers.
20	Implementation of the Madhava Menon Committee Report for Streamlining of Distance Education	<p>Government had constituted a Committee under the Chairmanship of Prof. N R Madhava Menon to suggest measures to regulate the standards of education being imparted through the Distance Mode. The Terms of Reference of the Committee were as under:-</p> <p>To harmonize the legal position in respect of distance education programmes in various disciplines, as they concern the UGC Act, AICTE Act and IGNOU Act</p> <ul style="list-style-type: none"> • To recommend framework for approval of Distance Education Courses/institutions within functional jurisdiction of UGC, AICTE and DEC in dealing with the subject matters of distance education • To recommend outcome benchmarks for distance education systems which will facilitate equivalence with conventional modes • To recommend guidelines for processing of the approval of technical programmes through distance and mixed mode • To suggest ways towards enhanced contribution of Distance Education to reach the targeted Gross Enrolment Ratio (GER) of 30% by 2020 • The Madhav Menon Committee Report has already been submitted to the Government. The success indicator would be the implementation of the key recommendations as accepted by the Government.

S.No.	Success Indicator	Description/Definition
21	Mandatory Accreditation (Number of Central Higher Education institutions applying for accreditation)	Although the legislative proposal to provide for mandatory accreditation is still under consideration of the Parliament, the Central Higher Educational Institutions will be encouraged to voluntarily opt for accreditation of their institutions.
22	Dematerialization of Certificates of Educational Qualifications	The Government is contemplating the establishment of a national database of academic qualifications created and maintained in an electronic format by an identified, registered depository. This would provide immense benefit to institutions, students, alumni and employers by enabling online access of academic qualifications, eliminating the need for persons to approach educational institutions for obtaining transcripts or for verification as well as reduce the need for institutions to preserve records related to academic performance of students for number of years. The system could also eliminate fraudulent practices such as forging of certificates and mark sheets through facilitating online verification.
23	National Mission on Education through ICT (i) Draft of Technology-based education policy (ii) Connectivity (iii) Utilization of connectivity (Average bandwidth utilization in Mbps by the University) (iv) Preparation of framework for training of Teachers, including training of Trainers in ICT based education.	National Mission on Education through ICT is currently under implementation and around 400 Universities and more than 18,000 Colleges have been provided connectivity. The Success indicator of this Mission is the usage of this connectivity and e-content generated under this Mission.
24	Establishment of Meta University	This again is a new concept in the Indian education system where two or more universities would be collaborating, by way of student and staff mobility as also mobility of academic credits to foster greater synergies between universities.

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S.No.	Success Indicator	Description/Definition
25	Shift to norm and entitlement based grant from demand and inspection based grants (issue of framework by UGC)	The framework from UGC will achieve the objective of using norms and entitlements instead of demand and inspection based grants disbursement. This will ensure an objective method of grant disbursement with lesser scope of discretion and linked to outcome related to quality of education.
26	Finalization of scheme for faculty sharing	UGC would be tasked to finalize a scheme for sharing of faculty resources within institutions under MHRD as also with research labs under CSIR and similar other organization.
27	Identification of universities with potential for innovation for Development of Innovation Universities	The Department would identify existing universities who have potential for development as Innovation Universities.
28	Establishment of five centers for Design Innovation in Central Institutions (i) Preparation of concept paper (ii) Identification of Institutions	Designs Innovation Centers are proposed during the XII Five Year Plan. Since the XII Five Year Plan is yet to be finalized, presently five such centers will be approved in existing institutions.
29	Establishment of Centres of Excellence in Frontier Areas of Science	The draft EFC Memo would be prepared and circulated for views/comments of all the concerned Ministries/Departments.
30	Launch of webportal for faculty resources to enable NET/SET qualified and Ph.D candidates (awarded after 2009) to upload their details	This will achieve the objective of quickly connecting the academic institutions with prospective faculty members to impart momentum to the process of recruitment. This activity will be undertaken through UGC and the Success indicator is the launch of the portal by the UGC.
31	Issue of Regulations by UGC by UGC for enhancing collaboration with Foreign Educational Institutions.	This activity will be undertaken through UGC and the Success indicator is the issue of the Regulation by UGC.
32	Submission to EFC for formulation of scheme of Teaching Assistantship and National Professorship.	The scheme of Teaching Assistantship will enable a postgraduate student to simultaneously work as a prospective faculty. This will lower the age of entry to the academic profession and provide faculty like resources to vacant position. National Professorship will support academic development, enhance teaching and research qualities and encourage universities to develop their own strength.

S.No.	Success Indicator	Description/Definition
33	Implementation of review committee recommendations regarding fellowships by the 4 Research councils- (Issue of orders by ICHR, ICPR, ICSSR, IIAS)	The Success Indicator is the issue of order by the respective Research Councils.
34	Issue of Regulation by UGC for putting in place a regulatory framework for Private Universities.	This activity will be undertaken through UGC and the success indicator is the launch of the portal by the UGC.
35	Apprentice Training Scheme-Graduate Engineers and Diploma Holders trained.	The Success Indicator is the number of apprentice trained.
36	Conduct of workshops for implementation of NVEQF	The Success Indicator is the numbers of workshops held.
37	Implementation of Technical Education Quality Improvement Programme-(TEQIP) II	In order to enhance the quality in Technical Education, Department has implemented a Technical Quality Improvement Programme with the assistance from the World Bank to improve the quality of education and enhance the capacities of the technical institutions to become dynamic, demand-driven, quality conscious and competitive at national and international levels. The proposed reforms include capacity building in Governance, faculty development, examination reforms, regular curriculum revision, introduction of semester system, focus on research and giving autonomy with the accountability. To cover these areas, the project proposes to conduct 40 workshops during the year.
38	Finalization of Report for review of NITs	The success indicator is the finalization of the Review Report.
39	Preparation of action plan for implementation of international collaboration arrangements	The Success Indicator is the finalizations of the action plan for implementation of the existing international collaboration arrangements.
40	Issue of guidelines by AIU for mutual recognition of Qualification among collaborating countries.	This activity will be undertaken through AIU and the Success indicator will be the issue of guidelines by AIU.

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S.No.	Success Indicator	Description/Definition
41	Revision of Adarsh Sanskrit Mahavidhyala and Shod Sansthan Scheme	The Success Indicator will be the revision of the scheme as per the timelines indicated in the RFD.
42	Documentation and preservation of Endangered Languages	The Success Indicator will be issue of guidelines as per the timelines indicated in the RFD.
43	Bharat Bhasha Vikas Yojna for Development of non-scheduled languages	The Success Indicator will be issue of guidelines as per the timelines indicated in the RFD.
44	Appointment of Ombudsman	The Success Indicator will be number of Ombudsman appointed in Central Educational Institutions.
45	Action plan for Implementation of recommendations of Kakodkar Committee	<p>With a view to ensuring autonomy and future of IITs as world class institutions of research and higher learning, the Kakodkar Committee, constituted by the Ministry of Human Resource Development, has made some major recommendations, viz:</p> <ul style="list-style-type: none"> - Scaling up of Ph.D students from less than 1000 Ph. D graduates per year to 10,000 Ph. D graduated by 2020-25. - To bring UG:PG ratio close to 1:1. - Government to financially support research at IITs. - Enabling Ministries to set up R & D labs in IITs to drive Technology Development relevant to the nation. - To put in place a fee regime which takes care of operating cost with necessary safeguards for students from weaker sections. - Scaling up of quality faculty, besides strengthening of part time/adjunct faculty from the industry, visiting faculty, etc. - A plan to create at least 1,00,000 equality engineering graduates per year through Central Government funded institutions. The Success Indicator will be the finalizations of action plan for implementation of the recommendation of the Kakodkar Committee.

S.No.	Success Indicator	Description/Definition
46	Report to the People on Education	As a follow-up of Hon'ble President's address to Parliament, Ministry of Human Resource Development is required to prepare Five Annual Reports to the People on Education outlining the broad areas of priority of the Government to generate a national debate. Two reports in a series of five have been uploaded on the website of the Ministry. The success indicator will be preparation of the third Report as per time lines indicated in the RFD.
47	Timely dissemination of education statistics	The Success Indicators are the timely release of educational statistics as per the timelines indicated in the RFD.
48	Master Plans for new Central Educational Institutions conforming to GRIHA Guidelines	The Success Indicator will be the number of Master Plans prepared for new Central Educational Institutions which are conforming to GRIHA guidelines.

The Acronyms used in this document are as under:-

AICTE	- All India Council for Technical Education
AIU	- Association of Indian Universities
ASC	- Academic Staff College
ATNs	- Action Taken Notes
ATRs	- Action Taken Reports
OBC	- Other Backward Class
C & AG	- Comptroller and Auditor General of India
CEIs	- Central Educational Institutions
DECI	- Distance Education Council of India
DPRs	- Detailed Project Reports
EFC	- Expenditure Finance Committee
GER	- Gross Enrolment Ratio
GRIHA	- Green Rating For Integrated Habitat Assessment
ICHR	- Indian Council of Historical Research
ICPR	- Indian Council of Philosophical Research
ICSSR	- Indian Council of Social Science Research
ICT	- Information & Communication Technology
IGNOU	- Indira Gandhi National Open University
IIAS	- Indian Institute of Advance Studies
IIITs	- Indian Institutes of Information Technology
IIMs	- Indian Institutes of Management
IISERs	- Indian Institutes of Scientific Education and Research
IITs	- Indian Institutes of Technology
ISO	- International Organization for Standardization
M.Tech	- Master of Technology
Mbps	- Megabits per second
NET	- National Eligibility Test
NITs	- National Institutes of Technology
NVEQF	- National Vocational Educational Qualifications Framework
PAC	- Public Accounts Committee
PG	- Post Graduate
Ph.D	- Doctor of Philosophy
RFD	- Results Framework Document
SC	- Scheduled Castes
SCERTs	- State Councils of Educational Research and Training
SET	- State Eligibility Test
SLET	- State Level Eligibility Test
ST	- Scheduled Tribes
TEQIP	- Technical Education Quality Improvement Programme
UG	- Under Graduate
UGC	- University Grants Commission

The success indicators in Table I are basically steps which are to be taken towards achieving the action point listed, which put together will result in the larger objectives identified by the Department of Higher Education i.e. (1) Access, Participation and Expansion, (2) Equity and Inclusion (3) Quality enhancement and (4) Governance Reforms

Section 5:

Specific Performance Requirements from other Departments

Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
Apex Regulatory Organisations, Universities, Colleges, Industry	Finalization of Concept Note	Consultation with the stakeholders	Higher Education reforms require consensus building amongst the stakeholders	Full support and commitment	It would hamper the achievement and delay the implementation of the scheme
	Identification of Colleges/Trade/ Industry				
	Issue of Guidelines				
State Governments	Selection of States and Partners and their site selection	Cooperation from the States and also from Industry Partner	State and Industry partners should come forward to share their contribution under PPP mode.	Full support and commitment	It would hamper the achievement and delay the implementation of the scheme.
	Formation of the Society	-	-	-	Scheme can not be implemented without formation of society for its implementation
	Persons trained	Cooperation of State Government	-	Full support and commitment	It would hamper the achievement and delay the implementation of the schemes
Planning Commission, Ministry of Finance	Preparation of Cabinet Note	Approval from these authorities	To formulate the scheme	Full Support	The scheme will not be implemented
IITs, IIMs, NITs	Commencement of full scale/capacity Academic programmes in new IITs	Start of the programmes to the capacity	Programme being run by the institute	Full Support	It would hamper the achievement

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Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
	Commencement of full scale/capacity Academic programmes in new IIMs	Start of the programmes to the capacity	Programme being run by the institute	Full support	It would hamper the achievement
	Commencement of full scale/capacity Academic programmes in new NITs	Start of the programmes to the capacity	Programme being run by the institute	Full support	It would hamper the achievement
IITs, IIMs, NITs	Finalization of DPRs of institutes	Submission of DPRs	For finalization	Full support	It would hamper the achievement
Planning Commission, Ministry of Finance	Finalization of EFC documents of the institutes	Their approval	For finalization of EFC	Full Support	It would hamper the achievement
IITs, IIMs, NITs	Finalization of DPRs of institutes	Submission of DPRs	For finalization	Full support	It would hamper the achievement
State Governments, Universities, colleges and Polytechnics	Operationali- zation of Women Hostels already sanctioned in Universities and colleges Operationalizati on of Women Hostels already sanctioned in Polytechnics	Cooperation from all stakeholders	For the operationalizati on of Women Hostels	Full support	The operationalizati on would be hampered
Universities and colleges	Sanction of new women hostels in universities and colleges.	Proposals from the universities and colleges	The sanction of the hostels is dependent upon the proposal from the stakeholders	Full support	The implementation of the scheme would be hampered.

Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
UGC, Universities and colleges	New/Additional Centers in Universities and colleges	Proposals from the universities and colleges	Financial assistance for opening New/Additional Centers can be released based on the proposals from Universities and colleges	Full support	The implementation of the scheme would be hampered
UGC, Universities, colleges and SC/ST candidates	Utilization of Available scholarships (1000)	Request for the scholarship	The release of scholarship is dependent upon application	Full	The available slots would not be utilized
UGC, Universities, colleges and eligible women	Utilization of Available fellowships	Request for fellowship	The release of fellowship is dependent upon application	Full	The available slots would not be utilized
UGC, Universities, colleges and eligible SC/ST candidates	Utilization of Available fellowships	Request for the scholarship	The release of scholarship is dependent upon application	Full	The available slots would not be utilized
UGC, Universities and colleges	New cells opened in universities and colleges	Request for financial assistance	Financial assistance for opening New cells is based on the proposals from Universities and colleges	Full	The opening of new Cells would be hampered.
Technical and Vocational Institutions	Differently Abled persons covered	Inclusion of Differently Abled persons in the mainstream	Technical and Vocational Institution should accommodate them	Full support and commitment	It would hamper the achievement.

Results-Framework Document (RFD) for Department of Higher Education-(2012-2013)

Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
Commercial Banks and State Governments	Interest subsidy provided on Educational Loans taken by students belonging to economically Backward background with annual family income less than 4.5 lakhs	Cooperation from Commerci al Banks for processing loans applications and State Government authorities for issuing income certificate	Loans are to be sanctioned by Commercial Banks and income certificate are to be given by designated State authorities	Full support and commitment	It would hamper the achievement.
Ministry of Finance	To formulate a Scheme for Credit Guarantee Fund for educationally weaker sections of the society	The scheme has been announced by Finance Minister in his Budget Speech	-	-	-
IIMs	Identifying 4 IIMs for establishing Re gional Centres offering long duration courses in Education Management	-	-	-	It would hamper the achievement
IIMs	Commencement of Programs	Cooperation from IIMs	For commence of programme	Full support and commitment	It would hamper the achievement
UGC, ASC	Direction to ASCs by UGC to revise curriculum of various courses.	Cooperation from UGC and ASCs	Identification of courses for revision of curriculum	Full support and commitment	It would hamper the achievement
-	Issue of Policy Direction to UGC, AICTE, IGNOU and DECI	-	-	-	It would hamper the achievement

Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
Central Higher Education institutions and National Board of Accreditation	Central Higher Education institutions applying for accreditation	Request from Central Higher Education institutions for accreditation	The Accreditation of institution is voluntary and not mandatory	Full support and commitment	It would hamper the achievement
Central Educational Institutions	Demateriali- zation of degrees in CEIs	-	-	-	It would hamper the achievement
Ministry of Telecommunica tions &IT, Universities, State Governments	(i)Draft of Technology -based education Policy	Timely comments	It involves a policy decision	Full support and commitment	It would hamper the achievement
	(ii) Connectivity	-	To implement the National Mission through ICT	Full support and commitment	It would hamper the achievement
	(iii)Utilization of connectivity (Average bandwidth utilization in Mbps by the University)				
Universities and Higher Education Institutions	Preparation of framework for training of Teachers, including training of Trainers, in ICT based education.	Participation by Universities and Higher Education Institutions	To implement the National Mission through ICT	Full support and commitment	It would hamper the achievement
UGC	Issue of framework by UGC	Norms and guidelines governing grants disbursal	To improve quality of higher education with a transparent and objective system based on norms and entitlements.	Coverage of entire amount of plan grants released by UGC	Absence of mechanism to improve quality of higher education

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Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
UGC, AICTE	Launch of portal	Web portal	It is an essential mechanism for ensuring real time dissemination of information between academic institutions and prospective faculty members	Reliable and scalable user friendly portal available on 24x7 basis	Absence of a mechanism for quickly connecting academic institutions with prospective faculty members. Resolution of problem of faculty shortage will be further delayed.
UGC	Issue of Regulations by UGC	Regulations by UGC	Essential for laying down a uniform framework for universities/colleges to avail services of foreign educational institutions with safeguards.	All collaborations with foreign educational institutions	Foreign educational institutions will conduct their operations without adequate safeguards for Indian students and faculty.
UGC	Submission to the EFC	Detailed scheme based on which the EFC will be formulated	Essential for tapping postgraduate students for faculty positions and for enhancing teaching and research quality	Full provision of funds as per EFC	A vast resource of postgraduate students will not be tapped for faculty positions to ameliorate faculty shortage. National level stimulus to disciplines with dedicated alumni will be delayed.

Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
State Government, AICTE, Technical Institutions	Graduate Engineers and Diploma holders trained	-	-	Full support	It would hamper the achievement and delay the implementation of the scheme
Countries signed MoU with Ministry of HRD	Preparation of action plan for Implementation of international collaboration arrangements	Specific action plans for different countries for education and research collaboration	For stimulating the collaborations in a focused manner on the mutually agreed action points	Action points like research in science and technology, skill development etc for specific countries	Performance on specific action points as mutually agreed with the different countries will not be achieved.
AIU	Issue of guidelines by AIU	Guidelines from AIU	-Essential for Mutual recognition of Qualifications among collaborating countries	Full support	It would hamper the achievement of activity
Evaluation agencies identified by the Department	Identification of evaluating agencies Implementation of Evaluation Report recommen- dations	Evaluation Report	To undertake evaluation of the scheme	Full support	The evaluation of the scheme would be hampered
State Governments, Planning Commission , Ministry of Finance and various Ministries	Preparation of EFC Note	Timely receipt of approval and comments from various Ministries and Departments	It involves policy decision	Full support	The implementation of the scheme would be hampered.
	Approval of Competent Authority				
	Issuance of guidelines				

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Departments/ Ministries/ Organizations	Relevant Success Indicator	What do you need?	Why do you need it?	How much you need?	What happens if you do not get it?
Central Educational Institutions	Appointment of Ombudsman	Cooperation from Central Educational Institutions required	To put in place an effective grievance redressal system in Central Educational Institutions	Full support	The implementation would be hampered.
Department of School Education & Literacy and Planning Commission	Release of Report	To prepare a report to the people on education	To get feed back from the stake holders on the report	-	-
Department of School Education & Literacy, State Governments and Educational Institutions	Release of Statistics of Higher and Technical Education for 2010-11.	States and educational institutions should give information	For data base	Full support	-do-
	Analysis of “Results of High School and Higher Secondary Examination 2010”	States and educational institutions should give information	For data base	Full support	-do-
	Release of Statistics of School Education 2010-11	States and educational institutions should give information	For data base	Full support	-do-
	Release of “Education at a Glance 2012”	States and educational institutions should give information	For data base	Full support	-do-

Section 6: Outcome/Impact of Department/Ministry

Outcome/Impact of Department/Ministry	Jointly responsible for influencing this outcome / impact with the following department (s) / ministry(ies)	Success Indicator	Unit	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15
1 Improved enrolment	State Governments, UGC, AICTE and Educational Institutions	Increase in GER in Higher Education	number					
2 Increased access to information technology	Central Educational Institutions	Number of Institutions with access to internet connectivity	number					
3 Improved quality of Higher Education	UGC, AICTE and Educational Institutions	% of Educational Institutions fully accredited	%					
		% of Educational Institutions fully compliant with National Standards for Accreditation	%					
4 Improvement in equity and inclusive Education	Central Educational Institutions	Average rating assigned by the National accreditation bodies	Grade					
		% of differently-abled persons enrolled in Higher Education	%					
		% of persons belonging to OBCs and minorities enrolled in Higher Education	%					
		% of persons belonging to SCs/STs enrolled in Higher Education	%					

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
1 Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XIth Plan. • To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.	16.50	Establishment of Community Colleges	Finalization of Concept Note	Date	1.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/03/2013	06/06/2012	100.0	1.0
						30/11/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013	30/11/2012	100.0	1.0
						31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	30/11/2012	100.0	1.0
						5	4	3	2	1	6	100.0	1.0
						3	2	1	0	0		N/A	N/A
Skill Development of population in adjoining areas through Community Polytechnics	2.50		Persons trained	number	1.00	120000	110000	90000	70000	50000	207683	100.0	2.5

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Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent	Very Good	Good	Fair	Poor		Raw Score	Weighted Score
						100%	90%	80%	70%	60%			
		Formulation of an umbrella scheme for incentivizing States for expansion and capacity building of higher education	Preparation of Cabinet Note	Date	2.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	08/11/2012	100.0	2.0
		Utilization of capacity in new IITs, IIMs and NITs	Commencement of full scale/capacity Academic programs in IITs	number	1.00	6	5	3	2	1	8	100.0	1.0
			Commencement of full scale/capacity Academic programs in IIMs	number	1.00	4	3	2	1	0	6	100.0	1.0
			Commencement of full scale/capacity Academic programs in NITs	number	1.00	5	4	2	1	0	10	100.0	1.0
		Review of DPRs: IITs, IISERs, IIMs and NITs	Finalization of DPRs of institutes	number	2.00	4	3	2	1	0	4	100.0	2.0
2 Equity and Inclusion	14.00	Revision of EFC Memos in respect of IITs, IISERs, IIMs and NITs	Finalization of EFC documents of the institutes	number	2.00	3	2	1	0	0	3	100.0	2.0
		Provision of Women Hostels in Universities, colleges and Polytechnics	Operationalization of Women Hostels already sanctioned in Universities and colleges	number	1.50	50	40	30	20	10	50	100.0	1.5

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Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
higher education by setting up of institutions in unserved and underserved areas.													
			Operationalization of Women Hostels already sanctioned in Polytechnics	number	1.00	50	40	30	20	10	50	100.0	1.0
			Sanction of new women hostels in universities and colleges	number	1.00	25	20	15	10	5	69	100.0	1.0
		Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	New/Additional Centers in Universities and colleges	number	1.50	50	40	35	30	25	1645	100.0	1.5
		Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	New/Additional Centers in universities and colleges	number	1.00	20	18	15	12	10	331	100.0	1.0
		Coaching centers for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	New/Additional Centers in universities and colleges	number	1.00	40	35	30	25	20	1162	100.0	1.0
		Post Graduate Scholarship for SC/ST students in professional courses	Utilization of Available scholarships (1000)	%	1.00	100	90	85	80	75	100	100.0	1.0
		Post Doctoral Fellowship for women	Utilization of Available fellowships	%	1.00	100	90	85	80	75	100	100.0	1.0
		Post Doctoral Fellowship for SC/ST candidates	Utilization of Available fellowships	%	1.00	100	90	85	80	75	100	100.0	1.0
		Equal Opportunity Cell	New cells opened in universities and colleges	number	1.00	50	45	40	35	30	916	100.0	1.0

Performance Evaluation Report

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Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Raw Score		Weighed Score	
<ul style="list-style-type: none"> •Consolidation and strengthening of State Institutions •To promote collaboration with International community, foreign governments, universities/institutions and regional and international organisations, for the advancement of universal knowledge and intellectual property rights. •To promote development of Indian languages. 														
				Date	1.00	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/10/2012	26/06/2012	100.0	1.0	
				Number	1.00	2	1	0	0	0	4	100.0	1.0	
				Date	1.00	31/05/2012	30/06/2012	31/07/2012	31/08/2012	30/09/2012	09/04/2012	100.0	1.0	
				Date	1.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	31/12/2012	100.0	1.0	

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent	Very Good	Good	Fair	Poor		Raw Score	Weighted Score
						100%	90%	80%	70%	60%			
		Mandatory accreditation	Central Higher Education institutions applying for accreditation	number	1.00	15	12	8	6	4	13	93.33	0.93
		Academic reforms	Dematerialization of degrees in CEIs	number	1.00	15	12	8	6	4		N/A	N/A
		National Mission on Education through ICT	Draft of Technology-based education Policy	Date	1.50	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013	31/01/2013	100.0	1.5
			Connectivity	number	1.50	6000	5400	4800	4200	3600	20117	100.0	1.5
			Utilization of connectivity (Average bandwidth utilization in Mbps by the University)	number	1.50	30	27	24	21	18	51	100.0	1.5
			Preparation of framework for training of Teachers, including training of Trainers, in ICT-based education.	Date	2.00	31/08/2012	30/09/2012	31/10/2012	30/11/2012	31/12/2012	25/06/2012	100.0	2.0
		Setting up Meta Universities through collaboration among existing institutes.	Identification of sets of constituents	number	1.00	2	1	0	0	0	1	90.0	0.9
		Shift to norm and entitlement based grant from demand and inspection based grants	Issue of framework by UGC	Date	1.00	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013		N/A	N/A
		Putting in place a scheme for faculty sharing	Finalization of scheme	Date	1.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013	18/07/2012	100.0	1.0
		Development of innovation Universities	Identification of Universities with potential for innovation	number	2.00	6	5	4	3	2	6	100.0	2.0
		Establishment of five centers for Design	Preparation of Concept paper	Date	1.00	31/08/2012	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/08/2012	100.0	1.0

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achievement	Raw Score	Weighted Score
		Innovation in Central Institutions											
			Identification of Institutions	Date	1.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013	30/09/2012	100.0	1.0
		Establishment of Centres of Excellence in frontier areas of Science	Finalization of EFC note	Date	2.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	31/07/2012	100.0	2.0
		Web Portal for faculty resources: to enable NET/SLET qualified and Ph.D candidates (awarded after 2009) to upload their details	Launch of portal	Date	1.00	31/07/2012	31/08/2012	30/09/2012	31/10/2012	30/11/2012	03/08/2012	99.03	0.99
		Enhancing collaboration with Foreign Educational Institutions	Issue of Regulations by UGC	Date	2.00	31/12/2012	31/01/2013	15/02/2013	28/02/2013	15/03/2013		N/A	N/A
		Formulation of new scheme of Teaching Assistantship and National Professors	Submission to the EFC	Date	2.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013		N/A	N/A
		Implementation of review committee recommendations regarding fellowships by the 4 research councils	Issue of orders by ICHR	Date	0.50	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	31/08/2012	100.0	0.5
			Issue of orders by ICPR	Date	0.50	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	09/07/2012	100.0	0.5
			Issue of orders by ICSSR	Date	0.50	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	15/10/2012	100.0	0.5
			Issue of orders by IIAS	Date	0.50	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	28/05/2012	100.0	0.5
	Putting in place a regulatory framework for Private universities	Issue of Regulations by UGC	Date	2.00	31/08/2012	30/09/2012	31/10/2012	30/11/2012	31/12/2012		N/A	N/A	

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achiev- ement	Raw Score	Weigh- ted Score
		Implementation of the Apprenticeship Training Scheme	Graduate Engineers and Diploma holders trained	number	2.00	70000	60000	50000	40000	30000	74557	100.0	2.0
		Implementation of NVEQF	Conduct of Workshops	number of workshops	1.00	7	6	5	4	3	9	100.0	1.0
		Capacity building of Teachers under TEQIP II	Conduct of Workshops	number	1.50	20	17	14	11	8	18	93.33	1.4
		Review of NITs	Finalization of Report	Date	2.00	30/09/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013	30/09/2012	100.0	2.0
		Strengthening of International collaboration in Education	Preparation of action plan for Implementation of international collaboration arrangements.	Date	1.00	30/11/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013	31/07/2012	100.0	1.0
		Mutual recognition of Qualifications among collaborating countries.	Issue of guidelines by AIU	Date	1.00	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	31/12/2012	100.0	1.0
		Evaluation of Old Schemes for Language Development	Identification of evaluating agencies	Date	0.50	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/03/2013	29/06/2012	100.0	0.5
			Implementation of Evaluation Report recommendations	Date	0.50	28/02/2013	07/03/2013	15/03/2013	22/03/2013	31/03/2013	29/06/2012	100.0	0.5
		Revision of Adarsh Sanskrit Mahavidhyala and Shodh Sansthan Scheme	Preparation of EFC Note	Date	0.50	30/06/2012	31/07/2012	31/08/2012	30/09/2012	31/03/2013	29/06/2012	100.0	0.5
			Approval of Competent Authority	Date	0.25	30/11/2012	31/12/2012	31/01/2013	28/02/2013	31/03/2013	29/06/2012	100.0	0.25
			Issuance of guidelines	Date	0.25	31/12/2012	31/01/2013	28/02/2013	15/03/2013	31/03/2013	29/06/2012	100.0	0.25
		Documentation and preservation of Endangered Languages	Preparation of EFC Note	Date	0.50	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/03/2013	28/09/2012	100.0	0.5

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value						Achievement		Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Achievement	Raw Score	Weighted Score	
4 Governance reforms •To promote autonomy, innovation and academic reforms in institutions of higher learning. •To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education.	10.00														
			Approval of Competent Authority	Date	0.25	31/01/2013	28/02/2013	07/03/2013	15/03/2013	31/03/2013		30/01/2013	100.0	0.25	
			Issuance of guidelines	Date	0.25	28/02/2013	07/03/2013	15/03/2013	22/03/2013	31/03/2013		28/02/2013	100.0	0.25	
			Preparation of EFC Note	Date	0.50	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/03/2013		27/09/2012	100.0	0.5	
			Approval of Competent Authority	Date	0.25	31/01/2013	28/02/2013	07/03/2013	15/03/2013	31/03/2013		27/09/2012	100.0	0.25	
		Setting up of complaint redressal mechanism in Educational Institutions.	Issuance of guidelines	Date	0.25	28/02/2013	07/03/2013	15/03/2013	22/03/2013	31/03/2013		27/09/2012	100.0	0.25	
			Appointment of Ombudsman	number of Ombudsman	2.00	10	8	6	4	3		17	100.0	2.0	
			Action plan for Implementation of recommendations	Date	2.00	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013		26/06/2012	100.0	2.0	
			Release of Report	Date	1.00	31/01/2013	15/02/2013	28/02/2013	15/03/2013	31/03/2013		31/01/2013	100.0	1.0	
			Release of Statistics of Higher and Technical Education for 2010-11.	Date	1.00	30/09/2012	30/11/2012	31/01/2013	28/02/2013	31/03/2013		28/09/2012	100.0	1.0	
			Analysis of Budgeted Expenditure 2010-11	Date	0.50	30/09/2012	31/10/2012	30/11/2012	31/12/2012	31/01/2013		23/08/2012	100.0	0.5	

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent	Very Good	Good	Fair	Poor		Raw Score	Weighted Score
						100%	90%	80%	70%	60%			
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft for Approval Timely submission of Results Implement mitigating strategies for reducing potential risk of corruption Implement ISO 9001 as per the approved action plan Timely preparation of departmental Innovation Action Plan (IAP) Implementation of Sevottam	Analysis of Results of High School and Higher Secondary Examination 2010	Date	0.50	31/10/2012	30/11/2012	31/12/2012	31/01/2013	28/02/2013	29/10/2012	100.0	0.5
			Release of Statistics of School Education 2010-11	Date	0.50	30/09/2012	30/11/2012	31/01/2013	28/02/2013	31/03/2013	27/09/2012	100.0	0.5
			Release of Education at a Glance 2012	Date	1.00	28/02/2013	31/03/2013				28/02/2013	100.0	1.0
			Master Plans for new Central Educational Institutions conforming to GRIHA Guidelines	number	1.50	6	5	4	3	2	6	100.0	1.5
* Administrative Reforms	6.00	Timely submission of Draft for Approval Timely submission of Results Implement mitigating strategies for reducing potential risk of corruption Implement ISO 9001 as per the approved action plan Timely preparation of departmental Innovation Action Plan (IAP) Implementation of Sevottam	On-time submission	Date	2.0	05/03/2012	06/03/2012	07/03/2012	08/03/2012	09/03/2012	05/03/2012	100.0	2.0
			On-time submission	Date	1.0	01/05/2012	03/05/2012	04/05/2012	05/05/2012	06/05/2012	01/05/2012	100.0	1.0
			% of implementation	%	2.0	100	95	90	85	80	100	100.0	2.0
			Area of operations covered	%	2.0	100	95	90	85	80	100	100.0	2.0
* Improving Internal Efficiency / responsiveness / service delivery of Ministry / Department	4.00	Timely preparation of departmental Innovation Action Plan (IAP) Implementation of Sevottam	On-time submission	Date	2.0	01/05/2013	02/05/2013	03/05/2013	06/05/2013	07/05/2013	30/04/2013	100.0	2.0
			Independent Audit of Implementation of Citizen's Charter	%	2.0	100	90	80	70	60	100	100.0	2.0
			Independent Audit of implementation of	%	2.0	100	90	80	70	60	27.72	0.0	0.0

* Mandatory Objective(s)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Performance		
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achievement	Raw Score	Weighted Score
* Ensuring compliance to the Financial Accountability Framework			public grievance redressal system										
	1.50	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	0.5	100	90	80	70	60	100	100.0	0.5
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRs submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	0.5	100	90	80	70	60	100	100.0	0.5
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2012	Percentage of outstanding ATRs disposed off during the year.	%	0.5	100	90	80	70	60	100	100.0	0.5

Total Composite Score :

88.73



Annexure



A N N E X U R E S

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DEPARTEMNT OF SCHOOL EDUCATION & LITERACY
Statement showing details of Grants released to NGO's exceeding
₹ 1.00 lakh during the period from 01.01.2013 to 31.03.2014

Sr. No	Grantee's Name	Sanction No.	Amount Released
1	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7	3880000
2	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7/1798	2058000
3	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7/1799	15062000
4	Andra Pradesh Mahila Samantha Society	F.7-1/2013-EE.7/431	14898000
5	Andra Pradesh Mahila Samantha Society	F.7-1/2013-EE.7/448	6610000
6	Andra Pradesh Mahila Samantha Society	F.7-1/2013-EE.7/449	2337000
7	Assam Mahila Samata Society	F.7-2/2013-EE.7	7435000
8	Assam Mahila Samata Society	F.7-2/2013-EE.7/1374	1932000
9	Assam Mahila Samata Society	F.7-2/2013-EE.7/1375	10633000
10	Bihar Mahila Samakhya Society	F.7-1/2013-EE.7/1852	2343000
11	Bihar Mahila Samakhya Society	F.7-1/2013-EE.7/1854	7654000
12	Bihar Mahila Samakhya Society	F.7-1/2013-EE.7/1856	17803000
13	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/1947	3881000
14	Bihar Mahila Samakhya Society	F.7-3/2013-EE.7/890	7949000
15	Bihar Mahila Samakhya Society	F.7-3/2013-EE.7/891	34068000
16	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/1948	386000
17	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/1949	16633000
18	Bihar Mahila Samakhya Society	F.7-3/2013-EE.7	792000
19	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2013-EE.7	5283000
20	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2013-EE.7/1194	1486000
21	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2013-EE.7/1195	3231000
22	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2012-EE.7	2796000
23	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2012-EE.7/1796	784000
24	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2012-EE.7/1800	1700000
25	J&K Destitute & Handicapped Welfare Association	F.7-1/2013-NLM.4(395531409)	472000
26	Jan Shikshan Sansthan, Nandurbar-II	F.21-1/2012-NLM-I/SC	297023
27	Jan Shikshan Sansthan, Nandurbar-II	F.21-1/2013-NLM-I	225000
28	Jan Shikshan Sansthan, Nandurbar-II	F.21-1/2013-NLM-I(ST)	1213500
29	Jan Shikshan Sansthan, Nandurbar-II	F.21-1/2012-NLM-I/1864	1184586

Sr. No	Grantee's Name	Sanction No.	Amount Released
30	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2013/NLM-I/GEN	1145000
31	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2013-NLM-I	703500
32	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2013-NLM-I(SC)	355000
33	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2013-NLM-I(ST)	441500
34	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2013/NLM-I/2674603	190942
35	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2013/NLM-I/1752803	356901
36	Jan Shikshan Saansthan, Chandrapur- II	F.21-1/2012/NLM-I-16785735	1236663
37	Jan Shikshan Sansthan	F.3-3/2008-NLM-II/1529	1335496
38	Jan Shikshan Sansthan	F.12-1/2013-AE.2/12057405	1210563
39	Jan Shikshan Sansthan	F.5-1/2013-NLM-II	110000
40	Jan Shikshan Sansthan	F.5-1/2013-NLM-II/26730888	896129
41	Jan Shikshan Sansthan	F.5-1/2013-NLM-II(2983000)	432000
42	Jan Shikshan Sansthan	F.5-1/2013-NLM-II(ST)/425500	247500
43	Jan Shikshan Sansthan	F.5-1/2013-NLM-II/26730888	1046000
44	Jan Shikshan Sansthan	F.5-1/2013-NLM-II/10527853	344001
45	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/5816500	920000
46	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/10282892	286500
47	Jan Shikshan Sansthan	F.5-1/2013-NLM-3(PT)	411042
48	Jan Shikshan Sansthan	F.5-1/2013-NLM-3(PT)	339085
49	Jan Shikshan Sansthan	F.7-1/2013-NLM.4(395531409)	575500
50	Jan Shikshan Sansthan	F.7-1/2013-NLM.4(395531409)	273500
51	Jan Shikshan Sansthan	F.7-1/2013-NLM.4(395531409)	651000
52	Jan Shikshan Sansthan	F.7-1/2013-NLM.4(395531409)	774186
53	Jan Shikshan Sansthan	F.7-1/2013-NLM.4(395531409)	552500
54	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/8251850	1053450
55	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/3931650	443550
56	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/3931650	224550
57	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/8251850	355450
58	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/8251850	225000
59	Jan Shikshan Sansthan	F.5-1/2013-NLM-3/8938641	728442
60	Jan Shikshan Sansthan	F.5-1/2013-NLM-II/10527853	419327
61	Jan Shikshan Sansthan	F.24-1/2010-AE.1	1310282
62	Jan Shikshan Sansthan	F.24-1/2010-AE.1(ii)	116980
63	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4(GEN)	1037802

Sr. No	Grantee's Name	Sanction No.	Amount Released
64	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4(SC)	299510
65	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4(ST)	160238
66	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4(395531409)	1378750
67	Jan Shikshan Sansthan Chanduli	F.7-1/2012-NLM-4(395531409)	583500
68	Jan Shikshan Sansthan Chanduli	F.7-1/2013-NLM.4(395531409)	910451
69	Jan Shikshan Sansthan Chanduli	F.7-1/2013-NLM.4(GEN)	1040569
70	Jan Shikshan Sansthan Chanduli	F.7-1/2013-NLM.4(SC)	300309
71	Jan Shikshan Sansthan Chanduli	F.7-1/2012-NLM-4(ST)	160664
72	Jan Shikshan Sansthan Dadra & Nagar Haveli	F.21-1/2013-NLM-I	225000
73	Jan Shikshan Sansthan Dadra & Nagar Haveli	F.21-1/2013-NLM-I(ST)	1236000
74	Jan Shikshan Sansthan Deogarh	F.5-3/2012-NLM-3(4541363)	159264
75	Jan Shikshan Sansthan Deogarh	F.5-3/2012-NLM-3(8488529)	297690
76	Jan Shikshan Sansthan Deogarh	F.5-3/2012-NLM-3(29412752)	1031494
77	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2013-NLM.4(395531409)	1169000
78	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2013-NLM.4(395531409)	214776
79	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2012-NLM-4(GEN)	1037174
80	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2012-NLM-4(SC)	299328
81	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2012-NLM-4(ST)	160140
82	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2013-NLM.4(395531409)	106000
83	Jan Shikshan Sansthan Gurgaon	F.12-1/2013-AE.2/6372093	281564
84	Jan Shikshan Sansthan Gurgaon	F.12-1/2012-AE.2(GENL)	1031708
85	Jan Shikshan Sansthan Gurgaon	F.12-1/2012-AE.2(SC)	297751
86	Jan Shikshan Sansthan Gurgaon	F.12-1/2012-AE.2(ST)	159297
87	Jan Shikshan Sansthan Gurgaon	F.12-1/2013-AE.2/5806595	282975
88	Jan Shikshan Sansthan Gurgaon	F.12-1/2013-AE.2	1216625
89	Jan Shikshan Sansthan Khandwa Madhya Pradesh	F.7-1/2012-NLM-4(GEN)	1037861
90	Jan Shikshan Sansthan Khandwa Madhya Pradesh	F.7-1/2012-NLM-4(SC)	299527
91	Jan Shikshan Sansthan Khandwa Madhya Pradesh	F.7-1/2012-NLM-4(ST)	160246
92	Jan Shikshan Sansthan Kupwara	F.12-1/2013-AE.2/1350165	182477
93	Jan Shikshan Sansthan Kupwara	F.12-1/2013-AE.2/5806595	181897
94	Jan Shikshan Sansthan Lakhimpur Kheri	F.7-1/2012-NLM-4(SC)	299972
95	Jan Shikshan Sansthan Raigad	F.5-2/2013-NLM.3	1732500
96	Jan Shikshan Sansthan Raigad	F.21-1/2012-NLM.I/SC	295875
97	Jan Shikshan Sansthan Raigad	F.21-1/2013-NLM-I	1151500

Sr. No	Grantee's Name	Sanction No.	Amount Released
98	Jan Shikshan Sansthan Raigad	F.21-1/2013-NLM-I(ST)	289000
99	Jan Shikshan Sansthan, Bhimital (Nainital)	F.7-1/2013-NLM.4(395531409)	1017500
100	Jan Shikshan Sansthan, Bhimital (Nainital)	F.7-1/2013-NLM.4(395531409)	466500
101	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2013-NLM.4(395531409)	391500
102	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2013-NLM.4(395531409)	1094419
103	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2012-NLM-4(GEN)	950166
104	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2012-NLM-4(ST)	146706
105	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2012-NLM-4(SC)	274218
106	Jan Shikshan Sansthan, Guwahati	F.24-1/2010-AE.1(i)	158701
107	Jan Shikshan Sansthan, Guwahati	F.24-1/2010-AE.1/3997962	1324484
108	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2013-AE.2/1487870	1211300
109	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2013-AE.2/6372093	130555
110	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2013-AE.2/12057405	236798
111	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2012-AE.2(GENL)	993962
112	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2012-AE.2(SC)	286858
113	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2012-AE.2(ST)	153469
114	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2013-AE.2/5806595	116110
115	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2013-AE.2/1350165	1077286
116	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2013-AE.2	210599
117	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2013-NLM.4(395531409)	917500
118	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2013-NLM.4(395531409)	473203
119	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2012-NLM-4(GEN)	952736
120	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2012-NLM-4(SC)	274960
121	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2012-NLM-4(ST)	147104
122	Jan Shikshan Sansthan, (West Imphal)	F.24-1/2010-AE-1/7267546	1036919
123	Jan Shikshan Sansthan, (West Imphal)	F.24-1/2010-AE.1(i)	299255
124	Jan Shikshan Sansthan, (West Imphal)	F.24-1/2010-AE.1(ii)	160102
125	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1/1291	122108
126	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1	425117
127	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1(i)	359395
128	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1(ii)	463386
129	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1/1289	790847
130	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1/1290	228239
131	Jan Shikshan Sansthan, Agra	F.7-1/2013-NLM.4(395531409)	951946

Sr. No	Grantee's Name	Sanction No.	Amount Released
132	Jan Shikshan Sansthan, Agra	F.7-1/2013-NLM.4(395531409)	526000
133	Jan Shikshan Sansthan, Agra	F.7-1/2012-NLM-4(SC)	300000
134	Jan Shikshan Sansthan, Agra	F.7-1/2012-NLM-4(GEN)	1039500
135	Jan Shikshan Sansthan, Agra	F.7-1/2012-NLM-4(ST)	160500
136	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2013/NLM-I/SC	291500
137	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2013/NLM-I/GEN	1208500
138	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2012-NLM.I/SC	298215
139	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2013-NLM-I	1035500
140	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2013-NLM-I(SC)	291500
141	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2013-NLM-I(ST)	173000
142	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2013/NLM-I/2674603	161221
143	Jan Shikshan Sansthan, Aizwal	F.3-1/2013-EE.8(I)	393000
144	Jan Shikshan Sansthan, Ajmer	F.21-1/2012/NLM-I-4306516	980513
145	Jan Shikshan Sansthan, Ajmer	F.21-1/2012/NLM-I-571611	282976
146	Jan Shikshan Sansthan, Ajmer	F.21-1/2012/NLM-I-635604	151393
147	Jan Shikshan Sansthan, Ajmer	F.21-1/2013-NLM-I(SC)	504500
148	Jan Shikshan Sansthan, Ajmer	F.21-1/2013-NLM-I	1178500
149	Jan Shikshan Sansthan, Akola	F.21-1/2013/NLM-I/GEN	1248000
150	Jan Shikshan Sansthan, Akola	F.21-1/2013/NLM-I/SC	252000
151	Jan Shikshan Sansthan, Akola	F.21-1/2012-NLM.I/SC	299694
152	Jan Shikshan Sansthan, Akola	F.21-1/2013-NLM-I	1100000
153	Jan Shikshan Sansthan, Akola	F.21-1/2013-NLM-I(SC)	252000
154	Jan Shikshan Sansthan, Akola	F.21-1/2013-NLM-I(ST)	148000
155	Jan Shikshan Sansthan, Akola	F.21-1/2013/NLM-I/2674603	150959
156	Jan Shikshan Sansthan, Akola	F.21-1/2012/NLM-I-16785735	919121
157	Jan Shikshan Sansthan, Aligarh	F.7-1/2013-NLM.4(395531409)	512500
158	Jan Shikshan Sansthan, Aligarh	F.7-1/2013-NLM.4(395531409)	620000
159	Jan Shikshan Sansthan, Aligarh	F.7-1/2012-NLM-4(SC)	299200
160	Jan Shikshan Sansthan, Aligarh	F.7-1/2012-NLM-4(GEN)	1036728
161	Jan Shikshan Sansthan, Aligarh	F.7-1/2012-NLM-4(ST)	160072
162	Jan Shikshan Sansthan, Aligarh	F.7-1/2013-NLM.4(395531409)	987500
163	Jan Shikshan Sansthan, Allahabad	F.7-1/2013-NLM.4(395531409)	976290
164	Jan Shikshan Sansthan, Allahabad	F.7-1/2013-NLM.4(395531409)	513500
165	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4/1680354	298263

Sr. No	Grantee's Name	Sanction No.	Amount Released
166	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4(ST)	159697
167	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4(GEN)	1034303
168	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4(SC)	298500
169	Jan Shikshan Sansthan, Allahabad	F.7-1/2012/NLM-4(ST)/898989	159571
170	Jan Shikshan Sansthan, Allahabad	F.7-1/2012/NLM-4(ST)/5822427	1033482
171	Jan Shikshan Sansthan, Allahabad (Daws)	F.7-1/2013-NLM.4(395531409)	986500
172	Jan Shikshan Sansthan, Allahabad (Daws)	F.7-1/2013-NLM.4(395531409)	513500
173	Jan Shikshan Sansthan, Almora	F.7-1/2013-NLM.4(395531409)	534000
174	Jan Shikshan Sansthan, Almora	F.7-1/2013-NLM.4(395531409)	966000
175	Jan Shikshan Sansthan, Almora	F.7-1/2012-NLM-4/1680354	281301
176	Jan Shikshan Sansthan, Almora	F.7-1/2012/NLM-4(ST)/898989	150496
177	Jan Shikshan Sansthan, Almora	F.7-1/2012/NLM-4(ST)/5822427	974708
178	Jan Shikshan Sansthan, Ambedkarnagar	F.7-1/2012-NLM-4(ST)	160499
179	Jan Shikshan Sansthan, Ambedkarnagar	F.7-1/2012-NLM-4(SC)	300000
180	Jan Shikshan Sansthan, Ambedkarnagar	F.7-1/2012-NLM-4(GEN)	1039500
181	Jan Shikshan Sansthan, Ambedkarnagar	F.21-1/2012/NLM-I-16785735	1026880
182	Jan Shikshan Sansthan, Amethi	F.7-1/2013-NLM.4(395531409)	956324
183	Jan Shikshan Sansthan, Amethi	F.7-1/2012-NLM-4(ST)	158722
184	Jan Shikshan Sansthan, Amethi	F.7-1/2012-NLM-4(SC)	296676
185	Jan Shikshan Sansthan, Amethi	F.7-1/2012-NLM-4(GEN)	1027986
186	Jan Shikshan Sansthan, Ananthapur	F.5-1/2013-NLM-II/26730888	1071500
187	Jan Shikshan Sansthan, Ananthapur	F.5-1/2013-NLM-II/10527853	344000
188	Jan Shikshan Sansthan, Ananthapur	F.5-1/2012-NLM-II(GENL)	1194087
189	Jan Shikshan Sansthan, Ananthapur	F.5-1/2012-NLM-II(SC)	298522
190	Jan Shikshan Sansthan, Angul	F.5-3/2012-NLM-3(29412752)	1029510
191	Jan Shikshan Sansthan, Angul	F.5-3/2012-NLM-3(4541363)	158957
192	Jan Shikshan Sansthan, Angul	F.5-3/2012-NLM-3(8488529)	297117
193	Jan Shikshan Sansthan, Angul	f.5-1/2013-NLM-3/27177860	1061789
194	Jan Shikshan Sansthan, Angul	F.5-1/2013-NLM-3(PT)	811500
195	Jan Shikshan Sansthan, Angul	F.5-1/2013-NLM-3/10282892	413500
196	Jan Shikshan Sansthan, Angul	F.5-1/2013-NLM-3/8938641	275000
197	Jan Shikshan Sansthan, Arwal	f.5-1/2013-NLM-3/27177860	1056500
198	Jan Shikshan Sansthan, Arwal	f.5-1/2013-NLM-3-SC/116028857	443500
199	Jan Shikshan Sansthan, Arwal	F.5-1/2013-NLM-3/3931650	443500

Sr. No	Grantee's Name	Sanction No.	Amount Released
200	Jan Shikshan Sansthan, Arwal	F.5-1/2013-NLM-3/8251850	1054000
201	Jan Shikshan Sansthan, Arwal	F.5-4/2013-NLM-3/690023	141952
202	Jan Shikshan Sansthan, Arwal	F.5-4/2013-NLM-3/4469036	919375
203	Jan Shikshan Sansthan, Arwal	F.5-4/2013-NLM-3/1289765	265332
204	Jan Shikshan Sansthan, Aurangabad(Bihar)	F.5-3/2012-NLM-3(8488529)	297913
205	Jan Shikshan Sansthan, Aurangabad(Bihar)	F.5-3/2012-NLM-3(29412752)	1032268
206	Jan Shikshan Sansthan, Aurangabad(Bihar)	F.5-3/2012-NLM-3(4541363)	159383
207	Jan Shikshan Sansthan, Aurangabad(Bihar)	F.5-1/2013-NLM-3(PT)	935500
208	Jan Shikshan Sansthan, Aurangabad(Bihar)	F.5-1/2013-NLM-3/10282892	562500
209	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2013-NLM-I	1284500
210	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2013-NLM-I(SC)	370000
211	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2013/NLM-I/GEN	1380000
212	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2013/NLM-I/SC	370000
213	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2013/NLM-I/2674603	117185
214	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2013/NLM-I/1752803	219037
215	Jan Shikshan Sansthan, Aurangabad(Maharashtra)	F.21-1/2012/NLM-I-16785735	758964
216	Jan Shikshan Sansthan, Azamgarh	F.7-1/2013-NLM.4(395531409)	880000
217	Jan Shikshan Sansthan, Azamgarh	F.7-1/2012-NLM-4(SC)	295065
218	Jan Shikshan Sansthan, Azamgarh	F.7-1/2012-NLM-4(GEN)	1022403
219	Jan Shikshan Sansthan, Azamgarh	F.7-1/2012-NLM-4(ST)	157861
220	Jan Shikshan Sansthan, Bagalkot	F.5-1/2013-NLM-II	845807
221	Jan Shikshan Sansthan, Bagalkot	F.5-1/2013-NLM-II(2199943)	299324
222	Jan Shikshan Sansthan, Bagalkot	F.5-1/2012-NLM-II(GENL)	1039500
223	Jan Shikshan Sansthan, Bagalkot	F.5-1/2012-NLM-II(ST)	160500
224	Jan Shikshan Sansthan, Bagalkot	F.5-1/2012-NLM-II(SC)	300000
225	Jan Shikshan Sansthan, Bageshwar	F.7-1/2013-NLM.4(395531409)	619000
226	Jan Shikshan Sansthan, Bageshwar	F.7-1/2013-NLM.4(395531409)	861500
227	Jan Shikshan Sansthan, Bageshwar	F.7-1/2012/NLM-4(ST)/898989	137488
228	Jan Shikshan Sansthan, Bageshwar	F.7-1/2012/NLM-4(ST)/5822427	890464
229	Jan Shikshan Sansthan, Bahraich	F.7-1/2012-NLM-4(ST)	160500
230	Jan Shikshan Sansthan, Bahraich	F.7-1/2013-NLM.4(395531409)	1144773
231	Jan Shikshan Sansthan, Bahraich	F.7-1/2012-NLM-4(GEN)	1039500
232	Jan Shikshan Sansthan, Bahraich	F.7-1/2012-NLM-4(SC)	300000
233	Jan Shikshan Sansthan, Bahraich	F.7-1/2013-NLM.4(395531409)	353000

Sr. No	Grantee's Name	Sanction No.	Amount Released
234	Jan Shikshan Sansthan, Balangir	F.5-3/2012-NLM-3(29412752)	1030808
235	Jan Shikshan Sansthan, Balangir	F.5-3/2012-NLM-3(4541363)	159158
236	Jan Shikshan Sansthan, Balangir	F.5-3/2012-NLM-3(8488529)	297491
237	Jan Shikshan Sansthan, Balangir	F.5-1/2013-NLM-3/SC	409887
238	Jan Shikshan Sansthan, Balangir	F.5-1/2013-NLM-3/GEN	1078808
239	Jan Shikshan Sansthan, Balangir	F.5-1/2013-NLM-3/10282892	412948
240	Jan Shikshan Sansthan, Balangir	F.5-1/2013-NLM-3(PT)	582926
241	Jan Shikshan Sansthan, Balangir	F.5-1/2013-NLM-3/8938641	503936
242	Jan Shikshan Sansthan, Balasore	F.5-3/2012-NLM-3(29412752)	1023861
243	Jan Shikshan Sansthan, Balasore	F.5-3/2012-NLM-3(8488529)	295487
244	Jan Shikshan Sansthan, Balasore	F.5-3/2012-NLM-3(4541363)	158085
245	Jan Shikshan Sansthan, Balasore	F.5-1/2013-NLM-3/8938641	277433
246	Jan Shikshan Sansthan, Balasore	F.5-1/2013-NLM-3(PT)	758816
247	Jan Shikshan Sansthan, Balasore	F.5-1/2013-NLM-3/10282892	463388
248	Jan Shikshan Sansthan, Ballia UP.	F.7-1/2013-NLM.4(395531409)	1046398
249	Jan Shikshan Sansthan, Ballia UP.	F.7-1/2013-NLM.4(395531409)	395000
250	Jan Shikshan Sansthan, Ballia UP.	F.7-1/2012-NLM-4(GEN)	1039500
251	Jan Shikshan Sansthan, Ballia UP.	F.7-1/2012-NLM-4(ST)	160500
252	Jan Shikshan Sansthan, Ballia UP.	F.7-1/2012-NLM-4(SC)	300000
253	Jan Shikshan Sansthan, Banaskantha	F.21-1/2012-NLM-I/2828802	298969
254	Jan Shikshan Sansthan, Banaskantha	F.21-1/2012/NLM-I-9801798	1035929
255	Jan Shikshan Sansthan, Banaskantha	F.21-1/2012-NLM-I/1513410	159950
256	Jan Shikshan Sansthan, Banaskantha	F.21-1/2013-NLM-I(ST)	188000
257	Jan Shikshan Sansthan, Banaskantha	F.21-1/2013-NLM-I(SC)	265500
258	Jan Shikshan Sansthan, Banaskantha	F.21-1/2013-NLM-I	1046500
259	Jan Shikshan Sansthan, Banda	F.7-1/2013-NLM.4(395531409)	503500
260	Jan Shikshan Sansthan, Banda	F.7-1/2012-NLM-4(GEN)	1037110
261	Jan Shikshan Sansthan, Banda	F.7-1/2012-NLM-4(SC)	299310
262	Jan Shikshan Sansthan, Banda	F.7-1/2012-NLM-4(ST)	160130
263	Jan Shikshan Sansthan, Bangalore	F.5-1/2013-NLM-II	1081280
264	Jan Shikshan Sansthan, Bangalore	F.5-1/2013-NLM-II(2199943)	295374
265	Jan Shikshan Sansthan, Bangalore	F.5-1/2012-NLM-II(SC)	370077
266	Jan Shikshan Sansthan, Bangalore	F.5-1/2012-NLM-II(GENL)	1282315
267	Jan Shikshan Sansthan, Bangalore	F.5-1/2012-NLM-II(ST)	197991

Sr. No	Grantee's Name	Sanction No.	Amount Released
268	Jan Shikshan Sansthan, Bankura, WB	F.24-1/2010-A.E.I/1806	581500
269	Jan Shikshan Sansthan, Bankura, WB	F.24-1/2010-A.E.I/1807	231500
270	Jan Shikshan Sansthan, Bankura, WB	F.24-1/2010-A.E.I/1808	687000
271	Jan Shikshan Sansthan, Bankura, WB	F.24-1/2010-AE.1/1292	1024623
272	Jan Shikshan Sansthan, Bankura, WB	F.24-1/2010-AE.1/1293	295706
273	Jan Shikshan Sansthan, Bankura, WB	F.24-1/2010-AE.1/1294	158203
274	Jan Shikshan Sansthan, Barabanki	F.7-1/2013-NLM.4(395531409)	653500
275	Jan Shikshan Sansthan, Barabanki	F.7-1/2013-NLM.4(395531409)	471250
276	Jan Shikshan Sansthan, Barabanki	F.7-1/2013-NLM.4(395531409)	726465
277	Jan Shikshan Sansthan, Barabanki	F.7-1/2012-NLM-4(ST)	160500
278	Jan Shikshan Sansthan, Barabanki	F.7-1/2012-NLM-4(SC)	300000
279	Jan Shikshan Sansthan, Barabanki	F.7-1/2012-NLM-4(GEN)	1039500
280	Jan Shikshan Sansthan, Bareilly	F.7-1/2013-NLM.4(395531409)	305500
281	Jan Shikshan Sansthan, Bareilly	F.7-1/2013-NLM.4(395531409)	1194384
282	Jan Shikshan Sansthan, Bareilly	F.7-1/2012-NLM-4(SC)	300000
283	Jan Shikshan Sansthan, Bareilly	F.7-1/2012-NLM-4(GEN)	1039500
284	Jan Shikshan Sansthan, Bareilly	F.7-1/2012-NLM-4(ST)	160500
285	Jan Shikshan Sansthan, Bastar C.G.	F.5-1/2013-NLM-3/5816500	1219500
286	Jan Shikshan Sansthan, Bastar C.G.	F.5-4/2013-NLM-3	923705
287	Jan Shikshan Sansthan, Bastar C.G.	F.5-4/2013-NLM-3/1719812	266582
288	Jan Shikshan Sansthan, Bastar C.G.	F.5-4/2013-NLM-3/920097	142621
289	Jan Shikshan Sansthan, Basti	F.7-1/2012-NLM-4(ST)	160010
290	Jan Shikshan Sansthan, Basti	F.7-1/2012-NLM-4(SC)	299085
291	Jan Shikshan Sansthan, Basti	F.7-1/2012-NLM-4(GEN)	1036330
292	Jan Shikshan Sansthan, Basti	F.7-1/2013-NLM.4(395531409)	505500
293	Jan Shikshan Sansthan, Basti	F.7-1/2013-NLM.4(395531409)	974468
294	Jan Shikshan Sansthan, Beed	F.21-1/2012-NLM.I/SC	298452
295	Jan Shikshan Sansthan, Beed	F.21-1/2013-NLM-I	1156500
296	Jan Shikshan Sansthan, Beed	F.21-1/2013-NLM-I(SC)	317500
297	Jan Shikshan Sansthan, Beed	F.21-1/2013/NLM-I/GEN	1182500
298	Jan Shikshan Sansthan, Beed	F.21-1/2013/NLM-I/SC	317500
299	Jan Shikshan Sansthan, Beed	F.21-1/2013/NLM-I/2674603	160500
300	Jan Shikshan Sansthan, Beed	F.21-1/2012/NLM-I-16785735	1027315
301	Jan Shikshan Sansthan, Bhadohi	F.7-1/2013-NLM.4(395531409)	983000

Sr. No	Grantee's Name	Sanction No.	Amount Released
302	Jan Shikshan Sansthan, Bhadohi	F.7-1/2013-NLM.4(395531409)	517000
303	Jan Shikshan Sansthan, Bhadohi	F.7-1/2012-NLM-4(GEN)	1039204
304	Jan Shikshan Sansthan, Bhadohi	F.7-1/2012-NLM-4(ST)	160454
305	Jan Shikshan Sansthan, Bhadohi	F.7-1/2012-NLM-4(SC)	299914
306	Jan Shikshan Sansthan, Bhadrak	F.5-1/2013-NLM-3(PT)	937000
307	Jan Shikshan Sansthan, Bhadrak	F.5-1/2013-NLM-3/10282892	519500
308	Jan Shikshan Sansthan, Bhadrak	F.5-3/2012-NLM-3(29412752)	1036659
309	Jan Shikshan Sansthan, Bhadrak	F.5-3/2012-NLM-3(8488529)	299180
310	Jan Shikshan Sansthan, Bhadrak	F.5-3/2012-NLM-3(4541363)	160061
311	Jan Shikshan Sansthan, Bharuch	F.21-1/2012/NLM-I-9801798	1003275
312	Jan Shikshan Sansthan, Bharuch	F.21-1/2012-NLM-I/1513410	154907
313	Jan Shikshan Sansthan, Bharuch	F.21-1/2012-NLM-I/2828802	299111
314	Jan Shikshan Sansthan, Bharuch	F.21-1/2013/NLM-I/SC	113000
315	Jan Shikshan Sansthan, Bharuch	F.21-1/2013/NLM-I/GEN	1387000
316	Jan Shikshan Sansthan, Bharuch	F.21-1/2013-NLM-I	609000
317	Jan Shikshan Sansthan, Bharuch	F.21-1/2013-NLM-I(SC)	113000
318	Jan Shikshan Sansthan, Bharuch	F.21-1/2013-NLM-I	778000
319	Jan Shikshan Sansthan, Bhimtal	F.7-1/2012/NLM-4(ST)/898989	157992
320	Jan Shikshan Sansthan, Bhimtal	F.7-1/2012/NLM-4(ST)/5822427	1023257
321	Jan Shikshan Sansthan, Bhind	F.7-1/2013-NLM.4(395531409)	517500
322	Jan Shikshan Sansthan, Bhind	F.7-1/2013-NLM.4(395531409)	964222
323	Jan Shikshan Sansthan, Bhind	F.7-1/2012-NLM-4(ST)	160500
324	Jan Shikshan Sansthan, Bhind	F.7-1/2012-NLM-4(SC)	300000
325	Jan Shikshan Sansthan, Bhind	F.7-1/2012-NLM-4(GEN)	1039500
326	Jan Shikshan Sansthan, Bhopal	F.7-1/2013-NLM.4(395531409)	333000
327	Jan Shikshan Sansthan, Bhopal	F.7-1/2013-NLM.4(395531409)	1089500
328	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4(ST)	159850
329	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4(GEN)	1035289
330	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4(SC)	298784
331	Jan Shikshan Sansthan, Bhopal	F.7-1/2013-NLM.4(395531409)	1082617
332	Jan Shikshan Sansthan, Bhopal	F.7-1/2013-NLM.4(395531409)	333000
333	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4(SC)	299920
334	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4(ST)	160458
335	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4(GEN)	1039222

Sr. No	Grantee's Name	Sanction No.	Amount Released
336	Jan Shikshan Sansthan, Bhubaneswar	F.5-1/2013-NLM-3/8938641	122000
337	Jan Shikshan Sansthan, Bhubaneswar	F.5-1/2013-NLM-3/10282892	326500
338	Jan Shikshan Sansthan, Bhubaneswar	F.5-1/2013-NLM-3/GEN	1168066
339	Jan Shikshan Sansthan, Bhubaneswar	F.5-1/2013-NLM-3/SC	324988
340	Jan Shikshan Sansthan, Bhubaneswar	F.5-3/2012-NLM-3(29412752)	1025060
341	Jan Shikshan Sansthan, Bhubaneswar	F.5-3/2012-NLM-3(8488529)	295833
342	Jan Shikshan Sansthan, Bhubaneswar	F.5-3/2012-NLM-3(4541363)	158270
343	Jan Shikshan Sansthan, Bikaner	F.21-1/2013/NLM-I/SC	470500
344	Jan Shikshan Sansthan, Bikaner	F.21-1/2013/NLM-I/GEN	1029500
345	Jan Shikshan Sansthan, Bikaner	F.21-1/2013-NLM-I(SC)	470500
346	Jan Shikshan Sansthan, Bikaner	F.21-1/2012-NLM-I/472607	158090
347	Jan Shikshan Sansthan, Bikaner	F.21-1/2012-NLM-I/451488	295496
348	Jan Shikshan Sansthan, Bikaner	F.21-1/2012-NLM-I/3058542	1023892
349	Jan Shikshan Sansthan, Bokaro	F.5-1/2013-NLM-3(3123848)	736907
350	Jan Shikshan Sansthan, Bokaro	F.5-1/2013-NLM-3(764516)	268137
351	Jan Shikshan Sansthan, Bokaro	F.5-1/2013-NLM.3(P.T.2)	249693
352	Jan Shikshan Sansthan, Bokaro	F.5-3/2012-NLM-3(29412752)	1019582
353	Jan Shikshan Sansthan, Bokaro	F.5-3/2012-NLM-3(8488529)	294252
354	Jan Shikshan Sansthan, Bokaro	F.5-3/2012-NLM-3(4541363)	157425
355	Jan Shikshan Sansthan, Buldana	F.21-1/2012-NLM.I/SC	298623
356	Jan Shikshan Sansthan, Buldana	F.21-1/2013-NLM-I	1115500
357	Jan Shikshan Sansthan, Buldana	F.21-1/2013-NLM-I(SC)	264000
358	Jan Shikshan Sansthan, Buldana	F.21-1/2013-NLM-I(ST)	120500
359	Jan Shikshan Sansthan, Buldana	F.21-1/2013/NLM-I/2674603	162935
360	Jan Shikshan Sansthan, Buldana	F.21-1/2012/NLM-I-16785735	900903
361	Jan Shikshan Sansthan, Buxar, Bihar	F.5-3/2012-NLM-3(29412752)	1006695
362	Jan Shikshan Sansthan, Buxar, Bihar	F.5-3/2012-NLM-3(8488529)	290533
363	Jan Shikshan Sansthan, Buxar, Bihar	F.5-3/2012-NLM-3(4541363)	155435
364	Jan Shikshan Sansthan, Buxar, Bihar	F.5-1/2013-NLM-3(3123848)	1149450
365	Jan Shikshan Sansthan, Buxar, Bihar	F.5-1/2013-NLM-3(764516)	335550
366	Jan Shikshan Sansthan, Chandigarh	F.12-1/2013-AE.2/6372093	481738
367	Jan Shikshan Sansthan, Chandigarh	F.12-1/2013-AE.2/12057405	1259905
368	Jan Shikshan Sansthan, Chandigarh	F.12-1/2012-AE.2(GENL)	1195882
369	Jan Shikshan Sansthan, Chandigarh	F.12-1/2012-AE.2(SC)	345132

Sr. No	Grantee's Name	Sanction No.	Amount Released
370	Jan Shikshan Sansthan, Chandigarh	F.12-1/2012-AE.2(ST)	184646
371	Jan Shikshan Sansthan, Chandigarh	F.12-1/2013-AE.2/5806595	484050
372	Jan Shikshan Sansthan, Chandigarh	F.12-1/2013-AE.2	1265950
373	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2013/NLM-I/SC	355000
374	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2013-NLM-I(SC)	355000
375	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2013-NLM-I(ST)	441500
376	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2013-NLM-I	703500
377	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2013/NLM-I/2674603	160216
378	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2013/NLM-I/1752803	299468
379	Jan Shikshan Sansthan, Chandrapur-I (VGVSM)	F.21-1/2012/NLM-I-16785735	1037659
380	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2012-NLM-4(SC)	300000
381	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2012-NLM-4(ST)	160500
382	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2012-NLM-4(GEN)	1039500
383	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2013-NLM.4(395531409)	559500
384	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2013-NLM.4(395531409)	730121
385	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2013-NLM.4(395531409)	871000
386	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2013-NLM.4(395531409)	629000
387	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2012-NLM-4/1680354	266731
388	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2012/NLM-4(ST)/898989	142701
389	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2012/NLM-4(ST)/5822427	924222
390	Jan Shikshan Sansthan, Coimbatore	F.5-1/2012-NLM-II(GENL)	1166023
391	Jan Shikshan Sansthan, Coimbatore	F.5-1/2012-NLM-II(SC)	336515
392	Jan Shikshan Sansthan, Coimbatore	F.5-1/2012-NLM-II(ST)	180035
393	Jan Shikshan Sansthan, Coimbatore	F.5-1/2013-NLM-II/10527853	413500
394	Jan Shikshan Sansthan, Cuttack	F.5-3/2012-NLM-3(29412752)	1204299
395	Jan Shikshan Sansthan, Cuttack	F.5-3/2012-NLM-3(8488529)	347561
396	Jan Shikshan Sansthan, Cuttack	F.5-3/2012-NLM-3(4541363)	185945
397	Jan Shikshan Sansthan, Cuttack	F.5-1/2013-NLM-3(PT)	1113500
398	Jan Shikshan Sansthan, Cuttack	F.5-1/2013-NLM-3/10282892	539000
399	Jan Shikshan Sansthan, Cuttack	F.5-1/2013-NLM-3/GEN	1205786
400	Jan Shikshan Sansthan, Cuttack	F.5-1/2013-NLM-3/SC	536680
401	Jan Shikshan Sansthan, Damoh	F.7-1/2012-NLM-4(SC)	295600
402	Jan Shikshan Sansthan, Damoh	F.7-1/2012-NLM-4(GEN)	1024254
403	Jan Shikshan Sansthan, Damoh	F.7-1/2012-NLM-4(ST)	158146

Sr. No	Grantee's Name	Sanction No.	Amount Released
404	Jan Shikshan Sansthan, Damoh	F.7-1/2013-NLM.4(395531409)	299000
405	Jan Shikshan Sansthan, Damoh	F.7-1/2013-NLM.4(395531409)	712063
406	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE-I/7267546	1038724
407	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1(i)	299776
408	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1(ii)	160380
409	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1	963357
410	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1(ii)	421719
411	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1(i)	113924
412	Jan Shikshan Sansthan, Datia	F.7-1/2012-NLM-4(GEN)	1039378
413	Jan Shikshan Sansthan, Datia	F.7-1/2012-NLM-4(ST)	160482
414	Jan Shikshan Sansthan, Datia	F.7-1/2012-NLM-4(SC)	299965
415	Jan Shikshan Sansthan, Datia	F.7-1/2013-NLM.4(395531409)	605500
416	Jan Shikshan Sansthan, Datia	F.7-1/2013-NLM.4(395531409)	857107
417	Jan Shikshan Sansthan, Davangere	F.5-1/2012-NLM-II(GENL)	1020505
418	Jan Shikshan Sansthan, Davangere	F.5-1/2012-NLM-II(SC)	294518
419	Jan Shikshan Sansthan, Davangere	F.5-1/2012-NLM-II(ST)	157567
420	Jan Shikshan Sansthan, Davangere	F.5-1/2013-NLM-II/26730888	747059
421	Jan Shikshan Sansthan, Davangere	F.5-1/2013-NLM-II/10527853	435298
422	Jan Shikshan Sansthan, Davangere	F.5-1/2013-NLM-II	276743
423	Jan Shikshan Sansthan, Dehradun	F.7-1/2013-NLM.4(395531409)	322500
424	Jan Shikshan Sansthan, Dehradun	F.7-1/2013-NLM.4(395531409)	959847
425	Jan Shikshan Sansthan, Dehradun	F.7-1/2013-NLM.4(395531409)	180000
426	Jan Shikshan Sansthan, Dehradun	F.7-1/2012-NLM-4(ST)	159591
427	Jan Shikshan Sansthan, Dehradun	F.7-1/2012-NLM-4(GEN)	1033617
428	Jan Shikshan Sansthan, Dehradun	F.7-1/2012-NLM-4(SC)	298303
429	Jan Shikshan Sansthan, Delhi	F.12-1/2013-AE.2/12057405	961149
430	Jan Shikshan Sansthan, Delhi	F.12-1/2013-AE.2/6372093	518224
431	Jan Shikshan Sansthan, Deoria	F.7-1/2013-NLM.4(395531409)	1055025
432	Jan Shikshan Sansthan, Deoria	F.7-1/2013-NLM.4(395531409)	440000
433	Jan Shikshan Sansthan, Deoria	F.7-1/2012-NLM-4(GEN)	1007343
434	Jan Shikshan Sansthan, Deoria	F.7-1/2012-NLM-4(ST)	155535
435	Jan Shikshan Sansthan, Deoria	F.7-1/2012-NLM-4(SC)	290719
436	Jan Shikshan Sansthan, Dewas	F.7-1/2013-NLM.4(395531409)	679500
437	Jan Shikshan Sansthan, Dewas	F.7-1/2013-NLM.4(395531409)	444000

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438	Jan Shikshan Sansthan, Dewas	F.7-1/2013-NLM.4(395531409)	376500
439	Jan Shikshan Sansthan, Dewas	F.7-1/2012-NLM-4/1680354	281759
440	Jan Shikshan Sansthan, Dewas	F.7-1/2012/NLM-4(ST)/5822427	976294
441	Jan Shikshan Sansthan, Dewas	F.7-1/2012/NLM-4(ST)/898989	150741
442	Jan Shikshan Sansthan, Dhanbad	F.5-3/2012-NLM-3(29412752)	1017090
443	Jan Shikshan Sansthan, Dhanbad	F.5-3/2012-NLM-3(8488529)	293532
444	Jan Shikshan Sansthan, Dhanbad	F.5-3/2012-NLM-3(4541363)	157040
445	Jan Shikshan Sansthan, Dhanbad	F.5-1/2013-NLM-3(PT)	840731
446	Jan Shikshan Sansthan, Dhanbad	F.5-1/2013-NLM-3/10282892	353403
447	Jan Shikshan Sansthan, Dhanbad	F.5-1/2013-NLM-3/8938641	187966
448	Jan Shikshan Sansthan, Dhanbad	F.5-1/2013-NLM-3/SC	371793
449	Jan Shikshan Sansthan, Dhanbad	F.5-1/2013-NLM-3/GEN	1082226
450	Jan Shikshan Sansthan, Dhar	F.7-1/2013-NLM.4(395531409)	1133500
451	Jan Shikshan Sansthan, Dhar	F.7-1/2013-NLM.4(395531409)	177559
452	Jan Shikshan Sansthan, Dhar	F.7-1/2013-NLM.4(395531409)	141500
453	Jan Shikshan Sansthan, Dhar	F.7-1/2012-NLM-4(GEN)	1003207
454	Jan Shikshan Sansthan, Dhar	F.7-1/2012-NLM-4(SC)	289525
455	Jan Shikshan Sansthan, Dhar	F.7-1/2012-NLM-4(ST)	154897
456	Jan Shikshan Sansthan, Dharavi	F.21-1/2012-NLM.I/SC	390957
457	Jan Shikshan Sansthan, Dharavi	F.21-1/2013-NLM-I	1802500
458	Jan Shikshan Sansthan, Dharavi	F.21-1/2013-NLM-I(SC)	177500
459	Jan Shikshan Sansthan, Dharavi	F.21-1/2013/NLM-I/GEN	1822500
460	Jan Shikshan Sansthan, Dharavi	F.21-1/2013/NLM-I/SC	177500
461	Jan Shikshan Sansthan, Dharavi	F.21-1/2013/NLM-I/2674603	223859
462	Jan Shikshan Sansthan, Dharavi	F.21-1/2012/NLM-I-16785735	1313646
463	Jan Shikshan Sansthan, Dhenkanal	F.5-3/2012-NLM-3(4541363)	159853
464	Jan Shikshan Sansthan, Dhenkanal	F.5-3/2012-NLM-3(8488529)	298791
465	Jan Shikshan Sansthan, Dhenkanal	F.5-3/2012-NLM-3(29412752)	1035311
466	Jan Shikshan Sansthan, Dhenkanal	f.5-1/2013-NLM-3/27177860	1050549
467	Jan Shikshan Sansthan, Dhenkanal	F.5-1/2013-NLM-3(PT)	751998
468	Jan Shikshan Sansthan, Dhenkanal	F.5-1/2013-NLM-3/10282892	445499
469	Jan Shikshan Sansthan, Dhenkanal	F.5-1/2013-NLM-3/8938641	302499
470	Jan Shikshan Sansthan, Dhule	F.21-1/2013/NLM-I/SC	158000
471	Jan Shikshan Sansthan, Dhule	F.21-1/2013/NLM-I/GEN	1342000

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472	Jan Shikshan Sansthan, Dhule	F.21-1/2013-NLM-I	736500
473	Jan Shikshan Sansthan, Dhule	F.21-1/2013-NLM-I(ST)	605500
474	Jan Shikshan Sansthan, Dhule	F.21-1/2013-NLM-I(SC)	158000
475	Jan Shikshan Sansthan, Dhule	F.21-1/2013/NLM-I/1752803	300000
476	Jan Shikshan Sansthan, Dhule	F.21-1/2013/NLM-I/2674603	160500
477	Jan Shikshan Sansthan, Dhule	F.21-1/2012/NLM-I-16785735	1039500
478	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE.1(i)	300001
479	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE.1(ii)	160500
480	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE-I/7267546	1039504
481	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE.1(ii)	1194747
482	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE.1	210838
483	Jan Shikshan Sansthan, Eluru	F.5-1/2013-NLM-II/26730888	716979
484	Jan Shikshan Sansthan, Eluru	F.5-1/2013-NLM-II/10527853	340491
485	Jan Shikshan Sansthan, Eluru	F.5-1/2012-NLM-II(SC)	299996
486	Jan Shikshan Sansthan, Eluru	F.5-1/2012-NLM-II(GENL)	1199985
487	Jan Shikshan Sansthan, Ernakulam	F.5-1/2013-NLM-II	1281997
488	Jan Shikshan Sansthan, Ernakulam	F.5-1/2013-NLM-II(2199943)	209999
489	Jan Shikshan Sansthan, Ernakulam	F.5-1/2012-NLM-II(GENL)	1062096
490	Jan Shikshan Sansthan, Ernakulam	F.5-1/2012-NLM-II(ST)	163989
491	Jan Shikshan Sansthan, Ernakulam	F.5-1/2012-NLM-II(SC)	306521
492	Jan Shikshan Sansthan, Etawah	F.7-1/2013-NLM.4(395531409)	563500
493	Jan Shikshan Sansthan, Etawah	F.7-1/2013-NLM.4(395531409)	912624
494	Jan Shikshan Sansthan, Etawah	F.7-1/2012-NLM-4(GEN)	1035620
495	Jan Shikshan Sansthan, Etawah	F.7-1/2012-NLM-4(ST)	159900
496	Jan Shikshan Sansthan, Etawah	F.7-1/2012-NLM-4(SC)	298880
497	Jan Shikshan Sansthan, Faizabad	F.7-1/2013-NLM.4(395531409)	589500
498	Jan Shikshan Sansthan, Faizabad	F.7-1/2013-NLM.4(395531409)	902450
499	Jan Shikshan Sansthan, Faizabad	F.7-1/2012-NLM-4(GEN)	1038618
500	Jan Shikshan Sansthan, Faizabad	F.7-1/2012-NLM-4(SC)	299745
501	Jan Shikshan Sansthan, Faizabad	F.7-1/2012-NLM-4(ST)	160363
502	Jan Shikshan Sansthan, Faizabad	F.7-1/2013-NLM.4(395531409)	546000
503	Jan Shikshan Sansthan, Faizabad	F.7-1/2013-NLM.4(395531409)	946076
504	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2013-NLM.4(395531409)	395500
505	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2013-NLM.4(395531409)	995572

Sr. No	Grantee's Name	Sanction No.	Amount Released
506	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2012-NLM-4(ST)	155516
507	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2012-NLM-4(SC)	290684
508	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2012-NLM-4(GEN)	1007223
509	Jan Shikshan Sansthan, Fatehpur	F.7-1/2013-NLM.4(395531409)	600500
510	Jan Shikshan Sansthan, Fatehpur	F.7-1/2013-NLM.4(395531409)	800969
511	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4(GEN)	1039500
512	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4(ST)	160500
513	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4(SC)	300000
514	Jan Shikshan Sansthan, Ferozabad UP.	F.7-1/2012-NLM-4(GEN)	1039500
515	Jan Shikshan Sansthan, Ferozabad UP.	F.7-1/2012-NLM-4(ST)	160500
516	Jan Shikshan Sansthan, Ferozabad UP.	F.7-1/2012-NLM-4(SC)	300000
517	Jan Shikshan Sansthan, Ferozabad UP.	F.7-1/2013-NLM.4(395531409)	1030987
518	Jan Shikshan Sansthan, Ferozabad UP.	F.7-1/2013-NLM.4(395531409)	457000
519	Jan Shikshan Sansthan, Gaya	F.5-1/2013-NLM-3/3931650	706050
520	Jan Shikshan Sansthan, Gaya	F.5-1/2013-NLM-3/8251850	791950
521	Jan Shikshan Sansthan, Gaya	F.5-4/2013-NLM-3/1289765	294954
522	Jan Shikshan Sansthan, Gaya	F.5-4/2013-NLM-3/690023	157800
523	Jan Shikshan Sansthan, Gaya	F.5-4/2013-NLM-3/4469036	1022015
524	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2013-NLM.4(395531409)	440500
525	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2013-NLM.4(395531409)	919441
526	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2012-NLM-4(GEN)	1033398
527	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2012-NLM-4(SC)	298239
528	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2012-NLM-4(ST)	159557
529	Jan Shikshan Sansthan, Goa	F.21-1/2013-NLM-I	1433500
530	Jan Shikshan Sansthan, Goa	F.21-1/2013/NLM-I/GEN	1433500
531	Jan Shikshan Sansthan, Gonda	F.7-1/2013-NLM.4(395531409)	1116500
532	Jan Shikshan Sansthan, Gonda	F.7-1/2013-NLM.4(395531409)	383500
533	Jan Shikshan Sansthan, Gonda	F.7-1/2012-NLM-4(ST)	160322
534	Jan Shikshan Sansthan, Gonda	F.7-1/2012-NLM-4(GEN)	1038337
535	Jan Shikshan Sansthan, Gonda	F.7-1/2012-NLM-4(SC)	299664
536	Jan Shikshan Sansthan, Gondia	F.21-1/2013-NLM-I(ST)	396500
537	Jan Shikshan Sansthan, Gondia	F.21-1/2013-NLM-I(SC)	347000
538	Jan Shikshan Sansthan, Gondia	F.21-1/2013-NLM-I	756500
539	Jan Shikshan Sansthan, Gondia	F.21-1/2013/NLM-I/SC	347000

Sr. No	Grantee's Name	Sanction No.	Amount Released
540	Jan Shikshan Sansthan, Gondia	F.21-1/2013/NLM-I/GEN	1153000
541	Jan Shikshan Sansthan, Gondia	F.21-1/2013/NLM-I/1752803	296917
542	Jan Shikshan Sansthan, Gondia	F.21-1/2013/NLM-I/2674603	158850
543	Jan Shikshan Sansthan, Gondia	F.21-1/2012/NLM-I-16785735	1028815
544	Jan Shikshan Sansthan, Gorakhpur	F.7-1/2012-NLM-4(GEN)	1039500
545	Jan Shikshan Sansthan, Gorakhpur	F.7-1/2012-NLM-4(ST)	160500
546	Jan Shikshan Sansthan, Gorakhpur	F.7-1/2012-NLM-4(SC)	300000
547	Jan Shikshan Sansthan, Gorakhpur	F.7-1/2013-NLM.4(395531409)	964948
548	Jan Shikshan Sansthan, Gorakhpur	F.7-1/2013-NLM.4(395531409)	530000
549	Jan Shikshan Sansthan, Gulbarga	F.5-1/2013-NLM-II(2983000)	554000
550	Jan Shikshan Sansthan, Gulbarga	F-5-1/2013-NLM-II(ST)/425500	118500
551	Jan Shikshan Sansthan, Gulbarga	F-5-1/2013-NLM-II	827500
552	Jan Shikshan Sansthan, Gulbarga	F.5-6/2010-NLM-II/1710	1020937
553	Jan Shikshan Sansthan, Gulbarga	F.5-6/2010-NLM-II/1711	294642
554	Jan Shikshan Sansthan, Gulbarga	F.5-6/2010-NLM-II/1712	157634
555	Jan Shikshan Sansthan, Guna	F.7-1/2012-NLM-4(ST)	157997
556	Jan Shikshan Sansthan, Guna	F.7-1/2012-NLM-4(SC)	295320
557	Jan Shikshan Sansthan, Guna	F.7-1/2012-NLM-4(GEN)	1023283
558	Jan Shikshan Sansthan, Guna	F.7-1/2013-NLM.4(395531409)	284000
559	Jan Shikshan Sansthan, Guna	F.7-1/2013-NLM.4(395531409)	4255000
560	Jan Shikshan Sansthan, Guna	F.7-1/2013-NLM.4(395531409)	760687
561	Jan Shikshan Sansthan, Guntur	F.5-1/2012-NLM-II(GENL)	1400000
562	Jan Shikshan Sansthan, Guntur	F.5-1/2012-NLM-II(SC)	350000
563	Jan Shikshan Sansthan, Guntur	F.5-1/2013-NLM-II/10527853	518500
564	Jan Shikshan Sansthan, Guntur	F.5-1/2013-NLM-II	128000
565	Jan Shikshan Sansthan, Gwalior	F.7-1/2012-NLM-4(SC)	299987
566	Jan Shikshan Sansthan, Gwalior	F.7-1/2012-NLM-4(ST)	160494
567	Jan Shikshan Sansthan, Gwalior	F.7-1/2012-NLM-4(GEN)	1039455
568	Jan Shikshan Sansthan, Gwalior	F.5-1/2013-NLM-II/26730888	1103500
569	Jan Shikshan Sansthan, Gwalior	F.7-1/2013-NLM.4(395531409)	457500
570	Jan Shikshan Sansthan, Gwalior	F.7-1/2013-NLM.4(395531409)	951073
571	Jan Shikshan Sansthan, Hajipur	F.5-1/2013-NLM-3(PT)	1003500
572	Jan Shikshan Sansthan, Hajipur	F.5-1/2013-NLM-3/10282892	493500
573	Jan Shikshan Sansthan, Haldia	F.24-1/2010-A.E.1	199000

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574	Jan Shikshan Sansthan, Haldia	F.24-1/2010-A.E.1/967000	397000
575	Jan Shikshan Sansthan, Haldia	F.24-1/2010-A.E.1/2084000	904000
576	Jan Shikshan Sansthan, Haldia	F.24-20/2010-AE.1(ST)	152108
577	Jan Shikshan Sansthan, Haldia	F.24-20/2010-AE.1(SC)	284314
578	Jan Shikshan Sansthan, Haldia	F.24-20/2010-AE.1	985146
579	Jan Shikshan Sansthan, Hardoi	F.7-1/2013-NLM.4(395531409)	734077
580	Jan Shikshan Sansthan, Hardoi	F.7-1/2013-NLM.4(395531409)	762500
581	Jan Shikshan Sansthan, Hardoi	F.7-1/2012-NLM-4(GEN)	1042450
582	Jan Shikshan Sansthan, Hardoi	F.7-1/2012-NLM-4(SC)	300852
583	Jan Shikshan Sansthan, Hardoi	F.7-1/2012-NLM-4(ST)	160955
584	Jan Shikshan Sansthan, Hazaribagh	F.5-1/2013-NLM-3/5816500	290000
585	Jan Shikshan Sansthan, Hazaribagh	F.5-1/2013-NLM-3/3931650	362550
586	Jan Shikshan Sansthan, Hazaribagh	F.5-1/2013-NLM-3/8251850	847450
587	Jan Shikshan Sansthan, Hazaribagh	F.5-1/2013-NLM-3/GEN	1137450
588	Jan Shikshan Sansthan, Hazaribagh	F.5-1/2013-NLM-3/SC	362550
589	Jan Shikshan Sansthan, Hazaribagh	F.5-4/2013-NLM-3	988973
590	Jan Shikshan Sansthan, Hazaribagh	F.5-4/2013-NLM-3/1719812	285418
591	Jan Shikshan Sansthan, Hazaribagh	F.5-4/2013-NLM-3/920097	152698
592	Jan Shikshan Sansthan, Hazipur	F.5-3/2012-NLM-3(8488529)	299920
593	Jan Shikshan Sansthan, Hazipur	F.5-3/2012-NLM-3(4541363)	160457
594	Jan Shikshan Sansthan, Hazipur	F.5-3/2012-NLM-3(29412752)	1039223
595	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2012-NLM-4(SC)	300000
596	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2012-NLM-4(GEN)	1039500
597	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2012-NLM-4(ST)	160500
598	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2013-NLM.4(395531409)	761698
599	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2013-NLM.4(395531409)	381000
600	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2013-NLM.4(395531409)	354000
601	Jan Shikshan Sansthan, Howrah	F.24-1/2010-AE./3846000	1125500
602	Jan Shikshan Sansthan, Howrah	F.24-1/2010-AE.1/2537000	374500
603	Jan Shikshan Sansthan, Howrah	F.24-18/2010-AE.1/1219	1020800
604	Jan Shikshan Sansthan, Howrah	F.24-18/2010-AE.1/1220	157613
605	Jan Shikshan Sansthan, Howrah	F.24-18/2010-AE.1/1221	294603
606	Jan Shikshan Sansthan, Hyderabad	F.5-1/2013-NLM-II(2983000)	264000
607	Jan Shikshan Sansthan, Hyderabad	F-5-1/2013-NLM-II	1709500

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608	Jan Shikshan Sansthan, Idukki	F.5-1/2012-NLM-II(GENL)	1030195
609	Jan Shikshan Sansthan, Idukki	F.5-1/2012-NLM-II(SC)	297315
610	Jan Shikshan Sansthan, Idukki	F.5-1/2012-NLM-II(ST)	159063
611	Jan Shikshan Sansthan, Indore	F.7-1/2013-NLM.4(395531409)	1100262
612	Jan Shikshan Sansthan, Indore	F.7-1/2013-NLM.4(395531409)	444000
613	Jan Shikshan Sansthan, Indore	F.7-1/2013-NLM.4(395531409)	174000
614	Jan Shikshan Sansthan, Indore	F.7-1/2012-NLM-4(GEN)	1212750
615	Jan Shikshan Sansthan, Indore	F.7-1/2012-NLM-4(ST)	187250
616	Jan Shikshan Sansthan, Indore	F.7-1/2012-NLM-4(SC)	350000
617	Jan Shikshan Sansthan, J.P. Nagar, Amroha	F.7-1/2013-NLM.4(395531409)	1081245
618	Jan Shikshan Sansthan, J.P. Nagar, Amroha	F.7-1/2013-NLM.4(395531409)	414500
619	Jan Shikshan Sansthan, J.P. Nagar, Amroha	F.7-1/2012-NLM-4(ST)	160500
620	Jan Shikshan Sansthan, J.P. Nagar, Amroha	F.7-1/2012-NLM-4(GEN)	1039500
621	Jan Shikshan Sansthan, J.P. Nagar, Amroha	F.7-1/2012-NLM-4(SC)	300000
622	Jan Shikshan Sansthan, Jagatsinghpur	F.5-1/2013-NLM-3/GEN	967192
623	Jan Shikshan Sansthan, Jagatsinghpur	F.5-1/2013-NLM-3/SC	500474
624	Jan Shikshan Sansthan, Jagatsinghpur	F.5-3/2012-NLM-3(29412752)	1016820
625	Jan Shikshan Sansthan, Jagatsinghpur	F.5-3/2012-NLM-3(4541363)	156998
626	Jan Shikshan Sansthan, Jagatsinghpur	F.5-3/2012-NLM-3(8488529)	293455
627	Jan Shikshan Sansthan, Jagatsinghpur	F.5-1/2013-NLM-3(PT)	969000
628	Jan Shikshan Sansthan, Jagatsinghpur	F.5-1/2013-NLM-3/10282892	511500
629	Jan Shikshan Sansthan, Jaipur	F.21-1/2012/NLM-I-4306516	1000118
630	Jan Shikshan Sansthan, Jaipur	F.21-1/2013-NLM-I	1029500
631	Jan Shikshan Sansthan, Jaipur	F.21-1/2013-NLM-I(SC)	415000
632	Jan Shikshan Sansthan, Jaipur	F.21-1/2013-NLM-I(ST)	218500
633	Jan Shikshan Sansthan, Jaipur	F.21-1/2013-NLM-I	1116500
634	Jan Shikshan Sansthan, Jaipur	F.21-1/2012/NLM-I-571611	288635
635	Jan Shikshan Sansthan, Jaipur	F.21-1/2012/NLM-I-635604	154419
636	Jan Shikshan Sansthan, Jaipur	F.21-1/2013/NLM-I/SC	415000
637	Jan Shikshan Sansthan, Jaipur	F.21-1/2013/NLM-I/GEN	1335000
638	Jan Shikshan Sansthan, Jaipur	F.22-1/2012/NLM-1/3334134	2168517
639	Jan Shikshan Sansthan, Jajpur	F.5-3/2012-NLM-3(8488529)	296669
640	Jan Shikshan Sansthan, Jajpur	F.5-3/2012-NLM-3(29412752)	1027958
641	Jan Shikshan Sansthan, Jajpur	F.5-3/2012-NLM-3(4541363)	158718

Sr. No	Grantee's Name	Sanction No.	Amount Released
642	Jan Shikshan Sansthan, Jajpur	F.5-1/2013-NLM-3(PT)	762500
643	Jan Shikshan Sansthan, Jajpur	F.5-1/2013-NLM-3/8938641	179000
644	Jan Shikshan Sansthan, Jajpur	F.21-1/2013-NLM-I(SC)	558500
645	Jan Shikshan Sansthan, Jajpur	F.5-1/2013-NLM-3/GEN	934603
646	Jan Shikshan Sansthan, Jajpur	F.5-1/2013-NLM-3/SC	554408
647	Jan Shikshan Sansthan, Jalaun	F.7-1/2012-NLM-4(GEN)	1009166
648	Jan Shikshan Sansthan, Jalaun	F.7-1/2012-NLM-4(ST)	155817
649	Jan Shikshan Sansthan, Jalaun	F.7-1/2012-NLM-4(SC)	291246
650	Jan Shikshan Sansthan, Jalaun	F.7-1/2013-NLM.4(395531409)	654500
651	Jan Shikshan Sansthan, Jalaun	F.7-1/2013-NLM.4(395531409)	832953
652	Jan Shikshan Sansthan, Jalgaon	F.21-1/2012-NLM.I/SC	291029
653	Jan Shikshan Sansthan, Jalgaon	F.21-1/2013-NLM-I	1033500
654	Jan Shikshan Sansthan, Jalgaon	F.21-1/2013-NLM-I(ST)	276500
655	Jan Shikshan Sansthan, Jalgaon	F.21-1/2013-NLM-I(SC)	190000
656	Jan Shikshan Sansthan, Jalgaon	F.21-1/2013/NLM-I/2674603	160500
657	Jan Shikshan Sansthan, Jalgaon	F.21-1/2012/NLM-I-16785735	973603
658	Jan Shikshan Sansthan, Jalpaiguri	F.24-16/2010-AE.1/1238	159085
659	Jan Shikshan Sansthan, Jalpaiguri	F.24-1/2010-AE./3846000	263000
660	Jan Shikshan Sansthan, Jalpaiguri	F.24-1/2010-AE.1/2537000	819500
661	Jan Shikshan Sansthan, Jalpaiguri	F.24-16/2010-AE.1/1239	297356
662	Jan Shikshan Sansthan, Jalpaiguri	F.24-16/2010-AE.1/1237	1030339
663	Jan Shikshan Sansthan, Jammu	F.12-1/2013-AE.2/6372093	692920
664	Jan Shikshan Sansthan, Jammu	F.12-1/2013-AE.2/12057405	944090
665	Jan Shikshan Sansthan, Jammu	F.12-1/2012-AE.2(GENL)	1183740
666	Jan Shikshan Sansthan, Jammu	F.12-1/2012-AE.2(SC)	341627
667	Jan Shikshan Sansthan, Jammu	F.12-1/2012-AE.2(ST)	182771
668	Jan Shikshan Sansthan, Jammu	F.12-1/2013-AE.2	956296
669	Jan Shikshan Sansthan, Jammu	F.12-1/2013-AE.2/5806595	701878
670	Jan Shikshan Sansthan, Jamshedpur	F.5-3/2012-NLM-3(29412752)	1200309
671	Jan Shikshan Sansthan, Jamshedpur	F.5-3/2012-NLM-3(8488529)	346410
672	Jan Shikshan Sansthan, Jamshedpur	F.5-3/2012-NLM-3(4541363)	185329
673	Jan Shikshan Sansthan, Jaunpur	F.7-1/2013-NLM.4(395531409)	960037
674	Jan Shikshan Sansthan, Jaunpur	F.7-1/2013-NLM.4(395531409)	527500
675	Jan Shikshan Sansthan, Jaunpur	F.7-1/2012-NLM-4(ST)	160286

Sr. No	Grantee's Name	Sanction No.	Amount Released
676	Jan Shikshan Sansthan, Jaunpur	F.7-1/2012-NLM-4(SC)	299600
677	Jan Shikshan Sansthan, Jaunpur	F.7-1/2012-NLM-4(GEN)	1038114
678	Jan Shikshan Sansthan, Jhabua	F.7-1/2013-NLM.4(395531409)	1378750
679	Jan Shikshan Sansthan, Jhabua	F.7-1/2012-NLM-4(ST)	159972
680	Jan Shikshan Sansthan, Jhabua	F.7-1/2012-NLM-4(SC)	299014
681	Jan Shikshan Sansthan, Jhabua	F.7-1/2012-NLM-4(GEN)	1036087
682	Jan Shikshan Sansthan, Jhalawar	F.21-1/2012-NLM.I/SC	297845
683	Jan Shikshan Sansthan, Jhalawar	F.21-1/2013-NLM-I(ST)	284500
684	Jan Shikshan Sansthan, Jhalawar	F.21-1/2013-NLM-I(SC)	378000
685	Jan Shikshan Sansthan, Jhalawar	F.21-1/2013-NLM-I	837500
686	Jan Shikshan Sansthan, Jhalawar	F.21-1/2012-NLM-I/3058542	1021477
687	Jan Shikshan Sansthan, Jhalawar	F.21-1/2012-NLM-I/472607	158082
688	Jan Shikshan Sansthan, Jodhpur	F.21-1/2012/NLM-I-635604	192611
689	Jan Shikshan Sansthan, Jodhpur	F.21-1/2012/NLM-I-4306516	1181005
690	Jan Shikshan Sansthan, Jodhpur	F.21-1/2012-NLM.I/SC	345045
691	Jan Shikshan Sansthan, Jodhpur	F.22-1/2013-NLM-I	2425500
692	Jan Shikshan Sansthan, Jodhpur	F.22-1/2013-NLM-I	700000
693	Jan Shikshan Sansthan, Jodhpur	F.21-1/2013-NLM-I	1238500
694	Jan Shikshan Sansthan, Jodhpur	F.21-1/2013-NLM-I(SC)	438000
695	Jan Shikshan Sansthan, Jodhpur	F.22-1/2012/NLM-1/962232	336397
696	Jan Shikshan Sansthan, Jodhpur	F.22-1/2012/NLM-1/3334134	1165617
697	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.1(i)	179258
698	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.1(ii)	280474
699	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.I/3997962	1335937
700	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.I(i)	160073
701	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.1	959194
702	Jan Shikshan Sansthan, Kachchh	F.21-1/2012/NLM-I-9801798	1030380
703	Jan Shikshan Sansthan, Kachchh	F.21-1/2012-NLM-I/2828802	297368
704	Jan Shikshan Sansthan, Kachchh	F.21-1/2012-NLM-I/1513410	159092
705	Jan Shikshan Sansthan, Kachchh	F.21-1/2013-NLM-I	1031500
706	Jan Shikshan Sansthan, Kachchh	F.21-1/2013-NLM-I(SC)	282000
707	Jan Shikshan Sansthan, Kachchh	F.21-1/2013-NLM-I(ST)	186500
708	Jan Shikshan Sansthan, Kalol	F.21-1/2012-NLM-I/2828802	258459
709	Jan Shikshan Sansthan, Kalol	F.21-1/2012/NLM-I-9801798	895560

Sr. No	Grantee's Name	Sanction No.	Amount Released
710	Jan Shikshan Sansthan, Kalol	F.21-1/2012-NLM-I/1513410	138276
711	Jan Shikshan Sansthan, Kalol	F.21-1/2013-NLM-I(SC)	217500
712	Jan Shikshan Sansthan, Kalol	F.21-1/2013-NLM-I	1250500
713	Jan Shikshan Sansthan, Kamrup	F.24-1/2010-AE.1	1075695
714	Jan Shikshan Sansthan, Kamrup	F.24-1/2010-AE.1(ii)	238168
715	Jan Shikshan Sansthan, Kamrup	F.24-1/2010-AE.1(i)	162388
716	Jan Shikshan Sansthan, Kancheepuram	F.5-1/2013-NLM-II(2983000)	607000
717	Jan Shikshan Sansthan, Kancheepuram	F.5-1/2013-NLM-II	871500
718	Jan Shikshan Sansthan, Kancheepuram	F.5-8/2011-NLM-II/1693	987555
719	Jan Shikshan Sansthan, Kancheepuram	F.5-8/2011-NLM-II/1696	152479
720	Jan Shikshan Sansthan, Kancheepuram	F.5-8/2011-NLM-II/1697	285009
721	Jan Shikshan Sansthan, Kanpur	F.7-1/2013-NLM.4(395531409)	1276623
722	Jan Shikshan Sansthan, Kanpur	F.7-1/2013-NLM.4(395531409)	455500
723	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4(SC)	295742
724	Jan Shikshan Sansthan, Kanpur	F.7-1/2013-NLM.4(395531409)	899076
725	Jan Shikshan Sansthan, Kanpur	F.7-1/2013-NLM.4(395531409)	596000
726	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4(ST)	158222
727	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4(GEN)	1202943
728	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4(ST)	185735
729	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4(SC)	347170
730	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4(GEN)	1024743
731	Jan Shikshan Sansthan, Karwar	F.5-1/2012-NLM-II(ST)	160500
732	Jan Shikshan Sansthan, Karwar	F.5-1/2012-NLM-II(GENL)	1039500
733	Jan Shikshan Sansthan, Karwar	F.5-1/2012-NLM-II(SC)	300000
734	Jan Shikshan Sansthan, Karwar	F.5-1/2013-NLM-II/10527853	182380
735	Jan Shikshan Sansthan, Karwar	F.5-1/2013-NLM-II/26730888	1274162
736	Jan Shikshan Sansthan, Karwar	F.5-15/2011-NLM-II	569398
737	Jan Shikshan Sansthan, Katni	F.7-1/2013-NLM.4(395531409)	277000
738	Jan Shikshan Sansthan, Katni	F.7-1/2013-NLM.4(395531409)	651509
739	Jan Shikshan Sansthan, Katni	F.7-1/2013-NLM.4(395531409)	548500
740	Jan Shikshan Sansthan, Katni	F.7-1/2012-NLM-4(GEN)	1022580
741	Jan Shikshan Sansthan, Katni	F.7-1/2012-NLM-4(ST)	157888
742	Jan Shikshan Sansthan, Katni	F.7-1/2012-NLM-4(SC)	295117
743	Jan Shikshan Sansthan, Kaushambi	F.7-1/2013-NLM.4(395531409)	632398

Sr. No	Grantee's Name	Sanction No.	Amount Released
744	Jan Shikshan Sansthan, Kaushambi	F.7-1/2013-NLM.4(395531409)	862500
745	Jan Shikshan Sansthan, Kaushambi	F.7-1/2012-NLM-4(ST)	158638
746	Jan Shikshan Sansthan, Kaushambi	F.7-1/2012-NLM-4(SC)	296521
747	Jan Shikshan Sansthan, Kaushambi	F.7-1/2012-NLM-4(GEN)	1027441
748	Jan Shikshan Sansthan, Keonjhar	F.5-3/2012-NLM-3(29412752)	1031688
749	Jan Shikshan Sansthan, Keonjhar	F.5-3/2012-NLM-3(8488529)	297745
750	Jan Shikshan Sansthan, Keonjhar	F.5-3/2012-NLM-3(4541363)	159294
751	Jan Shikshan Sansthan, Keonjhar	F.5-1/2013-NLM-3/10282892	264000
752	Jan Shikshan Sansthan, Keonjhar	F.5-1/2013-NLM-3/8938641	968500
753	Jan Shikshan Sansthan, Keonjhar	F.5-1/2013-NLM-3(PT)	267500
754	Jan Shikshan Sansthan, Khammam	F.5-1/2012-NLM-II(ST)	159583
755	Jan Shikshan Sansthan, Khammam	F.5-1/2012-NLM-II(GENL)	1033559
756	Jan Shikshan Sansthan, Khammam	F.5-1/2012-NLM-II(SC)	298285
757	Jan Shikshan Sansthan, Khammam	F.5-1/2013-NLM-II	571728
758	Jan Shikshan Sansthan, Khammam	F.5-1/2013-NLM-II/26730888	547431
759	Jan Shikshan Sansthan, Khammam	F.5-1/2013-NLM-II/10527853	368425
760	Jan Shikshan Sansthan, Kishanganj	F.5-3/2012-NLM-3(8488529)	298526
761	Jan Shikshan Sansthan, Kishanganj	F.5-3/2012-NLM-3(29412752)	1034392
762	Jan Shikshan Sansthan, Kishanganj	F.5-3/2012-NLM-3(4541363)	159711
763	Jan Shikshan Sansthan, Kishanganj	F.5-1/2013-NLM-3(764516)	160829
764	Jan Shikshan Sansthan, Kishanganj	F.5-1/2013-NLM-3(3123848)	1237491
765	Jan Shikshan Sansthan, Kolkata	F.21-4/2013-AE.1/1267	3337553
766	Jan Shikshan Sansthan, Kolkata	F.21-4/2013-AE.1/1268	963219
767	Jan Shikshan Sansthan, Kollam	F.5-1/2013-NLM-II	1188000
768	Jan Shikshan Sansthan, Kollam	F.5-1/2013-NLM-II(2199943)	307000
769	Jan Shikshan Sansthan, Kollam	F.5-1/2012-NLM-II(SC)	300000
770	Jan Shikshan Sansthan, Kollam	F.5-1/2012-NLM-II(ST)	160500
771	Jan Shikshan Sansthan, Kollam	F.5-1/2012-NLM-II(GENL)	1039500
772	Jan Shikshan Sansthan, Kollam	F.51-6/2008-AE.6/NLM-II	612409
773	Jan Shikshan Sansthan, Koraput	f.5-1/2013-NLM-3-SC/9324364	998945
774	Jan Shikshan Sansthan, Koraput	f.5-1/2013-NLM-3/27177860	222976
775	Jan Shikshan Sansthan, Koraput	f.5-1/2013-NLM-3-SC/116028857	264601
776	Jan Shikshan Sansthan, Koraput	F.5-3/2012-NLM-3(29412752)	1027641
777	Jan Shikshan Sansthan, Koraput	F.5-1/2013-NLM-3(PT)	224971

Sr. No	Grantee's Name	Sanction No.	Amount Released
778	Jan Shikshan Sansthan, Koraput	F.5-1/2013-NLM-3/10282892	266965
779	Jan Shikshan Sansthan, Koraput	F.5-1/2013-NLM-3/8938641	1007868
780	Jan Shikshan Sansthan, Koraput	F.5-3/2012-NLM-3(8488529)	296577
781	Jan Shikshan Sansthan, Koraput	F.5-3/2012-NLM-3(4541363)	158669
782	Jan Shikshan Sansthan, Korea, C.G.	f.5-1/2013-NLM-3/27177860	337550
783	Jan Shikshan Sansthan, Korea, C.G.	f.5-1/2013-NLM-3-SC/116028857	183450
784	Jan Shikshan Sansthan, Korea, C.G.	f.5-1/2013-NLM-3-SC/9324364	979000
785	Jan Shikshan Sansthan, Korea, C.G.	F.5-1/2013-NLM-3/3931650	183450
786	Jan Shikshan Sansthan, Korea, C.G.	F.5-1/2013-NLM-3/5816500	979000
787	Jan Shikshan Sansthan, Korea, C.G.	F.5-1/2013-NLM-3/8251850	337550
788	Jan Shikshan Sansthan, Korea, C.G.	F.5-4/2013-NLM-3	997562
789	Jan Shikshan Sansthan, Korea, C.G.	F.5-4/2013-NLM-3/1719812	287897
790	Jan Shikshan Sansthan, Korea, C.G.	F.5-4/2013-NLM-3/920097	154024
791	Jan Shikshan Sansthan, Kota	F.21-1/2012/NLM-I-4306516	1144880
792	Jan Shikshan Sansthan, Kota	F.21-1/2012/NLM-I-635604	137181
793	Jan Shikshan Sansthan, Kota	F.21-1/2012-NLM.I/SC	350000
794	Jan Shikshan Sansthan, Kota	F.21-1/2013-NLM-I(ST)	272500
795	Jan Shikshan Sansthan, Kota	F.21-1/2013-NLM-I(SC)	535000
796	Jan Shikshan Sansthan, Kota	F.21-1/2013-NLM-I	942500
797	Jan Shikshan Sansthan, Kottayam	F.5-1/2012-NLM-II(GENL)	1038045
798	Jan Shikshan Sansthan, Kottayam	F.5-1/2012-NLM-II(SC)	299581
799	Jan Shikshan Sansthan, Kottayam	F.5-1/2012-NLM-II(ST)	160275
800	Jan Shikshan Sansthan, Kottayam	F.5-1/2013-NLM-II/10527853	186709
801	Jan Shikshan Sansthan, Kottayam	F.5-1/2013-NLM-II/26730888	1280151
802	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2012-NLM-II(GENL)	1030289
803	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2012-NLM-II(SC)	297342
804	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2013-NLM-II/10527853	331900
805	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2013-NLM-II/26730888	917313
806	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2012-NLM-II(ST)	159078
807	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2012-NLM-4(GEN)	1039400
808	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2012-NLM-4(ST)	160485
809	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2013-NLM.4(395531409)	621000
810	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2013-NLM.4(395531409)	842603
811	Jan Shikshan Sansthan, Latur	F.21-1/2013/NLM-I/SC	471000

Sr. No	Grantee's Name	Sanction No.	Amount Released
812	Jan Shikshan Sansthan, Latur	F.21-1/2013/NLM-I/GEN	1029000
813	Jan Shikshan Sansthan, Latur	F.21-1/2012-NLM.I/SC	298757
814	Jan Shikshan Sansthan, Latur	F.21-1/2013-NLM-I(SC)	471000
815	Jan Shikshan Sansthan, Latur	F.21-1/2013-NLM-I	973500
816	Jan Shikshan Sansthan, Latur	F.21-1/2013/NLM-I/2674603	155095
817	Jan Shikshan Sansthan, Latur	F.21-1/2012/NLM-I-16785735	967078
818	Jan Shikshan Sansthan, Lucknow	F.7-1/2013-NLM.4(395531409)	584500
819	Jan Shikshan Sansthan, Lucknow	F.7-1/2013-NLM.4(395531409)	1149986
820	Jan Shikshan Sansthan, Lucknow	F.7-1/2013-NLM.4(395531409)	584500
821	Jan Shikshan Sansthan, Lucknow	F.7-1/2013-NLM.4(395531409)	915500
822	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4(GEN)	1036597
823	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4(SC)	299163
824	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4(ST)	160051
825	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4(GEN)	1212750
826	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4(ST)	187250
827	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4(SC)	350000
828	Jan Shikshan Sansthan, Ludhiana	F.12-1/2012-AE.2(SC)	302120
829	Jan Shikshan Sansthan, Ludhiana	F.12-1/2012-AE.2(ST)	161634
830	Jan Shikshan Sansthan, Ludhiana	F.12-1/2013-AE.2/5806595	598500
831	Jan Shikshan Sansthan, Ludhiana	F.12-1/2013-AE.2	901500
832	Jan Shikshan Sansthan, Ludhiana	F.12-1/2013-AE.2/6372093	591768
833	Jan Shikshan Sansthan, Ludhiana	F.12-1/2013-AE.2/12057405	891361
834	Jan Shikshan Sansthan, Ludhiana	F.12-1/2012-AE.2(GENL)	1046846
835	Jan Shikshan Sansthan, Madurai	F.5-1/2013-NLM-II	1391000
836	Jan Shikshan Sansthan, Madurai	F.5-1/2013-NLM-II(2983000)	352500
837	Jan Shikshan Sansthan, Madurai	F.5-1/2013-NLM-II/26730888	1317500
838	Jan Shikshan Sansthan, Madurai	F.5-14/2011-NLM-II/1393	288713
839	Jan Shikshan Sansthan, Madurai	F.5-14/2011-NLM-II/1394	154461
840	Jan Shikshan Sansthan, Madurai	F.5-14/2011-NLM-II/1395	1000390
841	Jan Shikshan Sansthan, Mahabub Nagar	F.5-1/2012-NLM-II(GENL)	1190008
842	Jan Shikshan Sansthan, Mahabub Nagar	F.5-1/2012-NLM-II(SC)	297502
843	Jan Shikshan Sansthan, Mahabub Nagar	F.5-1/2013-NLM-II	183924
844	Jan Shikshan Sansthan, Malappuram	F.5-1/2012-NLM-II(GENL)	1039500
845	Jan Shikshan Sansthan, Malappuram	F.5-1/2012-NLM-II(SC)	300000

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846	Jan Shikshan Sansthan, Malappuram	F.5-1/2012-NLM-II(ST)	160500
847	Jan Shikshan Sansthan, Malappuram	F.5-1/2013-NLM-II/26730888	1277201
848	Jan Shikshan Sansthan, Malappuram	F.5-1/2013-NLM-II/10527853	195430
849	Jan Shikshan Sansthan, Mandla	F.7-1/2012-NLM-4(GEN)	1036166
850	Jan Shikshan Sansthan, Mandla	F.7-1/2012-NLM-4(ST)	159985
851	Jan Shikshan Sansthan, Mandla	F.7-1/2012-NLM-4(SC)	299037
852	Jan Shikshan Sansthan, Mandla	F.7-1/2013-NLM.4(395531409)	1178000
853	Jan Shikshan Sansthan, Mandla	F.7-1/2013-NLM.4(395531409)	225000
854	Jan Shikshan Sansthan, Mathura UP.	F.7-1/2013-NLM.4(395531409)	1024608
855	Jan Shikshan Sansthan, Mathura UP.	F.7-1/2012-NLM-4(GEN)	1039500
856	Jan Shikshan Sansthan, Mathura UP.	F.7-1/2012-NLM-4(ST)	160500
857	Jan Shikshan Sansthan, Mathura UP.	F.7-1/2012-NLM-4(SC)	300000
858	Jan Shikshan Sansthan, Mau	F.7-1/2012-NLM-4(GEN)	1029194
859	Jan Shikshan Sansthan, Mau	F.7-1/2012-NLM-4(SC)	297026
860	Jan Shikshan Sansthan, Maunathbhanjan	F.7-1/2012-NLM-4(ST)	158909
861	Jan Shikshan Sansthan, Mehsana	F.21-1/2013/NLM-I/SC	198500
862	Jan Shikshan Sansthan, Mehsana	F.21-1/2013/NLM-I/GEN	1301500
863	Jan Shikshan Sansthan, Mehsana	F.21-1/2012-NLM-I/2828802	300000
864	Jan Shikshan Sansthan, Mehsana	F.21-1/2012-NLM-I/1513410	160500
865	Jan Shikshan Sansthan, Mehsana	F.21-1/2012/NLM-I-9801798	1039500
866	Jan Shikshan Sansthan, Mehsana	F.21-1/2013-NLM-I(SC)	198500
867	Jan Shikshan Sansthan, Mehsana	F.21-1/2013-NLM-I	1301500
868	Jan Shikshan Sansthan, Midnapur	F.24-1/2010-AE./3846000	904000
869	Jan Shikshan Sansthan, Midnapur	F.24-1/2010-AE.1/2537000	397000
870	Jan Shikshan Sansthan, Midnapur	F.24-1/2010-AE.I	199000
871	Jan Shikshan Sansthan, Midnapur	F.24-14/2010-AE.1/1250	1023611
872	Jan Shikshan Sansthan, Midnapur	F.24-14/2010-AE.1/1251	158047
873	Jan Shikshan Sansthan, Midnapur	F.24-14/2010-AE.1/1252	295415
874	Jan Shikshan Sansthan, Mirzapur	F.7-1/2013-NLM.4(395531409)	639000
875	Jan Shikshan Sansthan, Mirzapur	F.7-1/2013-NLM.4(395531409)	851622
876	Jan Shikshan Sansthan, Mirzapur	F.7-1/2012-NLM-4(SC)	300000
877	Jan Shikshan Sansthan, Mirzapur	F.7-1/2012-NLM-4(GEN)	1039500
878	Jan Shikshan Sansthan, Mirzapur	F.7-1/2012-NLM-4(ST)	160500
879	Jan Shikshan Sansthan, Mohali	F.12-1/2013-AE.2/12057405	411300

Sr. No	Grantee's Name	Sanction No.	Amount Released
880	Jan Shikshan Sansthan, Mohali	F.12-1/2012-AE.2(GENL)	1032612
881	Jan Shikshan Sansthan, Mohali	F.12-1/2012-AE.2(SC)	298012
882	Jan Shikshan Sansthan, Mohali	F.12-1/2012-AE.2(ST)	159436
883	Jan Shikshan Sansthan, Mohali	F.12-1/2013-AE.2	1442700
884	Jan Shikshan Sansthan, Mohali	F.12-1/2013-AE.2/6372093	1088700
885	Jan Shikshan Sansthan, Morena	F.7-1/2012-NLM-4(GEN)	1040594
886	Jan Shikshan Sansthan, Morena	F.7-1/2012-NLM-4(SC)	300316
887	Jan Shikshan Sansthan, Morena	F.7-1/2012-NLM-4(ST)	160668
888	Jan Shikshan Sansthan, Morena	F.7-1/2013-NLM.4(395531409)	508500
889	Jan Shikshan Sansthan, Morena	F.7-1/2013-NLM.4(395531409)	912089
890	Jan Shikshan Sansthan, Motihari	F.5-3/2012-NLM-3(29412752)	1139692
891	Jan Shikshan Sansthan, Motihari	F.5-3/2012-NLM-3(4541363)	175970
892	Jan Shikshan Sansthan, Motihari	F.5-3/2012-NLM-3(8488529)	328915
893	Jan Shikshan Sansthan, Motihari	F.5-1/2013-NLM-3(PT)	1182000
894	Jan Shikshan Sansthan, Motihari	F.5-1/2013-NLM-3/10282892	315000
895	Jan Shikshan Sansthan, Munger	F.5-1/2013-NLM-3/8251850	1143050
896	Jan Shikshan Sansthan, Munger	F.5-1/2013-NLM-3/3931650	318450
897	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-3/2012-NLM-3(29412752)	1020619
898	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-3/2012-NLM-3(8488529)	294551
899	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-3/2012-NLM-3(4541363)	157585
900	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-1/2013-NLM-3/10282892	379926
901	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-1/2013-NLM-3(PT)	1117480
902	Jan Shikshan Sansthan, Mysore	F.5-1/2012-NLM-II(ST)	177378
903	Jan Shikshan Sansthan, Mysore	F.5-1/2012-NLM-II(GENL)	1148810
904	Jan Shikshan Sansthan, Mysore	F.5-1/2012-NLM-II(SC)	331547
905	Jan Shikshan Sansthan, Mysore	F.5-1/2013-NLM-II/10527853	488138
906	Jan Shikshan Sansthan, Mysore	F.5-1/2013-NLM-II	281711
907	Jan Shikshan Sansthan, Mysore	F.5-1/2013-NLM-II/26730888	930133
908	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE-I/7267546	1039500
909	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE.1(i)	300000
910	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE.1(ii)	160500
911	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE.1(i)	236500
912	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE.1	1165500
913	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2012-NLM-II(GENL)	1039466

Sr. No	Grantee's Name	Sanction No.	Amount Released
914	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2012-NLM-II(SC)	299990
915	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2012-NLM-II(ST)	160495
916	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2013-NLM-II/26730888	756835
917	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2013-NLM-II/10527853	684963
918	Jan Shikshan Sansthan, Naharlagun	F.24-1/2010-AE.I/3997962	1337541
919	Jan Shikshan Sansthan, Naharlagun	F.24-1/2010-AE.I(i)	160265
920	Jan Shikshan Sansthan, Nalanda	F.5-1/2013-NLM-3/10282892	472950
921	Jan Shikshan Sansthan, Nalanda	F.5-1/2013-NLM-3(PT)	1026050
922	Jan Shikshan Sansthan, Nalanda	f.5-1/2013-NLM-3-SC/116028857	472950
923	Jan Shikshan Sansthan, Nalanda	F.5-1/2013-NLM-3/GEN	1027050
924	Jan Shikshan Sansthan, Nalanda	F.5-4/2013-NLM-3	1027282
925	Jan Shikshan Sansthan, Nalanda	F.5-4/2013-NLM-3/1719812	296474
926	Jan Shikshan Sansthan, Nalanda	F.5-4/2013-NLM-3/920097	158613
927	Jan Shikshan Sansthan, Nalgonda	F.5-1/2013-NLM-II	820500
928	Jan Shikshan Sansthan, Nalgonda	F.5--7/2010-NLM-II/1694	1018234
929	Jan Shikshan Sansthan, Nalgonda	F.5-7/2010-NLM-II/1695	157216
930	Jan Shikshan Sansthan, Nalgonda	F.5-7/2010-NLM-II/1706	293563
931	Jan Shikshan Sansthan, Namakkal	F.5-1/2012-NLM-II(GENL)	1028261
932	Jan Shikshan Sansthan, Namakkal	F.5-1/2012-NLM-II(SC)	296756
933	Jan Shikshan Sansthan, Namakkal	F.5-1/2012-NLM-II(ST)	158765
934	Jan Shikshan Sansthan, Namakkal	F.5-1/2013-NLM-II/26730888	927464
935	Jan Shikshan Sansthan, Namakkal	F.5-1/2013-NLM-II/10527853	438666
936	Jan Shikshan Sansthan, Nandurbar-I	F.21-1/2012-NLM-1/3627241	661830
937	Jan Shikshan Sansthan, Nandurbar-I	F.21-1/2012-NLM.I/SC	300000
938	Jan Shikshan Sansthan, Nandurbar-I	F.21-1/2013-NLM-I	225000
939	Jan Shikshan Sansthan, Nandurbar-I	F.21-1/2013-NLM-I(ST)	1213500
940	Jan Shikshan Sansthan, Nandurbar-I	F.21-1/2011-NLM-I/GENL	100303
941	Jan Shikshan Sansthan, Nandurbar-I	F.21-1/2012-NLM-I/596991	121640
942	Jan Shikshan Sansthan, Narayanpur Varanasi	F.7-1/2013-NLM.4(395531409)	329000
943	Jan Shikshan Sansthan, Narayanpur Varanasi	F.7-1/2013-NLM.4(395531409)	1171000
944	Jan Shikshan Sansthan, Narendrapur	F.24-1/2010-A.E.1/967000	570000
945	Jan Shikshan Sansthan, Narendrapur	F.24-1/2010-A.E.1/2084000	1180000
946	Jan Shikshan Sansthan, Narendrapur	F.24-19/2010-AE.1(SC)	349204
947	Jan Shikshan Sansthan, Narendrapur	F.24-19/2010-AE.1(ST)	186824

Sr. No	Grantee's Name	Sanction No.	Amount Released
948	Jan Shikshan Sansthan, Narendrapur	F.24-19/2010-AE.1(GENL)	1209991
949	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2012-NLM-4(ST)	160201
950	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2012-NLM-4(GEN)	1037560
951	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2012-NLM-4(SC)	299440
952	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2013-NLM.4(395531409)	316500
953	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2013-NLM.4(395531409)	389000
954	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2013-NLM.4(395531409)	791614
955	Jan Shikshan Sansthan, Nashik	F.21-1/2012-NLM.I/SC	298610
956	Jan Shikshan Sansthan, Nashik	F.21-1/2013-NLM-I	726500
957	Jan Shikshan Sansthan, Nashik	F.21-1/2013-NLM-I(SC)	210000
958	Jan Shikshan Sansthan, Nashik	F.21-1/2013-NLM-I(ST)	563500
959	Jan Shikshan Sansthan, Nashik	F.21-1/2013/NLM-I/2674603	160500
960	Jan Shikshan Sansthan, Nashik	F.21-1/2012/NLM-I-16785735	1024277
961	Jan Shikshan Sansthan, Niiharika, Korba	f.5-1/2013-NLM-3-SC/9324364	920000
962	Jan Shikshan Sansthan, Niiharika, Korba	f.5-1/2013-NLM-3/27177860	355450
963	Jan Shikshan Sansthan, Niiharika, Korba	f.5-1/2013-NLM-3-SC/116028857	224550
964	Jan Shikshan Sansthan, Niiharika, Korba	F.5-4/2013-NLM-3/690023	150994
965	Jan Shikshan Sansthan, Niiharika, Korba	F.5-4/2013-NLM-3/4469036	977932
966	Jan Shikshan Sansthan, Niiharika, Korba	F.5-4/2013-NLM-3/1289765	282231
967	Jan Shikshan Sansthan, North 24 Parganas	F.24-1/2010-AE./3846000	946000
968	Jan Shikshan Sansthan, North 24 Parganas	F.24-1/2010-AE.1/2537000	501500
969	Jan Shikshan Sansthan, North 24 Parganas	F.24-15/2010-AE.1/1256	159922
970	Jan Shikshan Sansthan, North 24 Parganas	F.22-15/2010-AE-1/1257	298920
971	Jan Shikshan Sansthan, North 24 Parganas	F.22-15/2010-AE-1/1258	1035756
972	Jan Shikshan Sansthan, Nuapada	F.5-3/2012-NLM-3(29412752)	1029968
973	Jan Shikshan Sansthan, Nuapada	F.5-3/2012-NLM-3(4541363)	159028
974	Jan Shikshan Sansthan, Nuapada	F.5-3/2012-NLM-3(8488529)	297249
975	Jan Shikshan Sansthan, Nuapada	F.5-1/2013-NLM-3(PT)	417541
976	Jan Shikshan Sansthan, Nuapada	f.5-1/2013-NLM-3-SC/9324364	776113
977	Jan Shikshan Sansthan, Nuapada	f.5-1/2013-NLM-3-SC/116028857	304652
978	Jan Shikshan Sansthan, Nuapada	f.5-1/2013-NLM-3/27177860	417522
979	Jan Shikshan Sansthan, Nuapada	F.5-1/2013-NLM-3/10282892	304665
980	Jan Shikshan Sansthan, Nuapada	F.5-1/2013-NLM-3/8938641	776146
981	Jan Shikshan Sansthan, Ongole	F.5-1/2012-NLM-II(GENL)	1189166

Sr. No	Grantee's Name	Sanction No.	Amount Released
982	Jan Shikshan Sansthan, Ongole	F.5-1/2012-NLM-II(SC)	297292
983	Jan Shikshan Sansthan, Ongole	F.5-1/2013-NLM-II/26730888	894000
984	Jan Shikshan Sansthan, Ongole	F.5-1/2013-NLM-II/10527853	515000
985	Jan Shikshan Sansthan, Palakkad, Kerala	F.5-1/2012-NLM-II(SC)	300234
986	Jan Shikshan Sansthan, Palakkad, Kerala	F.5-1/2012-NLM-II(ST)	160625
987	Jan Shikshan Sansthan, Palakkad, Kerala	F.5-1/2012-NLM-II(GENL)	1040309
988	Jan Shikshan Sansthan, Palakkad, Kerala	F.5-1/2013-NLM-II/26730888	1011830
989	Jan Shikshan Sansthan, Palakkad, Kerala	F.5-1/2013-NLM-II/10527853	387143
990	Jan Shikshan Sansthan, Panipat	F.12-1/2013-AE.2	1119380
991	Jan Shikshan Sansthan, Panipat	F.12-1/2013-AE.2/12057405	1110284
992	Jan Shikshan Sansthan, Panipat	F.12-1/2013-AE.2/6372093	376040
993	Jan Shikshan Sansthan, Panipat	F.12-1/2012-AE.2(GENL)	1030071
994	Jan Shikshan Sansthan, Panipat	F.12-1/2012-AE.2(SC)	297279
995	Jan Shikshan Sansthan, Panipat	F.12-1/2012-AE.2(ST)	159044
996	Jan Shikshan Sansthan, Panipat	F.12-1/2013-AE.2/5806595	379121
997	Jan Shikshan Sansthan, Papum-Pare	F.24-1/2010-AE.1	225441
998	Jan Shikshan Sansthan, Papum-Pare	F.24-1/2010-AE.1(ii)	1247172
999	Jan Shikshan Sansthan, Patan	F.21-1/2012/NLM-I-9801798	1036418
1000	Jan Shikshan Sansthan, Patan	F.21-1/2012-NLM-I/1513410	160024
1001	Jan Shikshan Sansthan, Patan	F.21-1/2013-NLM-I(SC)	242000
1002	Jan Shikshan Sansthan, Patan	F.21-1/2013-NLM-I	1232500
1003	Jan Shikshan Sansthan, Patan	F.21-1/2013/NLM-I/SC	242000
1004	Jan Shikshan Sansthan, Patan	F.21-1/2013/NLM-I/GEN	1258000
1005	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2013-AE.2/12057405	968838
1006	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2013-AE.2/6372093	522371
1007	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2012-AE.2(ST)	158808
1008	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2012-AE.2(GENL)	1028543
1009	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2012-AE.2(SC)	296838
1010	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2012-AE.2(GENL)	1023918
1011	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2012-AE.2(SC)	295503
1012	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2012-AE.2(ST)	158094
1013	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2013-AE.2	974550
1014	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2013-AE.2/5806595	525450
1015	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2013-AE.2	967733

Sr. No	Grantee's Name	Sanction No.	Amount Released
1016	Jan Shikshan Sansthan, Patel Nagar, West Delhi	F.12-1/2013-AE.2/5806595	521775
1017	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2013-NLM-II(2199943)	319815
1018	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2012-NLM-II(SC)	298357
1019	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2012-NLM-II(ST)	159621
1020	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2012-NLM-II(GENL)	1033808
1021	Jan Shikshan Sansthan, Pilibhit	F.7-1/2013-NLM.4(395531409)	1077587
1022	Jan Shikshan Sansthan, Pilibhit	F.7-1/2013-NLM.4(395531409)	366500
1023	Jan Shikshan Sansthan, Pilibhit	F.7-1/2012-NLM-4(ST)	160454
1024	Jan Shikshan Sansthan, Pilibhit	F.7-1/2012-NLM-4(SC)	299912
1025	Jan Shikshan Sansthan, Pilibhit	F.7-1/2012-NLM-4(GEN)	1039196
1026	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2013-NLM.4(395531409)	530000
1027	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2013-NLM.4(395531409)	888704
1028	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2012-NLM-4(GEN)	1039500
1029	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2012-NLM-4(SC)	300000
1030	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2012-NLM-4(ST)	160500
1031	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2012-AE.2(GENL)	1025876
1032	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2012-AE.2(SC)	296068
1033	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2012-AE.2(ST)	158396
1034	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2013-AE.2	974550
1035	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2013-AE.2/5806595	525449
1036	Jan Shikshan Sansthan, Prayas, Samastipur	F.5-4/2013-NLM-3	996589
1037	Jan Shikshan Sansthan, Prayas, Samastipur	F.5-4/2013-NLM-3/1719812	287616
1038	Jan Shikshan Sansthan, Prayas, Samastipur	F.5-4/2013-NLM-3/920097	153874
1039	Jan Shikshan Sansthan, Pune	F.21-1/2012-NLM.I/SC	348055
1040	Jan Shikshan Sansthan, Pune	F.21-1/2013-NLM-I	1354000
1041	Jan Shikshan Sansthan, Pune	F.21-1/2013-NLM-I(SC)	296500
1042	Jan Shikshan Sansthan, Pune	F.21-1/2013/NLM-I/2674603	187250
1043	Jan Shikshan Sansthan, Pune	F.21-1/2012/NLM-I-16785735	1199999
1044	Jan Shikshan Sansthan, Puri	F.5-3/2012-NLM-3(4541363)	160752
1045	Jan Shikshan Sansthan, Puri	F.5-3/2012-NLM-3(8488529)	300471
1046	Jan Shikshan Sansthan, Puri	F.5-3/2012-NLM-3(29412752)	1041131
1047	Jan Shikshan Sansthan, Puri	F.5-1/2013-NLM-3(PT)	1052000
1048	Jan Shikshan Sansthan, Puri	F.5-1/2013-NLM-3/10282892	440500
1049	Jan Shikshan Sansthan, Puri	F.5-1/2013-NLM-3/SC	436359

Sr. No	Grantee's Name	Sanction No.	Amount Released
1050	Jan Shikshan Sansthan, Puri	F.5-1/2013-NLM-3/GEN	1049541
1051	Jan Shikshan Sansthan, Purulia	F.24-1/2010-A.E.I/GENL	607500
1052	Jan Shikshan Sansthan, Purulia	F.24-1/2010-AE.1/2537000	444500
1053	Jan Shikshan Sansthan, Purulia	F.24-1/2010-AE.I	448000
1054	Jan Shikshan Sansthan, Purulia	F.24-17/2010-AE.1/1253	158476
1055	Jan Shikshan Sansthan, Purulia	F.24-17/2010-AE.1/1254	1026389
1056	Jan Shikshan Sansthan, Purulia	F.24-17/2010-AE.1/1255	296216
1057	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2012-NLM-4(ST)	160500
1058	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2012-NLM-4(SC)	300000
1059	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2012-NLM-4(GEN)	1039500
1060	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2013-NLM.4(395531409)	716500
1061	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2013-NLM.4(395531409)	780380
1062	Jan Shikshan Sansthan, Raichur	F.5-1/2012-NLM-II(GENL)	1027545
1063	Jan Shikshan Sansthan, Raichur	F.5-1/2012-NLM-II(ST)	158654
1064	Jan Shikshan Sansthan, Raichur	F.5-1/2013-NLM-II/26730888	601510
1065	Jan Shikshan Sansthan, Raichur	F.5-1/2013-NLM-II/10527853	454231
1066	Jan Shikshan Sansthan, Raigarh	F.21-1/2012-NLM-1/3627241	913085
1067	Jan Shikshan Sansthan, Raigarh	F.21-1/2012-NLM-I/596991	148044
1068	Jan Shikshan Sansthan, Raipur	F.5-1/2013-NLM-3/SC	388050
1069	Jan Shikshan Sansthan, Raipur	F.5-1/2013-NLM-II	431916
1070	Jan Shikshan Sansthan, Raipur	F.5-1/2013-NLM-3/8251850	814450
1071	Jan Shikshan Sansthan, Raipur	F.5-1/2013-NLM-3/5816500	297500
1072	Jan Shikshan Sansthan, Raipur	F.5-1/2013-NLM-3/3931650	388050
1073	Jan Shikshan Sansthan, Raipur	F.5-4/2013-NLM-3/4469036	581494
1074	Jan Shikshan Sansthan, Raisen	F.7-1/2012-NLM-4(GEN)	1033758
1075	Jan Shikshan Sansthan, Raisen	F.7-1/2012-NLM-4(SC)	298343
1076	Jan Shikshan Sansthan, Raisen	F.7-1/2012-NLM-4(ST)	159614
1077	Jan Shikshan Sansthan, Raisen	F.7-1/2013-NLM.4(395531409)	395000
1078	Jan Shikshan Sansthan, Raisen	F.7-1/2013-NLM.4(395531409)	727372
1079	Jan Shikshan Sansthan, Raisen	F.7-1/2013-NLM.4(395531409)	369500
1080	Jan Shikshan Sansthan, Rajgarh	F.7-1/2013-NLM.4(395531409)	986571
1081	Jan Shikshan Sansthan, Rajgarh	F.7-1/2013-NLM.4(395531409)	417000
1082	Jan Shikshan Sansthan, Rajgarh	F.7-1/2012-NLM-4(SC)	298205
1083	Jan Shikshan Sansthan, Rajgarh	F.7-1/2012-NLM-4(ST)	159539

Sr. No	Grantee's Name	Sanction No.	Amount Released
1084	Jan Shikshan Sansthan, Rajgarh	F.7-1/2012-NLM-4(GEN)	1033277
1085	Jan Shikshan Sansthan, Rajnandgaon	F.5-1/2013-NLM-3/3931650	245550
1086	Jan Shikshan Sansthan, Rajnandgaon	F.5-1/2013-NLM-3/5816500	649000
1087	Jan Shikshan Sansthan, Rajnandgaon	F.5-1/2013-NLM-3/8251850	605450
1088	Jan Shikshan Sansthan, Rajnandgaon	F.5-4/2013-NLM-3/690023	149494
1089	Jan Shikshan Sansthan, Rajnandgaon	F.5-4/2013-NLM-3/4469036	968220
1090	Jan Shikshan Sansthan, Rajnandgaon	F.5-4/2013-NLM-3/1289765	279428
1091	Jan Shikshan Sansthan, Ranchi	F.5-1/2013-NLM-3/5816500	930000
1092	Jan Shikshan Sansthan, Ranchi	F.5-1/2013-NLM-3/8251850	455500
1093	Jan Shikshan Sansthan, Ranchi	F.5-1/2013-NLM-3/3931650	114500
1094	Jan Shikshan Sansthan, Ranchi	F.5-4/2013-NLM-3/1755	1014454
1095	Jan Shikshan Sansthan, Ranchi	F.5-4/2013-NLM-3/1756	292772
1096	Jan Shikshan Sansthan, Ranchi	F.5-4/2013-NLM-3/1757	156633
1097	Jan Shikshan Sansthan, Rangareddy	F.5-1/2012-NLM-II(GENL)	1394834
1098	Jan Shikshan Sansthan, Rangareddy	F.5-1/2012-NLM-II(SC)	348708
1099	Jan Shikshan Sansthan, Rangareddy	F.5-1/2013-NLM-II/26730888	1226500
1100	Jan Shikshan Sansthan, Rangareddy	F.5-1/2013-NLM-II/10527853	414500
1101	Jan Shikshan Sansthan, Rangareddy	F.5-1/2013-NLM-II	109000
1102	Jan Shikshan Sansthan, Ratlam	F.7-1/2013-NLM.4(395531409)	596000
1103	Jan Shikshan Sansthan, Ratlam	F.7-1/2013-NLM.4(395531409)	328500
1104	Jan Shikshan Sansthan, Ratlam	F.7-1/2013-NLM.4(395531409)	564519
1105	Jan Shikshan Sansthan, Ratlam	F.7-1/2012-NLM-4(SC)	300000
1106	Jan Shikshan Sansthan, Ratlam	F.7-1/2012-NLM-4(ST)	160500
1107	Jan Shikshan Sansthan, Ratlam	F.7-1/2012-NLM-4(GEN)	1039500
1108	Jan Shikshan Sansthan, Rewa	F.7-1/2013-NLM.4(395531409)	303000
1109	Jan Shikshan Sansthan, Rewa	F.7-1/2013-NLM.4(395531409)	364500
1110	Jan Shikshan Sansthan, Rewa	F.7-1/2013-NLM.4(395531409)	677970
1111	Jan Shikshan Sansthan, Rewa	F.7-1/2012-NLM-4(GEN)	1039500
1112	Jan Shikshan Sansthan, Rewa	F.7-1/2012-NLM-4(ST)	160500
1113	Jan Shikshan Sansthan, Rewa	F.7-1/2012-NLM-4(SC)	300000
1114	Jan Shikshan Sansthan, Rohtak	F.12-1/2013-AE.2/12057405	1042505
1115	Jan Shikshan Sansthan, Rohtak	F.12-1/2013-AE.2/6372093	453842
1116	Jan Shikshan Sansthan, Rohtak	F.12-1/2012-AE.2(GENL)	1036625
1117	Jan Shikshan Sansthan, Rohtak	F.12-1/2012-AE.2(ST)	160056

Sr. No	Grantee's Name	Sanction No.	Amount Released
1118	Jan Shikshan Sansthan, Rohtak	F.12-1/2012-AE.2(SC)	299170
1119	Jan Shikshan Sansthan, Rohtak	F.12-1/2013-AE.2	1045050
1120	Jan Shikshan Sansthan, Rohtak	F.12-1/2013-AE.2/5806595	454950
1121	Jan Shikshan Sansthan, Rourkela	f.5-1/2013-NLM-3-SC/9324364	1000000
1122	Jan Shikshan Sansthan, Rourkela	f.5-1/2013-NLM-3-SC/116028857	220922
1123	Jan Shikshan Sansthan, Rourkela	f.5-1/2013-NLM-3/27177860	522740
1124	Jan Shikshan Sansthan, Rourkela	F.5-3/2012-NLM-3(29412752)	1206375
1125	Jan Shikshan Sansthan, Rourkela	F.5-3/2012-NLM-3(8488529)	348160
1126	Jan Shikshan Sansthan, Rourkela	F.5-3/2012-NLM-3(4541363)	186266
1127	Jan Shikshan Sansthan, Rourkela	F.5-1/2013-NLM-3/10282892	221725
1128	Jan Shikshan Sansthan, Rourkela	F.5-1/2013-NLM-3/8938641	1265775
1129	Jan Shikshan Sansthan, Rourkela	F.5-1/2013-NLM-3(P.T)	262500
1130	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2012-NLM-I/2828802	298122
1131	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2012/NLM-I-9801798	1032993
1132	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2012-NLM-I/1513410	159495
1133	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2013/NLM-I/GEN	1293000
1134	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2013/NLM-I/SC	207000
1135	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2013-NLM-I(SC)	207000
1136	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2013-NLM-I	822500
1137	Jan Shikshan Sansthan, Sagar	F.7-1/2012-NLM-4(SC)	300000
1138	Jan Shikshan Sansthan, Sagar	F.7-1/2012-NLM-4(GEN)	1039500
1139	Jan Shikshan Sansthan, Sagar	F.7-1/2012-NLM-4(ST)	160500
1140	Jan Shikshan Sansthan, Sagar	F.7-1/2013-NLM.4(395531409)	227500
1141	Jan Shikshan Sansthan, Sagar	F.7-1/2013-NLM.4(395531409)	496000
1142	Jan Shikshan Sansthan, Sagar	F.7-1/2013-NLM.4(395531409)	760435
1143	Jan Shikshan Sansthan, Saharanpur UP	F.7-1/2013-NLM.4(395531409)	965751
1144	Jan Shikshan Sansthan, Saharanpur UP	F.7-1/2013-NLM.4(395531409)	526500
1145	Jan Shikshan Sansthan, Saharanpur UP	F.7-1/2012-NLM-4(GEN)	1039500
1146	Jan Shikshan Sansthan, Saharanpur UP	F.7-1/2012-NLM-4(ST)	154551
1147	Jan Shikshan Sansthan, Saharanpur UP	F.7-1/2012-NLM-4(GEN)	1000969
1148	Jan Shikshan Sansthan, Saharanpur UP	F.7-1/2012-NLM-4(SC)	288880
1149	Jan Shikshan Sansthan, Sambalpur	F.5-3/2012-NLM-3(29412752)	1035158
1150	Jan Shikshan Sansthan, Sambalpur	F.5-3/2012-NLM-3(8488529)	298747
1151	Jan Shikshan Sansthan, Sambalpur	F.5-3/2012-NLM-3(4541363)	159830

Sr. No	Grantee's Name	Sanction No.	Amount Released
1152	Jan Shikshan Sansthan, Sambalpur	F.5-1/2013-NLM-3(PT)	350124
1153	Jan Shikshan Sansthan, Sambalpur	F.5-1/2013-NLM-3/8938641	744747
1154	Jan Shikshan Sansthan, Sambalpur	F.5-1/2013-NLM-3/10282892	372129
1155	Jan Shikshan Sansthan, Satna	F.7-1/2013-NLM.4(395531409)	368545
1156	Jan Shikshan Sansthan, Satna	F.7-1/2013-NLM.4(395531409)	386000
1157	Jan Shikshan Sansthan, Satna	F.7-1/2013-NLM.4(395531409)	339000
1158	Jan Shikshan Sansthan, Satna	F.7-1/2012-NLM-4(ST)	160500
1159	Jan Shikshan Sansthan, Satna	F.7-1/2012-NLM-4(GEN)	1039500
1160	Jan Shikshan Sansthan, Satna	F.7-1/2012-NLM-4(SC)	300000
1161	Jan Shikshan Sansthan, Sehore	F.7-1/2012-NLM-4(ST)	160232
1162	Jan Shikshan Sansthan, Sehore	F.7-1/2012-NLM-4(GEN)	1037767
1163	Jan Shikshan Sansthan, Sehore	F.7-1/2012-NLM-4(SC)	299501
1164	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE-I/7267546	1038263
1165	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE.1(i)	299643
1166	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE.1(ii)	160309
1167	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE.1	224250
1168	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE.1(ii)	1268258
1169	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2013-NLM.4(395531409)	430500
1170	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2013-NLM.4(395531409)	482814
1171	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2012-NLM-4(ST)	160500
1172	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2012-NLM-4(SC)	300000
1173	Jan Shikshan Sansthan, Shajapur	F.7-1/2013-NLM.4(395531409)	900113
1174	Jan Shikshan Sansthan, Shajapur	F.7-1/2013-NLM.4(395531409)	528500
1175	Jan Shikshan Sansthan, Shajapur	F.7-1/2012-NLM-4(SC)	299919
1176	Jan Shikshan Sansthan, Shajapur	F.7-1/2012-NLM-4(GEN)	1039222
1177	Jan Shikshan Sansthan, Shajapur	F.7-1/2012-NLM-4(ST)	160458
1178	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2012-NLM-4(GEN)	1039241
1179	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2012-NLM-4(SC)	299926
1180	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2012-NLM-4(ST)	160459
1181	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2013-NLM.4(395531409)	749154
1182	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2013-NLM.4(395531409)	247000
1183	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2013-NLM.4(395531409)	4950000
1184	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2013-NLM.4(395531409)	494500
1185	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2013-NLM.4(395531409)	400500

Sr. No	Grantee's Name	Sanction No.	Amount Released
1186	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2013-NLM.4(395531409)	598951
1187	Jan Shikshan Sansthan, Sheopur, Varanasi	F.7-1/2012-NLM-4(SC)	299303
1188	Jan Shikshan Sansthan, Sheopur, Varanasi	F.7-1/2012-NLM-4(ST)	160128
1189	Jan Shikshan Sansthan, Sheopur, Varanasi	F.7-1/2012-NLM-4(GEN)	1037086
1190	Jan Shikshan Sansthan, Shimoga	F.5-1/2013-NLM-II/26730888	1020002
1191	Jan Shikshan Sansthan, Shimoga	F.5-1/2012-NLM-II(GENL)	1035928
1192	Jan Shikshan Sansthan, Shimoga	F.5-1/2012-NLM-II(SC)	298969
1193	Jan Shikshan Sansthan, Shimoga	F.5-1/2012-NLM-II(ST)	159949
1194	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2012-NLM-4(SC)	289218
1195	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2012-NLM-4(ST)	154732
1196	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2012-NLM-4(GEN)	1002141
1197	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2013-NLM.4(395531409)	454000
1198	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2013-NLM.4(395531409)	1041153
1199	Jan Shikshan Sansthan, Siddarthnagar	F.43-36/2008-AE-4/1837	2075526
1200	Jan Shikshan Sansthan, Siddarthnagar	F.43-36/2008-AE-4/1838	320464
1201	Jan Shikshan Sansthan, Siddarthnagar	F.6-16/2006-AE-8/NLM-4	1036548
1202	Jan Shikshan Sansthan, Siddarthnagar	F.6-15/2006-AE.8/NLM.4	299148
1203	Jan Shikshan Sansthan, Siddarthnagar	F.6-16/2006-AE.8/NLM.4/200	160044
1204	Jan Shikshan Sansthan, Sidhi	F.7-1/2013-NLM.4(395531409)	658500
1205	Jan Shikshan Sansthan, Sidhi	F.7-1/2013-NLM.4(395531409)	568085
1206	Jan Shikshan Sansthan, Sidhi	F.7-1/2013-NLM.4(395531409)	260000
1207	Jan Shikshan Sansthan, Sidhi	F.7-1/2012-NLM-4(GEN)	1010002
1208	Jan Shikshan Sansthan, Sidhi	F.7-1/2012-NLM-4(SC)	291487
1209	Jan Shikshan Sansthan, Sidhi	F.7-1/2012-NLM-4(ST)	155945
1210	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM.I/SC	136410
1211	Jan Shikshan Sansthan, Sikar	F.21-1/2013-NLM-I	1074500
1212	Jan Shikshan Sansthan, Sikar	F.21-1/2013-NLM-I(SC)	359000
1213	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM-I/3058542	1013173
1214	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM-I/472607	156435
1215	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM-I/451488	155992
1216	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE-I/7267546	1036706
1217	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE.1(ii)	160069
1218	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE.1(i)	299194
1219	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE.1	1115000

Sr. No	Grantee's Name	Sanction No.	Amount Released
1220	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE.1(i)	352000
1221	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2012-NLM-1/3627241	1004632
1222	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2012-NLM.I/SC	299902
1223	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2013-NLM-I	1351500
1224	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2013-NLM-I(SC)	132500
1225	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2012-NLM-I/596991	165538
1226	Jan Shikshan Sansthan, Sirsa	F.12-1/2013-AE.2/6372093	616038
1227	Jan Shikshan Sansthan, Sirsa	F.12-1/2013-AE.2/12057405	846194
1228	Jan Shikshan Sansthan, Sirsa	F.12-1/2012-AE.2(SC)	289462
1229	Jan Shikshan Sansthan, Sirsa	F.12-1/2012-AE.2(ST)	154862
1230	Jan Shikshan Sansthan, Sirsa	F.12-1/2012-AE.2(GENL)	1002987
1231	Jan Shikshan Sansthan, Sirsa	F.12-1/2013-AE.2	746896
1232	Jan Shikshan Sansthan, Sirsa	F.12-1/2013-AE.2/5806595	543749
1233	Jan Shikshan Sansthan, Sitapur	F.7-1/2013-NLM.4(395531409)	774000
1234	Jan Shikshan Sansthan, Sitapur	F.7-1/2012-NLM-4(GEN)	1039448
1235	Jan Shikshan Sansthan, Sitapur	F.7-1/2012-NLM-4(SC)	299985
1236	Jan Shikshan Sansthan, Sitapur	F.7-1/2012-NLM-4(ST)	160493
1237	Jan Shikshan Sansthan, Sitapur	F.7-1/2013-NLM.4(395531409)	719207
1238	Jan Shikshan Sansthan, Sivakasi	F.5-1/2012-NLM-II(SC)	296129
1239	Jan Shikshan Sansthan, Sivakasi	F.5-1/2012-NLM-II(ST)	158429
1240	Jan Shikshan Sansthan, Sivakasi	F.5-1/2012-NLM-II(GENL)	1026089
1241	Jan Shikshan Sansthan, Sivakasi	F.5-1/2013-NLM-II/26730888	1011966
1242	Jan Shikshan Sansthan, Sivakasi	F.5-1/2013-NLM-II/10527853	457984
1243	Jan Shikshan Sansthan, Sonapat	F.12-1/2013-AE.2/12057405	1058231
1244	Jan Shikshan Sansthan, Sonapat	F.12-1/2013-AE.2/6372093	431606
1245	Jan Shikshan Sansthan, Sonapat	F.12-1/2012-AE.2(GENL)	1029309
1246	Jan Shikshan Sansthan, Sonapat	F.12-1/2012-AE.2(SC)	297059
1247	Jan Shikshan Sansthan, Sonapat	F.12-1/2012-AE.2(ST)	158926
1248	Jan Shikshan Sansthan, Sonapat	F.12-1/2013-AE.2/5806595	433391
1249	Jan Shikshan Sansthan, Sonapat	F.12-1/2013-AE.2	1062609
1250	Jan Shikshan Sansthan, Sonapur (Saran)	F.5-3/2012-NLM-3(29412752)	1021452
1251	Jan Shikshan Sansthan, Sonapur (Saran)	F.5-3/2012-NLM-3(8488529)	294791
1252	Jan Shikshan Sansthan, Sonapur (Saran)	F.5-3/2012-NLM-3(4541363)	157713
1253	Jan Shikshan Sansthan, Sonapur (Saran)	F.5-1/2013-NLM-3(PT)	1208500

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1254	Jan Shikshan Sansthan, Subarnapur	f.5-1/2013-NLM-3-SC/116028857	570786
1255	Jan Shikshan Sansthan, Subarnapur	f.5-1/2013-NLM-3/27177860	902843
1256	Jan Shikshan Sansthan, Subarnapur	F.5-3/2012-NLM-3(29412752)	1015612
1257	Jan Shikshan Sansthan, Subarnapur	F.5-3/2012-NLM-3(8488529)	293106
1258	Jan Shikshan Sansthan, Subarnapur	F.5-3/2012-NLM-3(4541363)	156812
1259	Jan Shikshan Sansthan, Subarnapur	F.5-1/2013-NLM-3/10282892	574010
1260	Jan Shikshan Sansthan, Subarnapur	F.5-1/2013-NLM-3/8938641	237607
1261	Jan Shikshan Sansthan, Subarnapur	F.5-1/2013-NLM-3(PT)	670338
1262	Jan Shikshan Sansthan, Sultanpur	F.7-1/2013-NLM.4(395531409)	538000
1263	Jan Shikshan Sansthan, Sultanpur	F.7-1/2012-NLM-4(SC)	299994
1264	Jan Shikshan Sansthan, Sultanpur	F.7-1/2012-NLM-4(ST)	160498
1265	Jan Shikshan Sansthan, Sultanpur	F.7-1/2012-NLM-4(GEN)	1039480
1266	Jan Shikshan Sansthan, Sultanpur	F.7-1/2013-NLM.4(395531409)	957371
1267	Jan Shikshan Sansthan, Sultanpur	F.7-1/2013-NLM.4(395531409)	538000
1268	Jan Shikshan Sansthan, Surat	F.21-1/2012-NLM-I/2828802	280388
1269	Jan Shikshan Sansthan, Surat	F.21-1/2012/NLM-I-9801798	971542
1270	Jan Shikshan Sansthan, Surat	F.21-1/2012-NLM-I/1513410	150007
1271	Jan Shikshan Sansthan, Surat	F.21-1/2013-NLM-I	848000
1272	Jan Shikshan Sansthan, Surat	F.21-1/2013-NLM-I(ST)	804500
1273	Jan Shikshan Sansthan, Surat	F.21-1/2013-NLM-I(ST)	470500
1274	Jan Shikshan Sansthan, Surguja, C.G.	f.5-1/2013-NLM-3/27177860	390366
1275	Jan Shikshan Sansthan, Surguja, C.G.	f.5-1/2013-NLM-3-SC/9324364	1000000
1276	Jan Shikshan Sansthan, Surguja, C.G.	f.5-1/2013-NLM-3-SC/116028857	101924
1277	Jan Shikshan Sansthan, Surguja, C.G.	F.5-3/2012-NLM-3(29412752)	1032079
1278	Jan Shikshan Sansthan, Surguja, C.G.	F.5-1/2013-NLM-3/10282892	102450
1279	Jan Shikshan Sansthan, Surguja, C.G.	F.5-1/2013-NLM-3/8938641	1172500
1280	Jan Shikshan Sansthan, Surguja, C.G.	F.5-3/2012-NLM-3(8488529)	297858
1281	Jan Shikshan Sansthan, Surguja, C.G.	F.5-3/2012-NLM-3(4541363)	159354
1282	Jan Shikshan Sansthan, Surguja, C.G.	F.5-1/2013-NLM-3(PT)	225050
1283	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2013-AE.2/1487870	187323
1284	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2013-AE.2/12057405	1116188
1285	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2013-AE.2/6372093	186727
1286	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2(GENL)	1021503
1287	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2(SC)	294806

Sr. No	Grantee's Name	Sanction No.	Amount Released
1288	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2(ST)	157721
1289	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2013-AE.2	1087316
1290	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2013-NLM.4(395531409)	817496
1291	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2013-NLM.4(395531409)	341000
1292	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2012-NLM-4(ST)	160498
1293	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2012-NLM-4(GEN)	1039479
1294	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2012-NLM-4(SC)	299994
1295	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2013-NLM-II	1340134
1296	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2013-NLM-II(2199943)	313191
1297	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2012-NLM-II(ST)	185393
1298	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2012-NLM-II(GENL)	1200720
1299	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2012-NLM-II(SC)	346528
1300	Jan Shikshan Sansthan, Thiruvapur	F.5-1/2013-NLM-II	721500
1301	Jan Shikshan Sansthan, Thiruvapur	F.5-1/2013-NLM-II(2983000)	773500
1302	Jan Shikshan Sansthan, Thiruvapur	F.5-13/2011-NLM-II	104709
1303	Jan Shikshan Sansthan, Thiruvapur	F.5-13/2011-NLM-II/957	195718
1304	Jan Shikshan Sansthan, Thiruvapur	F.5-13/2011-NLM-II/958	678163
1305	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE-1/7267546	1037929
1306	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE.1(ii)	160257
1307	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE.1(i)	299547
1308	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE.1(i)	236000
1309	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE.1	1234500
1310	Jan Shikshan Sansthan, Thrissur	F.5-1/2012-NLM-II(GENL)	1028652
1311	Jan Shikshan Sansthan, Thrissur	F.5-1/2012-NLM-II(ST)	158826
1312	Jan Shikshan Sansthan, Thrissur	F.5-1/2012-NLM-II(SC)	296869
1313	Jan Shikshan Sansthan, Thrissur	F.5-1/2013-NLM-II/26730888	1197871
1314	Jan Shikshan Sansthan, Thrissur	F.5-1/2013-NLM-II/10527853	293611
1315	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2013-NLM.4(395531409)	101000
1316	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2013-NLM.4(395531409)	794513
1317	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2012-NLM-4(GEN)	1038114
1318	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2012-NLM-4(ST)	160286
1319	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2012-NLM-4(SC)	299600
1320	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2012-NLM-II(GENL)	1027735
1321	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2012-NLM-II(SC)	296605

Sr. No	Grantee's Name	Sanction No.	Amount Released
1322	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2012-NLM-II(ST)	158684
1323	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2013-NLM-II/26730888	1010000
1324	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2013-NLM-II/10527853	467500
1325	Jan Shikshan Sansthan, Tirupati	F.5-1/2012-NLM-II(SC)	300020
1326	Jan Shikshan Sansthan, Tirupati	F.5-1/2012-NLM-II(GENL)	1200079
1327	Jan Shikshan Sansthan, Tirupati	F.5-1/2013-NLM-II/26730888	838183
1328	Jan Shikshan Sansthan, Tirupati	F.5-1/2013-NLM-II/10527853	399467
1329	Jan Shikshan Sansthan, Tirupati	F.7-1/2013-NLM.4(395531409)	590500
1330	Jan Shikshan Sansthan, Tumkur	F.5-1/2013-NLM-II/1775	444000
1331	Jan Shikshan Sansthan, Tumkur	F.5-1/2013-NLM-II/1776	183500
1332	Jan Shikshan Sansthan, Tumkur	F.5-1/2013-NLM-II/1777	872500
1333	Jan Shikshan Sansthan, Tumkur	F.5-11/2011-NLM-II/1772	147160
1334	Jan Shikshan Sansthan, Tumkur	F.5-11/2011-NLM-II/1773	953101
1335	Jan Shikshan Sansthan, Tumkur	F.5-11/2011-NLM-II/1774	275065
1336	Jan Shikshan Sansthan, Ujjain	F.7-1/2013-NLM.4(395531409)	492082
1337	Jan Shikshan Sansthan, Ujjain	F.7-1/2013-NLM.4(395531409)	593000
1338	Jan Shikshan Sansthan, Ujjain	F.7-1/2012-NLM-4(GEN)	1528535
1339	Jan Shikshan Sansthan, Ujjain	F.7-1/2012-NLM-4(ST)	236007
1340	Jan Shikshan Sansthan, Ujjain	F.7-1/2012-NLM-4(SC)	441136
1341	Jan Shikshan Sansthan, Umaria	F.7-1/2012-NLM-4(GEN)	1039500
1342	Jan Shikshan Sansthan, Umaria	F.7-1/2012-NLM-4(SC)	300000
1343	Jan Shikshan Sansthan, Umaria	F.7-1/2012-NLM-4(ST)	160500
1344	Jan Shikshan Sansthan, Umaria	F.7-1/2013-NLM.4(395531409)	968500
1345	Jan Shikshan Sansthan, Umaria	F.7-1/2013-NLM.4(395531409)	152500
1346	Jan Shikshan Sansthan, Umaria	F.7-1/2013-NLM.4(395531409)	375156
1347	Jan Shikshan Sansthan, Unnao	F.7-1/2013-NLM.4(395531409)	738000
1348	Jan Shikshan Sansthan, Unnao	F.7-1/2013-NLM.4(395531409)	754074
1349	Jan Shikshan Sansthan, Unnao	F.7-1/2012-NLM-4(GEN)	1039500
1350	Jan Shikshan Sansthan, Unnao	F.7-1/2012-NLM-4(ST)	160500
1351	Jan Shikshan Sansthan, Unnao	F.7-1/2012-NLM-4(SC)	300000
1352	Jan Shikshan Sansthan, Vadodara	F.21-1/2012-NLM-I/2828802	346527
1353	Jan Shikshan Sansthan, Vadodara	F.21-1/2012-NLM-I-9801798	1200718
1354	Jan Shikshan Sansthan, Vadodara	F.21-1/2012-NLM-I/1513410	185392
1355	Jan Shikshan Sansthan, Vadodara	F.21-1/2013-NLM-I(ST)	731500

Sr. No	Grantee's Name	Sanction No.	Amount Released
1356	Jan Shikshan Sansthan, Vadodara	F.21-1/2013-NLM-I(SC)	163500
1357	Jan Shikshan Sansthan, Vadodara	F.21-1/2013-NLM-I	855000
1358	Jan Shikshan Sansthan, Vadodara	F.21-1/2012-NLM-I/(3611114)	186462
1359	Jan Shikshan Sansthan, Valsad	F.21-1/2013/NLM-I/GEN	1438500
1360	Jan Shikshan Sansthan, Valsad	F.21-1/2012/NLM-I-9801798	555483
1361	Jan Shikshan Sansthan, Valsad	F.21-1/2012-NLM-I/2828802	160313
1362	Jan Shikshan Sansthan, Valsad	F.21-1/2013-NLM-I	225500
1363	Jan Shikshan Sansthan, Valsad	F.21-1/2013-NLM-I(ST)	1213000
1364	Jan Shikshan Sansthan, Valsad	F.21-1/2011-NLM-I/GENL	280636
1365	Jan Shikshan Sansthan, Varanasi	F.7-1/2013-NLM.4(395531409)	329000
1366	Jan Shikshan Sansthan, Varanasi	F.7-1/2013-NLM.4(395531409)	858723
1367	Jan Shikshan Sansthan, Varanasi	F.7-1/2012-NLM-4(SC)	586083
1368	Jan Shikshan Sansthan, Varanasi	F.7-1/2012-NLM-4(ST)	313556
1369	Jan Shikshan Sansthan, Varanasi	F.7-1/2012-NLM-4(GEN)	2030778
1370	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2013-NLM-II(2199943)	455240
1371	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2013-NLM-II	642400
1372	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2013-NLM-II(561600)	391696
1373	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2012-NLM-II(GENL)	1058928
1374	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2012-NLM-II(SC)	305607
1375	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2012-NLM-II(ST)	163500
1376	Jan Shikshan Sansthan, Vijayawada	F.5-1/2012-NLM-II(SC)	348023
1377	Jan Shikshan Sansthan, Vijayawada	F.5-1/2012-NLM-II(GENL)	1392095
1378	Jan Shikshan Sansthan, Vijayawada	F.5-1/2013-NLM-II/26730888	1256255
1379	Jan Shikshan Sansthan, Vijayawada	F.5-1/2013-NLM-II/10527853	432916
1380	Jan Shikshan Sansthan, Visakhapatnam	F.5-1/2013-NLM-II/26730888	219000
1381	Jan Shikshan Sansthan, Visakhapatnam	F.5-1/2013-NLM-II/10527853	400500
1382	Jan Shikshan Sansthan, Visakhapatnam	F.5-1/2013-NLM-II	400500
1383	Jan Shikshan Sansthan, Visakhapatnam	F.5-1/2012-NLM-II(GENL)	1393696
1384	Jan Shikshan Sansthan, Visakhapatnam	F.5-1/2012-NLM-II(SC)	348424
1385	Jan Shikshan Sansthan, Washim	F.21-1/2012-NLM-1/3627241	1047694
1386	Jan Shikshan Sansthan, Washim	F.21-1/2012-NLM-1(SC)	302366
1387	Jan Shikshan Sansthan, Washim	F.21-1/2013-NLM-I	942000
1388	Jan Shikshan Sansthan, Washim	F.21-1/2013-NLM-I(SC)	391500
1389	Jan Shikshan Sansthan, Washim	F.21-1/2013-NLM-I(ST)	166500

Sr. No	Grantee's Name	Sanction No.	Amount Released
1390	Jan Shikshan Sansthan, Washim	F.21-1/2012-NLM-I/596991	161769
1391	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2013/NLM-I/GEN	1888000
1392	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2013/NLM-I/SC	112000
1393	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2012-NLM.I/SC	396896
1394	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2013-NLM-I	1868000
1395	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2013-NLM-I(SC)	112000
1396	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2013/NLM-I/2674603	214034
1397	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2012/NLM-I-16785735	1359448
1398	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013-NLM-I(ST)	466000
1399	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013-NLM-I(SC)	254500
1400	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013-NLM-I	779500
1401	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013/NLM-I/GEN	1245500
1402	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013/NLM-I/SC	254500
1403	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013/NLM-I/2674603	150057
1404	Jan Shikshan Sansthan, Yavatmal	F.21-1/2013/NLM-I/1752803	280480
1405	Jan Shikshan Sansthan, Yavatmal	F.21-1/2012/NLM-I-16785735	971864
1406	Jan Shikshan Sansthan,Adri Patna	F.5-1/2013-NLM-3(PT)	1068657
1407	Jan Shikshan Sansthan,Adri Patna	F.5-1/2013-NLM-3/10282892	343249
1408	Jan Shikshan Sansthan,Bilashpur	f.5-1/2013-NLM-3/27177860	1054050
1409	Jan Shikshan Sansthan,Bilashpur	f.5-1/2013-NLM-3-SC/116028857	445950
1410	Jan Shikshan Sansthan,Bilashpur	F.5-1/2013-NLM-3/8251850	568550
1411	Jan Shikshan Sansthan,Bilashpur	F.5-1/2013-NLM-3/3931650	445950
1412	Jan Shikshan Sansthan,Bilashpur	F.5-1/2013-NLM-3/5816500	485500
1413	Jan Shikshan Sansthan,Bilashpur	F.5-4/2013-NLM-3	1025034
1414	Jan Shikshan Sansthan,Bilashpur	F.5-4/2013-NLM-3/1719812	295825
1415	Jan Shikshan Sansthan,Bilashpur	F.5-4/2013-NLM-3/920097	158267
1416	Jan Shikshan Sansthan,Chamoli	F.7-1/2012-NLM-4(GEN)	1033637
1417	Jan Shikshan Sansthan,Chamoli	F.7-1/2012-NLM-4(SC)	298308
1418	Jan Shikshan Sansthan,Chamoli	F.7-1/2012-NLM-4(ST)	159594
1419	Jan Shikshan Sansthan,Chamoli	F.7-1/2013-NLM.4(395531409)	435000
1420	Jan Shikshan Sansthan,Chamoli	F.7-1/2013-NLM.4(395531409)	992000
1421	Jan Shikshan Sansthan,Warangal	F.5-1/2012-NLM-II(GENL)	1122922
1422	Jan Shikshan Sansthan,Warangal	F.5-1/2012-NLM-II(SC)	297801
1423	Jan Shikshan Sansthan,Warangal	F.5-1/2013-NLM-II/26730888	722914

Sr. No	Grantee's Name	Sanction No.	Amount Released
1424	Jan Shikshan Sansthan, Warangal	F.5-1/2013-NLM-II/10527853	398468
1425	Jan Shikshan Sansthan, Warangal	F.5-1/2013-NLM-II	320601
1426	Jharkhand Mahila Samakhya Society	F.7-6/2013-EE-7/1404	14663000
1427	Jharkhand Mahila Samakhya Society	F.7-6/2013-EE-7/1405	3940000
1428	Jharkhand Mahila Samakhya Society	F.7-6/2013-EE-7/1406	7897000
1429	Jharkhand Mahila Samakhya Society	F.7-6/2012-EE.7	6500000
1430	Jharkhand Mahila Samakhya Society	F.7-6/2012-EE.7/2602	800000
1431	Jharkhand Mahila Samakhya Society	F.7-6/2012-EE.7/2604	8000000
1432	Jharkhand Mahila Samakhya Society	F.7-6/2013-EE.7/450	2160000
1433	Jharkhand Mahila Samakhya Society	F.7-6/2013-EE.7/451	8037000
1434	Jharkhand Mahila Samakhya Society	F.7-6/2013-EE.7/452	4329000
1435	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7/2259	5800000
1436	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7/2260	438000
1437	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7	2693000
1438	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2013-EE.7	2078000
1439	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2013-EE.7/446	421000
1440	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2013-EE.7/447	15630000
1441	Madhya Pradesh Mahila Samakhya	F.1-81/2012-RMSA-1/824	1416700000
1442	Mahila Samakhya Gujarat	F.7-5/2013-EE-7/1489	5409000
1443	Mahila Samakhya Gujarat	F.7-5/2013-EE-7/1490	2148000
1444	Mahila Samakhya Gujarat	F.7-5/2013-EE-7/1491	22278000
1445	Mahila Samakhya Gujarat	F.7-5/2012-EE-7	4487000
1446	Mahila Samakhya Gujarat	F.7-5/2012-EE-7/2118	1000000
1447	Mahila Samakhya Gujarat	F.7-5/2012-EE.7/2121	5046000
1448	Mahila Samakhya Gujarat	F.7-5/2013-EE-7	12058000
1449	Mahila Samakhya Gujarat	F.7-5/2013-EE-7/1162000	1162000
1450	Mahila Samakhya Gujarat	F.7-5/2013-EE-7-2927000	2927000
1451	Mahila Samakhya Uttarakhand	F.7-10/2013-EE-7/1605	7988000
1452	Mahila Samakhya Uttarakhand	F.7-10/2013-EE-7/1606	22086000
1453	Mahila Samakhya Uttarakhand	F.7-10/2013-EE-7/1607-A	926000

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1454	Mahila Samakhya Uttarakhand	F.7-10/2012-EE.7	16021000
1455	Mahila Samakhya Uttarakhand	F.7-10/2012-EE.7/2258	6048000
1456	Mahila Samakhya Uttarakhand	F.7-10/2012-EE.7	132000
1457	Mahila Samakhya Uttarakhand	F.7-10/2012-EE.7/2262	6500000
1458	Mahila Samakhya Uttarakhand	F.7-10/2013-EE.7	391000
1459	Mahila Samakhya Uttarakhand	F.7-10/2013-EE.7/889	3372000
1460	Mahila Samakhya Uttarakhand	F.7-10/2013-EE.7/892	9323000
1461	Mahila Samakhya, Karnataka	F.7-7/2013-EE-7/1286	20509000
1462	Mahila Samakhya, Karnataka	F.7-7/2013-EE-7/1287	5420000
1463	Mahila Samakhya, Karnataka	F.7-7/2013-EE-7/1288	2227000
1464	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7	3756000
1465	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7/1945	14213000
1466	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7/1946	1543000
1467	Mahila Samakhya, Karnataka	F.7-7/2013-EE.7/442	3531000
1468	Mahila Samakhya, Karnataka	F.7-7/2013-EE.7/443	13361000
1469	Mahila Samakhya, Karnataka	F.7-7/2013-EE.7/444	1451000
1470	Mahila Samakhya, Uttar Pradesh	F.7-9/2013-EE-7/1684	8688000
1471	Mahila Samakhya, Uttar Pradesh	F.7-9/2013-EE-7/1685	23112000
1472	Mahila Samakhya, Uttar Pradesh	F.7-9/2013-EE-7/1686	200000
1473	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7	7033000
1474	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7/1964	17732000
1475	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7/1965	1000000
1476	Mahila Samakhya, Uttar Pradesh	F.7-9/2013-EE-7/538	32202000
1477	Mahila Samakhya, Uttar Pradesh	F.7-9/2013-EE-7/539	272000
1478	Mahila Samakhya, Uttar Pradesh	F.7-9/2013-EE-7	12103000
1479	Noor Society	F.1-62/2011-SCH.1(GENL)	328000000
1480	Noor Society	F.1-62/2011-SCH.1(STSP)	44000000
1481	Noor Society	F.1-62/2011-Sch.1	28000000
1482	Noor Society	F-20-1/2013-RMSA-1/1631	105300000
1483	Noor Society	F-20-1/2013-RMSA-1/1632	67118000
1484	Noor Society	F.20-1/2013-RMSA-1/1633	785400000
1485	Rgvk, State Resource Centre, Shimla	F.13-1/2012-A.E.2(GENL)	3555270
1486	Sabrang Trust	F.6-4/2010-EE.13	5420848

Sr. No	Grantee's Name	Sanction No.	Amount Released
1487	Sarva Shiksha Abhiyan Satate Mission Authority, Meghalaya	F.11-2/2013-EE-3/1522	117835000
1488	Sarva Shiksha Abhiyan Satate Mission Authority, Meghalaya	F.11-2/2013-EE-3/1523	58037000
1489	Sarva Shiksha Abhiyan Satate Mission Authority, Meghalaya	F.11-2/2013-EE-3/1524	1443000
1490	Sarva Shiksha Abhiyan Satate Mission Authority, Meghalaya	F.11-2/2013-EE-3/1525	4723000
1491	Sarva Shiksha Abhiyan Satate Mission Authority, Meghalaya	F.11-2/2013-EE-3/1526	9588000
1492	Sarva Shiksha Abhiyan Satate Mission Authority, Meghalaya	F.11-2/2013-EE-3/1527	711000
1493	Src For Adult Education & Continuing Education, Space, Hyderabad	F.13-1/2013-NLM-II/16285500	3465000
1494	Src For Adult Education & Continuing Education, Space, Hyderabad	F.13-1/2013-NLM-II	1000000
1495	Src For Adult Education & Continuing Education, Space, Hyderabad	F.13-1/2013-NLM-II/2514500	535000
1496	Src For Adult Education & Continuing Education, Space, Hyderabad	F.9-11/2011-NLM-II(GENL)	1296000
1497	Src For Adult Education & Continuing Education, Space, Hyderabad	F.9-11/2011-NLM-II(SC)	324000
1498	Src, Asian Development Research Institute (Adri) Ranchi	F.5-4/2012-NLM.3	3476816
1499	Src, Asian Development Research Institute (Adri) Ranchi	F.5-4/2012-NLM.3	1003410
1500	Src, Asian Development Research Institute (Adri) Ranchi	F.5-4/2012-NLM.3	536824
1501	Src, Asian Development Research Institute (Adri) Ranchi	F.5-2/2013-NLM-3/13224601	1671881
1502	Src, Asian Development Research Institute (Adri) Ranchi	F.5-4/2012-NLM.3	556962
1503	Src, Jamia Milia Islamia, N.Delhi	F.13-1/2012-A.E.2(GENL)	2425500
1504	Src, Jamia Milia Islamia, N.Delhi	F.13-1/2012-A.E.2(SC)	700000
1505	Src, Jamia Milia Islamia, N.Delhi	F.13-1/2012-A.E.2(ST)	374500
1506	Src, Jamia Milia Islamia, N.Delhi	13-3/2013-A.E.2(SC)	682940
1507	Src, Jamia Milia Islamia, N.Delhi	F.13-3/2013-AE.2(ST)	365373
1508	Src, Jamia Milia Islamia, N.Delhi	F.13-3/2013-AE.2(Genl)	2366386
1509	Src, Jamia Milia Islamia, N.Delhi	F.9-11/2011-NLM-II(GENL)	866169
1510	Src, Jamia Milia Islamia, N.Delhi	F.9-11/2011-NLM-II(SC)	216542
1511	Src, North Eastern Hill University	F.21-1/2010-A.E.1(i)	996857
1512	Src, North-Eastern Hill University, Shillong, East Khasi	F.21-1/2010-A.E.1(ii)	533318
1513	Src, North-Eastern Hill University, Shillong, East Khasi	F.21-1/2010-A.E.1	3454109

Sr. No	Grantee's Name	Sanction No.	Amount Released
1514	Src, University of Kashmir	F.13-1/2012-A.E.2(ST)	374500
1515	Src, University of Kashmir	F.13-1/2012-A.E.2(SC)	700000
1516	Src, University of Kashmir	F.13-1/2012-A.E.2(GENL)	2425500
1517	Src, University of Kashmir	F.13-3/2013-AE.2(GenI)	2373515
1518	Src, University of Kashmir	F.13-3/2013-AE.2(ST)	366473
1519	Src, University of Kashmir	13-3/2013-A.E.2(SC)	684997
1520	State Education Mission Authority of Meghalaya	F.20-2/2012-RMSA.1(GENL)	561000
1521	State Education Mission Authority of Meghalaya	F.20-2/2012-RMSA.1(STSP)	15409000
1522	State Literacy Mission Authority Gandhinagar Gujarat	F.19-8/2009-NLM-I	64110511
1523	State Literacy Mission Authority Gandhinagar Gujarat	F.19-8/2009-NLM-I	9898737
1524	State Literacy Mission Authority Gandhinagar Gujarat	F.19-8/2009-NLM-I	18502312
1525	State Resoruce Centre, Jharkhand Mahila Samakhya Palamau.	F.5-2/2013-NLM.3	2425500
1526	State Resoruce Centre, Jharkhand Mahila Samakhya Palamau.	F.5-2/2013-NLM.3(1200000)	700000
1527	State Resoruce Centre, Jharkhand Mahila Samakhya Palamau.	F.5-2/2013-NLM.3(642000)	374500
1528	State Resoruce Centre, Rayagada.	F.5-2/2013-NLM.3(642000)	267500
1529	State Resoruce Centre, Rayagada.	F.5-2/2013-NLM.3(1200000)	500000
1530	State Resource Centre Agartala	F.21-1/2010-A.E.1	1457900
1531	State Resource Centre Agartala	F.21-1/2010-A.E.1(i)	420751
1532	State Resource Centre Agartala	F.21-1/2010-A.E.1(ii)	225101
1533	State Resource Centre For Adult & Continuing Education (Src)Bhopal	F-8-1/2013-NLM.4(SC)	721899
1534	State Resource Centre For Adult & Continuing Education (Src)Bhopal	F-8-1/2013-NLM.4(ST)	386216
1535	State Resource Centre For Adult Educationa, Ahmedabad	F-22-1/2013-NLM.1	2425500
1536	State Resource Centre For Adult Education, Dehradun	F-9-11/2011-NLM.II(SC)	156375
1537	State Resource Centre For Adult Education, Dehradun	F-9-11/2011-NLM.II(GENL)	625500
1538	State Resource Centre For Adult Education, Indore	F.9-11/2011-NLM-II(SC)	161155
1539	State Resource Centre For Adult Education, Tripura, Gana Siksha Bhawan, Melarmath, Agartala	F.21-1/2010-AE.1	2679000
1540	State Resource Centre For Adult Education, Tripura, Gana Siksha Bhawan, Melarmath, Agartala	F.21-1/2010-AE.1(II)	321000
1541	State Resource Centre Shillong	F.21-1/2010-AE.1	3368500
1542	State Resource Centre Shillong	F.21-1/2010-AE.1(I)	650000

Sr. No	Grantee's Name	Sanction No.	Amount Released
1543	State Resource Centre Shillong	F.21-1/2010-AE.1(II)	481500
1544	State Resource Centre, Kolkata	F.21-1/2010-A.E.1	1000000
1545	State Resource Centre, Kolkata	F.21-1/2010-A.E.1/909	3465000
1546	State Resource Centre, Kolkata	F.12-1/2010-A.E.1/911	535000
1547	State Resource Centre, Kolkata	F.12-4/2013-AE.1/1269	515322
1548	State Resource Centre, Adri, Patna	F.5-2/2013-NLM-3/13224601	2298915
1549	State Resource Centre, Adri, Patna	F.5-4/2012-NLM.3	3334455
1550	State Resource Centre, Adri, Patna	F.5-4/2012-NLM.3	962325
1551	State Resource Centre, Adri, Patna	F.5-4/2012-NLM.3	514844
1552	State Resource Centre, Adri, Patna	F.9-11/2011-NLM-II(SC)	500627
1553	State Resource Centre, Adri, Patna	F.9-11/2011-NLM-II(GENL)	2002509
1554	State Resource Centre, Ahmedabad	F.22-1/2013-NLM-I	374500
1555	State Resource Centre, Ahmedabad	F.22-1/2013-NLM-I	700000
1556	State Resource Centre, Aurangabad	F.22-1/2013-NLM-I	2425500
1557	State Resource Centre, Aurangabad	F.22-1/2013-NLM-I/24000000	700000
1558	State Resource Centre, Aurangabad	F.22-1/2013-NLM-I-ST	374500
1559	State Resource Centre, Bharuch, Gujarat.	F.22-1/2013-NLM-I	700000
1560	State Resource Centre, Bharuch, Gujarat.	F.22-1/2013-NLM-I	2425500
1561	State Resource Centre, Bharuch, Gujarat.	F.22-1/2013-NLM-I	374500
1562	State Resource Centre, Bhopal	F.8-1/2013-NLM-4/(GEN)	2501381
1563	State Resource Centre, Bhopal	F.8-1/2012-NLM-4/(SC)	992219
1564	State Resource Centre, Bhopal	F.8-1/2012-NLM-4/GENL	2032715
1565	State Resource Centre, Bhubaneswar	F.5-2/2013-NLM-3/13224601	2425500
1566	State Resource Centre, Bhubaneswar	F.5-2/2013-NLM-3/SC/3816924	700000
1567	State Resource Centre, Bhubaneswar	F.5-2/2013-NLM-3/ST/2041893	374500
1568	State Resource Centre, Chennai	F.13-1/2013-NLM-II/2514500	535000
1569	State Resource Centre, Chennai	F.13-1/2013-NLM-II	1000000
1570	State Resource Centre, Chennai	II/16285500	3465000
1571	State Resource Centre, Chennai	F.13-8/2011-NLM-II/SC	364158
1572	State Resource Centre, Chennai	F.13-8/2011-NLM-II/ST	194825
1573	State Resource Centre, Chennai	F.13-8/2011-NLM-II/GENL	1261808
1574	State Resource Centre, Deepayatan, Patna	F.5-2/2013-NLM-3/SC/3816924	663468
1575	State Resource Centre, Deepayatan, Patna	F.5-2/2013-NLM-3/ST/2041893	354955
1576	State Resource Centre, Deepayatan, Patna	F.5-2/2013-NLM-3/13224601	3390162

Sr. No	Grantee's Name	Sanction No.	Amount Released
1577	State Resource Centre, Deepayatan, Patna	F.5-2/2013-NLM-3/SC/3816924	978402
1578	State Resource Centre, Deepayatan, Patna	F.5-2/2013-NLM-3/ST/2041893	523444
1579	State Resource Centre, Deepayatan. Bihar	F.5-4/2012-NLM.3	531922
1580	State Resource Centre, Deepayatan. Bihar	F.5-4/2012-NLM.3	994248
1581	State Resource Centre, Deepayatan. Bihar	F.5-4/2012-NLM.3	3445068
1582	State Resource Centre, Dehradun	F.8-1/2012-NLM.4(SC)	1002346
1583	State Resource Centre, Dehradun	F.8-1/2012-NLM-4/GENL	2054415
1584	State Resource Centre, Dehradun	F.8-1/2013-NLM.4(GEN)	2318434
1585	State Resource Centre, Dehradun	F.8-1/2013-NLM.4(ST)	357969
1586	State Resource Centre, Dehradun	F.8-1/2013-NLM.4(SC)	669101
1587	State Resource Centre, Dehradun	F.8-1/2012-NLM.4/1849	293118
1588	State Resource Centre, Guwahati	F.21-1/2010-A.E.1(i)	987831
1589	State Resource Centre, Guwahati	F.21-1/2010-A.E.1	3422834
1590	State Resource Centre, Guwahati	F.21-1/2010-A.E.1(ii)	528489
1591	State Resource Centre, Guwahati	F.21-1/2010-A.E.1	1911838
1592	State Resource Centre, Guwahati	F.21-1/2010-A.E.1(i)	551757
1593	State Resource Centre, Guwahati	F.21-1/2010-A.E.1(ii)	295190
1594	State Resource Centre, Guwahati	F.21-1/2010-AE.1(II)	160500
1595	State Resource Centre, Guwahati	F.21-1/2010-AE.1	1339500
1596	State Resource Centre, Guwahati	F.21-1/2010-AE.1(I)	1000000
1597	State Resource Centre, Guwahati	F.21-1/2010-AE.1(II)	535000
1598	State Resource Centre, Guwahati	F.21-1/2010-AE.1	3465000
1599	State Resource Centre, Indore	F.8-1/2013-NLM.4(GEN)	3266241
1600	State Resource Centre, Indore	F.8-1/2013-NLM.4(SC)	942638
1601	State Resource Centre, Indore	F.8-1/2013-NLM.4(ST)	504311
1602	State Resource Centre, Indore	F.8-1/2012-NLM.4(SC)	983655
1603	State Resource Centre, Indore	F.8-1/2012-NLM-4/GENL	2015168
1604	State Resource Centre, Indore	F.9-11/2011-NLM-II(GENL)	644622
1605	State Resource Centre, Jaipur	F.22-1/2013-NLM-I	1000000
1606	State Resource Centre, Jaipur	F.22-1/2013-NLM-I	3465000
1607	State Resource Centre, Jaipur	F.22-1/2013-NLM-I	535000
1608	State Resource Centre, Jaipur	F.22-1/2012/NLM-1	334822
1609	State Resource Centre, Jaipur	F.22-1/2012/NLM-1/962232	625835
1610	State Resource Centre, Jodhpur	F.22-1/2013-NLM-I	374500

Sr. No	Grantee's Name	Sanction No.	Amount Released
1611	State Resource Centre, Jodhpur	F.22-1/2012/NLM-1	179973
1612	State Resource Centre, Lucknow	F.8-1/2012-NLM-4/GENL	2048655
1613	State Resource Centre, Lucknow	F.8-1/2013-NLM.4(ST)	432563
1614	State Resource Centre, Lucknow	F.8-1/2013-NLM.4(SC)	808529
1615	State Resource Centre, Lucknow	F.8-1/2013-NLM.4(GEN)	2801552
1616	State Resource Centre, Lucknow	F.8-1/2012-NLM.4(SC)	1000000
1617	State Resource Centre, Lucknow	F.9-11/2011-NLM-II(GENL)	1079926
1618	State Resource Centre, Lucknow	F.9-11/2011-NLM-II(SC)	269981
1619	State Resource Centre, Mysore	F.13-1/2013-NLM-II/2514500	535000
1620	State Resource Centre, Mysore	F.13-1/2013-NLM-II/16285500	3465000
1621	State Resource Centre, Mysore	F.13-1/2013-NLM-II	1000000
1622	State Resource Centre, Naharlagun	F.21-1/2010-A.E.1(i)	700000
1623	State Resource Centre, Naharlagun	F.21-1/2010-A.E.1(ii)	374500
1624	State Resource Centre, Naharlagun	F.21-1/2010-A.E.1	2425500
1625	State Resource Centre, Naharlagun	F.24-1/2010-A.E.1(PART)	3539447
1626	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-1/2013-NLM-II	1000000
1627	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-1/2013-NLM-II/2514500	535000
1628	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-1/2013-NLM-II/16285500	3465000
1629	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-8/2010-NLM-II/1674	801159
1630	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-8/2010-NLM-II/1675	2776016
1631	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-8/2010-NLM-II/1676	428620
1632	State Resource Centre, Pune	F.22-1/2013-NLM-I	535000
1633	State Resource Centre, Pune	F.22-1/2013-NLM-I	3465000
1634	State Resource Centre, Pune	F.22-1/2013-NLM-I	1000000
1635	State Resource Centre, Pune	F.22-1/2012/NLM-I/1457	516686
1636	State Resource Centre, Pune	F.22-1/2012/NLM-I/1458	965768
1637	State Resource Centre, Pune	F.22-1/2012/NLM-I/1459	3346385
1638	State Resource Centre, Raipur	F.19-7/2009-NLM-I/NLM-III	235049102
1639	State Resource Centre, Raipur	F.19-7/2009-NLM-1/NLM-III/118513810	23702762
1640	State Resource Centre, Raipur	F.19-7/2009-NLM-I/NLM-III	67835239
1641	State Resource Centre, Raipur	F.19-7/2009-NLM-1/NLM-III/118513810	12680978
1642	State Resource Centre, Raipur	F.5-2/2013-NLM-3/13224601	3438143
1643	State Resource Centre, Raipur	F.5-2/2013-NLM-3/SC/3816924	992249
1645	State Resource Centre, Raipur	F.5-4/2012-NLM.3	2362578

Sr. No	Grantee's Name	Sanction No.	Amount Released
1646	State Resource Centre, Raipur	F.5-4/2012-NLM.3	681840
1646	State Resource Centre, Raipur	F.5-4/2012-NLM.3	681840
1647	State Resource Centre, Raipur	F.5-4/2012-NLM.3	364785
1648	State Resource Centre, Ranchi	F.5-2/2013-NLM-3/ST/2041893	258140
1649	State Resource Centre, Ranchi	F.5-2/2013-NLM-3/SC/3816924	482505
1650	State Resource Centre, Ranchi	F.9-11/2011-NLM-II(GENL)	1277912
1651	State Resource Centre, Ranchi	F.9-11/2011-NLM-II(SC)	319478
1652	State Resource Centre, Rohtak	13-3/2013-A.E.2(SC)	885951
1653	State Resource Centre, Rohtak	F.13-3/2013-AE.2(ST)	473984
1654	State Resource Centre, Rohtak	F.13-3/2013-AE.2(Genl)	3069822
1655	State Resource Centre, Rohtak	F.13-1/2012-A.E.2(ST)	536127
1656	State Resource Centre, Rohtak	F.13-1/2012-A.E.2(SC)	1002107
1657	State Resource Centre, Rohtak	F.13-1/2012-A.E.2(GENL)	3472302
1658	State Resource Centre, Rohtak	F.9-11/2011-NLM-II(GENL)	168688
1659	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-1/2012-A.E.2(ST)	548938
1660	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-1/2012-A.E.2(SC)	1026052
1661	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	13-3/2013-A.E.2(SC)	605000
1662	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-3/2013-AE.2(Genl)	2096325
1663	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-3/2013-AE.2(ST)	323675
1664	State Resource Centre, Vishakapatnam	F.13-1/2013-NLM-II/16285500	2425500
1665	State Resource Centre, Vishakapatnam	F.13-1/2013-NLM-II	700000
1666	State Resource Centre, Vishakapatnam	F.13-1/2013-NLM-II/2514500	374500
1667	State Resource Centre, Vishakapatnam	F.9-11/2011-NLM-II(GENL)	751719
1668	State Resource Centre, Vishakapatnam	F.9-11/2011-NLM-II(SC)	187930
1669	State Resource Centre, Vishakapatnam	F.13-3/2011-NLM-II/1670	1453693
1670	State Resource Centre, Vishakapatnam	F.13-3/2011-NLM-II/1673	224452

DEPARTMENT OF HIGHER EDUCATION
STATEMENT SHOWING DETAILS OF GRANTS RELEASED TO NGO'S
EXCEEDING ₹ 1.00 LAKH DURING THE PERIOD FROM 01.01.2013 to 31.03.2014

Sr. No	Grantee's Name	Sanction No.	Amount Released
1	Centre for Environment Education	F.14-1/2012-INC	3000000
2	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(5)	275000
3	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(1)	2700000
4	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(3)	520000
5	Centre for Studies in Civilization(CSC), New Delhi	F.4-6/2013-U.3(6)	144000
6	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(2)	212000
7	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(3)	520000
8	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(1)	2700000
9	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(5)	275000
10	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(5)	173000
11	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(3)	347000
12	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(1)	1788974
13	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2013-U.3(2)	140000
14	Centre for Studies in Civilization(CSC), New Delhi	F.7-2/2012-U.3(1)	2110000
15	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U.3(1)	160000
16	Centre for Studies in Civilization(CSC), New Delhi	F.7-2/2012-U.3(1)	2158130
17	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U.3/2324	128000
18	Centre for studies in civilizations	F.7-3/2013.U-3(2)/1009	212000

SUMMARY OF IMPORTANT AUDIT OBSERVATIONS MADE BY C&AG

The summary of important audit observations, appearing in the following most recent Audit report of the year ended March 2012 are given below:-

Name of Institutions/Organisations	Observations made
Department of Higher Education	
16 of 2013 – AB - PA	
Functioning of University of Allahabad	<ul style="list-style-type: none"> The University opened only seven inter disciplinary centres out of 15 centres required to be opened as per its Ordinance. There was severe shortage of teaching staff and teacher student ratio was more than prescribed norms. Failure rate was more than 50 per cent in Science stream. The University could utilise only ₹ 14.09 crore of ₹ 35.07 crore received for various research projects. Unauthorised occupancy along with waiting list for hostel allotment was noticed in University Hostels. The University Central Library could utilise only ₹ 23.24 crore against ₹ 36.67 crore. Library had no guidelines on the conservation of its resources and many valuable books were damaged. The Physical verification of books was not being done. The unutilised funds increased from ₹ 64.80 crore in the year 2006-07 to ₹ 97.15 crore in the year 2011-12. In violation of MHRD directions, the University diverted maintenance grant for payment of interest on GPF accounts of its employees. The funds allotted for maintenance of heritage building could not be utilized.

(Chapter –II)

Name of Institutions/Organisations	Observations made
Functioning of Babasaheb Bhimrao Ambedkar University, Lucknow	<ul style="list-style-type: none"> The objective of the University relating to opening of Schools and Departments could not be achieved. There was delay in submitting the proposal for XIth plan to University Grant Commission, which was compounded by delays in award of work, resulting in non completion of important building projects in the plan period. The un- utilized funds increased from ₹ 2.56 crore in the year 2006-07 to ₹ 54.30 crore in the year 2011-12. Shortage of teaching staff ranged between 17 to 57 per cent. The University is functioning with shortage of infrastructure i.e. buildings and other amenities viz. hostels, sports complex, health center, etc. <p>(Chapter-III)</p>
19 of 2013 Union Government (Civil), Compliance Audit Observations	
Shortcomings in the Aakash Tablet project	<ul style="list-style-type: none"> The Ministry launched LCAD-AKASH through IIT, Rajasthan (IITR) without ascertaining their capacity to undertake the work. Consequently the project was withdrawn from IITR and awarded to IIT Mumbai. Thus the expenditure of ₹ 1.05 crore incurred on the project by IITR was rendered unfruitful. Further the delivery of the project was also adversely affected. <p>(Paragraph 8.1)</p>
School of Planning and Architecture	
Blocking of funds on purchase of land	<ul style="list-style-type: none"> The School of Planning and Architecture incurred an expenditure of ₹ 1.95 crore during January 1988 to March 1992 for acquiring land for its new campus. However, even demarcation of land was not done resulting in blocking of funds for more than 20 years. <p>(Paragraph 5.1)</p>
Unplanned procurement leading to idling of IT equipment	<ul style="list-style-type: none"> School of Planning and Architecture procured computers and IT equipment worth ₹ 66.21 lakh in an unplanned manner leading to their idling. <p>(Paragraph 5.2)</p>

Name of Institutions/Organisations	Observations made
Maulana Azad National Institute of Technology(MANIT)	
Irregular utilisation of Cumulative Professional Development Allowance for reimbursement of purchase of computers and peripherals by faculty members – ₹1.52 crore	<ul style="list-style-type: none"> MANIT, Bhopal reimbursed of ₹ 1.52 crore during 2009-12 to its faculty members for procurement of computers/ peripherals under Cumulative Professional Development Allowance (CPDA) which was irregular, as the expenses of this nature Were not covered under CPDA. <p>(Paragraph 5.3)</p>
Indian Institute of Technology, Delhi and Jawaharlal Nehru University	
Non claiming of rebate on water charges	<ul style="list-style-type: none"> Indian Institute of Technology, Delhi and Jawaharlal Nehru University failed to avail rebate of 10 per cent amounting to ₹ 1.44 crore on account existing rain water harvesting systems. <p>(Paragraph 5.4)</p>
Visva Bharati	
Loss of interest	<ul style="list-style-type: none"> Visva Bharati neither refunded unspent grant nor invested the same in interest bearing term deposits, thereby losing interest of ₹1.39 crore. <p>(Paragraph 5.5)</p>
DEPARTMENT OF SCHOOL EDUCATION & LITERACY	
Irregular release of funds	<ul style="list-style-type: none"> The Ministry under the Scheme for providing quality education in madrassas provided financial assistance for 372 madrassas, without ensuring the fulfillment of the eligibility condition prescribed in the scheme guidelines. The resulted in irregular release of grants amounting ₹ 8.86 crore to the State Government of Jammu and Kashmir.

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

S.No.	Deemed University
ANDHRA PRADESH	
1.	Gandhi Institute of Technology and Management(GITAM), Visakhapatnam, Andhra Pradesh. www.gitam.edu
2.	International Institute of Information Technology, Hyderabad, Andhra Pradesh. www.iiit.ac.in
3.	Koneru Lakshmaiah Education Foundation, Guntur, Andhra Pradesh. www.kluniversity.in
4.	Rashtriya Sanskrit Vidyapeeth, Tirupati, Andhra Pradesh. www.rsvidyapeetha.ac.in
5.	Sri Sathya Sai Institute of Higher Learning, Anantpur, Andhra Pradesh. www.sssu.edu.in
6.	ICFAI Foundation for Higher Education, Hyderabad, Andhra Pradesh. www.ifheindia.org
7.	Vignan's Foundation for Science, Technology and Research, Guntur, Andhra Pradesh. www.vignanuniversity.org
ARUNACHAL PRADESH	
8.	North Eastern Regional Institute of Science & Technology, Itanagar, Arunachal Pradesh. www.nerist.ac.in
BIHAR	
9.	Bihar Yoga Bharati, Munger, Bihar. www.yogavision.net
10.	Nava Nalanda Mahavihara, Nalanda, Bihar. www.navanalanda.org
CHANDIGARH	
11.	Punjab Engineering College, Chandigarh. www.pec.ac.in
DELHI	
12.	Indian Agricultural Research Institute, Pusa, New Delhi. www.iari.res.in
13.	Indian Institute of Foreign Trade, New Delhi. www.iift.edu
14.	Indian Law Institute, New Delhi. www.ilidelhi.org
15.	Institute of Liver and Biliary Sciences (ILBS), New Delhi. www.ilbs.in
16.	Jamia Hamdard, New Delhi. www.jamiahamdard.edu
17.	National Museum Institute of History of Art, Conservation and Musicology, New Delhi. www.nationalmuseumindia.gov.in
18.	National University of Educational Planning & Administration, New Delhi. www.nuepa.org

S.No.	Deemed University
19.	Rashtriya Sanskrit Sansthana, New Delhi. www.sanskrit.nic.in
20.	School of Planning & Architecture, New Delhi. www.spa.ac.in
21.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith, Qutub Institutional Area, New Delhi-110 016, www.slbsrsv.ac.in
22.	TERI School of Advanced Studies, New Delhi www.terischool.ac.in
	GUJRAT
23.	Gujarat Vidyapith, Ahmedabad Gujarat www.gujaratvidyapith.org
24.	Sumandeep Vidyapeeth, Vadodara, Gujarat www.sumandeepuniversity.co.in
	HARYANA
25.	Maharishi Markandeshwar University, Ambala, Haryana www.mmumullana.org
26.	Lingaya's University, Faridabad , Haryana www.limat.org
27.	National Brain Research Centre, Gurgaon, Haryana www.nbrc.ac.in
28.	National Dairy Research Institute, Karnal, Haryana www.ndri.res.in
29.	Manav Rachna International University, Faridabad, Haryana www.meri.ac.in
30.	National Institute of Food Technology Entrepreneurships & Management(NIFTEM), Kundli Haryana www.niftem.ac.in
	JHARKHAND
31.	Birla Institute of Technology, Ranchi, Jharkhand www.bitmesra.ac.in
32.	Indian School of Mines, Dhanbad, Jharkhand www.ismdhanbad.ac.in
	KARNATAKA
33.	B.L.D.E. University, Karnataka www.bldeuniversity.org
34.	Christ University, Bangalore Karnataka www.christcollege.edu
35.	Indian Institute of Science, Bangalore, Karnataka www.iisc.ernet.in
36.	International Institute of Information Technology, Bangalore, Karnataka www.iitb.ac.in
37.	Jain University, Bangalore, Karnataka www.jaincollege.ac.in
38.	Jagadguru Sri Shivarathreeswara University, Mysore, Karnataka www.jssuni.edu.in
39.	Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore Karnataka www.jncasr.ac.in
40.	K.L.E. Academy of Higher Education and Research, Belgaum, Karnataka www.kahe.edu.in
41.	Manipal Academy of Higher Education, Manipal, Karnataka www.manipal.edu

S.No.	Deemed University
42.	National Institute of Mental Health & Neuro Sciences, Bangalore, Karnataka www.nimhans.kar.nic.in
43.	NITTE University, Mangalore, Karnataka www.nitte.ac.in
44.	Sri Devraj Urs Academy of Higher Education and Research, Kolar Karnataka www.sdumc.ac.in
45.	Sri Siddhartha Academy of Higher Education, Tumkur, Karnataka www.sahe.in
46.	Swami Vivekananda Yoga Anusandhana Samsthana, Bangalore, Karnataka www.vyasa.org.in
47.	Yenepoya University, Mangalore, Karnataka www.yenepoya.com
	KERALA
48.	Kerala Kalamandalam, Cheruthuruthy, Kerala www.kalamandalam.org
49.	Indian Institute of Space Science and Technology, Thiruvananthapuram, Kerala www.iist.ac.in
	MADHYAPRADESH
50.	Indian Institute of Information Technology and Management, Gwalior , M.P. www.iiitm.ac.in
51.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing, Jabalpur, Madhya Pradesh www.iiitdmj.ac.in
52.	Lakshmibai National Institute of Physical Education, Gwalior-, M.P. www.lnipe.gov.in
	MAHARASHTRA
53.	Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Pune, Maharashtra www.bharativedyapeeth.com
54.	Central Institute of Fisheries Education, Mumbai, Maharashtra www.cife.edu.in
55.	D.Y. Patil Educational Society, Kolhapur, Maharashtra www.dypatatailkolhapur.com
56.	Datta Meghe Institute of Medical Sciences, Nagpur, Maharashtra www.dmims.org
57.	Deccan College Postgraduate & Research Institute, Pune, Maharashtra www.deccancollege.edu
58.	Dr. D.Y. Patil Vidyapeeth, Pune, Maharashtra www.dypatilvidyapeeth.org
59.	Gokhale Institute of Politics & Economics, Pune, Maharashtra www.gipe.etnet.in
60.	Homi Bhabha National Institute, Mumbai, Maharashtra www.hbni.ac.in
61.	Indira Gandhi Institute of Development Research, Mumbai, Maharashtra www.igidr.ac.in
62.	Institute of Armament Technology, Pune, Maharashtra www.diat.ac.in
63.	International Institute for Population Sciences, Mumbai, Maharashtra www.iipsindia.org
64.	Institute of Chemical Technology, Mumbai, Maharashtra www.udct.org
65.	Krishna Institute of Medical Sciences, Satara, Maharashtra www.kims.ac.in
66.	MGM Institute of Health Sciences, Mumbai, Maharashtra www.mgmuhs.com

S.No.	Deemed University
67.	Narsee Monjee Institute of Management Studies, Mumbai, Maharashtra www.nmims.edu
68.	Padmashree Dr. D.Y. Patil Vidyapeeth, Mumbai, Maharashtra www.dyptail.ac.in
69.	Pravara Institute of Medical Sciences, Ahmednagar, Maharashtra www.pravara.com
70.	SYMBIOSIS International University, Pune, Maharashtra www.siu.edu.in
71.	Tata Institute of Fundamental Research, Mumbai, Maharashtra www.tifr.res.in
72.	Tata Institute of Social Sciences, Mumbai, Maharashtra www.tiss.edu
73.	Tilak Maharashtra Vidyapeeth, Pune, Maharashtra www.tilakvidyapeeth.org
	ORISSA
74.	Kalinga Insitute of Industrial Technology, Bhubaneshwar, Orissa www.kiit.org
75.	Shiksha 'O' Anusandhan, Bhubaneswar, Orissa www.soauniversity.ac.in
	PUNJAB
76.	Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur Punjab www.sliet.ac.in
77.	Thapar Institute of Engineering & Technology, Patiala, Punjab www.tiet.ac.in
	PONDICHERRY
78.	Sri Balaji Vidyapeeth, Pillaiyarkuppam, Pondicherry www.balajitrust.org
	RAJASTHAN
79.	Banasthali Vidyapith, Banasthali, Rajasthan www.banasthali.org
80.	Birla Institute of Technology & Science, Pilani, Rajasthan www.bits-pilani.ac.in
81.	Institute of Advanced Studies in Education, Sardarshahr, Churu, Rajasthan www.iaseduniv.org
82.	IIS University, Gurukul Marg, Mansarovar, Jaipur, Rajasthan www.iisuniv.ac.in
83.	Jain Vishva Bharati Institute, Nagaur, Rajasthan www.jvbi.ac.in
84.	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan www.jnrviniversity.com
85.	LNM Institute of Information Technology, Jaipur, Rajasthan www.lnmiit.ac.in
86.	Mody Institute of Education and Research, Sikar, Rajasthan www.mnit.ac.in
	TAMILNADU
87.	Academy of Maritime Education and Training, Chennai www.ametindia.com
88.	Amrita Vishwa Vidyapeetham, Coimbatore, Tamilnadu www.amrita.edu
89.	Avinashilingam Institute for Home Science & Higher Education for Women, Coimbatore, Tamilnadu www.avinashlingam.edu

S.No.	Deemed University
90.	B.S. Abdur Rahman Institute of Science and Technology, Chennai, Tamil Nadu www.crescentcollege.org
91.	Bharath Institute of Higher Education & Research, Chennai, Tamilnadu www.bharathuniv.com
92.	Chennai Mathematical Institute, Chennai, Tamilnadu www.cmi.ac.in
93.	Chettinad Academy of Research and Education (CARE), Kanchipuram, Tamil Nadu www.chettinadhealthcity.com
94.	Gandhigram Rural Institute, Gandhigram, Dindigul, Tamilnadu www.ruraluniv.ac.in
95.	Hindustan Institute of Technology and Science (HITS), Kancheepuram, Tamilnadu www.hindustancollege.com
96.	Kalasalingam Academy of Research and Higher Education, Virudhunagar, Tamilnadu www.akce.ac.in
97.	Karunya Institute of Technology and Sciences, Coimbatore, Tamil Nadu www.karunya.edu
98.	Karpagam Academy of Higher Education, Coimbatore, Tamilnadu www.karpagamuniversity.ac.in
99.	Dr. M.G.R. Educational and Research Institute, Chennai, Tamilnadu www.drmdrdu.ac.in
100.	Meenakshi Academy of Higher Education and Research, Chennai, Tamilnadu www.maher.ac.in
101.	Noorul Islam Centre for Higher Education, Kanyakumari, Tamil Nadu www.niuniv.com
102.	Periyar Maniammai Institute of Science & Technology (PMIST), Thanjavur, Tamil Nadu www.periyar.org
103.	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Thanjavur, Tamilnadu www.prist.ac.in
104.	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamilnadu www.rgniyd.gov.in
105.	S.R.M Institute of Science and Technology, Chennai, Tamil Nadu www.srmuniv.ac.in
106.	Sathyabama Institute of Science and Technology, Chennai, Tamil Nadu www.sathyabamauniv.ac.in
107.	Saveetha Institute of Medical and Technical Sciences, Chennai, Tamil Nadu www.saveetha.com
108.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Thanjavur, Tamil Nadu www.sastra.edu
109.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Kancheepuram, Tamilnadu www.kanchiuniv.ac.in
110.	Sri Ramachandra Medical College and Research Institute, Chennai, Tamil Nadu www.srmc.edu
111.	St. Peter's Institute of Higher Education and Research, Chennai, Tamil Nadu, www.stpetersuniversity.org

S.No.	Deemed University
112.	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Chennai, Tamilnadu www.velsuniv.org
113.	Vellore Institute of Technology, Vellore, Tamilnadu www.vit.ac.in
114.	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, Tamil Nadu www.vel-tech.org
115.	Vinayaka Mission's Research Foundation, Salem, Tamil Nadu www.vinayakamission.com
UTTAR PRADESH	
116.	Sam Higginbottom Institute of Agriculture, Technology & Sciences (Formerly Allahabad Agricultural Institute), Allahabad, U.P. www.aaidu.org
117.	Bhatkhande Music Institute, Lucknow, Uttar Pradesh www.bhatkhandemusic.edu.in
118.	Central Institute of Higher Tibetan Studies, Varanasi, Uttar Pradesh www.smith.edu
119.	Dayalbagh Educational Institute, Agra, Uttar Pradesh www.dei.ac.in
120.	Indian Institute of Information Technology, Allahabad, Uttar Pradesh www.iiita.ac.in
121.	Indian Veterinary Research Institute, Izatnagar, Uttar Pradesh www.ivri.nic.in
122.	Jaypee Institute of Information Technology, Noida, U.P. www.jiit.ac.in
123.	Nehru Gram Bharati Vishwavidyalaya, Allahabad, Uttar Pradesh www.nehrugrambharati.org.in
124.	Shobit Institute of Engineering & Technology, Meerut, U.P. www.shobhituniversity.ac.in
125.	Santosh University, Ghaziabad, U.P www.santoshuniversity.com
UTTRAKHAND	
126.	Forest Research Institute, Dehradun, Uttarakhand www.icfre.org
127.	Gurukul Kangri Vishwavidyalaya, Haridwar, Uttarakhand www.gkvharidwar.org
128.	HIHT University, Dehradun, Uttarakhand www.sruniversity.org
129.	Graphic Era University, Dehradun, Uttarakhand www.geitdoon.com
WEST BENGAL	
130.	Ramakrishna Mission Vivekananda Educational and Research Institute, Howrah, West Bengal www.hehrugrambharati.org.in

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

DEPARTMENT OF HIGHER EDUCATION

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

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		21.	Jamia Millia Islamia, New Delhi.	www.jmi.ac.in
		22.	Babasaheb Bhimrao Ambedkar University, Lucknow.	www.bbau.ac.in
		23.	Manipur University, Imphal.	www.manipuruniv.ac.in
		24.	Mizoram University, Aizawl, Mizoram.	www.mzu.edu.in
		25.	University of Allahabad Allahabad, Uttar Pradesh.	www.allduniv.ac.in
		26.	Rajiv Gandhi University Itanagar, Arunachal Pradesh.	www.rgu.ac.in
		27.	Sikkim University, Gangtok, Sikkim.	www.sikkimuniversity.in
		28.	Tripura University, Agartala, Tripura.	www.tripurauniv.in
		29.	Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh.	www.igntu.nic.in
		30.	Central University of Bihar, Patna.	www.cub.ac.in
		31.	Guru Ghasidas Vishwavidyalaya, Chhattisgarh.	www.ggu.ac.in
		32.	Central University of Gujarat, Gandhi Nagar.	www.cug.ac.in
		33.	Central University of Haryana, Gurgaon.	www.cuharyana.org
		34.	Central University of Himachal Pradesh, Dharamshala.	www.cuhimachal.ac.in
		35.	Central University of Kashmir, Srinagar.	www.cukashmir.ac.in
		36.	Central University of Jharkhand, Ranchi.	www.cuj.ac.in
		37.	Central University of Karnataka, Gulbarga.	www.cuk.ac.in
		38.	Central University of Kerala, Trivandrum.	www.cukerala.ac.in
		39.	Doctor Harisingh Gaur Vishwa Vidyalaya, Madhya Pradesh.	www.dhsgsu.ac.in
		40.	Central University of Orissa, Bhubneswar.	www.cuo.ac.in
		41.	Central University of Punjab, Bhatinda.	www.centralunipunjab.com
		42.	Central University of Rajasthan, Jaipur.	www.curaj.ac.in
		43.	Central University of Tamil Nadu, Tiruvarur.	www.tiruvarur.tn.nic.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
2. Technical Education	3. Others	44.	Hemvati Nandan Bahuguna Garhwal University, Srinagar, Uttarkhand.	www.hnbgu.ac.in
		45.	Central University of Jammu.	www.jammuuniversity.in
		46.	Maulana Azad National Urdu University, Hyderabad.	www.manuu.ac.in
		47.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.	www.hindivishwa.nic.in
		48.	The English and Foreign Languages University, Hyderabad.	www.efluniversity.ac.in
		49.	Indian Institute of Advanced Studies (IIAS), Shimla.	www.iias.org
		50.	National Commission for Minority Educational Institutions, New Delhi.	www.ncmei.gov.in
	1. Apex level Bodies	51.	All India Council of Technical Education (AICTE), New Delhi.	www.aicte-india.org
		52.	Council of Architecture, India Habitat Centre, New Delhi.	www.coa.gov.in
		53.	Indian Institute of Technology (IIT), New Delhi.	www.iitd.ernet.in
		54.	Indian Institute of Technology (IIT), Kanpur.	www.iitk.ac.in
		55.	Indian Institute of Technology (IIT), Mumbai.	www.iitb.ac.in
		56.	Indian Institute of Technology (IIT), Kharagpur.	www.iitkgp.ac.in
		57.	Indian Institute of Technology (IIT), Chennai.	www.iitm.ac.in
		58.	Indian Institute of Technology (IIT), Guwahati.	www.iitg.ernet.in
		59.	Indian Institute of Technology (IIT), Roorkee.	www.iitr.ernet.in
		60.	Indian Institute of Technology (IIT), Jodhpur.	www.iitj.ac.in
3. Others	2. IITs	61.	Indian Institute of Technology (IIT), Gandhi Nagar	www.iitgn.ac.in
		62.	Indian Institute of Technology (IIT), Patna.	www.iitp.ac.in
		63.	Indian Institute of Technology (IIT), Hyderabad.	www.iith.ac.in
		64.	Indian Institute of Technology (IIT), Ropar, Punjab.	www.iitd.ac.in

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

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		86.	National Institute of Technology, Durgapur, West Bengal.	www.nitdgp.ac.in
		87.	National Institute of Technology, Jamshedpur, Jharkhand.	www.nitjsr.ac.in
		88.	Visvesvaraya National Institute of Technology Nagpur, Maharashtra.	www.vnitnagpur.ac.in
		89.	National Institute of Technology, Surthakal, Karnataka.	www.nitk.ac.in
		90.	National Institute of Technology, Warangal, Andhra Pradesh.	www.nitw.ac.in
		91.	Malaviya National Institute of Technology, Jaipur, Rajasthan.	www.mnit.ac.in
		92.	National Institute of Technology, Rourkela, Orissa.	www.nitrkl.ac.in
		93.	Maulana Azad National Institute of Technology, Bhopal.	www.manit.ac.in
		94.	National Institute of Technology, Tiruchirapalli, Tamil Nadu.	www.nitt.edu
		95.	National Institute of Technology, Kurukshetra, Haryana.	www.nitkkr.ac.in
		96.	National Institute of Technology, Silchar, Assam.	www.nits.ac.in
		97.	National Institute of Technology, Hamirpur.	www.nitham.ac.in
		98.	National Institute of Technology, Patna, Bihar.	www.nitp.ac.in
		99.	Dr. B.R. Ambedkar National Institute of Technology, Jalandhar.	www.nitj.ac.in
		100.	National Institute of Technology Raipur, Chhattisgarh.	www.nitr.ac.in
		101.	National Institute of Technology, Agartala, Tripura.	www.tec.nic.in
		102.	National Institute of Technology Sikkim.	www.nitc.ac.in
		103.	National Institute of Technology, Arunachal Pradesh.	www.nitdgp.ac.in
		104.	National Institute of Technology, Meghalaya.	www.nitmeghalaya.org
		105.	National Institute of Technology, Nagaland.	www.nits.ac.in
		106.	National Institute of Technology, Manipur.	www.nitmanipur.in

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

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
	8. Boards of Apprenticeship Training	126.	Board of Apprenticeship Training, Mumbai.	www.apprentice-engineer.com
		127.	Board of Practical Training (BOPT), Kolkata.	www.bopter.gov.in
		128.	Board of Apprenticeship Training (BOAT), Kanpur.	www.batnorth.nic.in
		129.	Board of Apprenticeship Training, (BOAT), Chennai	www.boatsr.tn.nic.in
	9. Others	130.	Indian School of Mines University, Dhanbad, Bihar.	www.ismdhanbad.ac.in
		131.	National Institute of Foundry and Forge Technology (NIFFT), Ranchi.	www.nifft.ernet.in
		132.	National Institute of Industrial Engineering, Mumbai.	www.nitie.edu
		133.	School of Planning & Architecture, New Delhi.	www.spa.ac.in
		134.	School of Planning & Architecture, Bhopal.	www.spabhopal.ac.in
		135.	School of Planning & Architecture, Vijayawada.	www.spav.ac.in
		136.	Sant Longowal Institute of Engineering & Technology (SLIET), Sangrur Punjab.	www.sliet.ac.in
		137.	North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh.	www.nerist.ac.in
		138.	Central Institute of Technology (CIT), Kokrajhar.	www.cit.kokrajhar.in
3. Languages	1. Sanskrit & Vedic Institutions	139.	Rashtriya Sanskrit Sansthan, New Delhi.	www.sanskrit.nic.in
		140.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi.	www.slbsrsv.ac.in
		141.	Rashtriya Sanskrit Vidyapeetha, Tirupati, Andhra Pradesh.	www.rsvidyapeetha.ac.in
		142.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjain.	www.msrvvp.nic.in
	2. Institution related to Hindi and other Indian Languages	143.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, Agra.	www.hindisansthan.org
		144.	National Council for Promotion of Urdu Language, New Delhi.	www.urducouncil.nic.in
		145.	National Council for Promotion of Sindhi Language, Vadodra.	www.ncpsl.org

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
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		146.	Central Institute of Classical Tamil (CICT), Chennai.	www.cict.in
4.Planning		147.	National University of Educational Planning and Administration (NUEPA), New Delhi.	www.nuepa.org
5.UNESCO		148.	Auroville Foundation, Bharat Nivas, Auroville, Tamil Nadu.	www.auroville.org
6.Book Promotion		149.	National Book Trust of India, New Delhi.	www.nbtindia.org.in

ATTACHED OFFICES

Languages	1.	Central Institute of Indian Languages, Mysore.	www.ciil.org
	2.	Central Hindi Directorate, New Delhi.	www.hindinideshalaya.nic.in
	3.	Commission for Scientific and Technical Terminology, New Delhi.	www.csst.nic.in

PUBLIC SECTOR UNDERTAKING

1.	Educational Consultants of India Limited (EdCIL), Noida, Uttar Pradesh.	www.edcilindia.co.in
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DEPARTMENT OF SCHOOL EDUCATION & LITERACY

1.	Central Board of Secondary Education, New Delhi.	www.cbse.nic.in
2.	National Council for Educational Research and Training (NCERT) New Delhi.	www.ncert.nic.in
3.	National Institute of Open Schooling, Noida, Uttar Pradesh.	www.nos.org
4.	Central Tibetan Schools Administration (CTSA), Delhi.	www.ctsa.nic.in
5.	Navodaya Vidyalaya Samiti, New Delhi.	www.navodaya.nic.in
6.	Kendriya Vidyalaya Sangathan, New Delhi.	www.kvsangathan.nic.in
7.	National Council for Teachers Education (NCTE), New Delhi.	www.ncte-india.org

SUBORDINATE OFFICE

Adult Education	1.	Directorate of Adult Education, New Delhi.
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PWD REPORT - I

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF THE PERSONS WITH DISABILITIES IN SERVICES
(As on 1st January, 2014)
MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

GROUP	Number of Employees				
	Total	In Identified Posts	VH	HH	OH
(i)	(ii)	(iii)	(iv)	(v)	(vi)
Group A	162	-	0	0	0
Group B	489	-	2	1	2
Group C	395	-	1	0	6
Group D	26	-	0	0	2
Total	1072	-	3	1	10

Note: (i) VH stands for Visually Handicapped (persons suffering from blindness or low vision)

(ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)

(iii) OH stands for Orthopedically Handicapped (persons suffering from locomotor's disability or cerebral palsy)

PWD REPORT - II

STATEMENT SHOWING THE NUMBER OF PERSONS WITH DISABILITIES APPOINTED DURING THE YEAR
(For the Year 2013)
MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

	DIRECT RECRUITMENT							PROMOTION								
Group	No. of Vacancies reserved				No. of Appointment Made				No. of Vacancies reserved				No. of Appointments Made			
	VH	HH	OH	Total	VH	HH	OH	VH	HH	OH	Total	VH	HH	OH		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
Group A	0	0	0	0	0	0	0	Nil	Nil	Nil	0	0	0	0		
Group B	0	0	0	06	01	0	0	Nil	Nil	Nil	0	0	0	0		
Group C	0	0	0	0	0	0	0	0	0	0	2	0	0	0		
Group D	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total	0	0	0	06	0	0	0	0	0	0	2	0	0	0		

Note: (i) VH stands for Visually Handicapped (persons suffering from blindness or low vision)

(ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)

(iii) OH stands for Orthopedically Handicapped (persons suffering from locomotor's disability or cerebral palsy)

(iv) There is no reservation for PWD in case of promotion to Group A and B posts. However, persons with disabilities can be promoted to such posts, provided the concerned post is identified suitable for persons with disabilities.

ANNEXURE-7

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON FIRST JANUARY OF THE YEAR AND
NUMBER OF APPOINTMENTS MADE DURING THE PRECEDING CALENDAR YEAR 2013

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

Representation of SCs/STs/OBCs (As on 1.1.2014)		Number of appointments made during the calendar year 2013												
Groups	Total number of Employees	SCs	STs	OBCs	By Direct Recruitment			By Promotion			By Deputation			
					Total	SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Group A	162	30	3	4	0	0	0	0	16	4	1	3	0	0
Group B	489	58	28	39	07	0	0	04	44	5	8	0	0	0
Group C	395	125	40	40	03	0	2	2	0	1	0	0	0	0
Group D Excluding Sweepers)	21	62	2	5	2	0	0	0	0	0	0	0	0	0
Group D (Sweepers)	5	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1072	276	73	88	10	0	2	4	60	9	9	3	0	0

ANNEXURE-8

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs IN VARIOUS GROUP 'A' SERVICES AS ON FIRST JANUARY OF THE YEAR AND NUMBER OF APPOINTMENTS MADE IN THE SERVICE IN VARIOUS GRADES IN THE CALENDAR YEAR 2013

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
DEPARTMENT OF HIGHER EDUCATION AND SE & L AND ATTACHED/SUBORDINATE OFFICES)

	Representation of SCs/STs/OBCs (As on 01.01.2014)				Number of appointments made during the calendar year 2013									
	Pay Band and Grade Pay	Total number of Employees	SCs	STs	OBCs	By Direct Recruitment			By Promotion			By Deputation		
Total						SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
PB-3:Rs.5400	131	17	11	8	0	0	0	0	46	5	8	0	0	0
PB-3:Rs.6600	83	13	1	1	0	0	0	0	9	2	0	1	1	0
PB-3: Rs.7600	33	9	2	1	0	0	0	0	6	3	1	0	0	0
PB-4:Rs.8700	20	3	1	0	0	0	0	0	2	0	0	3	0	0
PB-4: Rs.8900	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs.9000	7	5	1	1	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 10000	14	2	1	1	0	0	0	0	0	0	0	3	0	0
HAG & Above	5	0	1	0	0	0	0	0	0	0	0	0	0	0
Total	293	49	18	12	0	0	0	0	63	10	9	7	1	0

State-wise Women Enrolment in Higher Education (2006-07 & 2012-13)

S. No.	State/UT	Total Enrolment	Women Enrolment	Percentage of Women	Total Enrolment	Women Enrolment	%age of Women	%age Increase / Decrease
		2006-07			2012-13			
1	Andhra Pradesh	960047	387124	40.32	2014324	801091	39.77	-0.55
2	Arunachal Pradesh	6432	1943	30.21	20495	7599	37.08	6.87
3	Assam	237480	98676	41.55	304471	146833	48.23	6.68
4	Bihar	611465	150114	24.55	1033946	398408	38.53	13.98
5	Chhattisgarh	181268	67391	37.18	385939	143379	37.15	-0.03
6	Delhi	218989	107310	49.00	298724	138480	46.36	-2.64
7	Goa	23457	13904	59.27	27792	16760	60.31	1.04
8	Gujarat	700077	312081	44.58	1126391	490478	43.54	-1.04
9	Haryana	292866	121333	41.43	514755	223118	43.34	1.91
10	Himachal Pradesh	109761	48240	43.95	147646	74812	50.67	6.72
11	Jammu & Kashmir	80741	37929	46.98	213161	102154	47.92	0.94
12	Jharkhand	231756	71046	30.66	440437	177383	40.27	9.61
13	Karnataka	745729	309463	41.50	1074652	502941	46.8	5.30
14	Kerala	346961	211914	61.08	512445	298430	58.24	-2.84
15	Madhya Pradesh	627310	234029	37.31	1191799	448834	37.66	0.35
16	Maharashtra	1586557	659231	41.55	2457257	1076786	43.82	2.27
17	Manipur	42854	19373	45.21	50589	23202	45.86	0.65
18	Meghalaya	34031	16434	48.29	47224	25414	53.82	5.53
19	Mizoram	13495	6176	45.77	16901	8082	47.82	2.05
20	Nagaland	14797	5920	40.01	23611	11948	50.6	10.59
21	Orissa	406825	146710	36.06	587083	240433	40.95	4.89
22	Punjab	309902	160633	51.83	519650	257274	49.51	-2.32

S. No.	State/UT	2006-07		2012-13		Percentage of Women	Total Enrolment	Women Enrolment	%age of Women	%age Increase / Decrease
		Total Enrolment	Women Enrolment	Total Enrolment	Women Enrolment					
23	Rajasthan	430416	146783	1350685	530550	34.10			39.28	5.18
24	Sikkim	5201	2172	12241	5008	41.76			40.91	-0.85
25	Tamil Nadu	886368	406752	2038682	1002956	45.89			49.2	3.31
26	Tripura	23564	9729	46224	20079	41.29			43.44	2.15
27	Uttar Pradesh	1508754	557746	3365847	1428778	36.97			42.45	5.48
28	Uttarakhand	145963	62106	306221	135014	42.55			44.09	1.54
29	West Bengal	760015	300435	1242786	506391	39.53			40.75	1.22
30	Andaman & Nicobar Islands	2356	1336	4151	2387	56.71			57.5	0.79
31	Chandigarh	43738	22939	67235	33867	52.45			50.37	-2.08
32	D & N Haveli	0	0	2120	996	0.00			46.98	46.98
33	Daman & Diu	685	323	949	561	47.15			59.11	11.96
34	Lakshdweep	266	93	429	175	34.96			40.79	5.83
35	Puducherry	22379	11483	54292	25802	51.31			47.52	-3.79
	Grand Total	11612505	4708871	21501154	9306403	40.55			43.28	2.73

Source: University Grants Commission, Annual Report 2006-07 and 2012-13



Abbreviations



ABBREVIATIONS

ABL	Activity Based Learning	ASIST	Assistance for Strengthening of Infrastructure for Science & Technology
ABV-IIITMG	Atal Bihari Vajpayee Indian Institute of Information Technology and Management	AVIs	Accredited Vocational Institutes
ACCC	Association of Canadian Community College	AVRC	Audio-Visual Research Centre
ACCU	Asia-Pacific Cultural Centre for UNESCO	BASE	Bangalore Association for Science Education
ACU	Association of Commonwealth Universities	BE	Budget Expenditure
ADEPTS	Advancement of Educational Performance through Teacher Support	BEP	Bihar Education Project
AE	Adult Education	BEPC	Bihar Educational Project Council
AEC	Adult Education Centre	BGVS	Bharat Gyan Vigyan Samiti
AEP	Adolescence Educational Project	BITE	Block Institute of Teacher Education
AICTE	All India Council for Technical Education	BITS	Birla Institute of Technology and Science
AIE	Alternative and Innovative Education	BJVJ	Bharat Jan Vigyan Jatha
AIEEE	All India Engineering Entrance Examination	BLRC	Block Level Resource Centres
AIELTA	All India English Language Testing Authority	BMS	Basic Minimum Services
AIIS	American Institute of Indian Studies	BOAT	Board of Apprenticeship Training
AIMMP	Area Intensive and Madrasa Modernisation Programme	BPL	Below Poverty Line
AISES	All India School Education Survey	BRAOU	Bhim Rao Ambedkar Open University
AIU	Association of Indian Universities	BSNL	Bharat Sanchar Nigam Limited
ALM	Active Learning Methodology	CABE	Central Advisory Board of Education
ALW	Adult Literacy Week	CAC	Central Apprenticeship Council
AoCs	Agreement of Cooperation	CAYT	Career Award for Young Teachers
ABP	Aadhaar Payment Bridge	CBLP	Camp Based Literacy Programme
APEID	Asia-Pacific Programme for Educational Innovation for Development	CBR	Community-Based Rehabilitation
APAR	Annual Performance Appraisal Report	CBSE	Central Board of Secondary Education
ASC	Academic Staff College	CCA	Certificate Course in Computer Applications
ASCI	Administrative Staff College of India	CCC	Citizens'/Client's Charters
		CCE	Continuous Comprehensive Evaluation
		CCEA	Cabinet Committee on Economic Affairs
		CCIs	Correspondence Course Institutes

CCRT	Centre for Cultural Resources and Training	CLASS	Computer Literacy and Studies in Schools
CDC	Curriculum Development Centre	CLIP	Children's Language Improvement Programme
CDPO	Community Development Project Officer	CLP	Child Labour Project/Computer Literacy Programme
CDTP	Community Development through Polytechnics	CMAT	Common Management Admission Test
CE	Continuing Education	CMCHC	Certificate in Maternal and Child Health Care
CEAC	Copyright Enforcement Advisory Council	CNIC	Certificate in New Born and Infant Care
CEC	Continuing Education Centres	CoA	Council of Architecture
CEEP	Cultural Educational Exchange Programme	COBSE	Council of Boards of Secondary Education
CEP	Computer Education Plan/Continuing Education Programme/Cultural Exchange Programme	COL	Commonwealth of Learning
CEO	Chief Executive Officer	CPCC	Commission Planning and Costing Committee
CES	Committee of Education Secretaries	CPE	College with Potential Excellence
CGI	Consulate-General of India	CPGRAMS	Centralized Public Grievances Readers and Monitoring System
CGPA	Cumulative Grade Point Average	CPIO	Central Public Information Officer
CHD	Central Hindi Directorate	CPP	Centre for Public Policy
CICT	Central Institute of Classical Tamil	CPSCE	Colombo Plan Staff College for Education
CIDA	Canadian International Development Agency	CPWD	Central Public Works Department
CIEFL	Central Institute of English and Foreign Languages	CRC	Computer Ready Copy/Cluster Resource Centre
CIET	Central Institute of Educational Technology	CRPA	Centre for Research, Planning and Action
CIILP	Canada-India Institute Industry Linkage Project	CS	Cabinet Secretary/Company Secretary
CIIL	Central Institute of Indian Languages	CSIR	Centre for Scientific and Industrial Research
CIRE	Centre for Insurance Research and Education	CSM	Centre Software Management
CISCE	Council for Indian School Certificate Education	CSS	Central Secretariat Service
CIT	Central Institute of Technology	CSTT	Commission for Scientific and Technical Terminology
CIVE	Central Institute of Vocational Education	CT&E	Centre of Testing & Evaluation
CLAPS	Children's Learning Acceleration Programme for Sustainability	CTE	College of Teacher Education

CTP	Computer Technician Programme	DSEL	Department of School Education and Literacy
CTET	Central Teacher Eligibility Test		
CTSA	Central Tibetan School Administration	DTH	Direct to Home
CVC	Central Vigilance Commission	DTP	Desk Top Publishing
CVO	Chief Vigilance Officer	DWCRA	Development of Women and Children in Rural Areas
CWSN	Children with special needs		
DA	Dearness Allowance	EAP	Externally Aided Project
DAE	Directorate of Adult Education	EBB	Educationally Backward Blocks
DAR&PG	Department of Administrative Reforms and Public Grievances	EBD	Educationally Backward District
		EC	Executive Committee/European Community
DBT	Department of Bio-Technology	ECCE	Early Childhood Care and Education
DBTS	Direct Benefit Transfer Scheme	ECE	Early Childhood Education
DEC	Distance Education Council	ECOWAS	Economic Organisation of West African States
DEEP	District Elementary Education Plans		
DFID	Department for International Development	Ed.CIL	Educational Consultants India Ltd.
DIET	District Institute of Education and Training	EDI	Educational Development Index
DISE	District Information System for Education	EduSAT	Education Satellite
DIU	District Implementation Unit	EE	Elementary Education
DoNER	Development of North-Eastern Region	EEO	Education Extension Officer
DOPT	Department of Personnel and Training	EEOC	Establishment of Equal Opportunity Cells
DOS	Department of Space	EEP	Education Exchange Programme
DPC	District Programme Coordinator	EFA	Education for All
DPE	Diploma in Primary Education	EFDP	Early Faculty Development Programme
DPEP	District Primary Education Programme	EGS	Education Guarantee Scheme
		EHV	Education in Human Values
DPG	Directorate of Public Grievances	ELTI	English Language Teaching Institute
DPNER	Development Projects for North Eastern Region	EMDP	Entrepreneurship and Management Development Programme
DPR	Detail Project Report/District Rehabilitation Centre	EMIS	Educational Management Information System
DRDA	District Rural Development Agency	EMRC	Educational Media Research Centre
DRDO	Defence Research and Development Organisation	EOC	Equal Opportunity Cell
DRU	District Resource Unit	EP	Equivalency Programme
DS	Day School	EQIP	Educational Quality Improvement Programme

ERC	Expenditure Reforms Commission	HTTI	Hindi Teachers Training Institute
ERIC	Educational Research and Innovation Centre	IAMR	Institute of Applied Manpower Research
ERP	Educational Resource Planning	IARCS	Indian Association for Research in Computing Sciences
ESG	Editorial support Group	IASE	Institute of Advanced Study in Education
ESPS	External Scholarship Processing System	IBE	International Bureau of Education
ESRC	External and Social Research Council	IBO	International Biology Olympiad
FAQ	Fair Average Quality	ICDS	Integrated Child Development Services
FG	Final Grant	ICHO	International Chemistry Olympiad
FICCI	Federation of Indian Chamber of Commerce and Industry	ICHR	Indian Council of Historical Research
FIP	Federation of Indian Publishers/ Faculty Improvement Programme	ICMR	Indian Council of Medical Research
FPM	Fellowship Programme in Management	ICPD	International Conference on Population and Development
GAP	Gujarat Achievement Profile	ICPR	Indian Council of Philosophical Research
GATS	General Agreement on Trade in Services	ICT	Information and Communication Technology
GATT	General Agreement on Trade and Tariff	IDMI	Infrastructure Development in Minority Institutions
GBS	Gross Budgetary Support	IDS	Institute of Development Studies
GER	Gross Enrolment Ratio	IEA	Indian Educational Abstracts
GIAC	Grants-in-Aid Committee	IEDC	Integrated Education for Disabled Children
GOOS	Global Ocean Observation System	IEDSS	Inclusive Education for Disabled at Secondary State
GPAT	Graduate Pharmacy Aptitude Test	IETE	Institute of Electronics and Telecommunication Engineers
GPF	General Provident Fund	IFC	Information & Facilitation Centre
GVC	Generic Vocational Course	IGBC	Intergovernmental Bioethics Committee
HBCSE	Homi Bhabha Centre for Science Education	IGNOU	Indira Gandhi National Open University
HEFS	Human Ecology and Family Science	IGNTU	Indira Gandhi National Tribal University
HEPSN	Higher Education for Persons with Special Needs	IGP	Income Generating Programme
HMCT	Hotel Management and Catering Technology	IIAS	Indian Institute of Advanced Study
HRA	House Rent Allowance		
HRM	Human Resource (Development) Minister		
HTTC	Hindi Teachers Training Centre		

IIEP	International Institute of Educational Planning	ISSC	International Social Science Congress
IIIT	Indian Institute of Information Technology	IPhO	International Physics Olympiad
IIITM	Indian Institute of Information Technology and Management	IPR	Intellectual Property Rights
IILS	International Institute of Labour Studies	IPRSL	Indian Performing Right Society Limited
IIM	Indian Institute of Management	IRRO	Indian Reprographic Rights Organisation
IIP	Industry Institute Partnership	ISBN	International Standard Book Numbering
IIPA	Indian Institute of Public Administration	ISM	Indian School of Mines
IISc	Indian Institute of Science	ISRO	Indian Space Research Organisation
IIT	Indian Institute of Technology	ISSC	Indian Social Science Council
IITD	Indian Institute of Technology, Delhi	ISTM	Institute of Secretariat Training and Management
IITG	Indian Institute of Technology, Guwahati	IT	Information Technology
IITK	Indian Institute of Technology, Kanpur	ITCOS	International Training Centre in Open Schooling
IIT-KGP	Indian Institute of Technology, Khargpur	ITDOS	International Training Division in Open Schooling
IITM	Indian Institute of Technology, Madras	ITI	Industrial Training Institute
IITR	Indian Institute of Technology, Roorkee	ITPD	In-Service Teacher Professional Development
IIVET	Indian Institute of Vocational Education and Training	IVRS	Interactive Voice Response System
ILIP	Integrated Learning Improvement Programme	JAB	JEE Apex Board
ILO	International Labour Organisation	JCVE	Joint Council of Vocational Education
IMO	International Mathematical Olympiad	JEE	Joint Entrance Examination
INEA	Indian National Academy of Engineering	JMR	Joint Review Missions
INCCU	Indian National Commission for Cooperation with UNESCO	JNU	Jawaharlal Nehru University
INDLST	Indian National Digital Library for Science and Technology	JNV	Jawahar Navodaya Vidyalaya
INSA	Indian National Science Academy	JRF	Junior Research Fellowship
IPAI	Institute of Public Auditors of India	JRY	Jawahar Rozgar Yojana
IPDC	International Programme for the Development of Communication	JSN	Jana Shikshan Nilayam
		JSS	Jan Shikshan Sansthan
		JWG	Joint Working Group
		KGBV	Kasturba Gandhi Balika Vidyalaya
		KHS	Kendriya Hindi Sansthan
		KHSM	Kendriya Hindi Shikshan Mandal
		KRS	Key Resource Person

KSQAO	Karnataka State Quality Assessment Organisation	NANCE	National Academic Network for Continuing Education
KVS	Kendriya Vidyalaya Sangathan	NBB	National Bal Bhawan
LAN	Local Area Network	NBHM	National Board of Higher Mathematics
LAP	Learning Assurance Programme	NBPC	National Book Promotion Council
LATS	Learners' Achievement Tracking System	NBT	National Book Trust
LDC-IL	Linguistic Data Consortium for Indian Language	NCAER	National Council of Applied Economic Research
LEP	Life Enrichment Programme	NCC	National Cadet Corps
LIFE	Literacy Initiative for Empowerment	NCCL	National Centre for Children's Literature
LGP	Learning Guarantee Programme	NCEC	Nodal Continuing Education Centre
LP	Literacy Programme	NCERT	National Council of Educational Research and Training
LRUC	Learning Resource Utilization Centre	NCF	National Curriculum Framework
LSC	Learner Support Centres	NCFWFL	National Curriculum Frame Work for Female Literacy
MANUU	Maulana Azad National Urdu University	NCHE	National Council of Higher Education
MCBs	Muslim Concentration Blocks	NCHER	National Council for Higher Education and Research
MCD	Minority Concentration District	NCMEI	National Commission for Minorities Educational Institutions
MDM	Mid-day-Meal	NCOS	National Consortium for Open Schooling
MEA	Ministry of External Affairs	NCLP	National Child Labour Project
MGIEP	Mahatma Gandhi Institute of Education for Peace	NCPSL	National Council for Promotion of Sindhi Language
MHRD	Ministry of Human Resource Development	NCPUL	National Council for Promotion of Urdu Language
MHTTI	Mizoram Hindi Teachers Training Institute	NCRI	National Council of Rural Institutes
MIL	Modern Indian Languages	NCTE	National Council of Teacher Education
MILES	Multi-Purpose Indian Language Evaluation System	NECRD	North East Centre for Research and Development
MIS	Management Information System	NFE	Non-Formal Education
MLE	Multi Lingual Education	NEHU	North Eastern Hill University
MMPs	Mission Mode Projects	NELD	North East Language Development
MoU	Memorandum of Understanding	NEP	North East Project
MS	Mahila Samakhya	NER	North Eastern Region
MSK	Mahila Shikshan Kendra		
NAB	National Accreditation Board		
NACO	National AIDS Control Organisation		

NE-RIE	North-East Regional Institute of Education	NPNSPE	National Programme of Nutritional Support to Primary Education
NERIST	North Eastern Regional Institute of Science and Technology	NPTEL	National Programme of Technology Enabled Learning
NERLC	North Eastern Language Centre	NRCT	National Research Council of Thailand
NET	National Eligibility Test	NREGA	National Rural Employment Guarantee Act
NFE	Non Formal Education	NRF	National Research Foundation
NFHS	National Family Health Survey	NRG	National Resource Group
NGO	Non Governmental Organisation	NRT	National Register of Translators
NHRC	National Human Rights Commission	NSC	National Steering Committee
NIC	National Informatics Centre	NSDC	National Skill Development Corporation
NICEE	National Information Centre on Earthquake Engineering	NSIGSE	National Scheme of Incentive to Girls for Secondary Education
NIFM	National Institute of Finance Management	NSF	National Science Foundation
NIFT	National Institute of Fashion Technology	NSSO	National Sample Survey Organisation
NIOS	National Institute of Open Schooling	NTM	National Translation Mission
NIRD	National Institute of Rural Development	NTMIS	National Technical Manpower Information System
NITs	National Institutes of Technology	NTSE	National Talent Search Examination
NLCPR	Non Lapsable Central Pool of Resources	NUEPA	National University of Educational Planning and Administration
NLM	National Literacy Mission	NVEQF	National Vocational Education Qualification Frameworks
NLMA	National Literacy Mission Authority	OBC	Other Backward Classes
NMCME	National Monitoring Committee for Minority Education	ODL	Open and Distance Learning
NMMSS	National Means-cum-Merit Scholarship Scheme	OPAC	Online Public Access Catalogue
NORI	No Objection to Returns to India Certificate	PAB	Project Approval Board
NOS	National Open School	PCPs	Personal Contact Programmes
NPE	National Policy on Education	PCT	Patents Cooperation Treaty
NPEP	National Population Education Project	PDI	Permanent Delegation of India
NPGEEL	National Programme for Girls Education of at Elementary Level	PDS	Public Distribution System
NPMDMS	National Programme – Mid-Day-Meal in School	PG	Post Graduate
		PIHEA	Promotion of Indian Higher Education Abroad
		PLEP	Preparation for Learning Enhancement in Punjab

PoA	Programme of Action	RSKB	Rajasthan Shiksha Karmi Board
PPL	Phonographic Performance Limited	RTE	Right of Children to Free and Compulsory Education
PPP	Public Private Partnership		
PQL	Physical Quality of Life	RTI	Right to Information
PSC	Parliamentary Standing Committee	RUSA	Rashtriya Uccchatar Shiksha Abhiyan
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education	SAARC	South Asian Association for Regional Cooperation
PSU	Public Sector Undertaking	SAIIR	Sri Aurobindo International Institute of Educational Research
PTA	Parent Teacher Association		
PTRs	Pupil Teacher Ratios	SAP	Special Assistance Programme
PwD	Persons with Disability	SC	Scheduled Caste
QICR	Quality Improvement in Class Rooms	SC/ST	Scheduled Caste/Scheduled Tribe
QIP	Quality Improvement Programme	SCA	Science Council of Asia
R&D	Research & Development	SCSP	Scheduled Caste Sub-Plan
RCC	Refresher Course Centre	SCERT	State Council of Educational Research and Training
RCCP	Radio-Cum-Cassette Players		
RCs	Regional Conferences	SCG	Strategic Communication Group
RCSGC	Research and Creative Source Generation Centre	SCHE	State Council of Higher Education
		SCSP	Scheduled Caste Sub – Plan
RE	Revised Estimates	SCVE	State Council of Vocational Education
READ	Read Enjoy and Develop	SDAE	State Directorate of Adult Education
REC	Regional Engineering College	SH	Speech Handicap
RF	Radio Frequency	SICI	Shastri Indo-Canadian Institute
RFD	Result Framework Document	SID	Society of Innovation and Department
RFLP	Rural Functional Literacy Project	SIDA	Swedish International Development Agency
RFUs	Regional Field Units		
RGIIM	Rajiv Gandhi Indian Institute of Management	SIET	State Institute of Educational Technology
RID	Research and Institutional Development	SIL	South Indian Language
		SIMs	Self Instructional Materials
RIE	Regional Institute of Education	SKIMS	Sher-E-Kashmir Institute of Medical Sciences
RIIs	Rural Institutes		
RLCs	Regional Language Centres	SKP	Shiksha Karmi Project
RMSA	Rashtriya Madhyamik Shiksha Abhiyan	SLET	State Level Eligibility Test
		SLIET	Sant Longowal Institute of Engineering and Technology
RPF	Revised Policy Formulations		
RRC	Regional Resource Centre	SLM	Self Learning Material
		SLMA	State Literacy Mission Authority

SOPT	Special Orientation Programme for Primary Teacher	UNDP	United Nation Development Programme
SOU	State Open Universities	UNESCO	United Nations Educational, Scientific and Cultural Organisations
SPA	School of Planning and Architecture	UNFPA	United Nations Fund for Population Activity
SPoA	State Programme of Action	UNICEF	United Nations International Children's Emergency Fund
SPQEM	Scheme for Providing Quality Education in Madras	UNU	United Nations University
SRC	State Resource Centre	UPE	Universalisation of Primary Education
SRF	Senior Research Fellow	UT	Union Territory
SSA	Sarva Shiksha Abhiyan	VAs	Voluntary Agencies
STEI	Secondary Teacher Education Institute	VASS	Vietnam Academy of Social Sciences
SUPW	Socially Useful Productive Work	VDL	Video Distance Learning
TA	Travel Allowance	VE	Vocational Education
TC	Teachers Centre	VEC	Village Education Committee
TE	Technical Education	VEP	Vocational Education Programme
TEBMI	Traditionally Educationally Backward Minority Institutions	VH	Visually Handicap
TEPSE	Teachers Preparation in Special Education	VHO	Voluntary Hindi Organisation
TEQIP	Technical Education Quality Improvement Programme	VHOS	Voluntary Hindi Organisations
TLC	Total Literacy Campaign	VLSI	Very Large Scale Integration
TLE	Teaching Learning Equipment	VPN	Very Personal Network
TMA	Tutor Marked Assignment	VRC	Vocational Rehabilitation Centre
TSP	Tribal Sub - Plan	VSAT	Very Small Aperture Terminal
TTTI	Technical Teacher Training Institutes	VSSC	Vikram Sarabhai Space Centre
UC	Utilisation Certificate	VTUs	Virtual Technological Universities
UCC	Universal Copyright Commission	WePMIS	Web based Planning and Monitoring System
UEE	Universalisation of Elementary Education	WIDER	World Institute for Development Economic Research
UG	Under Graduate	WIPO	World Intellectual Property Organisation
UGC	University Grants Commission	WTO	World Trade Organisation
UKIERI	UK-India Education and Research Initiative	ZIET	Zonal Institute of Education and Training
		ZSS	Zilla Saksharta Samiti

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सत्यमेव जयते

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