

INDIAN INSTITUTE OF EDUCATION

ANNUAL REPORT

2022 - 2023



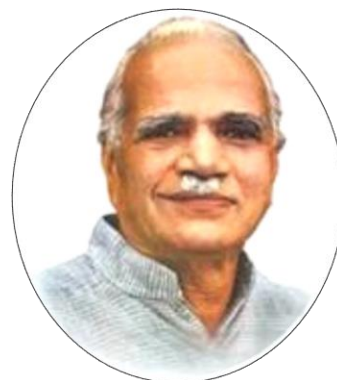
**Indian Institute of Education,
128/2, J. P. Naik Path, Kothrud, Pune – 411038**

Indian Institute of Education

128/2, J. P. Naik Path, Kothrud, Pune – 4110 38



Dr. Chitra Naik



Prof. J. P. Naik

STANDPOINT

The Indian Institute of Education (IIE), Pune was founded by Prof. J. P. Naik (1907-1981), humanist, freedom fighter, polymath, encyclopedic thinker, socialist and educationist. He is recognized by the UNESCO alongside Rabindranath Tagore and Mahatma Gandhi as three pioneering educationists in the twentieth century. Prof. J. P. Naik is also known as an institution maker. The mission of the Indian Institute of Education was carried forward by his wife Dr. Chitra Naik (1918-2010) who challenged educational orthodoxy and advocated the philosophy of indigenous knowledge. Presently, the institution is working on inter-disciplinary and multidisciplinary paradigms of education and the social sciences. Health studies, minority studies, tribal studies and studies in inclusive education are the leitmotifs of teaching, research and pedagogy at the Indian Institute of Education.

The two main goals of the Indian Institute of Education are 'Education for All' and 'Health for All'. The Institute considers education as a revolutionary endeavor. Its mottos are:

1. A revolution in life and a revolution in education have always to go together, because education is life.
2. Education is to be social and humanist, where upliftment of the marginalized remains the prime motif.

Indian Institute of Education (IIE)

128/2, J. P. Naik Path, Kothrud, Pune – 411038

BOARD OF TRUSTEES/ ADMINISTRATOR

Since the year January 2022, the Indian Institute of Education is functioning under the administrator appointed by the Hon. High court, Mumbai with reference Wirt Petition No. 9010/2021 dated December 2021.

The Institution Registration Number of the Institute:

Mr. Sanjeev S. Sharma

Pro-tem Administrator

(Rtd. District Judge)

Duration of the Tenure of the Administrator: July 2022 to 7 May 2023

Registration Number of the Institute

I.No. F 1852 (Poona) under Bombay Public Trust Act 1950, July 21, 1981

II.No. 1620 under Societies Registration Act 1860, March 28, 1948

Contact No: 020 - 25436980 (HQ),

Email Address: iiepune1948@gmail.com

Website: www.iiepune.org

Indian Institute of Education

Annual Report 2022-23

INDEX

Sr. No.	Content	Page No.
1	Introduction	1
2	Highlights of the Year	2
3	Centre for Educational Studies	6
4	J. P. Naik Centre for Education and Development	13
5	J. P. Naik Gramin Mahila Vikasini (GMV), Shivapur	21
6	Vigyan Ashram, Pabal	24
7	G. D. Parikh Centre, Mumbai	32
8	Audited Statement of Account (2022-23)	34
9	Income-Expenditure Account of the Year, 2022-23	35

1. INTRODUCTION

The Indian Institute of Education was established in Mumbai on 1st January, 1948 by the eminent scholars, Prof. J. P. Naik and Prof. R. V. Parulekar along with V.V. Kamat, T. K. N. Menon, A. R. Dawood, N. P. Samant and C. D. Barfivalla. The institute initially aimed at the study of policy-making and planning in education with elementary education as its focus. It was functioning as a post-graduate research Centre affiliated to Bombay University. In the year 1976, the Institute shifted to Pune to avail better facilities for both urban and rural studies. Over the years, Institute established more centers in and around Pune city to conduct action research projects in various fields particularly related to empowerment of rural population by means of formal and non-formal education. The Indian Institute of Education at the time of its inception as in even today is a unique institution and the only one of its kind in India. This uniqueness is due to Prof. J. P. Naik who laid emphasis on combining social sciences with Mathematics, Sanskrit, History and English literature to the discipline of education (Interdisciplinary).

The question J. P. Naik grappled was about the kind of role education and social sciences and development played for indigenous society. With this background, he conceived the Indian Institute of Education, in Mumbai (1948) and later shifted to Pune (1976). He established Shri Mouni Vidyapeeth (1952) in Kolhapur and the Indian Council of Social Sciences Research (1969) in New Delhi of which he was the first Member Secretary. Another issue that J. P. Naik addressed consistently throughout his life is establishing linkages between education and the development, and initiated institutions to nurture the growth of the social sciences. For Naik, as is for the Indian Institute of Education, science was not to be considered as a profession, most certainly not a business, but a mission, a national mission to be precise to transform India into knowledge society.

At present, the Institute is conducting its activities through its five centers, viz.

1. Centre for Educational Studies, Pune
2. J. P. Naik Centre for Education and Development, Kothrud, Pune
3. J. P. Naik Gramin Mahila Vikasini, Shivapur
4. Vigyan Ashram, Pabal and
5. G. D. Parikh Centre, Mumbai University Campus

The Indian Institute of Education highlights education and its relation to culture especially understood as the cultivation of the human personality where science, philosophy and aesthetics meet. Science, modern education, unfortunately, has been de-linked from the level of this aspect of cultivation of humanity as humanity, the Indian Institute of Education offers' once again the level of education as culture-making. It critiques the idea of education as profession and business and argues for education as mission, especially the mission for national development.

One of its basic challenges is that Indian Education has not been able to overcome decolonizing itself and continued dependency on colonial bureaucratic methods, which has destroyed the Indian education system.

‘Schooling’ and ‘Education’ in this colonial modern sense is derived more from colonial contexts where teaching as alienated teaching method is considered more important than learning and discovering knowledge. The Indian Institute of Education attempts to both decolonizes and humanizes education and the social sciences. The combination of the head, heart and hand is unique in this new form of humanized learning process. Thus, when one talks of “Skills”, one does not mean catering to the markets, but is precisely about learning and discovering individual’s skills not to forget perfection of abilities whereby an individual’s life is synchronized with the goals and ideals of the nation. It was J. P. Naik who had talked of three types of education-formal, incidental and non-formal and stressed that all three had to go together. After him, it was Dr. Chitra Naik who took up the very important idea of non-formal education. For Dr. Chitra Nail; just as was for her long-time intellectual colleague Ivan Illich, Society had to be ‘De-Schooled’ since ‘Schooling was where the elites force their ideologies on to society, instead of creating and sharing authentic knowledge. J. P. Naik’s book ‘Some Aspects on Non-formal Education’, talks of the necessity of non-formal education and intertwining this with formal education.

Stalwarts have been attached to the IIE like J. B. G. Tilak, Panchamukhi, D. A. Dabholkar, G. D. Sharma, A. B. Shah, A. R. Kamat and Prof. Ram Takwale, not forgetting also Ivan Illich’s relation with this institute.

2. HIGHLIGHTS OF THE YEAR

1. On May 7, 2023, the administrator held a general meeting and the process of electing the board of trustees for the institute was carried out democratically with the help of Election Officer Advocate Santosh Naidu.





2. Institute Staff with the Administrator



3. Educational Visit of GOA School Teachers to the institute in January 2023



4. Flag Hosting program at Independence Day 26 January 2023



5. A tribute to Padmashri Dr. Chitra Naik, founder of Institute on 24 December 2022 on occasion of her death anniversary



6. Advanced fashion Designing Course successfully organized at the Gramin Mahila Vikasini, Shivapur



7. Celebrated Yoga Day on 21 June 2022



3. CENTRE FOR EDUCATIONAL STUDIES

The Centre for Educational Studies (CES) is research and teaching unit of the institute and it is affiliated to the Savitribai Phule University of Pune for M. Phil. and Ph. D. courses in Education (Interdisciplinary).

The faculty of the CES has been doing path breaking pioneering research in the social sciences and has contributed to teaching, training, seminars and other extension activities of government and non-government organizations at the state and national level. Similarly, with an interdisciplinary approach to education, various research activities are undertaken by the CES.

FACULTY PROFILE of CES

Professor

Prof. Manoj Kar (on Lien Vacancy) is Professor in Health Systems, Education & Policy Studies, at the Centre for Educational Studies, IIE. Prof. Kar is a Social Scientist and Public Systems Management Specialist in health development having more than 20 years of academic, research, and capacity building in public policy & governance and actively engaged in teaching, research, consultancy & advisory services in the field of Public Health, Health Education & Behavioural Research Studies.

Academically, Prof. Kar is having Ph.D. in Social Sciences in Public Health from the Centre for Social Medicine & Community Health, Jawaharlal Nehru University, New Delhi and received ICSSR and WHO Fellowships for the East West Centre, Hawaii for Policy Research in Health studies. Prior to joining at IIE, he has served in several of strategic positions with WHO, Ministries of Health, UN Systems and International development organizations.

His research team and collaborators have designed and developed National HIV/AIDS Strategy in India. He has been instrumental in shaping India's National Strategy for National Rural Health Mission (NRHM) as Advisor, Public Health, for the National Health Systems Resource Center, under the Ministry of Health. Decentralized planning, community participation, governance reforms, gender mainstreaming in HIV/AIDS, health systems strengthening & research using primary health care approach are key contributions to the development of National Health Systems.

At, IIE, he has been working for several of the strategic areas of ICSSR supported research initiatives, research seminar and Capacity Building for teaching Research Methodology courses. Also, he is perusing research collaborations on; 'Health Policy, Health Education & Social Sector Governance' addressing various dimensions of "Health for All & MDGs". He is engaged in the publications of policy reviews and selected working papers on these themes and actively involved in academic guidance, teaching, evaluation and supervision of M. Phil and Ph.D. research work and thesis writing.

Prof. Kar's research interests include 'public policy and governance of health systems' to improve HIV/AIDS prevention, mitigation and health education for awareness, HIV and youth, social epidemiology, health behaviours, and its impacts. His research team is currently developing research tools for policy analysis based on integration of 'Health Systems Strengthening and Research' using 'Primary Health Care' approach that will provide strong support for evidence-based advocacy and policy influencing.

His teaching and research areas in Social Sciences include;

- Social Policy and Health Systems Studies
- Organization & Development of Health Services in India
- Health Education, Promotion and Behavioural Studies
- Interdisciplinary Research in 'Social Sciences Education & Health'
- Research in 'Education for Health'
- Civil Society and Governance in Public Policy
- Community Participation & Empowerment
- Education & Training of 'Non-formal Workers for Education & Health'
- Adult Learning and Education for Life-Long Learning
- Early Childhood Educational Development
- Adolescent Health, HIV/AIDS Prevention Education and Mental Health
- Social Epidemiology & Community Health

Associate Professor

Dr. Jyoti Bawane, is specialized in the areas of teacher education, information and communication technologies and online education. Some of the research efforts undertaken are related to the input

processes adopted by teacher education programmes, teachers' affiliation towards ICT and understand the social context and concerns of teachers in Ashram schools. These research studies were funded by different institutions like the Indian Council for Social Science Research (ICSSR), National Council for Education Research and Training (NCERT) and the Savitribai Phule Pune University. She was also involved in the development of an online teacher education course based on the principles of scenario-based learning.

Dr. Bawane has published research articles in journals both at national and international levels. She was a Fulbright Scholar at the Learning Systems Institute, Florida State University and recently visited as an Erasmus Mundus Scholar to the Faculty of Social Sciences, Katholieke University, Leuven. She has been guiding M. Phil. and Ph. D. students in subject areas, teacher stress, poverty and education, progress of municipal schools and educational challenges of the tribal community. So far Ten Ph. D. students have completed their Ph. D. under her guidance and six are currently registered. Among the M. Phil. students, twelve students have completed their dissertation under her guidance. She has completed a research project funded by NCERT, which studied in detail the classroom processes of the D. Ed. teacher education programme in Maharashtra and identified the discrepancies between teacher education programme and the school education and an ICSSR funded project that studied the access, practice and prospects of Information and Communication Technologies among the different rural communities in Maharashtra. She recently completed a project funded by the ICSSR to identify the training need areas of DIET faculty. She is the author of a book titled Ashram Schools: Teacher Context and Challenges co-edited two books published by Routledge Publication.

Associate Professor

Dr. Vikas Mane has done his Doctoral studies in the area of Globalization and Higher Education from University of Pune. He received the NET-JRF from the UGC for his doctoral studies. As a researcher his subjects of interest include Political Science, Sociology and Education especially in an Interdisciplinary approach. His areas of research include globalization and education (especially Higher Education) and education of the marginalized communities. Following an interdisciplinary approach, he has worked on various research projects, funded by external agencies such as the ICSSR and also the Indian Institute of Education on tribal education including Ashram Shala's and the School Curriculum. He has also carried out extensive research on the Educational Status of the De-notified and Nomadic tribes of Maharashtra. Currently he is working on the Right to Education and its implications for the education of the Scheduled Caste and Scheduled Tribe students. He has also worked on various evaluation projects in education funded by government agencies, such as SCERT and other NGO's. He has also written in English and Marathi on various aspects of education.

Assistant Professor

Dr. Santosh Sabale has completed his M. A. in Sociology and Economics and Ph. D. from Sociology from Department of Sociology, Savitribai Phule Pune University. He was also an Erasmus Mundus Fellow at the University of Deusto, Spain in 2009-10. His research areas of interest are related to social and educational marginalization of deprived sections, social exclusion & inclusive policy, caste, ethnic and racial studies etc. He has written extensively in national and international journals and authored a couple of academic books and text-books in sociology and education for the state public universities in Maharashtra into English and Marathi. He has also visited to a few countries under fellowships and country delegation. He had also been involved in the NLM Project under the Ministry of Rural Development, New Delhi.

1. Publications of the Institute/ Faculty

Books Published

1. "Right to Education in India – Inclusion, Impact and Way Forward". Delhi: Kalpaz publications. ISSN No. 978-93-5324-961-8. – Vikas Mane
2. "Higher Education in India – Interdisciplinarity and Inclusion". New Delhi: Gennext Publications, ISSN No. 978-93-5663-008-6. - Vikas Mane
3. "Tribal Education – An Evaluation of Ashramshalas", New Delhi: AkiNik Publications. ISSN. No. 978-93-5570-436-8. - Vikas Mane

Text-books Published (for SPPU School of Open Learning)

1. "लिंगभावाचे समाजशास्त्र आणि कायद्याचे समाजशास्त्र आणि पोलिसिंग", 2022. Vikas Publishing House, New Delhi. ISBN No. 978-93-5453-989-3. - Santosh Sabale & others
2. "समकालीन भारतीय समाज आणि भारतीय समाज: परिवर्तन आणि आव्हाने", 2022. Vikas Publishing House, New Delhi. ISBN No. 978-93-5674-269-7. - Santosh Sabale & others
3. "गुन्हा व समाज आणि मानवी अधिकार व सामाजिक न्यायाचा परिचय", 2022. Vikas Publishing House, New Delhi. ISBN No. 978-93-5674-074-7 - Santosh Sabale & others

Books in Press

1. 'India in the Wired Brain: Education in the times of COVID-19.' – Murzban al & Jyoti Bawane
2. 'शैक्षणिक लेखन व संशोधन प्रकल्प आणि हिंसा समजून घेऊन हिंसेचे उपशमन', Vikas Publishing House, New Delhi. - Santosh Sabale & others.

Chapter in Books – Published

1. "Multidisciplinary and Holistic approach to Education in the NEP 2020", In Emerging Trends in Teacher Education in 21st Century, ISSN No. 978-93-5506-384-7 - Vikas Mane & Santosh Sabale

2. "The NEP 2020 – Provisions and Issues regarding Schooling of the Marginalized students", In Theory, Perspectives and Practices across Disciplines, 978-93-5619-925-5. - Vikas Mane

Invited to Write Chapter in Books

A Post-colonial College: Fergusson College, Pune. "Institutional Biographies of Colleges: The Centenaries", Routledge, Taylor & Francis - Jyoti Bawane

Articles Submitted for Publication/ Conference Proceeding

1. 'Invasion of MOOCs: A Historical and Critical Dialogue'. Higher Education in Post-Colonial World, Springer publications – Jyoti Bawane
2. 'The Teacher – A Challenging Role in Evolving Times', - Vikas Mane.

Projects Completed

"Ethical Communitarianism: Tackling COVID-19 in Maharashtra", sponsored by ICSSR, New Delhi. Murzban Jal, & Jyoti Bawane

Ongoing Projects

1. "State of Teachers, Teaching and Teacher Education", sponsored by The Centre of Excellence in Teacher Education (CETE), TISS Mumbai. as coordinating as team member - Jyoti Bawane
2. "Paradigms during the Covid-19 pandemic dash implications and responses", self-supported by the Investigator. Vikas Mane

Ph. D. Awarded

1. Smt. Singh Ashwini: "Social Determinants of Urban Mental Health: Implications for Health Education and Health Promotion Needs in Selected Slums of Pune City" – Guide: Dr. Manoj Kar
2. Smt. Seema Tare: "A Critical Study of the Status of School Libraries in Pune City" – Guide: Dr. Razia Patel
3. Shri. Shrinivas B. Bhise (ICSSR fellowship): "संत ज्ञानेश्वर व संत तुकाराम यांची 'भक्ती' संकल्पना: एक तुलनात्मक अभ्यास" –Guide- Dr. Harish Navale and Co-guide Dr. Murzban Jal

Ph. D.: Ongoing

1. Vinoth Balasubramanian - Towards Transformative Leadership: Comparison of Leadership Practices between Private and Government secondary schools, - Dr. Jyoti Bawane
2. Anish K. J. 'A Study of Christian Missionary schools in the Context of Critical Pedagogy', Dr. Jyoti Bawane
3. Rahul Paithankar – 'सामाजिक चळवळीतून निर्माण झालेल्या जीवनशाळा व्यष्टी अभ्यास'- Dr. Jyoti Bawane

4. Manju Saxena – ‘On the Idea of the Educational Revolution: A study of the humanistic approach of education with reference to Paulo Freire & J.P. Naik’, - Dr. Jyoti Bawane
5. Priyanka Dubey– ‘On Digital Education: Mass Education Versus Ideological Hegemony’, -Dr. Jyoti Bawane
6. Samina Pathan, ‘लिंग, धर्म आणि शिक्षण: शैक्षणिक समानता आणि धार्मिक प्रथा या बाबतीत समकालीन मुस्लीम स्त्रीयांचे विचार’. Guide- Murzban Jal
7. Anvit Phatak, ‘Functioning of Tinkering Labs in Schools: A Comparative Study’. Guide- Vikas Mane
8. Prasanna Alone– ‘Impact of Socio-Emotional learning on Preparatory and Middle Stage Students’, Guide - Santosh Sabale
9. Manish Dhone – Provisionally Admitted Student, Guide - Santosh Sabale
10. Sangeeta Kshirsagar – Provisionally Admitted Student, Guide - Santosh Sabale
11. Sonal Wadhal – Provisionally Admitted Student, Guide - Santosh Sabale
12. Anita Singh- Provisionally Admitted Student, Guide- Vikas Mane
13. Deepak Gosavi - Provisionally Admitted Student, Guide- Vikas Mane
14. Jagdish Londhe - Provisionally Admitted Student, Guide- Vikas Mane
15. Sandhya Khasnis-Deshpande - Provisionally Admitted Student, Guide- Vikas Mane
16. Shubhangi Desai - Provisionally Admitted Student, Guide- Vikas Mane

M. Phil. Awarded

1. Elizabeth Susan - “A Study on the Availability and Use of ICT at Secondary Level in Schools of Kottayam District in Kerala” Guide - Jyoti Bawane

Presentation & Participation in Webinars and Conferences:

1. Presented paper in international level ‘Learners’ adoption of MOOCs prior and during COVID-19 pandemic: A case-study on building resilience in Higher education’ (Virtual. Tenth Pan-Commonwealth Forum on Open Learning (PCF10) from 14 to 16 September 2022 in Calgary, Canada - - Jyoti Bawane
2. Presented paper in national conference on “The Teacher – A Challenging Role in Evolving Times”, in NEP 2020-Effective Implementation & Preparing Teachers for Next Generation Students by School of Education, SPPU, Council for Teacher Education Foundation, MAP Epic Communication. - Vikas Mane
3. Presented paper in national conference on “Adaptation to the National Education Policy for First-Generation Learners belonging to Disadvantaged Backgrounds”, in 36th CTEF National Conference on NEP-20 & its Effective Implementation: Preparing Teachers for Next Generation Learners, organized by Dept. of Education & Extension, School of Education, Savitribai Phule Pune University, CTEF & MAAP E.P.I.C., on 24 – 25th February 2023 – Santosh Sabale

4. 'Moodle for Teachers – Learn to teach online'. 9th January 2023 to February 12, 2023. Electronic Village Online (EVO23) - Jyoti Bawane
5. Five-week online 'Moderators Professional Development programme on canvas' from October 16 to November 13, 2022 - Jyoti Bawane
6. Online UGC-Approved Short-Term Professional Development Programme under PMMMNMTT on "Implementation of NEP-2020 for University & College Teachers" from 9th - 17th September 2022 Organized by Indira Gandhi National Open University, New Delhi. – Santosh Sabale

Invited Lectures and Chairmanships at national or international conference/seminars

1. Invited as resource person to talk on 'Phenomenological and ethnographic research', in Capacity building program on research methodology by MIT School of Education and Research, MIT Art Design & Technology University & Adarsha Comprehensive College of Education & Research, Pune. - Jyoti Bawane
2. Invited as a resource person to conduct a session on "Authentic Teaching, at AICTE sponsored STTP programme entitled 'Innovations in Effective Teaching, Learning Pedagogy and Research Skill Development' on 20th April 2021, Organized by Modern College of Pharmacy- Jyoti Bawane
3. Delivered Lecture on Assessment Reforms and National Assessment Centre, PARAKH on 20th January 2022, At ISTE approved TWO-Week Faculty Development Program on "NEP 2020: Transforming Indian Education System" from 10th January 2022 to 22nd January 2022, Organized by Vidyalankar Polytechnic Mumbai - Jyoti Bawane
4. Invited as resource person to talk on "Interdisciplinary Research in Social Sciences", for Ph. D. Coursework 2023 by Malpani College of Arts, Commerce and Science, Sangamner. - Vikas Mane
5. Invited as resource person to talk on "Methodology for e-Content Development", in Faculty Development Programme in Staff Welfare & Staff Academy Committee in association with IQAC on 17th September 2022 Organized by S. M. Joshi College, Hadapsar, Pune. -Dr. Santosh Sabale
6. Invited as member of external jury for the Ph. D. proposal presentation by School of Education & Research, MIT Art, Design, & Technology University, Pune. - Jyoti Bawane

Extension Activities:

Jyoti Bawane

1. Reviewer for SAGE Open journal
2. Member of Board of Studies, Education at SNDT University, Mumbai
3. Member of 2022 Fulbright TEA selection committee

Vikas Mane

Ph. D. Coordinator of the IIE Research Centre

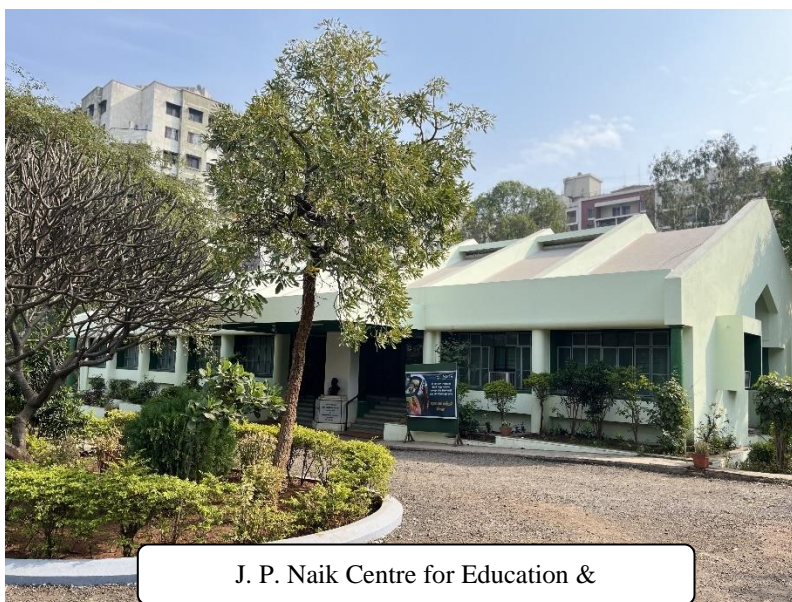
Santosh Sabale

1. Invited as Subject Expert in Moral and Social Science studies (BoS) meeting for Sociology UG Course Formations in light of NEP-2020 by Tilak Maharashtra Vidyapeeth, Pune.
2. Invited as Subject Expert in BANRF Fellowship (M. Phil. & Ph. D.) Programme for 2019-20 at Dr. Babasaheb Ambedkar Research and Training Institute (BARTI), Pune.
3. Invited as Paper Reviewer for International Journal entitled "Asia Pacific Education Review". Title of the Manuscript: 'Discrimination faced by students admitted in private schools under a special quota for underprivileged: A case from India'

4. J. P. NAIK CENTRE FOR EDUCATION AND DEVELOPMENT

The main objective of the J. P. Naik Centre is to explore innovative and alternative paths of education and social development through educating society. The Centre has associated with the Governmental and Non-Governmental organizations including National and State bodies like the MSCERT, DIECPD, ATMA & RAMETI for working on educational, health, social and agriculture issues of the Indian society. There were forty organizations associated with this Centre in this year.

The hostels, seminar hall, conference hall & committee rooms facilities, being well furnished, are often in demand by governmental and non-governmental organizations for conducting the workshops, training programs and seminars etc.



J. P. Naik Centre for Education &

1. Centre Facilities:

The J. P. Naik Centre for Education & Development is located at the peripheral of the city, Pune. The Centre provides lodging and boarding facilities for the Government and Non-Government organizations and especially for institutions that are working in the areas of education

and development. The Centre also provides a Conference Hall which can accommodate 300 persons with facilities such as Conference Mike System, LCD projector, OHP, etc. It has also housed 3 Seminar halls with the capacity of 40 persons in each hall with all the facilities.

The AC Committee rooms are also available which has facilities for 20 persons in each committee rooms.



Committee Room

Guest Room

The hostels have 24 ordinary rooms with capacity of 48 persons and 10 VIP rooms. The center provides all type of catering services also.



Hostel Premises

Ordinary Room



VIP Room

Hostel Canteen

The J. P. Naik Centre for Education and Development is a Centre that is working for non-formal educational activities and it is working for the National Monitoring Schemes of central Government. This Centre is an important special monitoring cell that helps to the government in

planning and developing policies regarding social development. To propagate and practice alternate energy; the Centre facilitates solar system. The Centre has a dining hall with good catering services. Many Governmental and Non-Governmental organizations utilize the facilities of this Centre for various academic purposes. The center has various types of facilities and supportive premises for all type of social and educational activities.

2. Connected Agencies:

The Centre had facilitated arrangements for Governmental and Non-Governmental organizations for workshops, seminars and other training programs. The center is connected with the following agencies regarding these programs.

Sr. No.	Name of the Governmental and Non-Governmental organizations	Sr. No.	Name of the Governmental and Non-Governmental organizations
1	CORO, Mumbai	21	Deeper, Pune
2	Indian Bank, Mumbai	22	Saad Manusaki, Pune
3	DIECPD, Pune	23	SOPPECOM, Pune
4	CEE, Pune	24	Rameti, Pune
5	Vigyan Ashram, IIE Pune	25	CYDA, Pune
6	Maharashtra Shikshan Mandal, Pune	26	Balbharati, Pune
7	Anthra Pune	27	JSS, Devas
8	Jan Shikshan Sansthan, Pune	28	Jilha Adhikashk Krushi Adhikari
9	IHNR Jiapur	29	People Side, Pune
10	Rachana, Pune	30	Maharashtra Gandhi Samarak Nidhi, Pune
11	Centre for in Universal Education (CEQUE), Mumbai	31	MCDCL, Pune
12	National Centre for Advocacy Studies (NCAS)	32	Image Engineering Technical Institute, Gujarat
13	Mahila Arthik Vikas Mahamandal, Pune	33	Tata Institute of Social Sciences, Tuljapur
14	JSS Dhule	34	Parvati, Pune
15	Anusandhan Trust	35	Samagra Shiksha Abhiyan, UT of D & NH
16	Jan Shikshan Sansthan, Warli Mumbai	36	HRLN
17	JSS Ahamadnagar	37	Aseem Foundation, Pune
18	Primove, Pune	38	CYDA, Pune
19	Eco-net, Pune	39	TAFNAP
20	Socio Legal Information Centre	40	Other Respective Agencies

3. Monitoring Cell:

As mentioned above the J. P. Naik Centre for Education and Development is a national monitoring cell. It is working for the projects that are referred by the Central Government, especially the Ministry for Human resources and Development (MHRD). Rural development being a state subject, receives funds from the Ministry of Rural Development (MoRD), Government of India, for implementing various schemes that are beneficial for the rural population in the country. Detailed guidelines have been framed by the Ministry for release and utilization the funds by the State. Also, while recognizing the importance of regular and special independent monitoring of the programs under various schemes, the Ministry devised a comprehensive Monitoring and Evaluation System for its various programs through Monthly Progress Reports and Management Information System in these states. For this purpose, a Performance Review Committee, Vigilance and Monitoring Committees were established by the Ministry across various States. This National Level Monitoring was launched in the year 2003-04 in order to achieve an unbiased and objective monitoring and in the recent years; this monitoring has become very important due to several factors.

- A. These programs targeted almost 1/3 population of the country.
- B. Significant increase in the allocation the funds for various rural development programs
- C. The increase in demands of accountability and transparency in the execution of these programs

Some of the schemes implemented so far are as follows:

The Ministry of Panchayati Raj, Government of India launched the People's Plan Campaign (PPC) 'Sabki Yojana Sabka Vikas' during 2018 in order to give thrust to the process of preparation of Gram Panchayat Development Plan (GPDP) in all the GPs/ Villages across the country. Gram Panchayat Development Plans (GPDPs) are the planning instruments which provide for the socio-economic development utilizing the resources available to the Panchayats. The GPDP planning process has to be comprehensive and based on participatory processes which involve full convergence with schemes of all related Central Government Ministries & Line Departments related to 29 subjects listed in the XI Schedule of the Constitution.

Prof. J. P. Naik Centre for Education and Development is working for the same. The Centre involved in some of the following schemes that have been implemented.

- **National Level Monitoring Projects:**

3.1 Project Title: National Level Regular & Special Monitoring of Rural Development Programme (NLM).

Sponsorship: Ministry of Rural Development, Government of India, New Delhi.

The Government of India has decided to continue the People's Plan Campaign 'Sabki Yojana Sabka Vikas'. The campaign, structured Gram Sabha meetings will be held for preparing Gram Panchayat Development Plans (GPDPs). A comprehensive special Gram Sabha will be organized during the campaign. In this special Gram Sabha, all developmental needs and gaps

will be discussed. The facilitators appointed shall also ensure community mobilization including vulnerable sections like SC/ST/Women during the Gram Sabha. The Village Organizations/ SHGs may be supported to present before the Gram Sabha, a poverty reduction plan which may after deliberation may be incorporated in the GPDP planning process. In case of Gram Panchayats in areas under Fifth Schedule, the Special Gram Sabha would be conducted as per the provisions of PESA acts of respective States.

The preparation of GPDP will cover 29 subjects defined in 11th schedule.

These subjects are:

3.2 Areas of the monitoring:

- | | |
|--|-------------------------------------|
| 1. Agriculture | 16. Poverty Alleviation Program |
| 2. Land Improvement | 17. Education |
| 3. Minor Irrigation | 18. Vocational Education |
| 4. Animal Husbandry | 19. Adult and Non-formal Education |
| 5. Fisheries | 20. Libraries |
| 6. Social Forestry | 21. Cultural Activities |
| 7. Minor Forest Produce | 22. Markets and Fairs |
| 8. Small Scale Industries | 23. Health and Sanitation |
| 9. Khadi, Village and Collage industries | 24. Family Welfare |
| 10. Rural Housing | 25. Women and Child Development |
| 11. Drinking Water | 26. Social Welfare |
| 12. Fuel and Fodder | 27. Welfare of the Water Sections |
| 13. Roads | 28. Public Distribution System |
| 14. Rural Electrification | 29. Maintenance of Community Assets |
| 15. Non-conventional energy | |

3.3 Responsibilities of the Workers:

The frontline workers are doing great role for above 29 subjects that appointed by all the departments. The responsibilities of these workers for implementing schemes for the people are as follows.

1. Collect and update data regarding the respective departments
2. Provide status of the proposed activities and fund disbursed in previous FY, the data is incorporated in Detailed Status Report
3. Present a brief structured presentation regarding the activities of the department in Gram Sabha
4. The frontline workers will read draft GPDP in detail and provide feedback and suggestions in Development Seminar organized by GP.

The study of marginalized communities was very dear to the hearts of Prof. J. P. Naik and Dr. Chitra Naik. J. P. Naik Centre for Education and Development regularly conducts such pan-India

studies under the supervision of Mohan Nanekar. In India, 8.88 Crore households are found to be deprived and poor households as per Socio Economic Caste Census (SECC) of 2011 from the perspective of multi-dimensional deprivations such as landlessness, households headed by single women, SC/ST household or disabled member in the family. These households require targeted interventions under government's various schemes and programs in areas such as wage creation, skill generation, social security, education, health and nutrition and livelihood creation. Already, financial resources to the tune of about Rupees Four Lakh Crore are allocated annually to impact lives of rural poor by several government ministries/ departments including Ministry of Rural Development in schemes spanning rural wages, rural roads, skill development, health, education, sanitation, drinking water, electricity, environment, etc. In this context, 'Mission Antyodaya' seeks to converge government interventions with Gram Panchayats as the basic unit for planning by following a saturation approach by pooling resources - human and financial - to ensure sustainable livelihoods. It is a State - led initiative for rural transformation to make a real difference based on measurable outcomes to the lives of 1, 00, 00,000 households in 5,000 rural clusters or 50,000 Gram Panchayats in 1,000 days.

Mission Antyodaya encourages partnerships with network of professionals, institutions and enterprises to further accelerate the transformation of rural livelihoods. Self Help Groups (SHG) is enablers to convergence approach due to their social capital and their proven capacity for social mobilization. The thrust is not only on physical infrastructure but also on social infrastructure with strengthening of agriculture, horticulture, animal husbandry activities with utmost priority given to SHG expansion in Mission Antyodaya clusters. Capacity for financial and social audit would also be built at grassroots level. This would be accomplished by convergence of frontline worker teams, cluster resource persons (CRPs) and professionals at the Gram Panchayats/ Cluster level. Cluster facilitation team would also be provided at the block level. The states have selected Gram Panchayat/Clusters under 'Mission Antyodaya' which are either GPs with achievement like ODF, crime/dispute free GPs, Award Winning GPs or are covered under scheme such as Day NRLM, Mission Water Conservation, SAGY/Urban cluster or specific purpose GPs. Most of these GPs are also in the backward districts of the country.

3.4 Project Team:

The Staff of J. P. Naik Centre for Education and Development was actively involved in the National Level Monitoring (NLM) project activities monitored by the Ministry of Rural Development (MoRD) and New Delhi Rural Development Programme project team. The NLM project activities - the National Level Regular Monitoring and Special Monitoring was carried out by the following project team

1. Dr. Prakash B. Salavi, Director
2. Dr. Santosh Sabale
3. Mr. Mohan Nanekar, NLM Coordinator

4. Mr. Madan Dalvi, Statistical Assistant
5. Mr. Shailesh Bhosale, Project Assistant
6. Mr. Pravin Patil, Project Assistant
7. Mr. M. S. Kamble & other four Investigators

The performance report is as follows:

3.5 Project Area:

The Ministry of Rural Development, Govt. of India, has assigned to Indian Institute of Education for the task of Regular Monitoring of Rural Development Programme in four districts of Karnataka and two districts of Gujarat State.

Special Monitoring of Gram Panchayat Development Plan, Mission Antyodaya and Plan Plus of Rural Development Program in four districts in Madhya Pradesh and in two districts in Gujarat State.

3.6 Project Duration:

The National Level Monitoring work is being done twice in each year.

3.7 Objective of National Level Monitoring:

3.7.1 Regular Monitoring:

The Purpose of any monitoring of development activities is to provide government officials, development managers, and civil society with better means for learning from past experience, improving service delivery, planning and allocating resources and demonstrating results as part of accountability to key stakeholders. The purpose of this NLM system is to strengthen all the rural development programs and ensure the effectiveness, transparency and progress of implementation.

The objectives of visit of the NLM to districts are to ascertain the following:

1. Whether the programs of the Ministry are being implemented in accordance with the guidelines prescribed by the Ministry.
2. Whether the selection of beneficiaries under the program has been transparent, unbiased and fair.
3. Whether the assets created are genuine and useful to the community.
4. Whether the Vigilance & Monitoring Committee (V & MC) Meetings are held regularly. If not, reasons, if any.
5. The views of the villagers on the programs and their suggestions for improvement.

3.7.2 Special Monitoring:

Objectives of the Campaign - 'Sabki Yojana Sabka Vikas'

1. Strengthening Role of 31 Lakh elected Panchayat Leaders and approximately 6 Crore Women members of SHGs under DAY-NRLM, in effective Gram Sabha.
2. Evidence Based Assessment of Progress made in 2019-20 and proposals for 2020-21 in all 29 subjects of XI Schedule.
3. Public Information Campaign – Full public disclosure on a Village Display Board on Schemes,

Finances, etc. of all Programs in Gram Panchayati Office and on Gram Samvaad App.

4. Structured Gram Sabha meetings spread over 2nd October – 31st December, 2019, with physical presence and presentation by frontline workers/Supervisors of all 29 Sectors in XI Schedule.

5. To provide for a pragmatic and holistic Gram Panchayati Development Plan.

• **Scope of the Monitoring:**

The National Level Monitors on their visits shall cover the following programs of Ministry of Rural Development/Ministry of Panchayati Raj.

1. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
2. Deen Dayal Antyodaya Yojana – National Rural Livelihood Mission (DAY-NRLM) Livelihoods Aajeevika Skills
3. Pradhan Mantri Awas Yojana - Gramin (PMAY-(G))
4. National Social Assistance Programme (NSAP)
 - Indira Gandhi National Old Age Pension Scheme (IGNOAPS)
 - Indira Gandhi National Widow Pension Scheme (IGNWPS)
 - Indira Gandhi National Disability Pension Scheme (IGNDPS)
 - National Family Benefit Scheme (NFBS)
5. Pradhan Mantri Gram Sadak Yojana (PMGSY)
6. Sansad Adarsh Gram Yojna (SAGY)
7. Pradhan Mantri Sinchayee Yojana – Watershed Development (PMKSY)
8. Deen Dayal Upadhyay - Gramin Skills Yojana (DDU-GKY)
9. Panchayat Raj (PR)
10. Digital India Land Records Modernization Programme (DILRMP)
11. Rural Self Employment Training Institutes (RSETI)
12. Swachh Bharat Mission (Gramin) (SBM-G)

In addition, NLMs are also required to make report on status of Gram Panchayats, their functioning and various related processes as provided in the guidelines of the Ministry of Panchayati Raj (MoPR), Government of India. The National Level Monitors are required to visit the assigned districts, ascertain the implementation of the programs vis-à-vis the guidelines, interact with the officials, verify the assets created and interview the villagers and submit report on the key issues related to the different components of the programs such as:

1. Awareness and reach of the programs
2. Implementation Environment
3. Community Involvement in implementation
4. Selection Processes of Beneficiaries & Works
5. Financial Management – Release & Utilization of funds
6. Technological issues, Skill up-gradation & Training

7. Quality of construction, Operation & Maintenance of Assets
8. Transparency in implementation processes
9. Vigilance & Monitoring
10. Role analysis of Programme Managers
11. Role & performance of Panchayati Raj Institutions, functionaries
12. Any specific issue/subject mentioned in the terms of reference for the assignment.

5. J. P. NAIK GRAMIN MAHILA VIKASINI



Prof. J. P. Naik Centre for Development and Education of Rural Women, popularly known as Grameen Mahila Vikasini (GMV) was established in 1994 Shivapur village (Taluka Haveli, District Pune) for conducting research studies and experimental programs concerning education and empowerment of rural women. Vocational education programs both related to agriculture and non-formal education for girls and women from surrounding villages of Shivapur, have been organized in the light of the Institute's main objectives viz. Education for All and Health for All. All these programs are interlinked with rural development. Organization of women's Self-Help Groups, updating the skills of women farmers, improving the health status of women and children, are given priority. To produce marketable goods, trainings are also conducted to develop skills required in sewing and tailoring. All these programs are conducted within the framework of action-research activities of GMV, who are financed from Trust funds of the Indian Institute of Education.

Centre Activities:

I. Vocational Education

The Centre has been conducting vocational education classes for local women. At present; Vocational classes were conducted in Aarvi village, especially in sewing and tailoring. These classes were conducted based on the demand of the local women. Around 30 women including college going girls are benefited by acquiring skill in basic as well as blouse stitching. The 'Kushala' section of vocational education at GMV produced 120 seminar bags for i-earn international organization, as well as different variety bags, door mats, quilts, saree bags, rexin purses on demand from schools, colleges and organizations throughout the year. 'Kushala' also took part in 'Deccan Jatra' had a stall for seven days. This was organized by Zilla Parishad. But the season, timing of month of Deccan Jatra was not suitable for the public. But it was good experience.

II. Community Learning Centers

The primary motto behind to initiate this J.P. Naik Gagain Mahila Vikasini (GMV) to develop the rural area of Sivaganga valley. The Sivaganga valley has total of 31 villages and they are divided into Haveli and Bhor talukas. Community Learning Centers are located in Shivapur and seven surrounding villages, viz. Shriramnagar, Khed, Kasurdi, Aarvi, Gauddara, Kalyan and Awasarwadi. These are managed by the Prachetas (women Animators). The Prachetas are also trained as Arogya-Preraks in order to treat simple illnesses under the guidance of the Public Health Centre, who also trained them as 'Depot Holders'. Monthly in-service trainings are conducted for Prachetas by resource persons, who train them in the areas of health, hygiene, rural development, bank-linkages, and related government schemes. In their monthly meetings they are given legal information as well as information regarding the important National Day celebrations as well as festivals. They even manage the SHGs activities from their own villages and the maintain registers, which are checked periodically at the GMV Centre, Shivapur.

Several agricultural development activities were conducted in the villages surrounding the Institute's well-equipped center located at Shivapur village. Intensive programs have been undertaken in seven villages including the Institute's Community Learning Centers which are located in six villages including the Shivapur village. By and large, the non-formal agricultural education has become popular during this process. The other activities conducted by these centers are;

1. Training programs: Periodically training programs are conducted for the members of Self-Help Groups to update them in writing the SHGs registers in accurate financial transactions. To make them aware about the responsibilities and duties of office bearers. They were given the situations of common difficulties they face and to perform role plays accordingly. These training programs have helped them enormously for their improvement in conducting SHGs. Even special training programs are organized for BPL Self Help Groups. In addition, the training of foundational Beautician Programme for women in the surrounded villages has also initiated from the last year.

2. Health: The sanitation project commenced in the year 2005 under the guidance of Dr. Chitra Naik. Dr. Chitra Naik had donated Rs. 2.5 lakhs for this project. A woman from SHG is eligible to get the interest free loan of Rs. 4000/- in two installments, which can be repaid in 20 installments. It is a rolling fund. Up till now 180 women are beneficiaries 12 toilets are under construction. This project has played an important role in personal health, social health as well as environmental problems. The project is continued and the awareness about the need of toilets is created among the villagers. A video film was produced with the main acting role of famous Marathi actor Makarand Anaspure. Also, a puppet show is produced by GMVs Prachetas on this topic. GMVs Prachetas are trained as 'Arogya Preraks'. They are also selected as 'depot holders' by Primary Health Centre. They and ASHA workers take care of the health problems of the respective villages.
3. Legal Literacy Centre: This Centre was started in GMV with the cooperation of ILS Law College, Pune. Once in two months the professors from the college come to the Centre to give free advice to the women who need legal advice.
4. Camps: GMV Shivapur campus has good infrastructural facilities viz. common hostel, VIP guest room with attached toilets, 3 seminar halls, LCD facility and Annanda mess facility. GMV campus has beautiful natural surroundings of hills. Outside organizations arrange their training programs/workshops/seminars throughout the year. Campus repairs – All electrical, carpentry, plumbing repairs are completed in the campus.
5. Agricultural Activities: Workshops for farmers related to organic farming, poly-house farming, plantation of ayurvedic trees and preservation and other horticulture practices are conducted at the Centre.
6. Vikas Ghar: Since June 2012 IIE/GMV has entered in collaboration with Gyan Prakash Foundation which has started 'Vikas Ghar's in 5 surrounding villages for the 1st and 2nd std. students from ZP schools. The young girls from the respective villages were selected, trained and given the responsibility as teachers of Vikas Ghar. Maths and science and English are taught in a play way method. These Vikas Ghars have got good response not only from the children, parents but also from ZP and ZP teachers of respective villages. The aim of Vikas Ghar is to improve the learning ability of children. There is a dramatic change in studies, behavior of the students which has a great impact on the parents as well as community resulting reduction of migration from ZP Schools to private schools.

III. Programs in the year

Training Program:

1. Ten days foundational Beautician Program was conducted by the Grameen Mahila Vikasini (GMV), IIE with the support of Jan Shikshan Sansthan, Pune during 18th May to 27th May 2022. It aims to impart the training and skills to the women. During the program, 23 women beneficiaries were actively participated with hands-on training demonstration.



2. Two Months Advanced Tailoring Programme was conducted by the Grameen Mahila Vikasini (GMV), IIE during 8th March – 15th May 2022. It aimed at imparting training and skills to the women. During the program, 20 women beneficiaries were actively participated with hands-on training demonstration.

3. Residential Programs and training camps at the GMV campus have been arranged by various social and voluntary organization such as Shramik Hakk Andolan, Anubodh Sanstha, Rashtriya Swayamsevak Sangh, Maharashtra Rajya Asha Gat Pravartak Karmachari Sanghatana Pune, N.S.S. etc.

4. The Education Visit by T. C. College, Baramati involving students and teachers was conducted at the GMV campus for understanding the work and activities of the GMV Centre.

5. Birth and Death Anniversaries of the founders J. P. Naik and Dr. Chitra Naik have been observed every year on the days.

6. VIGYAN ASHRAM, PABAL

Introduction:

Team Vigyan Ashram is pleased to present the annual report for the FY 2022-23. This year we have established two Fab-labs in tribal region of Maharashtra & Madhya-Pradesh. We are able to equipped 22 IBT schools with 3D printers and thereby taking IBT program to IBT 2.0. In our effort to strengthen existing Atal tinkering Labs (ATLs), this year we have started working with ATLs Karnataka and Telangana in addition to ATLs in Andhra Pradesh. We have established state training ATL labs at Vijaywada, Bangalore and Hyderabad.

We are also able to upgrade our infrastructure facility by construction of new agricultural classroom & up-gradation of food processing unit. We have done documentation of technologies developed through Design Innovation Center (DIC) and documented technology development work of Grey Water recycling system, composter, Water filter, Grey water recycling system.

Dr. Yogesh Kulkarni was invited as a member of 'National Focus Group' appointed by NCERT to write position papers on vocational Education as per New Education Policy 2020. We are also able to scale up our efforts through our alumni entrepreneurs and network NGOs. We are very thankful to our staff members, students, volunteers, financial partners, donors, Management committee members and Pabal villagers for their continuous support & endowments.

Educational Programs:

Educational program of Vigyan Ashram is based on 'Learning doing while' philosophy. Providing community services, multi skills training and hands on experience are basic features of all educational programs.

i) Diploma in Basic Rural Technology (DBRT):

One-year residential DBRT program started from 10th July 2022. It's a multi-disciplinary skill training course based on 'learning while doing' philosophy. Program is accredited by the National Institute of Open Schooling (NIOS). This year we have 54 students enrolled for the course including 8 girls from Maharashtra, Odisha, Madhya-Pradesh state. We have also introduced a 2 month on-job internship for students in the months of April & May. Students are learning skills in the areas of Engineering, Energy & Environment, Agriculture-Animal husbandry and Home & Health skills with special emphasis on self-employment.

DBRT 2021-22 completed their course on 25th June 2022 with 67 students and 22 short term course students. We are thankful to ASHA for Education, Praj Foundation, SPA foundation, Eaton Foundation and individual donors for supporting the DBRT program.

ii) Design Innovation center (DIC):

Design Innovation Centre (DIC) is a spoke center of Savitribai Phule Pune University (SSPU). DIC offers short term internships & fellowships and engages them to work on real life problems. Total 51 students enrolled for the DIC program including 3 students from Swiss engineering school EPFL (École Polytechnique Fédérale de Lausanne), Switzerland. These students worked on various research projects in engineering, electronics, soil microbiology, food processing etc. Their project can be viewed on <https://vadic.vigyanashram.blog/> We are thankful to Savitribai Phule Pune University (SPPU), Eaton Foundation, La-foundation (Dassault system) for their support to student research work.



iii) Fab Academy & MDDI Program:

Fab-academy a 6 months diploma program in digital fabrication conducted by Fab Foundation (<https://fabfoundation.org/>). Course encourages the philosophy of 'How to make almost anything' with emphasis on hand-on training in rapid prototyping & digital fabrication. Dr. Neil Gershenfeld, Professor at Massachusetts Institute of Technology, USA is conducting the program through video conferencing followed

by hands-on practices at Vigyan Ashram fab-lab. During batch 2021-22, concluded

in June 2022, 5 students successfully completed the program. Fab-

Academy 2023, started in January' 23 with 2 students. Mr Suhas Labade (Fab Lab manager) also guided 12 students from Fab-Lab- Thimpu (Bhutan) as local instructor.



Scan for Fab Academy 2022

Master in Design for Distributed Innovation (MDDI):

Vigyan ashram registered as a node for conducting Master in Design for Distributed Innovation (MDDI) course in collaboration with Fab-City foundation and Institute for Advanced Architecture of Catalonia (IAAC). Now students can pursue Masters in Design from European university by staying in Pabal village and earn 60 European masters' credit. The program focuses on design, technology, ecosystems for self-sufficient communities. We have one student enrolled for the 1st batch. The course was started in October 2022 and will be completed in July 2023.

iv) Introduction to Basic Technology (IBT):

IBT program is implemented from class VIII-X std. It integrates school curriculum with hands-on activities (skills) & community need for real life learnings. Students learn various technologies useful for their communities. VA is supporting IBT program in 140+ Schools in Maharashtra benefiting over 15000 students. It's recognized as a pre-vocational training program (Level1 and Level2) under National Skills Qualification Framework (NSQF) as 'Multi skill Foundation Course (MFSC)'. During 2022-23, special emphasis is given on introduction of digital fabrication, 3D printing technologies and developing content for class VI to VIII in Hindi Language.

Following are some of the highlights of program:

- An instructor training, monitoring & technology upgradation support provided to 55 IBT schools during 2022-23 in Maharashtra. Program benefited around 6965 students (3752 boys & 3213 girls)
- As a part of updating the IBT program, a basic electronics & 3D printing lab was established in 22 schools. These labs include 3D printers, designing PCs and basic electronics kits. Students enjoy learning of 3D design, printing, soldering & sensor application while designing small projects using this facility.

- 5 schools in Pune district (Ambegaon-2, Junnar-3) got financial support from Mahale Engi Service Pvt Ltd CSR initiative. Under this support schools upgraded their tool sets with better learning environment & trained instructors. IBT School at Chikhali (Haveli) got support for establishment of a 15 Kw on-grid solar PV system.
- 4th Technovation Exhibition of IBT school project was organized on 16th February at LIT-Mindtree campus, Pune. IBT students from 36 schools presented 50 innovative projects during the exhibition. Best project award won by student of Adarsh Vidyalaya, Amboli for 'Smart Scare-Crow' project. 1st & 2nd runner up awards were won by students of Anandrao Patil Prashala (Balewadi), and Rajapur High School (Ratnagiri) for 'low-cost treadmill' and 'Betel nut cutter' project.
- Students from 12 schools enthusiastically participated in Atal Tinkering Lab (ATL) marathon 2022. It's a flagship innovation challenge for high-school students organized by Atal Innovation Mission (AIM).
- IBT Amboli school student project of 'Transmission line leakage identifier' was selected among top 30 projects at national level competition. These students participated in National Children's Science Congress - 2023 held at Ahmedabad, Gujarat in January 2023.
- VA team was invited as a resource person by STARs forum to write teachers handbook for 'Learning while doing' program for class VI-VIII.

The IBT program is supported by various CSR initiatives. We are thankful to all our CSR partners.

v) Do-It-Yourself (DIY) Lab:

DIY lab works towards building maker-culture in a society. DIY lab is equipped with digital fabrication facility (3D printing, laser cutting), electronics and programming tools. DIY lab provided training through monthly-membership & short-term training workshops. Total 232 students/teachers directly benefited from the lab during 2022-23, including schools' students (56), Atal Tinkering Lab teachers (131) and Introduction to Basic Technology (IBT) instructors (45). Apart from this student also developed many innovative tinkering projects. Please scan QR code to watch DIY lab projects.



vi) Support to Atal Tinkering Lab (ATL):

A project on strengthening of Atal Tinkering Labs (ATL) started in Karnataka, Andhra-Pradesh & Telangana state with support of UNICEF. Under this project training workshops for 86 Atal Tinkering Lab (ATL) teachers, 30 District Science Officers (DSO) and 66 school Head-masters from Andhra-Pradesh, Telangana and Karnataka state were conducted. We have established three state ATL labs in these states. We are also conducting online sessions in Telugu and Kannada for the schools.



During 2022-23, we have conducted 31 online training sessions. On an average 4600+ students attended this sessions/week. Scan code to watch sessions. Technology development & dissemination program:

1) Design Innovation Centre (DIC):

Following are some of the important technologies developed and under development at Vigyan Ashram during 2022-23.

Black Soldier Fly (BSF) for waste management:

Black soldier flies (BSF) are insect larvae that grow on kitchen / slaughter waste. BSF larvae have high nutritional value and attract good value as an animal-feed. A complete package-of-practice is developed in DIC to cultivate BSF and set up a waste-recycling & production system. It includes BSF breeding chamber with climatic control system, feeding management protocol, cultivation bins for housing-society & dump-yards etc.

A field trial setup is established at Darpan Housing society, Rajgurunagar to process 25 to 30 kg waste/day in collaboration with Rajgurunagar Nagar-panchayat. Trials are also under-way at military campus (Dighi) for standardizing breeding & rearing of larvae on a commercial scale. We are also studying utilization of mature larvae as a feed for poultry birds.

Solar dryers for vegetables & spices:

Solar flat-bed polycarbonate dryer: A solar flat-bed dryer with polycarbonate (UV stabilizing) sheet lid designed for vegetables. It has 5 kg fresh vegetables / onion loading capacity with 20.26 % drying efficiency. It's a low cost solar dried with enhanced color / flavors retention due to UV light filtration through polycarbonate sheet lid. Its design & fabrication protocol is standardized and made available as a training manual. So far 7 units are manufactured by our social enterprise for Women Self Help Group (WSHG), farmers.

Polyhouse automation control & Graphical User Interface (GUI):

A polyhouse climatic data collection system is designed. Data is collected using different sensors. Results are displayed on website. The system developed has application in polyhouse, BSF breeding chamber climate control etc. DIC fellows built a Graphical User Interface (GUI) for easy access & storage of data.

Development of Agricultural waste composting microbial consortium:

Ms Sonal Shinde has developed an agricultural waste composting culture. It was supported by Department of Science & Technology (DST), Young Women Scientist Fellowship (WOS-B) program. It was tested with 116 farmers of Wadgaon-pir (Ambegaon block, Pune district). As a part of field research activity approx. 160 tons of agro-waste was treated to produce 120+ ton compost.

Solar greywater recycling system:

A solar powered greywater recycling system was fabricated & installed at Kahnersar (Tal-Khed, Pune) under the International Solar Innovation Council (InSIC) project. The unit has 2500 lit / day water filtration capacity with Chemical Oxygen Demand (COD) reduction from 2700 ppm to 250 ppm in 48 Hr treatment time.

II) Fab-Lab @ tribal area:

We have established two fab labs under project. This project was completed under Department of Science & Technology (DST, Govt. of India) sanctioned project under Tribal Sub-Plan (TSP) scheme. During 2022-23, digital fabrication labs were established at

- 1) Nimar Abhyudaya Rural Management & Development Associations (Lepa-Punarvas, Dist-Khargoan Madhya-Pradesh)
- 2) Shri. Nityanand Educational Trust (Hamrapur Galtare, Palghar, Maharashtra). Both labs started operations from August 2022. These labs trained around 300 local youth (college/ ITI/ school students) through different training workshops.

III) Distance learning library:

A Distance Learning Library (DLL) project aims to create comprehensive livelihood-based skill training videos. These videos are made available on www.theskillguru.in website. During 2022-23, scripting, video shoot, editing and LMS uploading work was completed for 5 skill courses. These courses are biofloc fish farming, paver block making, solar water installation, Fibre Reinforced Plastic (FRP) and agro-waste composting.

Infrastructure Development:

- i) New agricultural section classroom & sport ground: Construction of new classroom completed. New Agriculture classroom has built up area of 728 Ft² (429 Ft² teaching space+ storage room & attached WC unit). This building also has a rainwater harvesting tank (28000 lit), computer screen & storage facility.
- ii) Modernization of food processing lab: Food processing lab is renovated with SPAEF support during 2022-23. Now new facility has an additional RCC constructed processing unit with 240 Ft² floor space. New lab has better ventilation (big windows) & lighting, proper electrical connections

and a rooftop for solar drying facility. Total floor space for modernized food processing laboratory is 1215 Ft² with improved ventilation, proper working space and storage facility.

Agricultural section classroom & new food processing lab was inaugurated by the hands of DBRT students on 18th March (Art Day).

We are thankful to ASHA for Education, SPA foundation and many individual donors for their support.



New Agri Room



New Food lab

Important Highlights

i) Wikipedia project:

Wikipedia team achieved a new benchmark of 19000+ edits. During 2022-23 they scanned 45 books comprising 7944 pages. Following are some of the highlights of their achievements -

- On 27th November, a wiki-source training workshop was organized at Pabal campus. Workshop trained 13 participants in wiki-editing and proofreading.
- Wiki-team participated in 'proof-read-a-thon' India competition during 14th to 30th November. Team of 6 girls edited 2233 pages during the competition period.
- Komal Shambhudas, Priyanka Jadhav and Pooja Jadhav got selected for Wiki-Conference India 2023 to be held at Hyderabad.

ii) Staff trainings, presentation & Awards:

Following are some of the highlights of staff participation in invited talks during 2022-23:

- On 9th & 10th June, Dr. Yogesh Kulkarni gave a talk on 'technology based rural entrepreneurship opportunities' at UNNAT Bharat regional corporation institute orientation program at NIT Suraj.
- Dr. Yogesh Kulkarni gave a presentation on 'Modelling self-sufficient villages' on the Expression of Interest series by La-Foundation (Pune) on 25th August.

- 25th November: 70+ foreign delegates visited Vigyan Ashram. The field visit was part of an annual symposium of Living lab organized IIT-Bombay (CTARA) & Technical University of Munich (TUM). VA is a partner of CTARA, IIT Mumbai.
- Vigyan ashram won a Covid hand washing challenge during FabX international conference (2020). As an award we received 'Forest scientific corporation (USA) make CNC-machine'. The award was received at Pabal on 19th November. It's an advanced machine for wood routing & cutting operations in the workshop section.
- Vigyan Ashram conducted 'Skill training: What works & how to make it happen' workshop for NGO staff members on 5th to 7th December at J. P. Naik Center for Education & Development, Pune. Training was conducted in collaboration with Skill Training Advancement of Rural society (STARs) forum as a part of its 13th Annual conference.
- Ranajeet Shanbhag attended India International Science Festival (IIFS)-2022, held at MANIT, Bhopal during 21st to 23rd January. He delivered a talk on 'Improving accessibility of education among the unreached' at National Social Organization & Institute Meet (NSOIM).



Donors and supporters:

We are very much thankful for the financial support of many individuals and foundations. Following individuals have supported the Vigyan Ashram program in 2022-23. Vidya Arvind Kasargod, Swati Tongaonkar, Satish Dimanbar Kulkarni, Sanjivkumar Somdatta Sharma, Rajan Chudasama, Pravinbhai Chudasama, N. G. Paranjpe Pratishthan.

L TImintree Limited, Mahle Engineering services India private limited, Eaton India Foundation, Praj Foundation, SPA Education Foundation and Asha for Education.

We are thankful for their kind support and appreciation of our work.

Management Committee Meetings:

Vigyan ashram's management committee comprises Mr. Ashok Kalbag, Mr. Vijay Kumar, Mr. Mahendra Rajgude, Mrs. Anjali Chipalkatti, Ms. Pallavi Shanbag and Dr. Yogesh Kulkarni. The management committee meetings were held on 3rd July, 4th December and 18th March to discuss strategic, administrative and financial matters.

We are thankful to MC members of VA, volunteers, staff, Students, parents, Villagers of Pabal and our financial partners, CSR supporter for their continuous support.



7. G. D. PARIKH CENTRE, MUMBAI



The G. D. Parikh Centre is one of the centers of Indian Institute of Education, located at Kalina Campus, Mumbai University. It is working on the theme of J. P. Naik with considering education as a revolutionary repertoire that is deeply linked to mass struggle of the toiling masses, combined with Chitra Naik's idea of challenging educational orthodoxy. With this foundational philosophy, the Centre has started working as the Centre for Cultural Anthropology. The leitmotiv of this Centre is to study and document the plural cultural cultures of India from the perspective of the marginalized people. This idea is then linked to the study of shared cultures of people not only in India, but the shared cultures of people of Indian and West Asia. With this methodological theme, the Centre is also holding lectures by eminent public intellectuals, along with discussions and study circles.

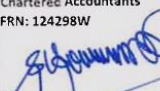





Memorandum of Agreement with Nehru Yuva Kendra Sangthan

Over the last year, Indian Institute of Education's G. D. Parikh Centre has successfully been collaborated through the Memorandum of Agreement with Nehru Yuva Kendra Sangthan (NYKS)

for collaborating the state-of-the-art joint coordination programs such as Skill Development and Community Outreach Programs. It aims to bridge the gap between the academic deliveries and industry needs and thereby improve employability skills of the people at local, state and national levels.

12. AUDITED STATEMENTS OF ACCOUNTS (2022-23)

THE BOMBAY PUBLIC TRUST, ACT, 1950 SCHEDULE VIII [Vide Rule 17 (1)]					
Name of the Public Trust : INDIAN INSTITUTE OF EDUCATION, PUNE-38				Registration No. : F-1852	
Balance Sheet as on 31st March, 2023					
FUNDS & LIABILITIES	RS	RS	PROPERTY AND ASSETS	RS	RS
Trust Funds or Corpus -			Immovable Properties- [at cost]		
Balance as per last Balance Sheet	3,73,73,432		Balance as per last Balance Sheet	3,22,67,147	
Adjustment during the year (Schedule - VIII)		3,73,73,432	Addition during the Year (Schedule - I)	-	
Other Earmarked Funds-			Less :-Written off during year		3,22,67,147
(Created under the provisions of the trust deed or scheme out of the income)			Depreciation to date		
Depreciat on funds - (Schedule IX)	3,54,82,900		Investments-		
Sinking Fund			At Cost (Schedule - II)		10,13,02,485
Reserve Fund			Movable Assets-		
Any other Fund - (Schedule - X)	11,93,35,169	15,48,18,069	Balance as per last Balance Sheet	3,99,95,405	
Loans (Secured or Unsecured)			Additions during the year (Schedule - III)		
From Trustees			Less: Sales during the year		
Receipts & Expenses of Projects (Sch.XII)		51,93,367	Depreciation up to date		3,99,95,405
Liabilities -			Loans -		
For provisions			(Secured or Unsecured - Good/Doubtful)		
For Advances			Loan Scholarship		
For Rent and other Deposits			Other Loan		
For Sundry Credit Balance			Advances -		
Balance - (Schedule - XI)		2,45,93,539	To Trustees		
Income and Expenditure Account			To Employees		
Balance as per last Balance Sheet	-1,06,94,520		To Contractors		
Less:-Adjustment for Previous Year			To Lawyers		
Less:-Appropriation if any			To Others- (Schedule - IV)		1,59,78,976
Add:-Surplus or deficit as per income and Expenditure Account	4,70,024		Deposit - (Schedule - V)		48,14,734
Less : Adjustment on Account of Expenses and Grants received for Social Science and Scientific Projects			Income Outstanding -		
Net Surplus / (Deficit) for the Trust (-) transfer to reserves and surplus		-1,02,24,496	Rent		
			Interest - (Schedule - VI)		47,01,369
			Other Income - (Schedule - VI)		3,88,855
			Cash and Bank Balance (Schedule VII)		1,23,04,939
			(a) Current Account		
			in Fixed Deposit Account with		
			(b) With the Trustees		
TOTAL		21,17,53,911	TOTAL		21,17,53,911

For Baheti and Somani LLP Chartered Accountants FRN: 124298W  Partner Manish Somani M.No.111759 UDIN : 231117598GUJFT3074 Place : Pune Date : 12/10/2023 	For Indian Institute of Education  Trustee  Trustee  Trustee 
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13. INCOME AND EXPENDITURE ACCOUNT OF THE YEAR (2021-22)

THE BOMBAY PUBLIC TRUST, ACT, 1950
 SCHEDULE IX [Vide Rule 17 (1)]
 Name of the Public Trust : INDIAN INSTITUTE OF EDUCATION, PUNE-38

Registration No. : F-1852

Income & Expenditure Account for the year ending 31st March 2023

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
To Expenditure in respect of properties Rates, Taxes, Cesses	3,57,477		By Rent (Schedule - C)		13,28,560
Repairs & Maintenance	18,979		By Interest (Schedule - D)		51,90,428
Maintenance of garden	3,453				
Depreciation on Immovable Properties	3,22,423	26,97,615			
Salaries	19,95,283				
To Establishment Exp. (Schedule - A)		63,22,547	By Grants (Schedule -H)		-
To Depreciation		6,55,189	By receipts on program of Rural Woman Development at Shivapur (Schedule-B1)		1,37,139
To Expenditure on objects of the Trust (a) Religious/Research Seminar	-	29,56,371	By receipts on program of Vigyan Ashram at Pabal (Schedule-F1)		4,28,025
(b) Educational	29,56,371				
(c) Medical Relief	-		By Income from other sources (Schedule - E)		60,17,595
(d) Relief of poverty	-				
(e) Other charitable object	-				
To Surplus for the year		4,70,024			
TOTAL		1,31,01,747	TOTAL		1,31,01,747

For Baheti and Somani LLP
 Chartered Accountants
 FRN: 124298W

Partner
 Manish Somani
 M.No.111759
 UDIN : 23111759BGUJFT3074
 Place : Pune
 Date : 12/10/2023



For Indian Institute of Education

Trustee Trustee Trustee



