## INDIAN INSTITUTE OF EDUCATION, PUNE
List of Members of Board of Trustees 2016-17 to 2022-23

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<tr>
<th>Member Name</th>
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<tr>
<td>Prof. Bhalchandra Mungekar</td>
<td>Chairman</td>
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<td>Prof. R.S. Deshpande</td>
<td>Vice Chairman</td>
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<td>Dr. Jayasing Kalke</td>
<td>Member Secretary</td>
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<td>Shri. S.C. Behar</td>
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<td>Shri. M.G. Marathe</td>
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<td>Prof. Denzil Saldana</td>
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<td>Prof. Raosaheb Kasbe</td>
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<td>Dr. Dilip Nachane</td>
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<td>Dr. Sunilkumar Lawate</td>
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### Year 2016-17

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<tr>
<td>Dr. Aruna Giri</td>
<td>Chairperson</td>
<td>27 November 2016</td>
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<tr>
<td>Shri. Sharad Behar</td>
<td>Chairman</td>
<td>26 November 2016</td>
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<td>Prof. Sadanand More</td>
<td>Vice Chairman</td>
<td>27 November 2016</td>
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<td>Shri. Narayan Desai</td>
<td>Member Secretary</td>
<td>22 October 2016</td>
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<td>Shri. Pravin Mahajan</td>
<td>Joint Member Secretary</td>
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<td>Smt. Vinaya Malati</td>
<td>Joint Member Secretary</td>
<td>17 January 2017</td>
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<td>Shri. M.G. Marathe</td>
<td>Member</td>
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<td>Prof. Denzil Saldana</td>
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<td>Prof. Bhalchandra Mungekar</td>
<td>Member</td>
<td>27 August 2016</td>
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<td>Prof. Raosaheb Kasbe</td>
<td>Member</td>
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<td>Shri. Shubhanan Giri</td>
<td>Member</td>
<td>23 December 2016</td>
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<td>Smt. Sucheta Korgaonkar</td>
<td>Member</td>
<td>22 October 2016</td>
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<td>Prof. Suhas Palshikar</td>
<td>Member</td>
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<td>Smt. Dhanvanti Hardikar</td>
<td>Member</td>
<td>27 November 2016</td>
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The Indian Institute of Education, Pune was founded by Prof. J.P. Naik (1907-1981), humanist, freedom fighter, polymath, encyclopedic thinker and socialist educationist. Recognized by the UNESCO alongside Rabindranath Tagore and Mahatma Gandhi as three pioneering educationists of the twentieth century, Prof. J.P. Naik is also known as an institution maker. After his death, the mission of the Indian Institute of Education was carried forward by his wife Dr. Chitra Naik (1918-2010) who continued his philosophy of decolonization of knowledge with her praxis of challenging educational orthodoxy. Presently, the Institution is working on inter-disciplinary 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 endeavour. Its mottos are: (1) A revolution in life and a revolution in education have always to go together, because education is life; and (2) education is to be social and humanist, where upliftment of the marginalized remains the prime motif.
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Registration Number of the Institute

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

Administration : Telephone No  : 020 - 25436980 (O)
                 : 020 - 25433316 (H)
Email Address : iiepune@vsnl.com
Website : www.iiepune.org
Chairman’s Message ..........

I am happy to present the Annual Report of the Indian Institute of Education, Pune for the year 2016-17. It is a pleasure to underline that the Institution founded by Prof. J.P. Naik and Dr. Chitra Naik is on its path of academics and activities for social change and development with a unique approach of interdisciplinarity between education, the social science and the sciences. This academic year was highlighted by theory based and empirical research-projects with published books and research papers along with inputs for the New Education Policy framework in the interest of the society in general. The Institute’s students’ research program comprising Ph.D. degrees where awarded by the Savitribai Phule Pune University and contribution of the faculty acknowledged by receipt of public awards. The Institute hosted an international cultural exchange program along with an International Annual Conference, annual lecture, workshops and lectures delivered by international scholars. The five centres of the Institute were active with programs of women empowerment, skills education for students, monitoring and evaluation of government schemes and research projects with policy implications along with national capacity building programs for the faculty of social sciences. With a background of teaching, planning and engagement with society and development, I feel positively involved and privileged to present this Annual Report in the public domain for engagement leading to improvement..

Bhalchandra Mungekar
The Indian Institute of Education was established on 1st January, 1948 at Bombay (Mumbai), for conducting interdisciplinary research that led to innovations in education for development of education and society in independent India. The Institute was founded by eminent scholars like J.P. Naik and R.V. Parulekar. J.P. Naik was later acclaimed by UNESCO as one of the hundred educationists who, in a span of 2500 years starting with Plato, made internationally important contribution to the field of education. On 1st August 1976, the Institute shifted to Pune where better infrastructural and other facilities were made available for research, training of planners, administrators, and so on. During this period Dr. Chitra Naik was the Director of IIE (1976-78). Later, she served as Member, Education in the Planning Commission, Govt. of India during 1991-98. After the demise of J.P. Naik, the mission of the Indian Institute of Education was taken by Dr. Chitra Naik (1918-2010) who continued with his philosophy of decolonization of knowledge with her praxis of challenging educational orthodoxy.

The Institute is currently working on interdisciplinary aspects education with 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 principles of the Indian Institute of Education are “education for all” and “health for all”. The Institute is conducting its activities through five centres, viz.

1. Centre for Educational Studies;
2. J. P. Naik Centre for Education and Development;
3. J. P. Naik Centre for Education and Development for Rural Women and Rural Institute;
4. Vīgyan Ashram and
5. G. D. Parikh Centre

HIGHLIGHTS

1) Prof. Geoffrey Pleyers, Professor of sociology at Université Catholique de Louvain, Belgium and author of *Alternative Globalization: Becoming Actors in the Global Age* (Cambridge, Polity, 2010), delivered a lecture on ‘New Social Movements’ at the Indian Institute of Education, on 15th June 2016.

2) Vīgyan Ashram received ‘Vasundhara Krutadnyata Puraskara- 2016’ award given by Omkar Trust on 30th June 2016.


4) G.D. Parikh Centre conducted two one-day workshops this year on ‘Neoliberalism and Youth in Social Movement’ and ‘Creating
5) The Centre for Educational Studies faculty has published two books, two chapters in edited books and nine research papers.

6) Two National level capacity building programs for Faculty of social sciences, three national seminars and a national level consultation meeting on New Education Policy were conducted this year.

7) The Centre for Educational Studies completed seven research projects, and eight are currently in progress.

8) Two of our Ph.D students defended their thesis and were awarded Ph.D degree in Education (Interdisciplinary) during the current year.


10) Seventeen girls at the Vigyan Ashram received TATA Motors scholarship this year for learning web publishing skills.

11) An ICSSR Exchange Scholar under India-France Cultural Exchange programme from Thailand, Dr. (Ms.) Rattasirin Wangkanond, Mahidol University visited and stayed at the Institute premises from 20th December 2016 to 9th January 2017 to pursue her research work on ‘Political engagement through participatory budgeting: Lessons learned from Pune.

**IMPORTANT EVENTS**

The Indian Institute of Education had conducted two national seminars this year

1) G.D. Parikh Centre for Educational Studies, Mumbai organized a special lecture on ‘Critical issues in Muslim-Buddhist Dialogues in Contemporary Asia’ on 22nd July 2016. The lecture was delivered by Prof. Imtiaz Yusuf, Director of Centre for Buddhist-Muslim Understanding at Mahidol University, Thailand.

2) Two-day consultation meeting on ‘New Education Policy 2016- Draft’, was held on 11th and 12th August 2016.

3) A special lecture on ‘The Future of Democracy in Turkey after the Failed Military Coup’ was organized at the G. D. Parikh Centre for Educational Studies, Mumbai on 26th August 2016. Dr. Anwar Alam, Professor at Department of International Relations, Zirve University, Gaziantep, Turkey delivered the lecture.

4) The Institute staff paid homage to Shri. J.P. Naik, founder of IIE, on 30th August 2016, his death anniversary.

5) A Team of Srilankan Delegates visited the Institute on 9th December 2016. As a part of their study on institutions in India.

6) The entire institute staff paid tributes and homage to Dr. Chitra Naik on 24th December 2016,

8) Vigyan Ashram co-hosted Third International Annual Conference of Fab Asia Network (FAN3) from 13th to 18th January 2017 along with Somaiya Vidyavihar (RiDL) and Kerala Startup mission. The conference participation included delegates from at least eight countries.

9) To mark the foundation of the Election Commission of India, the Institute celebrated the National Voter’s Day on 25th January 2017.

10) Lecture on *Gandhiji in Today’s Context* (Marathi), delivered by Shri. Vishwambhar Chaudhary, on 4th February 2017

11) National Seminar on ‘Women and Girl Child Education’ was conducted on 13th and 14th February 2017.

12) National Seminar on ‘Exploring the Nature of Public in Public Philosophy: Epistemological and Normative Contestations’ was conducted at the J.P. Naik Centre for Education and Development, Kothrud Pune, on 24 and 25 March, 2017.

13) National Seminar on *Government policies, schemes and programs for minority education and development - a critical review,’ was held on 29th March 2017

14) Two-week *Capacity Building Programme for Faculty Development*, was conducted between 6th March and 19th March 2017 which was sponsored by ICSSR, New Delhi.

15) National Level *Capacity Building Programme for Faculty in Social Sciences – ICSSR sponsored 15 Days Capacity Building Programme* was conducted between 17th and 31st March 2017.

16) Nine Days, ‘*English Enhancement Course*’ (especially for SC/ST students), was conducted during March 2017.
INTRODUCTION

The Centre for Educational studies (CES) is the research and teaching unit of the Institute. The programmes offered by the centre, Mphil and Ph.D in Education (Interdisciplinary), are affiliated to the Savitribai Phule Pune University, Pune. The centre is equipped with well-qualified and competent staff, specialised in different disciplines, and their contributions are significant in the areas of teaching, training, research and extension activities for both government and non-governmental institutions. The research activities of the CES are largely oriented towards interdisciplinary approach in education, which include empirical, theoretical, conceptual and even action research.

FACULTY PROFILE

The faculty profile of the CES is as follows;

**Director**

Murzban Jal is Professor and Director at the Centre for Educational Studies, Indian Institute of Education, Pune and author of *The Seductions of Karl Marx* (2010), (ed.) *Zoroastrianism: From Antiquity to the Modern Period* (2012), *The New Militants* (2014), *Why we are not Hindus* (2015) and *What ails Indian Muslims*(ed. with Zaheer Ali) (2016) and *Challenges for the Indian Left* (2017). He has also published more than hundred research papers in national and international journals. He is Guest Editor of *Indian Philosophical Quarterly*, on the issues of Ambedkar and Marxism, Journal of the Department of Philosophy, Savitribai Phule Pune University and also member of their Editorial Board.

**Professor**

Manoj Kar is Professor in Health Systems, Education & Policy Studies, at the Center for Educational Studies, IIE. Prof. Kar, a Social Scientist and Public Systems Management Specialist in health development, has more than 22 years experience academic, research, capacity building in public policy & governance and actively engaged in teaching, research, consultancy and advisory services in the field of Public Health, Health Education & Behavioral Research Studies.

Professor

B.N. Kamble is specialized in Development and Planning, Education, Rural Development, Human Capital management, Marginalities, Social Inclusion & Exclusion. Prof. Kamble is also recognized guide in Education (Interdisciplinary), University of Pune and is involved in M. Phil and Ph. D teaching and guiding the students in IIE, CES, Pune.

Prof. Kamble worked as Director, Center for Educational Studies and was In-charge CEO of IIE, Pune. Prof Kamble completed a major Research Project entitled “Seasonal Migration of Sugarcane Harvesting Labours and Its Impact
on School Going Children in Maharashtra”, and is currently involved in another major project titled “Right to Education: Issues relating to Governance, Access, Equity & Quality in India”. He coordinated two courses (1) Capacity Building Programme for Faculty in Social Sciences and (2) Orientation Programme for Research Scholars and Faculty Members belonging to SC and other Marginalized Groups, approved and funded by Indian Council of Social Science Research (ICSSR), New Delhi. Prior to this he completed a major research project entitled ‘Effectiveness of Developmental Programmes for Scheduled Tribes in Maharashtra” funded by University Grants Commission’. Prof. Kamble has also presented several research papers in national and international conferences and seminars. Most of these papers have been published in reputed journals or edited books.

**Associate Professor**

**Jyoti Bawane,** has specialized in the areas of teacher education, information and communication technologies and online education.

Currently she is involved in a project relating to need assessment of professional development areas among DIET faculty in Maharashtra and a project on strengthening the elementary education in the buffer zones of Pench Maharashtra, Madhya Pradesh and Tadoba.

**Associate Professor**

**Vikas Mane** has specialized in globalization and its impact on education and also engages in research with an interdisciplinary approach for suitable social context. With a special focus on the education of the underprivileged communities, he works on primary education with special focus on free and compulsory primary education – with educational and social implications. As an extension activity he is also into conduct and teaching of research methodology. He is currently the executive editor of the IIE quarterly journal ‘Shikshan ani Samaj’. Currently he also carries out the administrative responsibility of being In-charge of the G. D. Parikh Center, Mumbai. And he is also involved in the guidance of M.Phil and Ph.D. students of the CES.

**Associate Professor**

**Razia Patel** is working since last 20 years on various academic and field research projects on issues covering various aspects of Education of minorities – its status study, identification of root causes of illiteracy, factors affecting their developments and remedial actions. She has conducted a 3-year research study on the topic, “The Politics of Education of Muslims in India: A critical study and investigation into its impact on Muslim population in Maharashtra”, which involves detailed and in-depth study of socio-economic development parameters of Muslims from all regions and their educational status and aspirations.

**Assistant Professor**

**Dr.Vrushali Dehadray** is an Assistant Professor at Center of Educational Studies. Her basic discipline is psychology and for the last 15 years
she has been working in the area of education. Her areas of interests are Early Childhood Care and Education, Tribal education, Right to Education Act.

Assistant Professor Santosh Sabale joined the Centre for Educational Studies, Indian Institute of Education (IIE) as Assistant Professor in February 2016. He has completed his M.A. (2006) and Ph.D. in January, 2013 from Department of Sociology, Savitribai Phule Pune University (SPPU). He has also cleared the UGC NET exam for lectureship in Sociology in December 2006. His doctoral work is on ‘Safai Labour in Pune: A Study in Social Exclusion’ under the supervision of late Prof. Sharmila Rege (former Director of Women Studies Centre, Savitribai Phule Pune University).

CENTRE ACTIVITIES

1. Research Projects (Completed) In the current year the following projects were completed by the faculty

This work is an ethnological study of slums in Pune City based on the investigators earlier analysis of the Indic variation of the Asiatic mode of production with caste as the basis of this mode of production. It tried to empirically locate, functionalise and concretize this mode of production and the caste system in the life-world of slums in Pune city. It also studied the informal sector in Pune slums within the ambit of this mode of production combined with theory of underdevelopment.

The project was a realization of human essence, the people living in slums from Dalit-Bahujan, marginalized, thrown out from their own spaces to urban spaces in search of livelihood, and invented their own cultural practices to discard inhuman practices in the name of caste discrimination. Materialism and consumerism have the one hand become the symbols of new life style, while on the other hand, to cope-up with urbanization, the slum dwellers are struggling to reach out, through limited sources, to get education and right to livelihood with dignity.

Punishment is an inevitable reality of everyone’s childhood. It is thought to be a corrective measure for so called indisciplined behavior and hence used liberally by adults at home and school. The present study was undertaken with the objective of finding out the nature and scope of violation of RTE with respect to CP in schools. The sample consisted students of VII and VIII grade from five different managements of schools, teachers, parents and school principals. Over all it was observed that violation of the clause related to corporal punishment is taking place in schools. Students are being discriminated on the basis of caste and gender, while executing the punishment in which boys are victimized more as compared to girls and socio-economically weaker students are treated
more harshly compared to other students. Parents as well as teachers are not much aware about the ill effects of punishment. Many of the respondents thought that at least mild punishments are required. Teachers thought that RTE is the main reason for indiscipline among students. They thought that counseling can help to deal with misconduct. Many of them also had the opinion that government should provide support to develop class control skills among them.

3. ‘Inclusiveness of SC and ST Students: Implications for Right to Education’ funded by ICSSR, New Delhi. – Vikas Mane

The aim of the project was to gauge the level of social and educational inclusiveness of SC and ST students in the process of primary education manifested through the provisions of the Right to Free and Compulsory Education Act, direct and indirect. It also includes finding the strengths and lacunae regarding inclusiveness of SC and ST students along with suggesting suitable policy orientation.

Some major findings of this study - some schools still conduct screening test for admission, some charged fees to the students admitted in 25% reservation quota. The researcher noticed the lack of awareness about the admission under the 25% reservation quota in all the schools. There was no regularity in the fees reimbursement for 25% quota admission by the government. Inadequate or irregular or non-reimbursement of the per capita student’s expenditure by the government infringes on the most basic provision of access for the disadvantaged groups and weaker section students under the right to education act. The provision for grievance redressal is not adequate. The state grievance redressal mechanism is mandated and expected to give justice for aggrieved parents/students against their own government branch/education department. This mechanism cannot work transparently and is unable to give justice to parents or students. Most of the teacher, parents and headmasters were not satisfied with CCE and No-detention policy. Significantly a majority of teachers and significant number of parents feel that the learning process is affected due to the no-detention policy. This raises question marks on the substance and structure of the learning process under the RTE. The no detention policy has removed fear from the process of learning, but the learning process without a comprehensive and relevant curriculum has failed to enthuse joy in the learning process.

Suggestions, in brief for effective implementation of the RTE include – change in RTE age group to 3-16 years; admission entry point at any class till eight standard, especially essential for SC and ST students; Increase awareness among stakeholders regarding admission process under RTE; Heavy penalization of schools that conduct screening test or interview for admission under RTE; Continuous and comprehensive evaluation needs to be complimented by a comprehensive curriculum based on variations in pedagogies, interdisciplinary curriculum and dynamics of
mental and manual skills; compulsion on school to fill 25% neighborhood quota only with eligible students; with major implementation issues of 25% neighborhood admission quota the ideal solution is to radically improve the public schools education; not just extra training but motivation and social sensitization for the teachers by government agencies through credible NGO intervention is essential to develop an alternate approach towards students from disadvantaged groups and weaker section of the society.

Since there are major implementation issues of the right to education act which affect the educational participation of SC and ST students the government needs to take appropriate measures for educational inclusion of SC and ST students.

4. Inclusiveness in Higher Education with respect to Interdisciplinarity, funded by ICSSR, New Delhi. – Vikas Mane

The aim of the research project was to study the discipline wise higher education system to find the level of interdisciplinarity and gauge the relationship of scheduled castes and scheduled tribes students' participation and performance with employment/entrepreneurship implications. It thus shall try to find the relationship between higher education, interdisciplinarity and social inclusion assessing the higher education system for its engagement with theory and practice and accommodation of dignity for mental and manual exertions. In its applied manifestation this research project has formulated an indicative curriculum of a science discipline i.e. Agriculture, in an interdisciplinary mode, as it is rooted in the larger social and economic canvas.

Some major findings of this study - A majority trend of the respondents indicated for an interdisciplinary approach in principle, with a focus on bringing social and pure sciences and technology together to understand the theory and practice of human nature and utility of science and technology. Majority of research students felt that interdisciplinary research had a holistic, integrated and inclusive approach, with a chance to explore interesting outcomes using ideas of different subjects. The study also revealed that lack of interdisciplinary educational facilities and funds are the major difficulties in conducting interdisciplinary courses. The employability of science and technology streams is greater than the social sciences. And obviously the SC and ST are the biggest suffering communities as they are lowly represented in the science and technology streams with consequent denial of higher employment opportunities. Due to low access in higher educational professional institutions, unaffordability of fees and other expenses for such professional education, majority of students from the SC and ST communities are pushed into arts and social science faculties. The above lacunae necessitate restructuring of the compartmentalized education system and increased interaction among disciplines.

The new knowledge discourse by this research project includes- the revelation of the status of and also appreciation by the academician and students, of interdisciplinarity in higher education; the appreciable desire for interdisciplinary curriculum formation between the social and natural sciences; the huge
acknowledgement from the respondents about relationship between holistic knowledge, interdisciplinarity and social inclusion; the acceptance that interdisciplinarity in higher education curricula could lead to participation of social diversity and holistic knowledge creation; formulation of an indicative interdisciplinary curriculum of agriculture for the graduation level.

5. Monitoring the Programmes of Ministry of Rural Development’, Ministry of Rural Development, Department of Rural Development, National Level Monitoring (NLM) Govt. of India. – Murzban Jal & Santosh Sabale

This year two activities were carried out by a team of IIE staff to monitor the rural development programme conducted by the National Level Monitoring (NLM), to especially benefit the rural poor in India. Under this programme this year six districts of Gujarat State have been monitored. The monitoring of six programmes of Ministry of Rural Development/Ministry of Panchayat Raj was done.

The second activity was monitoring the National Rural Drinking Water Programme for providing safe drinking water and Swachh Bharat Mission for providing improved sanitation facilities for the rural areas in West Bengal. A detailed report of the two projects is submitted under the monitoring activities conducted by the staff of J.P.Naik Centre for Education and Development.

6. Right to Education: Issues relating to Governance, Access, Equity & Quality in India, funded by ICSSR, New Delhi. – B.N. Kamble

2. RESEARCH PROJECTS (Ongoing)

1. Rituality and Rationality in the Ambedkarite Movement in Maharashtra, sanctioned by the ICSSR. - Murzban Jal

The present study is an extension of “philosophical sociology” that Murzban Jal has been engaging for the last one decade. It is a concrete empirical study of the Ambedkarite movement in Maharashtra based on a number of philosophical propositions as found in his books The Seductions of Karl Marx, The New Militants and Why we are not Hindus as also in other works where he has talked on two important issues—the emergence of a scientific discourse called “Marxist Ambedkarism” and the Asiatic mode of production. What he has said in these works is that caste is to be located within the larger genre of the Indian variant of the Asiatic mode of production. The inability to locate caste within this genre has led to errors that great scholars like R.S. Sharma, Edward Said and Irfan Habib made. All (except Said) have located caste as a mere remnant of pre-capitalist society or else as found only in the domain of the ideological and political superstructure.

2. Strengthening of Elementary Education in the buffer zone of Pench – MP; Pench Maharashtra and Tadoba Andhari Tiger Reserves’ Funded by Wild life conservation Trust, Mumbai (WCT). Murzban Jal & Jyoti Bawane

In this year the programme activities were confined to capacity building of the District, Block and Cluster level staff. Diagnostic and follow-up workshops were conducted in Science
and technology, English, Science and Mathematics subjects. A total of 25 such workshops were conducted in the field. Further two other activities that were initiated were teacher fellowships and development of Cluster Resource Centres in four Kendra. The former was to motivate and develop research capacities among the teachers and the later activity was to develop a resource centre that would provide academic and material support to the teachers and students of those schools within its scope.

3. Need Assessment Study of the Professional Development Areas Among DIET faculty in Maharashtra (2016-18), project financed by ICSSR.- Jyoti Bawane

4. The present study aims to draft a professional development framework for the DIET faculty keeping in view the educational needs of the selected districts and as well as prevailing professional capacities of respective DIET. The eight districts chosen are; Ahmednagar, Jalna, Sangli, Nandurbar, Nanded, Gadchiroli, Yavatmal and Raigarh. The respondents for the study would be all the teacher educators from the eight DIETs, BRC, CRC personnel and teachers within the selected district. Currently data collection is being carried out in the project.

5. “Human Resources for Health: Implications for Health Systems using Primary Health Care”– Study based on District Health Systems and Policy Analysis- Manoj Kar

Present study aims to highlight issues central to the crisis of Human Resources for Health and implications for Health Systems and Health Policy using District Health Planning and Primary Health Care Approach as outlined in HFA and health systems strengthening strategies under ongoing National Health Mission.


Present study would address strengths and weaknesses in systems strengthening models and innovations in Comparative perspectives as used in health systems strengthening in Indian and Chinese context and their implications for Health Policy in respective countries.

7. Social Determinants of Urban Mental Health – Identification of Research Priorities in India – Study based on Secondary data source- Manoj Kar

Study would address the social determinants of growing urbanization and its implications for Mental Health Situation in general and Public Health Policy in special with reference to identification of Research Priorities in India.

8. ‘Critical study of Government policies as regards Minorities education’ under Minority Education Cell. - Data collection was carried out during this time period and A National seminar conducted as part for same. Project will go to its next phase in 2017-18. – Razia Patel.

3. NEW RESEARCH INITIATIVES/PROJECTS


2. Socio-political history of the marginal communities residing at the peripherals of the
Tiger reserves of Pench and Tadoba: Establishing linkages for Development. Murzban Jal & Jyoti Bawane
4. Expanding the ongoing initiative on ‘Educational collectives’ to a larger educational community located in slums around Pune. Murzban Jal
5. Capacity Building for Faculty Members in Social Science, Proposed to ICSSR, New Delhi. Manoj Kar
6. Communalization in Tribal Health Promotion: Three States Study under India’s National Health Mission. Manoj Kar
11. Major project proposal on ‘Status of Professional Higher Education’ – Vikas Mane
12. National seminar on ‘New Education Policy - 2016 (Draft) and Inclusion’. – Vikas Mane

4. CONFERENCES/SEMINARS/LECTURES

a. National Seminars
1. National Seminar on ‘Women and Girl Child Education’ conducted in Collaboration with Bharat Gyan Vigyan Samiti and All India People’s Science Network from 13th to 14th February 2017. Coordinator - Vrushali Dehadray.
3. National Seminar on Government policies, schemes and programs for minority Education and development - a critical review on 29th March 2017- Coordinator - Razia Patel

b. Lectures
1. Prof. Geoffrey Pleyers, Professor of sociology at Université Catholique de Louvain, Belgium and author of Alter-Globalization: Becoming Actors in the Global Age (Cambridge, Polity, 2010), delivered a lecture on ‘New Social Movements’ at the Indian Institute of Education, on 15th June 2016. – Murzban Jal
5. WORKSHOPS/TRAINING PROGRAMMES

1. Two day consultation meeting on ‘New Education Policy 2016- Draft’, held on 11th and 12th August 2016.

The two day consultation largely focused on three topics; early child education, higher education and inclusive education for socially disadvantaged students from the draft policy. These two days generated intense deliberations and the experts earnestly shared their opinions on the content of the draft. The group made some inspiring and fruitful recommendations that were documented. The report of this consultation was documented and in-house published for wide circulation. This programme was coordinated by Dr. Vrushali Dehadray.


The fifteen day capacity building programme was organized for faculty from the social science discipline. Participants, both from Pune and outstation, attended this programme and the total number of participants was twenty seven. Eminent national Experts and from State Universities interacted and delivered lectures to the participants. Inputs were provided on diverse topics relating to social sciences; changing nature of social science research, philosophical foundation of social science research, strengthening leadership, academic writing skills, methodology, ethics of research, use of theory in social science research, data
analysis procedures, field research, computer applications and evaluation of research projects. This programme was coordinated by Prof. Manoj Kar.


The English enhancement course was especially designed for post-graduate students, including M.Phil and Ph.D students. The programme was conducted for nine days. All the sessions were activity-based and the students were largely engaged in exercises and activities that would facilitate them to interact in English naturally. The focus of the course was on three components; a) Functional English b) Grammar and c) Writing Skills. Twenty six students enrolled for this course. This programme was coordinated by Prof. Murzban Jal & Dr. Jyoti Bawane.


The capacity building programme for faculty development course was sanctioned under the Special Component Plan (SCP) for Scheduled Castes (SC) by the Indian Council of Social Science Research, Ministry of Human Resource Development Government of India, New Delhi. Prominent subject experts, both at National and State level, delivered lectures during this programme. The programme was attended by 22 participants who represented both, local and out of the State. The course was coordinated by Prof. B.N. Kamble.

6. RESEARCH AFFILIATION AND PH.D &M.PHIL PROGRAMME

The Centre for Educational Studies offers M.Phil and Ph.D programme in Education (Interdisciplinary) affiliated to the Savitribai Phule Pune University.

Currently eighteen students are pursuing their Ph.D at the Centre. This year two students, Smt. Karuna Kamble and Shri. Shivaji Jagtap defended their thesis and were awarded the Ph.D degree.

The total number of students enrolled for the M.Phil programme is nine this year.

7. PUBLICATIONS

a) Books


2. NGO Managed Health System in India: A Perspective on Sustainability– Scholars’ Press, Germany (Accepted), Manoj Kar

Sustainability of Health Challenges in Developing World, Austral International, New Delhi (Accepted), Manoj Kar
b) Research Papers and Articles in Journals
2. ‘Caste and the Castration Anxiety’, in Confront, October-December 2016—Murzban Jal.
9. ‘Roma Gypsies Today: The Rise of Roma Activism in Spain’. Article accepted for International Journal of Advances in Social Sciences and Humanities. Accepted for publication. – Santosh Sabale

c) Articles/Chapters in published books
1. ‘Understanding History as a Concrete Social Science’ (2017). In Gautam Gawali (Ed.), Status of Social Science Research in India: Critical Engagement and Future Director, New Delhi: Manak Publications. – Murzban Jal

1. Abstract publication
Published abstract of article titled Right to Education – A Holistic Inclusive Policy? in the compendium titled Social Transformation
towards Inclusive Growth of Marginalized Communities (ISBN 9789385991233) of the Dept. of Adult, Continuing Education and Extension of the Savitribai Phule Pune University. – Vikas Mane

a) Research Reports/Monographs/Working Papers


‘New Education Policy for a New India’ – In house publication by the Indian Institute of Education.

Corporal Punishment in School: Nature & Extent of Violation to Right to Education Act. – Vrushali Dehadray

b) Book Reviews


c) Research Evaluations Completed:

8. EXTENSION ACTIVITIES
The faculty apart from the above activities have also actively contributed towards extension activities. The details of the activities are as below

Prof. Murzban Jal

2. Was the member of a ‘Committee to Discuss the Status of the Development of DNT Tribes in the States and Union Territories of India’ Sponsored by ICSSR, 1 June 2016.


4. Participated in an ‘International Conference on Social Science Research- Status and Policy Issues’, organized by Asian Social Science Association (ASSA) and ICSSR on November 5, 2016 at ICSSR, New Delhi.

5. ‘Parsi Sociology and the End of Bourgeois History’, ‘Pluralism and the Crisis of Identity’ in collaboration with Department of Political Science, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. February 10 and 11, 2017, at Babasaheb Ambedkar Marathwada University, Aurangabad.


8. Chairman in Lecture given by Anil Satgopal, at the Department of Sociology, SPPU, 6 Feb.,
2017.

**Prof. Manoj Kar**
1. Invitation received from World Health Organization and Government of France to participate on Second Global Conference on Health and Climate on Building healthier societies through implementation of the Paris agreement, 7th-8th July, 2016, French Ministry of Foreign Affairs, Paris, May 28, 2016
3. Expert Member – Planning and Monitoring Board, Gokhale Institute of Politics and Economics, Pune, 2015-16 and 2017-18
4. Evaluated Nine Research Studies from M.Phil. and Ph.D. Programmes of the Tata Institute of Social Sciences, Mumbai.
5. Participated in TISS, to join their Annual Convocation on various Interactive Session on specific themes of Social Science Research and Studies, May5-7, 2016
6. Participated in Gokhale Institute of Politics and Economics, Pune on various Seminars, conferences and Convocations to contribute professional support from time to time – Periodic Activities, 2016-17

**Dr. Jyoti Bawane**
1. Gave lecture on “Interdisciplinary Research”, on 3rd May 2016, at Academic Staff College Pune, for a group of college teachers affiliated to different universities.
2. Conducted group discussion on “Massification of higher education”, on 11th May 2016, at Academic Staff College, Savitribai Phule Pune University.
3. Delivered a lecture on “Teaching learning in Higher Education”, on 10th June 2016 at Academic Staff College, SPPU
4. Participated in International Conference, 13-14th June 2016, Savitribai Phule University, Pune
5. Gave lecture on “Research paradigms in social sciences”, at Refresher course for college teachers, at Department of Education, SPPU on 12th July 2016.

Dr. Vikas Mane
2. Member of the local enquiry committee of the Savitribai Phule Pune University for permanent affiliation to M. Ed. Colleges formed under NCTE. Visited as member of the local enquiry committee, (Permanent Affiliation) the Tilak college of Education, Pune on 28 November 2016.

4. Presented a research paper titled ‘Inclusiveness in Higher Education with respect to Interdisciplinarity’ at the Researchers’ Meet held on January 5-6, 2017 by the Department of Education, University of Mumbai in collaboration with Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research(TIFR) Mumbai.
5. Presented a research paper titled ‘Right to Education’ at the National Seminar on Social Transformation towards Inclusive Growth of Marginalized Communities organized by the Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 3-4 January 2017.

Dr. Razia Patel
1. Invited to conduct a special session for American Institute of Indian Studies on ‘Politics and Muslim Religion in India Today’ for American students 14th January 2017.
2. Delivered address at International Women’s meet on Peace and non-violence at Jalgaon on ‘Women’s Role in Transforming Society’ on 1st October 2016.
4. Participated in Mrunal Gore international coordination committee - consultation at Pune 10th June 2016.
5. Participated in National conference on Towards a literate India by National Literacy mission Authority HRD Ministry Government of India New Delhi on 28th May 2016.
6. Invited to participate in Consultation on street children by Pune Municipal Corporation on 20th May 2016.
7. Delivered Lecture on National integration at Dr B A Ambedkar University, Aurangabad on 7th December 2016.

Dr. Vrushali Dehadray
1. Conducted a half day workshop on ‘Study Skill training’ organized by Psychology Department of Jnananaprabodhini for the students of Certificate Course in Child and adolescent psychology: enhancing potential in August 2016.
2. Worked as an expert to evaluate tools of the project ‘Emotional Intelligence among Adolescents: Tool Development and Enhancement through Training and Study of Correlates’ conducted by Dr. Amruta Oak, HOD, Psychology Dept. Modern College August 2016.
4. Monitored a field work of Mulyavardhan Baseline Project at Goa as a Research Expert in Jan 2017 by Samidha, Pune.

Dr. Santosh Sabale
1. Presented paper on ‘Humanity and Inclusive Education: Some contemporary issues’ in the theme titled Technology and Humanism in International Conference on Life Skill for Achieving Sustainable Development Goals 2030 jointly organised by Indian Association of Life Skills Education (IALSE) and S M Joshi College, Hadapsar on 3rd to 5th February, 2017. (A print of the article in symposium proceeding is under process)
9. LIBRARY

Services available:
The institute’s library was established in 1977. Library provides services like reference service, reprographic service and internet search services. DELNET database has been subscribed by the library and is made available to the faculty and research scholars.

Digitization/software services available:
Libreria software has been purchased for the data entry of the books. So far the details of 23212 books have been documented in this software.

Collections of back volumes of Journals/periodicals etc.
Library has a rare collection of books and articles written by J.P. Naik and also has a precious collection written by Ivan Illich. The collection especially of J.P. Naik is scanned and kept for the reference of different users. Presently, a total collection of back volumes of the journals is 670. It has a collection of 30,510 publications which include books, Government publications. Besides this, library also possesses thesis and dissertations.

Subscription of Journals (national and international)
Currently, 35 periodicals are subscribed by the library. Further, it also receives several national and international journals on complimentary basis.

New additions
During the year 2016-17, 294 books are added to the library

Srilanka Delegates visit to the Institute on 9 December 2016

National Level Capacity Building for Faculty in Social Sciences- ICSSR Sponsored
## PH.D. PROGRAMME : 2016-17

### Students of Prof. Murzban Jal

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<tr>
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<tbody>
<tr>
<td>2.</td>
<td>Smt. Dhaigude Anita K. 28/09/2013</td>
<td>Prof. Murzban Jal</td>
<td>मानव समयसंबंधी सामाजिक शैक्षणिक सामाजिक व आर्थिक स्थितीय अवसर: (A study of Social, Economical and Educational Status of Tribal Community in Maval Taluka)</td>
<td>Thesis submitted to SPPU</td>
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<tr>
<td>3.</td>
<td>Mr. Kharat Suryakant Namdev 29/11/2013</td>
<td>Prof. Murzban Jal</td>
<td>शिक्षा एवं समानता: शैक्षणिक रूप से चमार समाज महाराष्ट्र में</td>
<td>On going</td>
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<td>4.</td>
<td>Mr. Kishore Jagtap 27/09/2013</td>
<td>Prof. Murzban Jal</td>
<td>महाराष्ट्र समाज मध्यमस्तरीय महाराष्ट्र समाज महाराष्ट्र में: (A study of Socio-economic Status of Middle Class Dalits in Maharashtra: with reference to Maharashtra State)</td>
<td>On going</td>
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<td>5.</td>
<td>Smt. Kulkarni Sangeeta Atul</td>
<td>Prof. Murzban Jal</td>
<td>“Career Aspirations of Dalit Female students Pursuing Post-graduation in science from Pune City”</td>
<td>Resubmission stage</td>
</tr>
<tr>
<td>6.</td>
<td>Mrs. Sangeeta Jadhav</td>
<td>Prof. Murzban Jal</td>
<td>“अहमदनगरपालिकातील महाराष्ट्र समाज महाराष्ट्र समाज महाराष्ट्र में: शैक्षणिक, राजनीतिक व आर्थिक परिस्थितियां अवसर”</td>
<td>Proposal rejected Resubmission stage</td>
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## Students of Prof. Manoj Kar

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<tbody>
<tr>
<td>1.</td>
<td>Sanjay Choudhury 28/09/2013</td>
<td>Prof. Manoj Kar</td>
<td>Promotion of School Health Education in Tribal Areas, Maharashtra: Sustainability Approach</td>
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<tr>
<td>2.</td>
<td>Umesh Agam 28/09/2013</td>
<td>Prof. Manoj Kar</td>
<td>Challenges Of Inclusive Education For Children With Disabilities (CWDS): A Case Study Of Pune District In Maharashtra</td>
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<tr>
<td>3.</td>
<td>Sukanya P. Bhate 27/09/2013</td>
<td>Prof. Manoj Kar</td>
<td>आहमदनगर रिलायन्सील स्नेहालय संस्थेने निक्षेप महिलासाती केलेल्या वैशिष्ट्यिक वार्ताच्या अभ्यास</td>
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<tr>
<td>5.</td>
<td>Singh Ashwini</td>
<td>Prof. Manoj Kar</td>
<td>Study of Mental Health Prevention and related Educational Needs of People Living in Urban slums of Maharashtra</td>
<td>On going</td>
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## Students of Dr. Jyoti Bawane

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<tbody>
<tr>
<td>1.</td>
<td>Parihar Jyoti 30/09/2013</td>
<td>Dr. Jyoti Bawane</td>
<td>“शिक्षण हकवयदयानुसार शाक्षा बालकना शिक्षणाच्या मुख्य प्रवाहात आणण्यासाती संस्थानिर्माण जाणण्य उपयोगीजनाच्या अभ्यास”</td>
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<td>2.</td>
<td>Ranpise Suvarna 28/09/13</td>
<td>Dr. Jyoti Bawane</td>
<td>शिक्षण हकवयदयानुसार स्थापित झालेल्या शाळेच्या व्यवस्थापन समतितीय कर्मचारीतीय अभ्यास’</td>
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<td>4.</td>
<td>Atre Janhavi Anand 07/04/2016</td>
<td>Dr. Jyoti Bawane</td>
<td>“शिक्षण हकवयदयानुसार चर्चासाठी टप्पे अस्थायी जागारेल प्रेश प्रक्रियेची अंधकारजनांनी, सदाशिष्टती व दृष्टिकोन याचा अभ्यास”</td>
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## Students of Dr. Vikas Mane

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<tbody>
<tr>
<td>1.</td>
<td>Raut Minakshi Bharat 11/04/2016</td>
<td>Dr. Vikas Mane</td>
<td>“इ. ५ वि व्यावस्थापनाची समाप्ती पातळी वाढकिंवळ्यासाठी जाणविविधादर्श आपल्यांनी उपभोक्तांनी निमित्ती व परिणामबारंबतो अभ्यास”</td>
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<td>2.</td>
<td>Aware Manorama S. 11/04/2016</td>
<td>Dr. Vikas Mane</td>
<td>बालसंस्था पोटल व सार्वत्र स्वास्थ्य शिक्षण हकवयदयानुसार रातीच्या व्यवस्थापन समतितीय कर्मचारीतीय प्रभावी अंधकारजनांनी व स्वास्थ्य परिणामबारंबतो अभ्यास”</td>
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<td>3.</td>
<td>Shendkar Meena Dattatray</td>
<td>Dr. Vikas Mane</td>
<td>“शिक्षण हक्क कर्तव्यांतर्गत पंचवीता टप्पक प्रबंधन — शैक्षिक र सामाजिक विकास”</td>
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<td>4.</td>
<td>Phatak Anvit Sudheer</td>
<td>Dr. Vikas Mane</td>
<td>Atal Tinkering Lab : A Comparative Case Study</td>
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### Students of Dr. Razia Patel

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<tbody>
<tr>
<td>1.</td>
<td>Phatak Neha Anvit 07/04/2016</td>
<td>Dr. Razia Patel</td>
<td>“Critical study of selected Secondary Schools in Maharashtra State from the perspective of “Education for Sustainable Development”</td>
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<td>2.</td>
<td>Tare Seema 07/04/2016</td>
<td>Dr. Razia Patel</td>
<td>“A Critical Study of the Status of School Libraries in Pune City”</td>
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<td>3.</td>
<td>Pinjari Chirakhoddin Vajiroddin 07/04/2016</td>
<td>Dr. Razia Patel</td>
<td>“महाराष्ट्रातील भौगोलिक क्षेत्रविभाग मूलिक अत्याधुनिक समुदायाचे स्वाभाविक व शैक्षिक समस्या शोध व उपायसंगठन”</td>
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<td>4.</td>
<td>Lohkare Sujata Arun</td>
<td>Dr. Razia Patel</td>
<td>“ज्ञानसर्वसाधारणी दृष्टिकोणानुसार कंपनियांना अध्ययन उपक्रम विकास व परिणामवारक्षक अभ्यास”</td>
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### ICSSR Ph.D. Fellowship 2014-15

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<tr>
<td>5.</td>
<td>Mhavan Neeta Vaibhav</td>
<td>Study of Mental Health and Educational needs of Juveniles in urban Maharashtra</td>
<td>Guide : Jyoti Bawane</td>
<td>No extension</td>
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### ICSSR Ph.D. Fellowship 2015-16

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<tbody>
<tr>
<td>1.</td>
<td>Jondhale Pradnyanand</td>
<td>Assessment of Growth and Nutritional Status of the Andh Tribal Children of Nanded District in Maharashtra, India</td>
<td>Guide : Dr. Bhaskar P. Urade, SPPU Co Guide : Prof. Manoj Kar</td>
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<tr>
<td>2.</td>
<td>Bhise Srinivas</td>
<td>सत ज्ञानेमयर व सत तुवाराम याची “मर्कती” संक्लपना : एक तुलनात्मक अभ्यास</td>
<td>Guide : Dr. H.G. Navale, SPPU Co Guide : Prof. Murzban Jal</td>
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<tr>
<td>5.</td>
<td>Choudhuri Sanjay</td>
<td>Promotion of School Health Education in Tribal Areas Maharashtra Sustainability Approach</td>
<td>Guide : Prof. Manoj Kar, CES, IIE</td>
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<tr>
<td>6.</td>
<td>Atre Janhavi</td>
<td>&quot;शिक्षण हक्क करणे सर्वांगस्थ साधने टपके आक्शेषत जाणविरील प्रयेस प्रतिमाच्या अस्ताढवणी, सदाशिष्टी व उचितबेच याचा अभ्यास&quot;.</td>
<td>Guide : Dr. Jyoti Bawane, CES, IIE</td>
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### M.Phil Programme: Thesis Submitted by Following Students

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<tbody>
<tr>
<td>1.</td>
<td>MS. Sheetal Kamble</td>
<td>&quot;वैल्यापूर शहरातील सदर बाजार जोपडपटीस्थः सारणामया विकारीय गृहीती मूली व त्याच्यामय्या असमानतील्या लागणीविषयी जाणारक्तता एक अभ्यास&quot;</td>
<td>Evaluation Report Received</td>
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<td>2.</td>
<td>Ms. Vidya Kamble</td>
<td>महाराष्ट्रातील दिव्यांग व्यक्तीतील सहस्विष्टीचे शास्त्रीय सर्वेक्षण : एक विश्लेषण</td>
<td>Thesis Submitted</td>
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The centre strives to bring together governmental and non-governmental organization for discussion on Educational problems, Social Problems, Health Problems and Agriculture Problems etc. In all 22 organizations were thus contacted.

J. P. Naik Gramin Mahila Vikasini Kendra, Shivapur- Hostels, Seminar Halls and Conference Hall service are often in demand by governmental and non-governmental organizations for workshops, seminars or training purposes as they are well furnished.

1. SELF-HELP GROUPS
Ladies self help groups are organized and monitored in Shivapur and 6 surrounding villages. At the moment there are 59 self-help groups spread across these six villages and they are run and monitored by five ‘Prachetas’ who are trained at the Centre. The prachetas ensured that each of these groups fulfilled the required formalities like submitting copies of their Aadhar, Bank passbook, and other required documents. This academic year out of the six villages, the self-help groups from three villages; Khed, Kasurdi and Shivapur having completed five years, their accounts were checked and verified. The number of self-help groups in Khed village was four, Kasurdi had five self-groups and Shivapur had two self-help groups. The money was distributed to the women via cheques. The women utilized the money for different purposes; their childrens’ education, setting up small business, medical etc. few have even invested in shares.

2. SUCCESS STORIES
In kasurdi village there are 11 self-help groups, which meet regularly and in this year the group generated an investment of upto Rs. 43,20,000/-. The women have also taken loan and cleared them in time. The money generated has been used for loan taken for medical purpose, education, and agriculture. Interestingly, the women have also been able to start small scale production on items like spice preparation, ayurvedic or herbal medicines, preparing ladies garment, beauty parlor preparation, opening a snacks centre, vegetable sales, pastry making, tailoring shop, etc. in spite of these developments, these women have still been facing shortage of financial help. There is a demand for establishing linkage with the banks to enhance financial support as and when required. In Khed village also there are 11 self-help groups and the women are from the same village only. This groups generates at least an amount of Rs. 3 to 4 lakhs per month, which when required is distributed to the women through the bank.

3. ACTIVITIES
The Prachetas appointed and trained by GMV are shouldering this responsibility. The prachetas are allocated villages and they
operate and conduct their activities in each of these villages.
Some of the general monthly activities regularly conducted at the Centre are;
- Monthly meetings are held relating to the CLC
- Every month the meeting of the self-help group are conducted
- Once every month a workshop on health education is conducted and vaccination are given to children of the age group 0-5 years
- The other activities conducted are village health and nutrition day is celebrated, VHNS meetings are conducted, Kishori groups meet to discuss various issues.
- Every month the drinking water supplied to the village is being tested.
- Monthly visit to the Anganwadi – Bal Bhavan were conducted and any necessary support was provided
- Monthly visits are also made to the Zilla Parishad School to meet and ascertain if any support is required
- Once a month workshop and support is provided to pregnant women

**CALENDAR OF ACTIVITIES**

**April 2016**
- On the Birth anniversary of Dr. B. R. Ambedkar, children’s reading camp was conducted in the centre. The camp was arranged to improve the reading skills of children.
- In the same month, the women of the village were assisted to fill in the forms in order to take the benefit of Sanjay Gandhi Nirdarh Yojana. Such support services facilitate rural women to utilize the schemes implemented by the Government for the development of rural communities.

**May 2016**
- During this month, Village Cleaning Campaign (Swachhata Abhiyaan) was conducted and a library meeting was conducted at the centre.
- A discussion was also held with rural community to discuss how to save and use water legitimately and issues on health education were also raised.

**June 2016**
- In this month the student joined the pre-school that is run at the centre. The students were greeted with flowers on first day at school and other necessary support was provided.
- Another activity carried out during this month was a six-day training and development program on banking guidelines. This training was conducted by Rudset Institute which is a Development and Self-Employment Instituted located in Talegaon Dabhade, Ambi Road. Fifteen women attended this programme.

**July 2016**
- This month began with conducting self-development classes for children.
Moreover, since the monsoons are round the corner and being aware that the outbreak of epidemic are more likely, regular discussion are held with the village women making them aware of these and what are the precautionary methods they should adopt.

**August 2016**
- On the Independence Day saplings were planted in the campus. The pre-school children participated in and prepared a Krishna Corner from different sweets to celebrate Krishna Jayanti

**September 2016**
- Different Cultural programmes were carried out where children participated and prizes were distributed to the best performers.
- Special activities were also conducted for Adolescent girls- wherein competitions in different skills like rangoli competition and games like musical-chair were organized.
- Students who stood first in the Senior Secondary Certificate and Higher Secondary Certificate Examination were felicitated during this month.

**October 2016**
- On the occasion of Kojagiri, several activities were conducted in the campus. This was celebrated on 18th October, and the members of the self-help group, IIE staff and village authorities and women attended the programme. The function began with an overview of the Centre activities that was given by Vandana Khumbhar. This was followed by a folk performance by Omkar group. Next each of the six self-help groups gave a brief presentation of their group activities and their status and also shared opinion of their work. Subsequently the women participated in various activities, singing songs, reciting poems, sharing jokes or folk art. They also recommended the kind of activities the centre should reconsider starting for the benefit of the village women and other beneficiaries and what were the advantages of having such. There were demands for short skilled programmes, legal orientation, etc.
- Also being the Navarathri season, cultural events were organized, dance competitions were conducted, business training and discussion were conducted during this month.

**November 2016**
- The festival Diwali was close by and hence the Girls and Women were trained to make ‘Sky lanterns’, which is commonly used during this festival.
- Also a cleanliness drive was conducted in the village.
- A discussion was conducted with the parents of the anganwadi children on issues relating to malnourishment and nutritional good of their children.
- The women with children from 0 to 5 years were assisted in enrolling for Aadhar card.

**December 2016**
- Being a vacation session for most children, a camp was conducted in the Centre, wherein different self-development activities were conducted to encourage student participation and self-confidence.
- On the death Anniversary of Dr. Babasaheb Ambedkar, essay-writing competition was organized in the Z.P. School of the village and prize was distributed to the winners.
- Medical services were provided to children in the age group of 0-5 years and 6-19 years. The later group was administered deworming medication.

**January 2017**
- During this month, family development survey was organized in selected villages.
- The Centre women also participated in Pulse Polio Campaign.
- The Sankranti festival was celebrated on the campus as well as the Kranti Jyoti Savithribai Phule Jayanthi.
- The women also organized a trip to Shegaon. 26th January was celebrated by taking part in Pulse-Polio campaigns,
- Some of the other activity undertaken during this month was providing support service by helping the Anganwadi children to prepare their I-cards, for which student volunteers from a college in Pune were invited. They stayed for eight days in the campus.
- As part of the community service, cattle health survey was also conducted where the prachetas personally visited the houses in the Aarvi village along with a medical professional, wherein at least 15 domestic animals were examined and those with ailments were treated by the accompanied medical personnel.

**February 2017**
- In support of the health education, Malaria indicator Survey was conducted in selected villages. Also, survey of Disabled persons was carried out in the nearby villages and necessary support services were provided. One of the student’s mother was given the flourmill machine and a parent was gifted a Xerox machine by the Gram Panchayat.
- Cattle health programme was organized and personal visits were made and the cattle were examined in Sriramnagar village.
- Trees were also planted in the institute campus and saplings were also distributed to the school students.

**March 2017**
- In the month of March, Women’s day was celebrated. On 7th march 2017 the women self-help group members from six villages were trained to do small-scale business.
- Guidance programmes on Health and Business were arranged during this month.
SEVERAL OTHER ACTIVITIES
Apart from the above calendar of activities, several other activities were conducted during this financial year.
The Kishori Group (Adolescent Girls Group) were given necessary guidance and services in the areas of health and legal issues.
Eye check-up camps and family-planning camps are facilitated.
From 9th Dec 2016 to 16th Jan 2017, girls and women in the age group 19 to 49 years were give iron supplement tablets.
Under Rainbow Campaign- the children belonging to brick-kiln workers, quarry workers and construction workers were vaccinated.
The women and adolescent girls from the Shri. Ram Nagar village were trained to make ornaments made from beads, Mehendi design makings and rangoli making. This training was given by one of the Prachetas of the Centre itself (Vijaya Dhanaji Mahogare)
One of the pracheta’s of the centre has been regularly visiting the self-help group meetings and documenting all the financial transactions that has been taking place during these meetings, sending any communication or notices that need to be circulated etc.
Surveys have also been conducted to compare the number of girls enrolled in English and Marathi medium schools.
Different Activities and discussions were also conducted on Women’s day – to make them aware of their rights.
Educational tours were also organized for the Prachetas to Sajjangad and Kaaspathaar.
To inculcate democratic values, the women celebrated the festivals of all regions.
On 15th August and 26th January with the support of the women in the village, issues relating to water, waste management were placed before the GramSabha members.
This year Smt. Anjali Kulkarni also trained 12 women on tailoring skills relating to stitching frocks, long skirts, drapes etc and were also taught how to arrange sales for the same products. This was done with a motive to enable these women to get employment in appropriate industries.
Fifteen women were trained in basic tailoring course. The objective of the course was to enable women to use the tailoring machine, stich small children’s clothes, women clothing and basic stuff.
Smt. Pramodini Sirsagar also trained 17 women in tailoring skills, especially relating to stitch women blouses. In each of the above training, certain minimal registration fees were taken from the women who desired to undertake the training.
This year the women also set up stall at the Bhimtadi Jatra, which is organized in the Pune city. The stall set by the women sold items on rexin items, small cloth items, around 11 kinds of bags were displayed for sale. Apart from this Jatra, such items were also put for sale in Model Colony of Pune city, J.P. Naik Centre for Education and Development, and in Ganesh Kala Kridamanch which was arranged by the Zilla Parishad Pune.
The centre women have also supplied bags when required by the Institution especially during events like seminars and conferences. This year’s bags were supplied for two such events to the parent institute.

4. FACILITIES AT GMV
Hostels, Seminar Halls and Conference Hall service are often in demand by governmental and non-governmental organizations for workshops, seminars or training purposes as they are well furnished.

National Consultation on New Education Policy 11-12 August 2016
National Seminar on Women & Girl Child Education
English Enhancement Workshop for SC/ST Students
1. INTRODUCTION
The main objective of the J. P. Naik Centre is to explore innovative and alternative paths to educational, economic development. The centre strives to bring together governmental and non-governmental organization for discussion on Educational, Social, Health and Agriculture Problems etc. Hostels, Seminar hall and Conference hall service are often in demand by governmental and non-governmental organizations for workshops, seminars or training purposes as they are well furnished.
In the 2016-17 year the centre had facilitated arrangements for governmental and non-governmental organizations’ workshops, seminars or training programs for more than 100 organizations.

2. Centre Activities
The staff of this centre was involved in field visit activity for monitoring two rural development programmes implemented by the Government of India.

Project 1 - National Level Regular Monitoring of Rural Development Programme by NLMs 2016-17 Phase - II, Ministry of Rural Development, New Delhi

1. Introduction:
The Ministry of Rural Development implements many schemes for the benefit of the rural poor in India. Rural development is a State subject. Therefore, the Ministry releases funds to the States for implementing the schemes, and recognizes the importance of regular independent monitoring of its programmes. Keeping this in view, a comprehensive system of National Level Monitoring was launched in the year 2003-04 in order to achieve an unbiased and objective monitoring.

2. PROJECT AREA:
This year, the Ministry of Rural Development, Govt. of India, has assigned to Indian Institute of Education, the task of Regular Monitoring of Rural Development Programme in 6 districts of Gujarat State.

3. PROJECT DURATION:
The National Level Monitoring work is being done 2 times in each year.

4. OBJECTIVE OF NATIONAL LEVEL MONITORING:
The purpose of this NLM system is to strengthen all the rural development programmes and ensure the effectiveness, transparency and progress of implementation.

The objectives of visit of the NLM to districts are to ascertain the following:
Whether the programmes of the Ministry are being implemented in accordance with the guidelines prescribed by the Ministry.
Whether the selection of beneficiaries under the programme has been transparent, unbiased and fair.
Whether the assets created are genuine and useful to the community.
Whether the Vigilance & Monitoring Committee (V&MC) Meetings are held regularly. If not, reasons, if any.
The views of the villagers on the programmes and their suggestions for improvement.

5. SCOPE:

The National Level Monitors on their visits covered the following programmes of Ministry of Rural Development/Ministry of Panchayati Raj.

1. Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
2. Deen Dayal Antyodaya Yojana – NRLM (DAY-NRLM)
3. Pradhan Mantri Awas Yojana (Gramin) [PMAY(G)]
4. National Social Assistance Programme (NSAP)
5. Integrated Watershed Management Programme (IWMP)
6. Pradhan Mantri Gram Sadak Yojana (PMGSY)(Except quality)
7. Digital India Land Records Modernisation Programme (DILRMP)

In addition to these programmes, 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 was required.

The Guidelines and ToR of Regular Monitoring of Rural Development Programmes of MoRD, during 2016-17 (Phase II), in 6 Districts of Gujarat State activities came into execution on 1st April, 2016 for the year 2016-17. During the second phase i.e. 1st December, 2016 to 31st March, 2017 a total of 60 GPs/Villages of Regular Monitoring of Rural Development Programme from 24 blocks of 6 districts were surveyed with the help of elaborated tools given by the MoRD New Delhi Govt. of India. The MGNREGA, DAY-NRLM, PMAY (G), NSAP, IWMP, Panchayat Raj, PMGSY, SAGY, DDU-GKY and DILRMP Programme of MoRD have been monitored under this phase of year 2016-17.

As per the guidelines of MoRD New Delhi the online data entry has been prepared and submitted in stipulated time to the respective districts of Gujarat State and MoRD New Delhi, Govt. of India.

The detailed, second phase half yearly monitoring reports have been prepared and submitted in stipulated time and submitted to the respective state/ districts and MoRD, New Delhi, Govt. of India.
Pictorial Presentation of villages visited by NLM in 6 districts of Gujarat State

INTRODUCTION:

The Ministry of Drinking Water and Sanitation (MoDW&S) implements two centrally sponsored schemes viz., National Rural Drinking Water Programme (NRDWP) for providing safe drinking water and Swachh Bharat Mission (Gramin) [SBM-G] for providing improved Sanitation facilities for the rural areas of the country. The Ministry releases funds to the States for implementing the schemes of the programmes for which detailed guidelines have been framed and also recognizes the importance of regular independent monitoring of its programmes. Keeping this in view, the Ministry has decided to have its own...
independent Institutional National Level Monitors (Institutional NLMs) for an unbiased and objective monitoring of NRDWP and SBM (G) scheme of the Ministry.

**PROJECT**

The Ministry of Drinking Water & Sanitation, Govt. of India, has assigned to the Indian Institute of Education, the task of Regular Monitoring of Verification of ODF villages under NAMAMI GANGE of Swachh Bharat Mission (Gramin) [SBM-G] and National Rural Drinking Water Programme (NRDWP) in 3 districts of West Bengal State project team of IIE during the year 2016-17.

The National Level Monitoring work is being done 4 times (Quarterly) in each year.

**Objectives of National Level Monitoring:**
The objectives of this monitoring are to ascertain:
- Whether the programmes of the Ministry are being implemented in accordance with the guidelines prescribed by the Ministry.
- Whether the selection of beneficiaries under the programme has been transparent unbiased and fair.
- Whether the prescribed implementation processes are being followed.
- Whether the assets created are of the prescribed quality and useful to the community.
- Field level verification of Integrated Monitoring and Information System (IMIS) data.
- Causes for non-implementation of the schemes as per the guidelines (if not implemented properly)
- Short comings in implementation and possible remedy.
- The views of the villagers on the programmes and their suggestions for improvement.
- Views of local experts (if available) other than the views of common people.
- Adopted questionnaire may include few more aspects and envisaged workload on data collection on these schemes may increase three-folds.

**Details of Districts Covered and GPs/Villages Visited (Field Work)**

During the first phase i.e. 1st January, 2017 to 31st March, 2017 monitoring visits were made to 47 GPs/Village in 3 districts. The sample of 47 GPs/villages was taken up from 5 blocks of 3 districts from the list of 47 GPs provided by the Ministry for regular monitoring under phase I of year 2016-17. The villages under Namami Gange SBM-G & NRDWP programme were surveyed with the help of elaborated tools given by the MoDW&S, New Delhi, Govt. of India.

As per the guidelines of MoDW&S, New Delhi the Data Analysis has been prepared in excel format and submitted the same in stipulated time to the respective districts of West Bengal State and MoDW&S, New Delhi.

The detailed, 1st quarterly monitoring reports have been prepared and submitted in stipulated time and submitted to the respective State/Districts and MoDW&S, New Delhi, Govt. of India.
Pictorial Presentation of ODF Villages under Namami Gange Visited by NLM in ‘Hooghly District’ of West Bengal State

NLM team Discussion with the District Magistrate/Collector

Discussion with the schools girls on cleanliness.

NLM team discussing with PRI members

Awareness Prevailing Among children
The G. D. Parikh Centre is located at Kalina Campus at the Mumbai University. This centre is working on J.P. Naik’s theme of 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 a Centre for Cultural Anthropology. The leitmotiv of this Centre is to study and document the plural 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 India and West Asia. With this methodological theme, the Centre is also holding lectures by eminent public intellectuals, along with discussions and study circles.

ACTIVITIES OF G. D. PARIKH CENTRE

1) G. D. Parikh Centre Organised discussion on: ‘Caste In India: Their Mechanism, Genesis And Development’ on 30th May 2016

This discussion was organized with reference to the text by Dr. Babasaheb Ambedkar which was being presented at an anthropological seminar of Dr. Alexander Goldenweiser in New York on 9 May 1916 and published in Indian Antiquary, Vol. XL1 in May 1917. This month is centenary of that important text.

2) One Day Workshop on “Neoliberalism and Youth in Social Movement” was conducted by Uday Mehta on 11th June 2016.

3) A special Lecture on “Critical Issues In Muslim-Buddhist Dialogue In Contemporary Asia.” was organized on 22nd July 2016. This lecture was delivered by By Prof. Dr. Imtiaz Yusuf (Director of the Center for Buddhist-Muslim Understanding in the College of Religious Studies at Mahidol University, Thailand.)

Prof. Dr. Imtiyaz Yusuf specializes in Religion with a focus on Islam in Thailand and Southeast Asia and also Muslim-Buddhist dialogue. He obtained his Ph.D degree from Temple University, USA. He is Southeast Asia Editor of Oxford Islamic Studies Online and Member of the standing editorial board of Oxford Bibliography- Islamic Studies and often writes on Islam-Buddhism religion in Southeast Asia and Middle East for The Nation (Bangkok) Thailand.

4) On 26th August 2016, a special Lecture on “The Future of Democracy in Turkey after the Failed Military Coup’, was delivered by Dr. Anwar Alam, Professor of Department of International Relations, Zirve University, Gaziantep, Turkey

The talk was held on the 26th of August 2016, more than 60 participant were present for the talk from academia, activist and public intellectuals. Prof. Dr. Anwar Alam from Zirve University, Turkey, while delivering the lecture felt...
that democracy had not been restored though the coup had been foiled. What had been restored was an authoritarian rule of the ruling party. Broadly, the issues discussed include the immediate responses of the state, the contextualised history that led to its particular course of action, and the political scenario in Turkey.

5) A one-day workshop on ‘Creating Space for Social Justice Education’ was organized on 4th September 2016. This workshop was conducted by Dr. Jalindar Adsule (Principle, Dr. Babasaheb Ambedkar college of Social Work, Dhule), Shweta Damle (CRH) and Prof. Girija Gupte (Sathey College).

6) Discussion on ‘Changing Caste-Class Equation of Maharashtra’ was held on 27th October 2016. This discussion was conducted by Rahul Kosambi (Editor – National Book Trust, Marathi).

7) Discussion on ‘New Class Formation’ was initiated by Shashikant Sonawane, President, Indian Council of Trade Unions on 24th December 2016.
1. INTRODUCTION
Vigyan ashram (VA) is pleased to present annual report for year 2016-17. We are working with mission of “Development through Education & Education through Development”. We have introduced many new courses and got accreditation of agriculture and electronics sector skills council. Our programs are now extended to university students as well.
We are thankful for all our funding agencies, field partners and students, volunteers for their valuable inputs and encouragement.

Tribute to Mrs. Mira Kalbag (Amma)
Amma of Vigyan Ashram, Mrs. Mira Srinath Kalbag passed away on 18th March due to old age. She was 87 years old. She was Amma, guide and mentor not only for VA team but for women in Pabal village. She was conducting classes for girl’s students till 2003. She was regularly practicing Vipassana. Dr. Kalbag put foundation of educational & technological programs of Vigyan Ashram. Amma patiently cultivated value systems in Vigyan Ashram’s work. It was immeasurable loss to us. Amma’s body was donated as per her last wish.

2. FAB ASIA NETWORK 3 (FAN3) CONFERENCE
Vigyan ashram co-hosted Third International annual conference of Fab Asia Network (FAN3) from 13th to 18th January along with Somaiya Vidyavihar (RiiDL) & Kerala Startup mission.
It was attended by representatives from asian countries viz. Japan, Philippines, Bhutan, Taiwan, Nepal, Bangladesh, Singapore, Vietnam & India. Conference was held in Mumbai and Kochi and delegates visited Vigyan Ashram on 14th Jan. We displayed use of fab-lab for various rural technology development projects.

3. PROGRAMMES FUNDED
Following are some of the important programme along with their funding partners & objectives undertaken by Vigyan ashram during 2016-17:
<table>
<thead>
<tr>
<th>Program name &amp; supported funding partner</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE support program Supported by DST (SEED Division)</td>
<td>Development &amp; dissemination of Appropriate rural technologies.</td>
</tr>
<tr>
<td>Science &amp; Technology based entrepreneurship Development (STED) Supported by DST (NSTEDB)</td>
<td>Establishing technology based rural microenterprises in selected 6 Districts of Maharashtra state.</td>
</tr>
<tr>
<td>Design Innovation Centre (DIC)Project Supported by Ministry of HRD with Savitribai Phule Pune University (SPPU)</td>
<td>To conduct Design innovation courses with focus on Soil microbiology, Product design, Single conditioning, and Environmental protection.</td>
</tr>
<tr>
<td>DBRT Program and other short term vocational training Programs supported by Asha For Education, TATA Motors, Eton Foundation, SPA Education foundation, Megger India (P) Ltd., and many other individual supporters</td>
<td>Implementing various technologies based enterprise &amp; skills development training program for rural youth.</td>
</tr>
<tr>
<td>IBT Maharashtra supported by Praj Foundation, Suzlon Foundation, IL &amp; FS (Nalanda) foundation, INDUSA Endowment, Maharashtra Knowledge Foundation (MKF).</td>
<td>Increasing impact &amp; sustainability of IBT program in selected schools in Maharashtra State.</td>
</tr>
<tr>
<td>IBT Chhattisgarh supported by UNICEF and Govt of Chhattisgarh</td>
<td>IBT replication and vocational training in the tribal area of Bijapur, Dantewada and Jashpur district of Chhattisgarh state.</td>
</tr>
<tr>
<td>Research fellowship for young graduates Supported by Eton Foundation</td>
<td>Fellowship support for participating in need based technology development projects in Design Innovation Centre (DIC)</td>
</tr>
<tr>
<td>TATA-20 girls fellowship program Supported by TATA Motors.</td>
<td>To provide skills in advanced computing &amp; communication skill to rural girls.</td>
</tr>
</tbody>
</table>

4. DIPLOMA IN BASIC RURAL TECHNOLOGY (DBRT)
DBRT is one year full time residential program accredited by National Institute of Open Schooling (NIOS). This course is based on philosophy of ‘learning while doing’ & ideal for rural youth who wish to start their enterprise in their own area. Total 56 students from Maharashtra, Chhattisgarh, Gujarat, Assam etc states took DBRT course in 2015-16 batch. DBRT batch 2016-17 started on 10th July 2016, with 48 new students. These students will learn various basic skills in area of metal fabrication, electrification, food processing and agriculture-animal husbandry. This year we have also included advanced skill in CAD Design, Digital Fabrication, bakery products, web-publication & blog writing etc as an integral learning part of DBRT curriculum.
DBRT students worked on several infrastructure & Research development projects. They had worked on project such as grey water recycling system for boys hostel, construction of new class-room, fabrication of car-bike parking structure etc and earned community service of Rs.1,08,013/-. Vigyan Ashram is registered Vocational training provider (VTP) centre for various skill courses under Skill India mission for Maharashtra & Chhattisgarh State. We have conducted various short term training programs/workshops for youth, SHG’s, farmers etc during past year.

<table>
<thead>
<tr>
<th>Type of Programme and Topic</th>
<th>Duration</th>
<th>Number of trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology based short term course</td>
<td>1 - 12 Weeks</td>
<td>Wind mill design &amp; fabrication – 25; Bakery (food processing) – 21; Advanced electrical wiring &amp; motor re-winding – 43; Advanced metal fabrication – 04; Web designing &amp; publication – 20 (Total – 113)</td>
</tr>
<tr>
<td>Students volunteers &amp; Design Innovation Centre training program</td>
<td>1 - 24 weeks</td>
<td>54</td>
</tr>
<tr>
<td>Farmers Groups / SHG awareness workshops on rural technologies</td>
<td>1 - 7 days</td>
<td>Training on Soil Analysis – 8; Advanced poultry farming &amp; egg incubation – 94; Advanced fodder production technics in goat farming- 20(Total –122)</td>
</tr>
<tr>
<td>Fab Academy – Diploma in Digital Fabrication.</td>
<td>6 month</td>
<td>8</td>
</tr>
<tr>
<td>Student’s workshops @ Do-It-Yourself Lab Pune.</td>
<td>2 - 7 Days</td>
<td>Basic of digital fabrication camp @ Pabal– 187; Do-it-yourself camps for School Students - Total – 141</td>
</tr>
<tr>
<td>Technology transfer training</td>
<td>1 - 4 days</td>
<td>New Innovative technology adoption – 25</td>
</tr>
</tbody>
</table>

We are also conducting computer courses for rural girls from pabal village. Project aims at imparting advanced web publishing & communication skills. With support of TATA Motors CSR we are providing scholarship to 17 girl students to learn web publishing skill. They have started publishing articles on Marathi Wikipedia. We have also entered into agreement with BOSCH CSR in their BRIDGE-Course initiative to provide employability skills to rural youths.
DBRT & other vocational training programs in Vigyan ashram are supported by - Asha for Education, TATA Motors, Eton Foundation, SPA Education foundation, INDUSA, and many individual donors. We are thankful for their support & continuous encouragement!

5. INTRODUCTION TO BASIC TECHNOLOGY (IBT)

IBT program is implemented in VIII-X std. In this program, students learn various technologies useful to their communities. IBT is recognized as pre-vocational training program Level1 and Level2 under National Skills Qualification Framework (NSQF). IBT is named as ‘Multi skill Foundation Course (MFSC)’ under NSQF.

Student Representative for IBT program:

<table>
<thead>
<tr>
<th>Particular</th>
<th>Maharashtra</th>
<th>Chhattisgarh</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of IBT schools</td>
<td>95</td>
<td>28</td>
<td></td>
<td></td>
<td>123</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td>7057</td>
<td>5293</td>
<td>12350</td>
</tr>
<tr>
<td>Number of IBT districts</td>
<td>21</td>
<td>3</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Number of villages benefited</td>
<td>440</td>
<td>120</td>
<td></td>
<td></td>
<td>560</td>
</tr>
<tr>
<td>Value of community services</td>
<td>3800000</td>
<td>190000</td>
<td></td>
<td></td>
<td>3990000</td>
</tr>
<tr>
<td>Fee collected</td>
<td>2470000</td>
<td>0</td>
<td></td>
<td></td>
<td>2470000</td>
</tr>
<tr>
<td>No of enterprises started by instructor.</td>
<td>11</td>
<td>6</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>No of Instructors Trained</td>
<td>392</td>
<td>108</td>
<td></td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

STEM Education philosophy based workshops -

- Workshop ‘Learning Science through Innovation’ was conducted at IISER, Pune. Total 40 student and 10 teachers participated and developed projects. Fish Drying Machine project by Chikhalgaonschool was selected at state level inspire award competition.

- Workshop on using smart phone applications and websites to generate secondary data for school project was conducted at NCSC event organized at Baramati. Total 96 teachers from various schools across India attended this workshop.
Following are some of the highlights of IBT program -

**IBT in Maharashtra –**

a) Model IBT schools project – 13 schools have been developed as model IBT schools across Maharashtra.

b) 3D printing workshops – We have conducted 3D printing training camp at Hirkani Vidyalaya, Gawadewadi. Through 38 camps, total 538 students from 5 secondary Schools have been given hands on practice of 3D designing and 3D printing.

c) We are conducting three years Impact assessment for Nalanda Foundation supported 6 Schools. Last year, we had done base line study and this year mid term evaluation of IBT program with the help of third party evaluator.

d) L & T InfoTech Ltd. Under its CSR dept signed MOU with Vigyan Ashram to support IBT program in 15 Schools of Maharashtra.

e) We have developed Open educational resource (OER) content for total 12 activities. And implemented in 4 Schools under Shikshan Pandhari project supported by Maharashtra Knowledge Foundation (MKF). The content is available on www.learningwhiledoing.com

For more information on each School activity details please visit -  
http://ibtblogs.blogspot.in/p/school-blogs.html

**IBT Chhattisgarh –**

a) IBT program was inaugurated on 15th July at Jashpur (CG) on World Youth Skill day. Rural Education and Development Society (READS- Jashpur) signed MOU as partner organization with Vigyan Ashram to implement IBT program with the Support of UNICEF.

b) Under the livelihood intervention through IBT program, instructors started 3 new enterprises i.e.Egg Incubator, Rice dehusking and food processing unit at Jashpur with the support of UNICEF.

c) IBT program completed five years in Chhattisgarh. Unicef has made a documentary on the program. It is available on: https://www.youtube.com/watch?v=FSrvjZaEAEQ

IBT programme is supported by Praj Foundation, Suzlon Foundation, Nalanda Foundation, L&T Info Tech Ltd., UNICEF-Chhattisgarh, Dantewada District Administration, Wild-life Conservation Trust, INDUSA, Maharashtra Knowledge Foundation.

6. **APPROPRIATE TECHNOLOGIES DEVELOPMENT AND DISSEMINATION**

Vigyan ashram is working on development and dissemination of appropriate rural technology as one of the prime focus areas. Following are important highlighted technology development work during 2016-17 –
<table>
<thead>
<tr>
<th>Particular</th>
<th>Status</th>
</tr>
</thead>
</table>
| New modified Rice- Dehusking machine | • Machine is ready for large scale dissemination, 1st version is released for production.  
• Number of units sold :- 10 (Farmers / SHG groups , social institutes)  
• Number of manufacturer : 1 |
| Drying technologies for vegetable / fruits / spices | • A dryer with volume of 80 to 120 M³  
• To dry vegetables on bigger scale.  
• Based on natural air convention & dehumidification principles.  
• Pilot batches of drying vegetables pudina (mint leaves) / ginger / spinach / mint showed encouraging results with optimum colour, flavour retention in dried products. |
| Municipal bio-waste waste recycling | • Package of practice developed for recycling of bio-waste in municipal areas. This includes automated bio-drum for aerobic decomposition of waste, biological inoculations & racks –trays system for fast & safe composting. Presently technology is under pilot testing phase in Municipal waste collection centre in collaboration with field partners. |
| WOMA-VIVUS FAB Incinerator (Sanitary Pad incinerator) | • Version was ready and 10 units are sent for field testing.  
• Based on the feedback, Modifications are made in the sanitary pad incinerator  
• Design with improved energy efficiency & lower emissions are under fabrication. |
| Fab Projects (Digital Fabrication) | Following important projects developed –  
• XYZ axis plotter: Fab-lab can make various computer controlled gadgets using the plotter. E.g Rangoli making machine, DC engraver for small vendors etc.  
• Smart phone based sensors (temperature, humidity, environmental pollution etc) for Schools students.  
• Chitra bot : for wall painting robotic equipment  
• Solar Rava roaster / basundi maker |

We are thankful to Department of Science and Technology (DST- SEED division CORE support program) ,Praj foundation (Pune), Savitribai Phule Pune University for supporting our initiative in development of technologies.

7. TECHNOLOGY DISSEMINATION TRAININGS WORKSHOPS

Following important technology dissemination training workshops were conducted during 2016-17 –

• ‘Designing, Fabrication & Installation of Wind Mill’ under guidance of Mr. Jorge Ayarza from Auroville (Pondicherry) and Co-Founder of Minvayu (www.minvayu.org). During the workshop, students fabricated 2.7KWH and 1 KWH windmill. Total 22 individuals participated in this 15 days training workshop.
• Hydroponic Fodder automation system is installed at Sinnar Nashik for marginal farmers with the support of Yuva Mitra and ILFS.
Poultry farming technique workshop was conducted at Paoolwatt (Pasli, Tal-Velha) campus.

Vigyan Ashram has organized open house exhibition of all its work on 30th July 2016 at Pabal. It was visited by around 2000 visitors including schools students around Pabal.

Vigyan ashram has co-hosted Group Monitoring-cum-Consultation Workshop (GMCW) of DST core support group in Pune during 13-14th May 2016.

Vigyan Ashram has participated in the following technology exhibitions:

- TEDx Pune – 2016 on 26th November in Pune.
- Unnat Bharat Abhiyan (UBA) exhibition at New Delhi and 2nd IISF program on 11th December 2016.
- Science Exhibition – Giant Metro Radio Station, Khodad (Pune) 28th February.

We are communicating our work through social media platforms –

- Updates Technology development & field trials : www.vigyanashram.wordpress.com viewed by 28680 individuals.
- DST Core support group’s activities are updated on www.dsttara.in viewed by 14296 individuals.
- Open Educational Resources (OER) are developed and published on www.learningwhiledoing.in
- Vigyan ashram pabal campus & training programs updates https://www.facebook.com/vigyan.ashram.pabal/

8. DESIGN INNOVATION CENTER

Vigyan ashram has started ‘Design Innovation Centre (DIC)’ in collaboration with Savitribai Phule Pune University (SPPU). The courses are in the area of agriculture, product design, sensor & signaling technology, water and waste management. During 2016-17, 32 students participated in DIC program. We also provided 6 month research fellowship for 8 students to work on various technology development projects. More details of DIC courses & projects are available on www.vadic.wordpress.com

9. ENTREPRENEURSHIP ACCELERATOR PROGRAM

This is third year of Entrepreneurship Accelerator program with the support of NSTEDB (National Science and Technology Development Board) under STED (Science and Technology based Entrepreneurship Development) scheme. Following are the achievements of the year 2016-17 -

- We have supported 32 youths to start their enterprises. We have conducted training for 119 potential entrepreneurs in preparing business plan.
- DBRT Alumni and Ex-Staff Mr. Anil Gadhe started engineering workshop M/S Future innovation systems in Pune. After been 8 years in Vigyan Ashram he decided to become entrepreneur. Now he manufactures Domestic Egg Incubator, Rice De-Husking machine etc. We wish him all the best for his business.
- Vigyan Ashram helped 6 entrepreneurs to get micro finance loan from RangDe. Collective loan amount was of Rs.5,20,000/.
Total of 4 budding entrepreneurs were supported with 6 month fellowship during this year. They were provided mentorship and also opportunity to sharpen their skills. The fellowship programme is supported by Praj Foundation (Pune) under ‘Technology Incubation Cum Entrepreneurship Development’ (TIED) project.

- We have conducted following Entrepreneurship awareness program:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Program</th>
<th>No. of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Entrepreneurship Awareness Camp “Idea to Rural Startup” @ ITI Ghodegaon</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Awareness Camp “Entrepreneurship and Startup Mission” at CT Bora College</td>
<td>250</td>
</tr>
<tr>
<td>3.</td>
<td>Self-employment opportunity workshop at Vigyan Ashram Pabal</td>
<td>51</td>
</tr>
</tbody>
</table>

10. INFRASTRUCTURE UPDATE:
Following important infrastructure development work has been undertaken at Pabal campus during 2016-17.

- A technology demonstration center – Techno Park is established with the support of Department of Science & Technology (DST).
- Construction of New class room is in progress. This will be auditorium hall with 160 students seating capacity. We are expecting it to be completed by June 2017.
- Plasma Cutting Machine - Installed at metal fabrication workshop in Vigyan ashram.
- Advanced CAD software & computer lab – We have setup computer lab with all advanced design software. This lab is setup with the support of Solidworks, Fab foundation and SBI life insurance.
- Vigyan ashram’s soil micro-biology laboratory got registered under ‘Soil Health Card Mission’ scheme of Government of India under this mission
- VA will provide soil analysis facility to 4000 farmers/year.
11. AWARDS AND RECOGNITIONS:
Vigyan ashram received following recognitions / awards during 2016-17:
- ‘Vasundhara Krutdnyata Puraskara – 2016 ‘award given by omkar trust (Pune) on 30th June for skill training & technology transfer program for rural society.
- IBN-Lokmat interviewed Dr. Yogesh Kulkarni in their program DeshYatra. It was telecast on 26th June @ 8-9 PM. It was repeated on Sunday as well. It is available on u-tube https://youtu.be/CmGierVoMII
- NIOS Delhi and Doordarshan National Channel made documentary on DBRT program and broadcasted in Krushi Darshan program on 8th December. https://goo.gl/SgNKou

12. STAFF TRAININGS WORKSHOP / CONFERENCES:
Following are the important training, conferences attended by VA staff.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of training organization/experts</th>
<th>No. of Staff trained</th>
<th>Topic of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FAB12 International Conference on Digital Fabrication at Shenzhen (China) during 8th to 14th August 2016.</td>
<td>5</td>
<td>Advanced digital fabrication, prototyping techniques,</td>
</tr>
<tr>
<td>2.</td>
<td>2 Days workshop of “Entrepreneurship &amp; crowd-funding” organized by RangDe on 16th &amp; 17th March at Bangalore.</td>
<td>1</td>
<td>Enterprise management, microfinance, business planning, cloud funding.</td>
</tr>
<tr>
<td>3.</td>
<td>Matsers training in ‘Micro irrigation techniques’, 4 days training @ Krushi Vigyan Kendra, Amaravati Maharashtra on 8th – 10th Aug.</td>
<td>1</td>
<td>Skill training course in irrigation technician under Agricultural Skill Council of India (ASCI).</td>
</tr>
<tr>
<td>5.</td>
<td>Entrepreneurship Development Program on Micro Solar Dome (MSD) 18th to 22nd October 2016 at NBRIT, Kolkata</td>
<td>1</td>
<td>Micro Solar dome training during.</td>
</tr>
</tbody>
</table>
13. DONORS AND SUPPORTERS:
We are able to continue our work due to financial support of many individuals and foundations. Following individuals have supported VA in 2016-17.
Dr.Kishan Bhatia, Mrs Veena Joshi, Shri. M P Kotwal, Shri. Uday Kukade, Dr. Sudhir Prabhu, Shri. Gurunath Kolhatkar, Dyrga Devi trust, Mrs.Vidya Kasatgod, Mrs. Usha Shah, Shri. Shailendra Ingale, Mrs. Arti Khare, Shri. Vikas Bivalkar, Mrs. Aasavari Jog, Mrs.Supriya Agashe, Mrs. Madhuri Deshpande, Shri. Milind Mehetre, Mrs. Padmaja Utagikar, Shri. Prabakar Mehendale, Mrs. Smita Vaidya, Mrs. Jayashree Vaidya, Mrs. Meenal Dighe, Vasant & Shanta Pawardhan vishwast Nyas, Soham Mitra Parivar and many other individual donors.

14. MANAGEMENT COMMITTEE MEETINGS:
Vigyan ashram’s management committee comprises on of Mrs. Mira Kalbag, Mr.Ashok Kalbag, Mr. Vijay Kumar, Mr.Sunil Kulkarni, Mr. Pravin Mahajan, Dr. Aruna Giri and Dr. Yogesh Kulkarni. The management committee meetings were held on 19th June, 24th Oct, 7th Jan, 26th March to discuss strategic, administrative and financial matters. Vigyan ashram is thankful to management committee members and Board of Trust of Indian Institute of Education for their support and guidance.
We acknowledge support of various volunteers, IBT Schools, R & D institutes, students, alumni, staff members and Pabal villagers for their continues support and love.
MEERA KALBAG

Mrs. Meera Srinath Kalbag, a co-founder of Vigyan Ashram was popularly known as ‘Amma’ of Vigyan Ashram. Mrs. Kalbag passed away on 18th March 2016. She was a guide and mentor both for the Vigyam Ashram team and for the women in Pabal village. She played an active role in involving the Vigyan Ashram inmates in the activities beyond the syllabus.
## Fund & Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>RS</th>
<th>Property and Assets</th>
<th>RS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust Funds or Corpus -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance as per last Balance Sheet</td>
<td>33,224,174.94</td>
<td></td>
<td>32,267,148.26</td>
</tr>
<tr>
<td>Adjustment during the year (Schedule - VIII)</td>
<td>33,224,174.94</td>
<td></td>
<td>32,267,148.26</td>
</tr>
<tr>
<td>Other Earmarked Funds -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Created under the provisions of the trust deed or scheme out of the income)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation funds - (Schedule IX)</td>
<td>25,322,836.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve Fund</td>
<td>47,000.00</td>
<td></td>
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<tr>
<td>Any other Fund - (Schedule - X)</td>
<td>98,296,709.18</td>
<td>123,660,543.17</td>
<td></td>
</tr>
<tr>
<td>Loans (Secured or Unsecured)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Trustees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts &amp; Expenses of Projects (Sch.XII)</td>
<td></td>
<td>30,979,762.37</td>
<td></td>
</tr>
<tr>
<td>Liabilities -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For prepayment</td>
<td>3,356,408.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For advances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For rent and other deposits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For sundry credit balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance - (Schedule - XI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income and Expenditure Account</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance as per last balance sheet</td>
<td>(1,059,158.07)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less: Appropriation of any add- surplus or deficit as per income and expenditure account</td>
<td>1,947,058.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less: Adjustment on account of expenses and grants received for social science and scientific projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net surplus (deficit) for the trust</td>
<td>(1,947,058.03)</td>
<td>(3,006,216.10)</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL
- 188,220,675.17
- 188,220,675.17

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As per our report of even date
S. L. APTE & Co.
CHARTERED ACCOUNTANTS
PLACE: PUNE
DATE: 22/08/2017

FOR INDIAN INSTITUTE OF EDUCATION

Chairman
Board of Trustees
Indian Institute of Education, Pune
<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>RS.</th>
<th>RS.</th>
<th>INCOME</th>
<th>RS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Expenditure in respect of properties</td>
<td></td>
<td></td>
<td>By Rent (Schedule - C)</td>
<td>1,268,400.00</td>
</tr>
<tr>
<td>Rates, Taxes, Cess</td>
<td>350,534.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>8,970.00</td>
<td></td>
<td>By Interest (Schedule - D)</td>
<td></td>
</tr>
<tr>
<td>Maintenance of garden</td>
<td>87,071.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>322,413.49</td>
<td></td>
<td></td>
<td>768,998.49</td>
</tr>
<tr>
<td>Total Establishments</td>
<td></td>
<td>5,717,639.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Establishment Exp.</td>
<td>3,592,033.76</td>
<td></td>
<td>By Grants (Schedule - H)</td>
<td>25,427,353.00</td>
</tr>
<tr>
<td>(Schedule - A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Publication Cell Income and Expenditure</td>
<td></td>
<td></td>
<td>(12,440.00)</td>
<td></td>
</tr>
<tr>
<td>To Expenditure on Program of Rural Women Development at Shivapur (Schedule - B)</td>
<td>1,914,735.00</td>
<td></td>
<td>By receipts on program of Rural Women Development at Shivapur (schedule-B1)</td>
<td>384,596.00</td>
</tr>
<tr>
<td>To expenditure on program of Vigyan Ashram at Pabal (schedule-F)</td>
<td>424,631.00</td>
<td></td>
<td>By receipts on program of Vigyan Ashram at Pabal (schedule-F1)</td>
<td>559,370.00</td>
</tr>
<tr>
<td>To Interest on T.D.S</td>
<td>(98,097.00)</td>
<td></td>
<td>By Income from other sources (Schedule - E)</td>
<td>4,902,646.00</td>
</tr>
<tr>
<td>To Depreciation</td>
<td>1,672,498.00</td>
<td></td>
<td>By Deficit for the year</td>
<td></td>
</tr>
<tr>
<td>To Expenditure on objects of the Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Religious/Research Seminar</td>
<td>1,511,111.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Medical Relief</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Relief of poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Other charitable object</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Expenditure on Scientific and Social Science Research (Schedule - G)</td>
<td>25,427,353.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Expenditure**: 40,919,462.25

**Total Income**: 40,919,462.26

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**For Indian Institute of Education**

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**Place**: Pune

**Date**: 22/08/2017