



# EDUCATION

*Our Constitution fathers did not intend that we just set up hovels, put students there, give untrained teachers, give them bad textbooks, no playgrounds and say, we have complied with Article 45 and primary education is expanding..They meant that real education should be given to our children between the ages of 6 and 14.*

*- MC Chagla, Education Minister, 1964*

Sir Dorabji Tata Trust and the Allied Trusts have focused on the education and development of people from marginalized communities and nurturing excellence in different fields of knowledge. The year 2007-2008 was marked by a renewed focus on the priorities and thrust areas related to education. The process of introspection initiated in 2006-2007 led to the identification of basic principles and program strategies.

The era of globalization and increasing awareness of rights at the grassroots level have added new demands and compulsions on the education system. Amidst these global concerns, the focus on children and their learning needs mostly gets ignored. The complexity of our educational environment — multi-cultural, multi-ethnic, multi-lingual, politicized, and professionally outdated — ensures that large sections of deprived and disadvantaged communities still remain outside its ambit.

The approach of the Education portfolio in this context is based on an analysis of the present projects, collective wisdom of educationists associated with the Trust, and an evolving vision focused on developments in the sector. The democratic values and ethical sensibilities guiding the Trusts form the core of this forward-looking approach. The portfolio has defined the scope of its programs to focus on quality, value addition and development of institutions. The education programs will be based on five basic principles:

- Child-centred education
- People's participation, particularly of women
- Development of local leadership

- Strengthening local infrastructure and services
- Enabling cooperation and networks

The programs are expected to be implemented in a carefully developed time frame for a cumulative impact. The emphasis is on multiplying effective processes and nurturing institutions focused on children and young people, and which take forward the advances in education in the country. In addition, the portfolio would additionally develop specific strategies and networks for educationally backward states like Bihar, Jharkhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh and Andhra Pradesh. These states, with their own histories and contemporary realities, pose a complex challenge for planners and social activists. These strategies may be developed over the next one year in consultation with partners and experts, and are expected to have a five-year framework.

In 2007-2008, the Trusts supported 51 projects and 47 small grants across 22 states related to Education. The total disbursement on Education in 2007-2008 was Rs 384.74 million.

## **Programs Related to Access and Quality of Elementary Education**

The Trusts are supporting a series of projects related to access and quality of education across the country. Elementary Education constitutes 40 percent of the Trusts' grant allocations. A majority of the access projects involved bridge



Outdoor clay activity at a balwadi in Uttarakhand set up by Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan

courses for out-of-school children and their enrolment in government or local schools. In government schools where children are enrolled, School Support Centres are started to improve their quality and ensure children's continuity in new projects started in 2007-2008. The projects supported had the following common elements:

- Systematic engagement with the community
- Education for out-of-school children
- Child-centred pedagogy
- Academic support for the NGOs
- Mainstreaming of children into local government and other schools
- Supplementary interventions to improve quality in mainstream schools

In addition, it may be noted that the Trusts are flexible about supporting projects related to children. Several notable grants have also been made on other aspects of children's protection, development and education.

The projects related to elementary education are mainly in the states of Maharashtra, Jharkhand, Uttar Pradesh, Karnataka, Andhra Pradesh and Madhya Pradesh. Among the new areas explored by partners in this year are computer-based learning, educational leadership scheme and new strategies for the education of Muslim and tribal children. In strategic terms, the Trusts also realize that resource groups and academic programs for professional education of teachers are required parallel to field-based programs. There have been efforts by partners to collaborate with state agencies, like in



Kala Jatha organized by BGVS in Jharkhand



SANDHAN, Rajasthan works directly with children to deepen understanding of pedagogy and to field test its training modules for elementary education

Maharashtra on teacher-training courses related to pre-school and primary education. A systematic effort was made to reach states like Bihar, Jharkhand, Madhya Pradesh and Uttar Pradesh, where the Trusts have had limited reach. A holistic approach in conjunction with other portfolios is being developed for state-specific programs in an effort to increase the impact and quality of programs.

Overall, the emerging focus has been to develop an engagement with the government schools, which are accessed by children from poorer communities, through teacher training and academic support. Projects have been initiated for strengthening community ownership in education, with communities taking the lead and facilitating the governmental machinery to take ownership of educational processes in government schools. In view of the limited reach of the projects supported so far, the emphasis is to reach all out-of-school children in the project area with specific local strategies. The importance of quality along with access, child-centred learning, mother tongue as the medium of instruction and an overall enabling environment are key for motivating children and communities.

### **Programs Related to Adolescent Education**

The Trusts are supporting a series of projects related to education and empowerment of adolescents and youth. The Doosra Dashak program of the Foundation for Education and Development in Rajasthan remains the main project in this category. There are another two

projects on similar lines namely Ajmer Adult Education Association and Urmul Khejri Sansthan which are also being supported in Rajasthan. The Trusts have always been committed to the task of nation building, and have invested in creative and talented youth as agents of social change and development. In this context, new strategies are also being evolved to create new opportunities for adolescents and youth, with fellowships and vocational education programs.

The year was marked by concerted efforts to expand and upscale the program with groups in other states. A workshop was organized in Jamshedpur in October 2007 in which 16 NGOs from Jharkhand and Bihar participated. The main objective of the workshop was to make participants from Jharkhand and Bihar aware about the predicament of adolescent persons, their learning and developmental needs and the manner in which Doosra Dashak was implementing a program for them. The workshop was contextualized for the complex realities of Bihar and Jharkhand. A nodal group for Jharkhand has been identified and efforts are being made to initiate field-based projects. The support of a resource group such as the Society for Study of Education and Development (SANDHAN), Jaipur is crucial for the expansion of the model to new areas, particularly in the Hindi belt.

It is clear from the experience of the present programs being supported that the education and empowerment of adolescents and youth would be a major concern for the country. Trust-supported projects like Doosra Dashak and Bharat Gyan Vigyan Samiti (BGVS), New Delhi have demonstrated the effectiveness of engaging with youth in developmental processes. Across the country, wherever youth have been engaged with issues of public concern, the results have been dramatic, though not always positive. It is therefore critical to create opportunities for young people to realize their potential, both in terms of social leadership and entrepreneurship, and enable them to galvanize their community as a whole.

In addition, the Trusts have initiated projects for deprived youth with low educational



Learning at Samerth Trust's centre for education in Bilaspur, Chhattisgarh

attainments to access vocational training and life skills training. These projects have a focus on creating livelihood opportunities that are relevant in today's context. Another strategy has been to offer educational support, scholarships and mentoring to disadvantaged youth to pursue higher education.

### **Innovations and Knowledge Building**

The Trusts have always been at the forefront of supporting innovative and knowledge building programs that extend human development and set new standards in the education sector. At present, a wide range of programs are being supported across the country. They mainly come in three categories — academic programs, field-based research, and development of new strategies. While the first category includes programs being evolved by academic institutions, the other two categories are focused on child rights and educational research. Most of the programs are at a national level and break new ground related to educational data, planning and analysis relevant to the development sector.

### **Emerging Concerns**

#### **• Education of Women and the Community**

Many NGOs have been working with particular communities which have not been able to achieve any breakthrough on education. This has resulted in a situation where the community as a whole may improve its access to resources or livelihoods, but is still unable to be empowered and self-sustaining in the absence of education. Education and literacy becomes the



Jeevanshala school in the Narmada Valley, Maharashtra run by Narmada Navnirman Abhiyan

most critical factor which hinders the development of communities — rural, urban poor, displaced, migrants, minorities, Dalits — and disempowers them. Education thus becomes the most critical task for empowerment, as it can equip people to deal with the complexities of their environment on their own terms, and not be dependent on the educated few for negotiations and dealing with systems.

Education for women from marginalized communities requires additional dimensions to be meaningful and sustainable. Requiring education beyond the acquisition of basic literacy skills, women who are struggling to survive need it as a tool to critically analyse problems and to seek solutions. The development scenario in the country today is overwhelmed by the growth of Self Help Groups (SHGs). According to rough estimates, there are nearly seven million SHGs in the country, out of which more than 90 percent comprise only women.

It is important to understand and extend to women in SHGs learning opportunities, because it brings into focus the women themselves as citizens and individuals, rather than emphasize on their ‘deployment’ for implementation of schemes, governmental or non-governmental. There are a number of successful models which have demonstrated that investment in education increases children’s enrolment, increases family income and improves the quality of life.

- **Resource Groups**

One of the major impediments in educational interventions across the country, government or non-government, is the lack of appropriate area

specific information, its interpretation for educational planning and a severe shortfall in the number of resource persons capable of doing high quality training at all levels. In addition, the availability of educational resource material in local languages and cultural contexts is inconsistent and scattered. This situation is further complicated by excessive centralization and multiplicity of projects and expected outcomes. There is a need to support resource groups which can contribute towards this at different levels.

The Trusts are presently supporting five such resource groups which work at the national and state level. Their assistance is also being sought to develop the capabilities of other groups working at a smaller scale. These groups are expected to be linked with Trust partners and potential NGOs, and undertake studies, documentation and academic reviews of projects. This is an important function towards maintaining and improving the quality of education.

- **Professional Education**

In the Education sector, there is a shortfall of trained professional teachers, trainers, managers and researchers. A concerted effort is required to fill this gap by supporting institutions which can develop a cadre of trained professionals. Initiatives to improve infrastructure, academic standards and capacity building in teacher training institutions are required particularly in North Indian states that have lagged behind in education. Modern academic programs for teacher education that are multi-disciplinary in nature and responsive to children’s learning needs and



Young orphan in Lallai village, Sarwar block, Ajmer studying at the Prerna Kendra run by Ajmer Adult Education Association



Shikshana Grama Sabha meeting facilitated by MAYA at Takali village, Bijapur district, Karnataka

environment are needed to inspire potential teachers. Fellowships for innovations in teaching learning methodologies, curriculum and school management can be explored and encouraged. At present, a few initiatives are being supported by the Trusts.

With the Trust's support, Movement for Alternatives and Youth Awareness (MAYA), Karnataka is implementing a program called Prajayatna in four districts namely Bellary, Bijapur and Gulbarga in Karnataka and Mahbubnagar in Andhra Pradesh. The project is expected to facilitate all stakeholders to take ownership of elementary schools at the village level and institutionalize these processes as well as to enable Panchayat Raj Institutions and nagarpalikas to take greater responsibility of education at the local level. It will also transform the domain of educational practices of schools in two specific clusters in Bellary and Bijapur districts. This will be accompanied by interventions with the DIETs where Prajayatna will attempt to effect teacher attitude to learning, teacher training practices, syllabus, curriculum, etc. These activities will be supported and strengthened by a centrally operated web portal that will streamline information and generate reliable reports on education across the districts.

Avehi Public Charitable (Educational) Trust, a Mumbai-based organization runs an educational program (Abacus) with the municipal education system in Mumbai. The Sangati package — comprehensive teaching-learning kits for classes V, VI and VII — developed by them is meant to supplement and enrich the curriculum at the middle school level. Support has been given for

the implementation of the Sangati program in 905 municipal schools in 24 wards in Mumbai. The project is being implemented as a foundation course in collaboration with the Greater Mumbai Municipal Corporation, as a means of integrating all that a child learns, inside and outside the school. With support from the Trust, the Avehi Abacus program is also in the process of refining and finalizing a pre-service teacher training module for DEd students incorporating their experiences in dealing with students and teachers across schools in Maharashtra.

Advocacy for Alternative Resources, Action Mobilization and Brotherhood (AARAMBH) focuses on children of the urban poor in Bhopal. The educational interventions supported will reach out to working and out-of-school children in six urban slums, provide educational opportunities and mainstream them to formal schools. As part of the project, AARAMBH works with the mainstream schools where these children are enrolled to bring about quality changes in teaching-learning processes. The school improvement component will be implemented with support from Eklavya, an educational resource group. AARAMBH is also attempting to combine a livelihood approach in order to sustain the educational interventions in communities by providing entrepreneurship and skill training to older children and low-cost livelihood training to mothers.

A grant was made to the JN Tata Endowment for the Higher Education of Indians to augment its corpus. The interest from the corpus would be used for enhancing the loan scholarships awarded to students and mid-career professionals pursuing higher education abroad. Over the years, several JN Tata scholars have distinguished themselves in various walks of life.

State Resource Centre for Adult Education in Indore, Madhya Pradesh is piloting a model of life skills and livelihood training to school dropout youth from disadvantaged communities from urban slums. A business school that will offer short-term courses by mapping youth aspirations and potential and industry demands is being set up with the Trusts' support.

## EDUCATION OF MUSLIM CHILDREN

The lack of overall development in regions of high Muslim population across the country has been noted by various studies, including the Sachar Committee. The absence of choices in education in the community has implications on other fields as well. The nature and scale of efforts required are needed in many critical factors for all marginalized communities. The directions need to be evolved carefully in a non-sectarian manner. According to the Sachar Committee report, only three percent of Muslim children in the school going age attend madrasas. It has been established that one of the reasons why Muslim children drop out of school is due to the biases they face and the lack of any reflection of their culture within the school space. The studies also disprove the popularly-held belief that the Muslims are averse or closed to the idea of ‘mainstream’ education for their children. In fact, the community is articulate in expressing its frustration at the lack of opportunities and access to quality education.

The Trusts have focused on the education and development of people from the most marginalized communities in India. Over the years, the Trusts have supported partners engaged in path breaking work with children, including tribal children and children of the minority community. Some of the organizations supported by the Trusts have strong components of working with minority communities. For instance, Nalanda in Uttar Pradesh has a well-established maqtab-madrasa program for training of teachers. Also supported are Mahita, Hyderabad, whose main achievement has been in providing access to education to girls living in the slums of the old city and the Vacha Trust which has been running resource centres for Muslim girls in Mumbai slums.

The Trust has been consistently supporting the Nalanda Resource Centre for Educational Innovation and Planning since 1997-1998, and it has emerged as a premier group for training in field-based primary education programs in rural areas of Uttar Pradesh and Jharkhand.

An important innovation started by Nalanda has been to develop an education intervention in the maqtab-madrasas. The initiative was first

started in Barabunki district and later expanded to Sitapur and Ranchi districts in Jharkhand. The present outreach of the madrasa program covers 224 madrasas (160 in UP and 64 in Jharkhand). In all, 1,134 madrasa teachers have been trained, with coverage of about 33,000 children directly or indirectly. The main activities of Nalanda’s maqtab-madrasa program over the past three years have been:

1. Advocating for priority to primary education in madrasas.
2. Training of madrasa teachers in education in mathematics, language and other primary level subjects up to class V level.
3. Development of teaching-learning material in Urdu.
4. Training a resource group of teachers as master trainers.

The lack of Urdu teaching-learning material for different subjects was also a limitation and Nalanda has developed some books and children’s literature in Urdu. Analysis of the lack of participation in government schooling revealed that the community preferred madrasas as they provided religious instruction as well as some regular subject teaching. Since there were ‘hidden costs’ in government schools, they were unaffordable for the poorest from the community. The main reason cited for not sending girls to school was the lack of female teachers in government schools, a problem which remains to be addressed.

One of the insights from this program has been that it debunks the popularly held belief that Muslims are averse or closed to the idea of ‘mainstream’ education for their children, particularly if it can be combined with religious education. Nalanda very consciously does not intervene in the area of deeni taaleem (religious education) or address any other issues related to the community that may appear controversial. They have limited their interactions to teaching-learning processes — joyful and interactive learning using the state text books, with no rote learning and corporal punishment.

Mahita, established in 1995, has been working around the issues of the urban poor in

Hyderabad. Hyderabad, a major metropolis in India is currently emerging as an Information Technology hub. A large number of people from various districts and states are migrating to the city in search of better opportunities. Despite its rapid growth in economy and technological advancements, the city is still lagging behind in providing basic services. Over a third of Hyderabad's population reside in slums and other poor settlements, with a substantial percentage being Muslims. From the age of six, children are forced into work thus hindering their developmental opportunities. The mainstream education system in the city is in a crisis situation, characterized by poor physical infrastructure, unfilled teacher vacancies and poor retention percentages. Urdu medium schools that cater to Muslim children are the worst off.

With support from the Sir Dorabji Tata Trust, Mahita is engaging with 25 mainstream schools that predominantly cater to Muslim children in Hyderabad and Rangareddy districts. The schools selected are located in urban slums with around 75 percent Muslim population. Most of the government schools functioning in these slums lack a child-friendly environment, have inadequate infrastructure, insufficient teachers and ineffective pedagogical practices. A study conducted by Mahita in these slums revealed that most of the children, especially the adolescent girls, drop out of the schools due to unavailability of separate toilets and hygienic environment in schools. In certain slum pockets, there are no

Urdu medium schools, due to which the majority of Muslim children drop out and engage in work. Mahita's intervention strategies are as follows:

- Build infrastructural facilities and environment to adopt child-centric pedagogical practices.
- Mobilization and organization of children, parents, headmaster and teachers for an effective delivery of learning process and school management and administration.
- Develop linkages with the State Council for Educational Research and Training (SCERT) and other pedagogy developing experts to source bilingual child-centric curriculum material.
- Build capacities of headmasters, teachers, parents and the district education department to evolve action plans for implementing child-centric educational practices.

Four cluster level educational resource centres have been set up in Rasoolpura, Karwan, Rajendernagar and Yakutpura slums. These centres serve as hubs for teacher training, material production and study centres for children who attend the government and private schools as well as out-of-school children. The proposed interventions will supplement the existing state curriculum which is being followed. Mahita is in the process of developing cost-effective, practical oriented material in Urdu for teachers and students to use along with trainings to teachers on following child friendly learning methods.

Young students wait expectantly for their day to begin at a madrasa in Barabunki, Uttar Pradesh — the work area of Nalanda's resource centre



$$A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$$

$$\{2, 3, 4\} \cap \{4, 5\}$$

$$= \{4\}$$

$$A \cup (B \cap C) = \{3, 5\} \cup \{4\}$$

$$= \{3, 4, 5\}$$

$$A \cup B = \{3, 5\} \cup \{2, 3, 4\}$$

$$= \{2, 3, 4, 5\}$$



Young students enjoy creative ways of learning introduced by Nalanda at a madrasa in Barabunki, Uttar Pradesh



Mahita's approach develops new interests among children in Hyderabad



Teacher and students discover the world at the Mahita Educational Resource Centre, Hyderabad



Informal class environment facilitated by Nalanda, changes the way children learn in a madrasa in Barabunki, Uttar Pradesh



Learning a variety of subjects, introduced by Nalanda, at the madrasa in Barabunki, Uttar Pradesh



Experiencing the joys of reading at the Girls Resource Centre run by the Vacha Trust in a basti in Mumbai



Reading together at the Vacha Trust Centre in Mumbai

## EDUCATION

Name of Grantee	Sanction Amount	Disbursed 2007-08
	Rupees in Million	
<b>Sir Dorabji Tata Trust</b>		
1 Agramee, Orissa - Towards supporting progressive education centres in remote tribal blocks in Orissa.	5.00	0.85
2 Ajmer Adult Education Association, Rajasthan - Towards implementing a holistic and integrated education program for adolescents in 50 villages of Arain block of Ajmer district.	6.59	2.26
3 Anchalika Vikash Parisad, Orissa - Towards an educational project for the revival and restoration of Munda and Santhal tribes of Kankadahad block of Orissa.	0.65	0.18
4 Aveshi Public Charitable (Educational) Trust, Maharashtra - Towards their Abacus project for implementation of the Sangati program in all municipal schools in Mumbai and finalization of the teacher training module.	15.60	1.23
5 Bharat Gyan Vigyan Samiti (BGVS), New Delhi - Towards the National Coordination Centre's focus on training and capacity building, leadership and strengthening intervention strategies.	100.00	27.50
6 Brothers of St Gabriel Education Society, Andhra Pradesh - Towards offering vocational training to unemployed, unskilled youth from Chandrapur and Gadchiroli districts, Maharashtra.	6.00	3.55
7 Central Himalayan Rural Action Group (CHIRAG), Uttarakhand - Towards setting up of the Chirag School and implementing the adolescent initiative.	11.40	2.36
8 Cornell Sathguru Foundation for Development, Andhra Pradesh - Towards providing international exposure to selected Indian students from three agriculture universities, namely Tamil Nadu Agriculture University, Coimbatore, University of Agriculture Sciences, Dharwad and Acharya NG Ranga Agriculture University, Hyderabad.	11.38	3.79
9 Disha, New Delhi - Towards implementing school improvement interventions in four municipal corporation primary schools in Delhi.	3.04	1.56
10 Foundation for Education and Development, Rajasthan - Towards a Corpus Grant of Rs 50.00 million and a Program Grant of Rs 18.25 million. The Program Grant is towards supporting the Steering and Coordination Unit of Doosra Dashak and implementing the program in three blocks of Rajasthan namely Bap, Kishanganj and Pisangan. The Corpus Grant is towards securing the functioning of the Steering and Coordination Unit, the core organizational entity of Doosra Dashak for spreading the Doosra Dashak approach.	68.25	6.30
11 JN Tata Parsi Girls High School, Maharashtra - Towards rebuilding the old toilet block with 18 toilets and building a new toilet block with nine additional toilets.	2.20	2.20
12 Maharashtra Dyslexia Association, Maharashtra - Towards consolidating its research and training components in the area of Specific Learning Disabilities.	2.09	1.13
13 Mahita, Andhra Pradesh - Towards bringing about quality improvements in 25 government schools in Hyderabad and Rangareddy districts.	4.18	1.80
14 Nalanda, Uttar Pradesh - Towards enhancing access to quality primary education in rural areas of Uttar Pradesh and Jharkhand.	9.60	1.67
15 Nalanda, Uttar Pradesh - Towards quality improvement in primary education in Uttar Pradesh and Jharkhand.	33.21	5.00
16 Narmada Navnirman Abhiyan, Maharashtra - Towards running 12 Jeevanshalas in the Narmada Valley in the states of Maharashtra and Madhya Pradesh.	15.64	1.93
17 National Foundation for India, New Delhi - Towards implementing its education program in the North-East.	15.83	4.80
18 Nirantar, New Delhi - Towards implementing the Sahjani Shiksha Kendra program in Lalitpur, Uttar Pradesh, the Khabar Lahariya program in Chitrakoot and Banda, Uttar Pradesh and for the Nirantar Resource Centre.	23.80	2.00

Name of Grantee	Sanction Amount	Disbursed 2007-08
	Rupees in Million	
19 Organisation for Awareness of Integrated Social Security, Madhya Pradesh - Towards supporting the Museum School catering to children from Bhopal slums. The project will reach out to 120 working children/school drop-outs from five slums in Bhopal.	1.50	0.50
20 Paragon Charitable Trust, Maharashtra - Towards undertaking a training of trainers program to train practitioners working with tribal and rural communities on the Mukangan approach.	8.99	1.05
21 Peoples Vigilance Committee on Human Rights, Uttar Pradesh - Towards imparting quality elementary education to Dalit children in 12 villages around Varanasi, Uttar Pradesh.	2.53	0.39
22 Sangath, A Society for Child Development and Family Guidance, Goa - Towards implementing the inclusive education program in Goa.	5.33	1.98
23 Shaishav, Gujarat - Towards implementing educational interventions for disadvantaged children in Bhavnagar, Gujarat.	4.55	1.43
24 Shri VR Deshpande Memorial Trust, Karnataka - Towards implementing its vocational training programs for rural youth and the unemployed.	4.98	1.66
25 Sir Shapurji Billimoria Foundation, Maharashtra - Towards setting up the Institute of Integrated Education in Mumbai.	44.00	6.00
26 Socio Economic and Education Development Society, Jharkhand - Towards the project Bhavish Kalya for the education and empowerment of adolescents in tribal areas of Jharkhand.	17.08	2.20
27 Society for Study of Education and Development (SANDHAN), Rajasthan - Towards a Corpus Grant of Rs 40.00 million and a Program Grant of Rs 2.15 million. The Corpus Grant is towards making the organization self-sustainable with a challenge to raise an additional Rs 15.00 million towards the Corpus. The Program Grant is to be used towards core costs of SANDHAN.	42.15	0.60
28 State Resource Centre for Adult Education, Madhya Pradesh - Towards setting up a business school for providing life skills and livelihood training to underprivileged school dropout youth from 15 slums in Indore, Madhya Pradesh.	4.08	1.32
29 Sutradhar, Karnataka - Towards providing core support to Sutradhar towards its work as a resource organization on Early Childhood Care and Development (ECCD).	7.80	2.45
30 Urmul Khejri Sansthan, Rajasthan - Towards implementing an integrated program for education and development of out-of-school adolescents in Jayal block, Nagaur district of Rajasthan.	6.30	2.20
31 Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Uttarakhand - Towards implementing its balwadi program and towards core support to the organization.	14.80	5.10
32 Vidya Poshak, Karnataka - Towards the Nurture Merit Program for supporting 300 Muslim students to pursue higher education.	1.32	0.44
33 Zubaan and Education Resource Unit, New Delhi - Towards the research project titled, Cartographies of Empowerment, Tracing the Journey of Mahila Samakhya.	1.94	0.97
<b>Small Grants</b>		
1 Amrapali Utkarsh Sangh, Maharashtra - Towards providing vocational training and educational support to children of migrant workers in Nagpur.	0.50	0.50
2 Aseema Charitable Trust, Maharashtra - To provide education to street and underprivileged children.	0.04	0.04
3 Atharv - Utkarsha Sanstha, Maharashtra - Towards the education of adolescent girls in five villages of Phaltan taluka in Satara district.	0.49	0.49
4 Avishkar Shikshan Sanstha, Maharashtra - Towards a teachers training program.	0.08	0.08

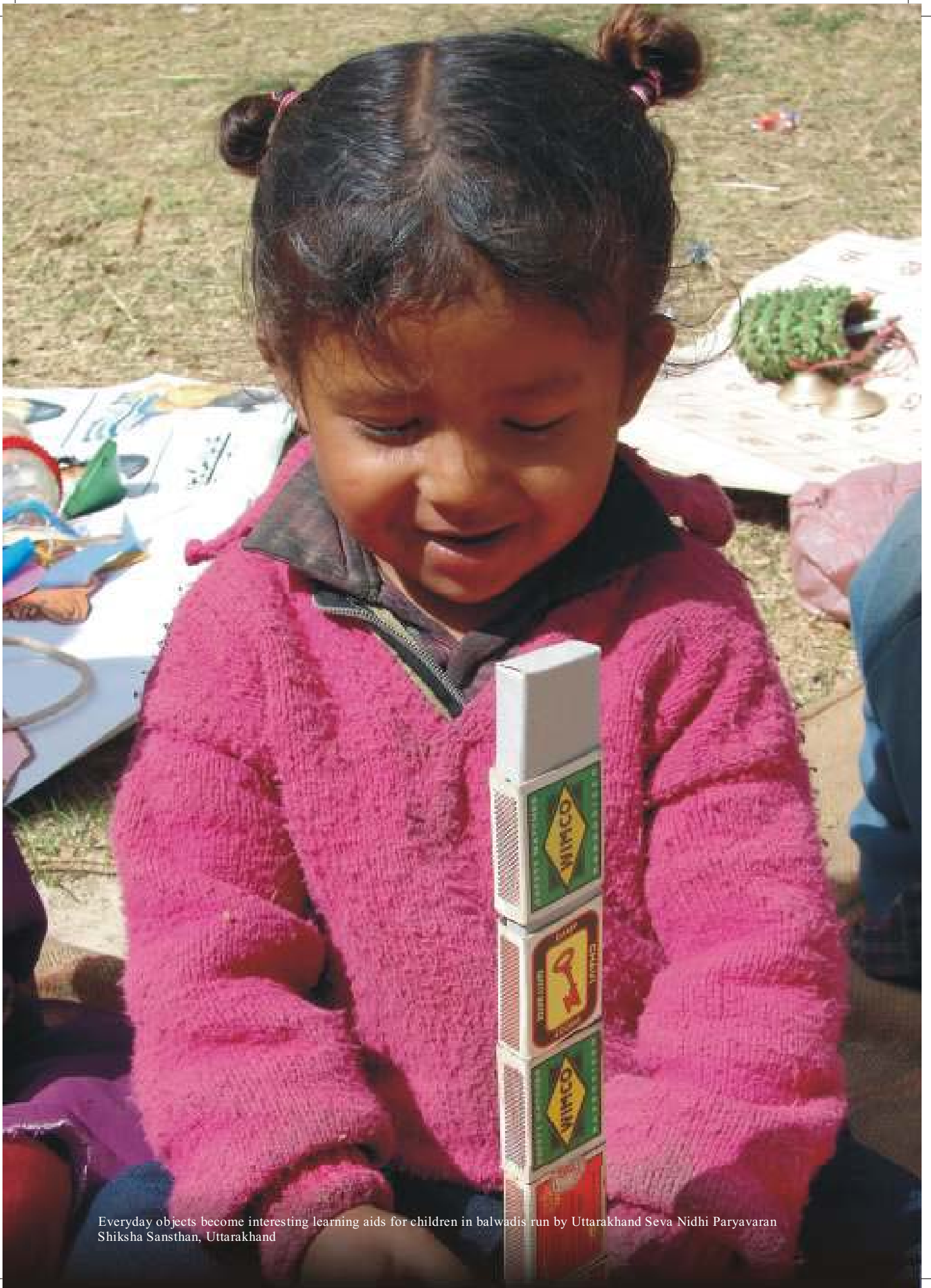
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Name of Grantee	Sanction	Disbursed
	Amount	2007-08
Rupees in Million		
5 Azad Shiksha Kendra, Madhya Pradesh - Towards improving enrolment in primary and maqtab schools of five panchayats in Shahganj block, Jaunpur district.	0.50	0.50
6 Chaithanya Charitable Trust, Kerala - Towards meeting the running expenses of the school for one year from 2007.	0.50	0.50
7 Chandran Gramin Vikas Sansthan, Uttar Pradesh - Towards transportation costs for girl students in rural areas of Ballia district.	0.24	0.24
8 Child in Need Institute, Jharkhand - Towards conducting a situation analysis of out-of-school children and ICDS beneficiaries in urban areas of three districts of Jharkhand.	0.50	0.50
9 Children's Rights in Goa, Goa - Towards developing a resource kit to disseminate awareness on the Goa Children's Act to children.	0.43	0.43
10 Circle for Animal Lovers, New Delhi - Towards their water supply system to its animal shelters and hospitals.	0.40	0.40
11 Comet Media Foundation, Maharashtra - Towards a workshop on computer creativity for urban and rural unemployed youth with the participating NGOs.	0.10	0.10
12 Comet Media Foundation, Maharashtra - Towards a workshop on computer creativity for urban and rural unemployed youth with the participating NGOs.	0.10	0.10
13 Comet Media Foundation, Maharashtra - Towards the Colloquium 2007: Knowledge and schooling: growing up in the digital age.	0.25	0.25
14 Dhvani Trust, Karnataka - Towards partial support to their program Poorana which supports teachers and children of classes V, VI, and VII in Kannada and Social Studies in vernacular medium schools of Karnataka.	0.49	0.49
15 Dilasa Sanstha, Maharashtra - Towards providing educational support to 52 children in the red-light and tribal areas of Yavatmal, Beed and Betul.	0.50	0.50
16 Disha Foundation, Maharashtra - Towards a workshop on skill building for teachers of Integrated Child Development Scheme, Nasik.	0.08	0.08
17 Dr AV Baliga Memorial Trust, New Delhi - Towards a quality education program in resettlement colonies of New Delhi.	0.50	0.50
18 Education World, Karnataka - Towards the annual subscription of 100 copies of the magazine <i>Education World</i> for distribution to various educational institutions.	0.04	0.04
19 Foundation for Awareness Counselling and Education, Jharkhand - Towards a quality education program in Pakur district, Jharkhand.	0.50	0.50
20 Government Higher Primary School, Karnataka - Towards the general science laboratory.	0.10	0.10
21 Halpati Seva Sangh, Gujarat - Towards uniforms for poor children.	0.05	0.05
22 Indian Council for Child Welfare, Assam - Towards supporting the proposed shelter for runaway and abandoned girl children in Guwahati.	0.50	0.50
23 Junior/Youth Red Cross, Maharashtra - Towards a workshop on social empowerment and training on fundamental principles of the Red Cross for the teachers of 26 Mumbai schools.	0.10	0.10
24 Light of Life Trust, Maharashtra - Towards supporting the education and development of 70 underprivileged children in Raigad, Maharashtra.	0.49	0.49
25 Marathi Vidnyan Parishad, Maharashtra - Towards supporting the Science and Technology Centre on a pilot basis at Kinvat, in Nanded district, Maharashtra.	0.49	0.49
26 NM Wadia (Tata-Wadia) High School, Gujarat - Towards repairs to the school building.	0.35	0.35
27 National Foundation for India, New Delhi - Towards completion of the Institute of Development Action, an initiative of the Action North-East Trust, Assam for strengthening the development sector in the North-East.	0.25	0.25
28 National Science Centre, New Delhi - Towards organizing the National Science Seminar 2007 on the theme, Global Change and its Impact.	0.26	0.26

Name of Grantee	Sanction Amount	Disbursed 2007-08
	Rupees in Million	
29 New Education Group - Foundation for Innovation and Research in Education, New Delhi - Towards conducting a feasibility study for developing the Educational Leaders program.	0.50	0.50
30 Nutan Gram Vidyapeeth, Gujarat - Towards awarding prizes to students with outstanding performance.	0.03	0.03
31 Pashu Shawchhedan Audyogik Utpadan Sahkari Samiti Ltd, Uttar Pradesh - Towards the alternate elementary education program in Suratganj block, Barabanki district.	0.44	0.44
32 Pratham Mumbai Education Initiative, Maharashtra - Towards the vocational training program for students on self employment and to form a group of master trainers.	0.10	0.10
33 Pratham Mumbai Education Initiative, Maharashtra - Towards a training program for children to help them adjust well in the school environment.	0.10	0.10
34 Rajasthan Adult Education Association, Rajasthan - Towards their publication on adult literacy.	0.50	0.50
35 Revolutionary Ideology of Voluntary Entrepreneurs and Realistics, West Bengal - Towards supporting an early childhood care and education program for children in 65 slums in Kolkata.	0.50	0.50
36 Saathi, Maharashtra - Towards supporting the Children's Commission Action Forum, a campaign initiated as a joint venture between the Co-ordination Committee for Vulnerable Children and Quality Institutional Care and Alternatives for children.	0.50	0.50
37 Samerth Charitable Trust, Gujarat - Towards mainstreaming children of the Baiga tribes into school education in the Kota block of Bilaspur district, Chhattisgarh.	0.50	0.50
38 Samrakshan Charitable Trust, New Delhi - Towards a bridge grant for supporting the Adharshila school in Sheopur district for the period April to September 2008.	0.50	0.50
39 Social Outreach Foundation, New Delhi - Towards paying rent for the school for underprivileged urban slum children in Noida, Gautam Budh Nagar, Uttar Pradesh.	0.50	0.50
40 St Francis Education Trust, Maharashtra - Towards the teachers training program: An Introduction to Innovative Teaching. Module I.	0.10	0.10
41 St Francis Education Trust, Maharashtra - Towards the teachers training program: An Introduction to Innovative Teaching. Module II.	0.10	0.10
42 St Xavier's College, Maharashtra - Towards organizing a national conference on Plants in Relation to Man and Biosphere.	0.18	0.18
43 The AD Shroff Memorial Trust, Maharashtra - Towards a Corpus Grant — the income of which will be used for the activities of the organization.	0.50	0.50
44 Torpa Rural Development Society for Women, Jharkhand - Towards providing quality education to children in Torpa and Raina blocks of Khunti district, Jharkhand.	0.24	0.24
45 Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Uttarakhand - Towards the extension of the balwadi program in Uttarakhand.	0.50	0.50
46 Vocational and Technical Education Committee, Maharashtra - Towards scholarships to Parsi students for technical and engineering studies in India for the Academic Year 2007-2008.	0.10	0.10
47 Voluntary Health Association of Tripura, Tripura - Towards support to Ratanmani Vidyalay, a residential school for tribal children in the Rupaichari block of the South district of Tripura.	0.33	0.33
	<b>516.86</b>	<b>113.45</b>
<b>Jamsetji Tata Trust</b>		
1 Dr Hermann Gundert Foundation, Kerala - Towards undertaking the construction of the school building at Tellicherry, Kerala.	5.00	5.00
2 Lady Meherbai D Tata Education Trust, Maharashtra - Towards a Corpus Grant to the Lady Meherbai D Tata Education Trust (LMDTET). The interest from the Corpus fund will be used for awarding scholarships to women graduates for higher studies abroad in specific subjects.	20.00	20.00

## EDUCATION

Name of Grantee	Sanction Amount	Disbursed 2007-08
	Rupees in Million	
3 Pratham Mumbai Education Initiative, Maharashtra - Towards computer assisted learning program in Basti and Lucknow districts, Uttar Pradesh.	14.60	4.73
4 The JN Tata Endowment for the Higher Education of Indians, Maharashtra - Towards a Corpus Grant for enhancing the loan scholarship amount awarded to JN Tata Scholars.	170.00	170.00
5 Torpa Rural Development Society for Women, Jharkhand - Towards quality education for tribal children in Torpa and Rania districts, Jharkhand.	9.88	3.05
	<b>219.48</b>	<b>202.78</b>
<b>RD Tata Trust</b>		
1 Xavier Institute of Development Action and Studies (XIDAS), Madhya Pradesh - Towards institutional support to Xavier Institute of Development Action and Studies. The grant includes support to XIDAS's management development programs, capacity building programs, integral development program, mobile training program, staff salary, inservice training and infrastructural improvements.	37.63	12.10
	<b>37.63</b>	<b>12.10</b>
<b>Tata Education Trust</b>		
1 Community Based Rehabilitation (CBR) Network, Karnataka - Towards implementing the early development and inclusion project in Karnataka.	7.33	0.36
2 Leslie Sawhny Endowment, Maharashtra - Towards the Corpus and Program grant for supporting the training activities of the centre at Deolali, Nasik.	27.50	25.80
3 Movement for Alternatives and Youth Awareness (MAYA), Karnataka - Towards implementing the Prajayatna program in four districts – Bellary, Bijapur, Gulbarga in Karnataka and Mehbubnagar in Andhra Pradesh.	36.06	10.80
	<b>70.89</b>	<b>36.96</b>
<b>JRD Tata Trust</b>		
1 Advocacy for Alternative Resources, Action Mobilization and Brotherhood (AARAMBH), Madhya Pradesh - Towards undertaking an intervention that combines educational and livelihood approaches to tackle the issue of child labour in six slums in Bhopal.	5.71	2.22
2 Aeronautical Society of India, Maharashtra - Towards the JRD Tata Day celebration program to be held in the second week of October 2007 at Nehru Science Centre, Worli.	0.15	0.15
3 Banwasi Vikas Ashram, Jharkhand - Towards quality improvement in the local education system in Bagodar block, Giridih, Jharkhand.	17.38	4.05
4 Cauvery Education Society, Karnataka - Towards constructing an auditorium at Kaveri Women's College, Kodagu, Karnataka.	5.00	5.00
5 Holy Family Upper Primary School, Kerala - Towards the salary expenses of teachers and administrative staff of the school.	5.00	0.85
6 Jago Foundation, Jharkhand - Towards capacity building and awareness of girls, youth and women in Jamua block, Giridih, Jharkhand.	3.45	1.14
7 Maharshi Karve Stree Shikshan Samstha, Maharashtra - Towards subsidizing educational costs of girls belonging to economically backward families studying in the Mahilashram High School in Pune.	6.00	2.00
8 Samajik Parivartan Sansthan, Jharkhand - Towards strengthening education in the mainstream in Giridih, Jharkhand.	9.50	1.85
9 Vacha Trust, Maharashtra - Towards implementing an educational intervention for girls from poor communities and minorities in K West and H West wards in Mumbai.	4.37	2.19
	<b>56.56</b>	<b>19.45</b>
<b>Grand Total</b>	<b>901.42</b>	<b>384.74</b>



Everyday objects become interesting learning aids for children in balwadis run by Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Uttarakhand