Strengthening Education in Values
(Scheme for Financial Assistance)

NCERT invites project proposals from government and non-government organizations/institutions working in formal and non-formal sectors of education for strengthening education in values among school children and youth. The scheme aims at promoting basic human values and values enshrined in the Constitution which are necessary for living in harmony with self and others. The applications complete in all respects may be sent to the concerned Head/Principal, RIEs within a month from the date of publication of the advertisement. The application format and other details are given in the scheme. The NCERT’s decision will be final in all matters related to approval of projects and funding.

Details about the scheme and Application Format
INTRODUCTION

Values provide direction to human behaviour in all walks of life. All education is value laden. Values are inherent in the goals of education. Education policy documents have all along emphasized the role of education in promoting values. Education Commission (1966) stressed upon making provision for education in social, moral and spiritual values in the school curricula. National Policy of Education (1986) and its Programme of Action (1992) emphasized the role of education in values in removing fanaticism, violence, superstition and promoting social, cultural, scientific values to make India a secular, democratic and scientific nation grounded in its cultural heritage. The Chavan Committee Report (1999) submitted to the Indian Parliament emphasized the need to nurture core universal values like truth, peace, love, righteous conduct, and non-violence in students. The National Curriculum Framework for School Education (2000) echoed the sentiments expressed in the earlier policies regarding erosion of social, moral and spiritual values and suggested the integration of values in the curriculum.

The National Curriculum Framework (NCF), 2005 stresses that goals of education encompass respect for human rights, justice, tolerance, cooperation, social responsibility and the respect for the cultural diversity in addition to a firm commitment to democracy and non-violent conflict resolution. It articulates education for peace as an important national and global concern. The position paper on Education for Peace accompanying NCF, 2005 has further stated that equipping students with the values, attitudes and skills to be wholesome persons who live in harmony as responsible citizens is the goal of education for peace (pg.1). It enables students to make rational choices based on values of democracy, equality, justice, freedom, human rights and concern for well being of all. Value education is subsumed in education
for peace. It further states that, “peace is a contextually appropriate and pedagogically gainful point of coherence for values, it concretises the purpose of values and motivates their internalization. Without such a framework, the integration of values into the learning process remains a non-starter. Education for peace is, thus, the ideal strategy for contextualizing and making operative value education (pg. 1”).

The NCF, 2005 has recommended an integrated approach for education for peace incorporating the entire school life- curriculum, co-curriculum, classroom environment, school management, teacher-pupil and parent-teacher relationships, teaching-learning process, and the entire range of school activities. Each activity, interaction, and structural elements of the school needs to be scrutinized for strengthening education for values. Besides, the media and the other stakeholders need to be involved and influenced for the purpose.

Given this perspective, the approach to strengthening education for values needs to be holistic, aiming at developing the holistic personality of the child. The school going children are in the formative years of their life where the family, school and community have influence over the development of their personality. Therefore, it is essential that all of them play a responsible role in the child’s learning of values.

Education for values cannot be done by the school all by itself, as it is a shared responsibility of the other stakeholders too. Learning of the child is not limited to the classroom and school. Slow and covert learning takes place from what children see on the streets, in movies and news. The interactions with the people in the neighborhood are the most available and strong sources of their learning. This broadening of the arena of value education is necessary to create a synergy in the child’s environment. The task of transforming the environment for nurturing values involves initiating a movement with vision and determination. In a country with cultural heterogeneity and a vast population like ours, massive efforts are needed towards raising awareness for values imperative for any efforts for education in values. Since, the school with its limited resources and broader goals cannot alone take up the entire responsibility of involving the family and community beyond a limit, utilization of the non-formal sector, therefore, can go a long way in creating awareness and sensitization about human and Constitutional values.
In this backdrop, a scheme for strengthening education in values has been formulated to encourage and support the efforts of government and non-government organisations working in formal and non-formal sectors of education.

BACKGROUND

A ‘Central Scheme of Financial Assistance for Values in Education’ to agencies and educational institutions was implemented by Ministry of Human Resource Development (MHRD) since 1987-88. This scheme was conceptualized by MHRD for strengthening values among the youth. It was revised in July 1990 by a committee constituted for the purpose which recommended that the scheme be extended to non-formal sector too. The scheme was reformulated in 1992 and was known as ‘The Scheme of Financial Assistance for Strengthening Culture and Values in Education’. The scheme funded programmes related to: i) value education inputs in the school and non-formal education system, and ii) in-service training of art, craft, music and dance teachers. In 1997, a project on evaluation study of the working of the Scheme was given to the Tata Institute of Social Sciences (TISS), Mumbai and based on their report the scheme was revised and was in operation till 2009. After that, MHRD decided to transfer the scheme to NCERT, an apex organisation in the field of school education, with freedom to reconceptualise it in line with the NCF, 2005.

ABOUT THE SCHEME

The present scheme is aimed at promoting a holistic and integrated approach involving the school, family, and community. It is woven in the framework of values required for living in harmony with self and others. The values that need to be strengthened include basic human values and the values enshrined in our Constitution and other range of values – social, moral, cultural, aesthetic, scientific etc.

The projects to be sponsored under the scheme will have implications for education in values among different stakeholders/target groups concerned with school education and teacher education.
OBJECTIVES

The scheme would make available financial assistance to the educational institutions/organisations/voluntary trusts, NGOs etc. for strengthening values in education. The scheme would promote projects, programmes and activities in line with the conceptualization of values and education for values suggested in the policy statements/documents, approved by the government. The specific objectives of the scheme are to:

- augment the efforts of voluntary agencies/organisations in strengthening education for values through formal and non-formal education.
- enable organizations to showcase their work/innovations in promotion of values having implications for school education and teacher education.
- promote networking among organizations to bring about synergy in their efforts.

SCOPE

In order to achieve these objectives, the scheme aims at promoting school-based initiatives for strengthening values, involving both the formal and non-formal sectors of education. Formal education involves the students, teachers, teacher-educators, and schools’ administrative staff. Non-formal education revolves around the parents, community, out of school children, media, art, theatre and music etc. To strengthen initiatives related to both these sectors of education, the scheme aims at providing financial assistance to the organisations working in the area of value education. While appraising project proposal for funding, due consideration would be given to cover all types of activities like training, development of material, research and extension. Effort would also be made to cover all stages of school education – pre-primary, primary, secondary and senior secondary, giving fair representation to all regions of the country as far as possible. The projects based on established empirical or theoretical frameworks and methodology, with systematic plan of activities and well-defined goals, in-built mechanism of evaluation, feedback and dissemination will be preferred for financial assistance. It would also be seen that the activities taken up are not isolated and incidental, but are well integrated in the overall project.
AREAS OF SUPPORT

The project proposals related to the following areas will be given preference.

- Peace in different philosophical perspectives and implications for school education
- Human rights, Gender equality/discrimination, Concern for Justice and Cultural Diversity
- Promotion of Indian Constitutional values for National Integration and Citizenship education
- Ecology and peace
- Comparative analyses of value-based teachings of different religions
- Critical analysis of conflicts in different cultural setups.
- Education for removing biases, prejudices and stereotypes against caste, gender, socio-economic inequalities, culture, language etc
- Promoting appreciation of cultural diversity, cultural heritage, intercultural sensitivity and interfaith understanding
- Awareness and understanding of craft, art, and traditions of all regions represented in the cultures of the country for intercultural sensitivity and promoting national integration
- Using art, theatre and music as tools for building awareness and to convey values in teaching of subjects
- Innovative school practices/school-based projects following holistic and integrative approach in the framework of basic human values, Constitutional values and those arising from contemporary concerns
- Violence prevention and corporal punishment in schools
- Holistic programmes for developing pro-peace attitudes and skills for empowering Self for different target groups including those from minority and backward classes, and groups with special needs
- Building conflict resolution and communication skills-listening, empathy,
dialogues and negotiation for harmonious relationships

- Parental guidance and community awareness programmes for education in values/peace
- Promoting partnerships between home-school-community
- Media literacy programmes for different stakeholders
- Peer to peer programmes involving students as catalysts for peace building
- Creative leadership and value-based management of schools
- Guidance and counseling as proactive intervention for personal-social and ethical development
- Peace-oriented textual materials and pedagogical practices
- Strengthening pre-service teacher education for promoting institutional culture of values and peace
- Innovative classroom practices, competencies for value development
- Curriculum possibilities for integration of values in teaching of school subjects
- Researches (policy research/action research/case studies/success stories/impact studies/cross-cultural studies) on education for values with reference to teacher education, school curriculum, critical appraisal of textbooks, pedagogy, assessment and evaluation etc. in the Indian context.

NATURE OF ACTIVITIES

- Training/extension programmes/refresher/enrichment courses for teachers/teacher educators/administrators and other groups of stakeholders.
- Development of material/resource material (print/audio-visual, computer-aided graphics) for different stakeholders on outlined themes covering basic human values and Constitutional values.
- Advocacy and awareness generation programmes for students, parents, community and other stakeholders.
- National and state level workshops, seminars and conferences.
- Networking programmes at national, regional and state levels for showcasing, disseminating and synergizing education for values.
ELIGIBILITY

a) Ordinarily, central government agencies, educational institutions, teacher-training institutions, university departments, Panchayati Raj institution registered societies, voluntary organisations, public trusts/non-profit making organisations in the area would be eligible for assistance under this scheme. Agencies which are not legal entities will not ordinarily be eligible.

b) A special procedure and eligibility may be evolved on the lines of the norms and procedures prevailing in Central Institute of Educational Technology (CIET), NCERT/IGNOU/NIOS for organisations concerned with production of audio-video programmes.

c) As far as the voluntary agencies, public trusts and non-profit making organisations are concerned, in order to be eligible for financial assistance under this scheme they should:
   i) have a proper constitution/articles of association;
   ii) have a properly constituted managing body with its powers and duties clearly defined in the constitution;
   iii) be in a position to secure the involvement, on voluntary basis, of knowledgeable persons for furtherance of their programmes;
   iv) not be run for the profit of any individual or a body of individuals;
   v) not discriminate against any person or group of persons on the grounds of sex, religion, caste or creed;
   vi) not directly function for the furtherance of the interest of any political party;
   vii) not in any manner incite communal disharmony;
   viii) not proselytize;
   ix) eschew violence;
   x) have been in existence for at least three years.

d) In order to be eligible, besides other considerations, the proposal should clearly indicate the profile of the beneficiaries, their level, age, geographical location, affiliation etc.

e) As far as the voluntary agencies, public trusts and non-profit making organizations are concerned, in order to be eligible for financial assistance under this scheme:
   
   i) they should have been in existence for three years and can submit the audited
statement of accounts for the same, which would be considered for assistance under this scheme.

ii) the credibility and capacity of an organisation will be primary criterion for grant of assistance under the scheme (which would be assessed by the pre-project appraisal committee).

iii) the Grant-in-Aid Committee (GIAC), however, at any point of time may subject any organisation/institution taking benefit under the scheme to evaluation by an expert or committee of experts.

**Inviting Applications**

The applications in the prescribed format complete in all respect along with the duly executed bonds may be submitted to the Head, Department of Educational Psychology and Foundations of Education (DEPFE), NCERT/Principals of the regional centres in, five RIEs to be considered by the GIAC. The areas covered by different centres are given on the application form (Annexure-1). The applications will be received throughout the year. One copy of the application may be submitted to regional centers through the State Government/UT administration and other two copies of the same may be endorsed directly to the nodal centre and regional centre. There are two separate proformas for preparing proposals’ related to research, proforma A and proforma B for development, training and extension programmes which are part of the prescribed format. All applications would be routed through the Head of the educational institutions, teacher training institutions, universities, voluntary agencies etc.

**Screening of Proposals**

The proposals would be screened on the basis of their academic strength, concept and methodology, appropriateness of the target group and geographical location of the project, presence of well built system of evaluation to assess effectiveness of the project. However a repetition or continuation of project by the same organisation over the time would be considered only if these are part of a broad scheme of well thought out plan and impact study and evidence in support of the success has been enclosed.
**Conditions for Grants**

i) If any agency is already receiving or expecting to receive grant from some other official source for a project for which application is made under this scheme. The assistance under this scheme will be made after taking into consideration the grant received, or likely to be received from such other official source. It should also be ensured that an agency already in receipt of a grant from any other official source, Central or State, should not transfer any part of that liability to a grant to be sanctioned under this scheme.

ii) The grant receiving agency will be required to execute a bond on a prescribed form (Annexure II). Two sureties should support the bond.

iii) An agency in receipt of financial assistance shall be open to inspection by a faculty of the nodal centre at NCERT or their nominee.

iv) The accounts of the project shall be maintained properly and separately and submitted as and when required. They should be open to check by officer deputed by the nodal centre at NIE, NCERT or regional centres at the RIEs, Ajmer, Bhubaneswar, Bhopal, Shillong, Mysore, the State Government or UT Administration. They shall also be open to a test check by the Comptroller and Auditor General of India at his/her discretion or any other persons deputed by the nodal centre, NCERT or regional centres /State Govt. /UT Administration.

v) The audited accounts together with utilization certificate in the prescribed form duly countersigned by the Chartered Accountants and the progress report supported by certificate from the Head of the school/college or institution where the programme has been conducted are required to be furnished within six months in respect of a preceding year or after expiry of the duration for which grant is approved.

vi) The agency shall maintain a record of all assets acquired wholly or substantially out of NCERT grant and maintain a register of such assets in the prescribed proforma. Such assets shall not be disposed or encumbered or utilized for purposes other than for which the grant was given, without prior sanction of the NCERT. Should the agency cease to exist at any time, such properties shall revert
vii) When the NCERT/the concerned RIE have reasons to believe that the sanctioned money is not being utilized for the approved purpose, the payment of grant may be stopped and the earlier grant recovered. The activities undertaken by the assisted organisation would be evaluated in the schools/colleges/institutions, the students of which would have participated in the programmes. Such evaluation reports need to be sent by the grantee agencies for release of second installment as provided in para above, will be utilised for the purpose of determining future capabilities of agencies undertaking programmes under the scheme. Necessary help from the State Government or UT Administration would be sought for in obtaining such reports from the Head/Principals/Headmasters of the schools/colleges/institutions and officers concerned, with the NFE Centres under their respective control.

viii) The institution must exercise reasonable economy in the working of the approved project.

ix) The grantee agency shall furnish reports to the NCERT as may be prescribed.

x) The decisions of the Director, NCERT on the question whether there has been breach or violation of any of the terms and conditions mentioned in the sanction letter shall be final and binding on the grantee.

xi) The exact period for which the grant is approved for a project and the conditions under which it will operate will be clearly laid down at the time of sanctioning the project and communicated to the institution/organisation.

Administration of Grants

i. As far as possible efforts will be made to ensure region-wise dispersal of the grants ensuring coverage of underserved areas.

ii. The grant would be payable to the institution or voluntary agency or the university department directly by a demand draft/cheque by the nodal centre.

iii. The organisations will have to submit the month-wise calendar of project activities, quarterly progress reports based on the calendar and statement of accounts, failing which they will be asked to refund the amount of the grant-in-aid taken by them in advance together with penal interest as prescribed under the Govt. of India rules.
iv. These organisations will sign the bond (Annexure II) which clearly lays down the conditions for the grant. The exact period for which the grant is approved for a project and the conditions under which it will operate will be clearly laid down at the time of sanctioning the project and communicated to the institution/organisation.

**Release of Funds**

Assistance upto a maximum of Rs.5, 00,000/- (five lakh) for each project per annum would be given to an organization. Initially, 50 per cent of the total grant would be given, rest 25 per cent of the total grant will be released after submission of utilization certificate for the 75 per cent of the received amount have been remitted. The organisation must submit a report of the project including an evaluation of the effectiveness of the interventions before further grants are released. The remaining 25 per cent of the grant would be made available thereafter. The scheme would be undertaken for an initial period of two years, depending on the experiences and the feedback the scheme will be reviewed and revised in terms of areas of support and other procedural strategies.

**Submission of Report**

The draft report/products/outcomes in triplicate along with an executive summary will be submitted to the Chairman, of GIAC. In case the programme has been implemented through power point presentation, drama, music, art, craft etc. the organisation will submit samples of the same (cassettes/CD's for audio-visual). The report will be evaluated for print worthiness and the quality of the work done by two experts in the field. The applicants will be required to revise the reports in-line with the suggestions by the experts and submit three copies of the finalized report. NCERT will have the right to publish the report, if it so desires.

**MONITORING AND EVALUATION**

The nodal and regional centres in the RIEs will be coordinating and monitoring agency for the financed projects. In case of training programmes the nodal and regional centres at RIEs
or member from the panels may also visit and observe the on-going programmes. Monitoring/evaluation could also be done through:

a) Performance reports, audited annual accounts and utilisation certificate.

b) Audit of accounts by NCERT or its nominee.

c) Through physical inspection by any faculty of nodal centre and, regional centres at RIEs or their nominee.

d) Endorsement of copies of sanction letter to grant receiving agency, the State Govt. Distt. Collector, Block Development Officer, Panchayati Raj Institutions and obtaining follow up reports from them.

e) Through special evaluation by a body of educationists and experts.

f) An approved panel of experts will be appointed by the RIE's to do monitoring and mid-term appraisal of projects.

g) While submitting the project, each organisation/agency will spell out the expected outcomes of the project. On completion of the project, the organisation/agency will submit performance report, which should bring out clearly whether the expected outcome has been achieved or not. The organisations and agencies will also send a copy of the performance report to the nodal centre and regional centres as the case may be.

h) Each organisation/agency will be required to prepare a documentation of the activities of the project, which will again be submitted, to the nodal centre or regional centres for sharing the experiences with other organisations/agencies.

i) As a part of the mid-term monitoring and appraisal, region-wise joint meetings of the coordinators getting the grants could be organized with some experts. The mentors if need be, will be appointed by the GIAC.
Annexure-1

Scheme for Strengthening Education in Values

Please Note: Applications completed in all respects must reach the concerned centre (refer to the areas covered under different centres at the end of the form).

APPLICATION FORM

(To be filled by the applicant organizations)

1. Name and full address of the agency recognized School/Institution. (please give project incharge/ organisation address)…………………….……………………………………………………………………………………..
• fax: _______________________
• e-mail________________________
• telephone number, mobile number of the agency _____________

2. Objectives and activities of the agency: (attach sheet)

3. Whether registered under Indian Societies Registration Act 1860 (Act XXI of 1860), public trust or non-profit making company? Give number and attach copy of the relevant documents.

4. Whether the office of the agency is located in its own or rented building?

5. Whether the individual and the agency have any experience in conducting programmes for school education? If so, a brief mention may be made indicating the type, level and location of the programme organized.
6. Have any of your earlier projects been funded? (to attach accounts etc.)
   a) If yes, please send details with the proposal, its budget and accounts.

7. The Title of the Project for which the grant is applied. (The details may be filled up in the enclosed proformas. In case of development, training and extension projects proforma A will be used, and in case of research project proforma B may be used).

8. Expected duration of the Project: ______________________________

9. Whether any part of the expenditure or support in any other form for the project/s is being or is likely to be provided by some other agency/ies (government, non-governmental groups). If so, indicate the extent of this contribution (financial or otherwise) and the name of agency/ies.

10. Total estimated expenditure on the project:
    Rs.__________________________ (year-wise details to be attached).
    (i) Non-recurring ______________________________
    (ii) Recurring ______________________________

11. Amount of grant requested Rs.__________________________
    (i) Non-recurring ______________________________
    (ii) Recurring ______________________________

12. Whether the agency has adequate personnel to look after the Project? If so, give details. If the applicant is an individual, please state the support (manpower and equipment) expected from the agency through which the application is forwarded or from any other source.

13. List of papers/statements to be attached:
    (For individual applicant, the following information pertains to agency through which the application is forwarded).
    a. Constitution/Trust Deed of the Agency.
    b. Constitution of the Board of Management with particulars of each member.
    c. Latest available annual report.
d. Audited accounts for the last three years along with a copy of the certified balance sheet for the preceding year.

14. List of additional papers/ information, if any.

15. Additional information, if any.

Signature of the authorized person/s (with Designation, stamp and date)
Name
Official Tel. No./Mobile No./E -mail

(The person signing this should be Head of the Nodal Organization)

Part II

Recommendation of the State Government

Signature______________________________
Designation___________________________
Office Stamp___________________________
Name
Official Tel. No./Mobile No./E -mail

The officer signing this should not be below the rank of Under Secretary
Addresses of nodal center and regional centers including the area covered under each.

<table>
<thead>
<tr>
<th>Nodal Centre</th>
<th>Areas covered</th>
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<tbody>
<tr>
<td>Department of Educational Psychology and Foundations of Educaiton, NCERT</td>
<td>Delhi-NCR (viz., Gurgaon, Faridabad, Noida, Ghaziabad and other surrounding areas)</td>
</tr>
<tr>
<td>Sri Aurobindo Marg, New Delhi-110016</td>
<td></td>
</tr>
<tr>
<td>Phone: +91-11-26560620</td>
<td></td>
</tr>
<tr>
<td>Extn. 347</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:head_depf@rediffmail.com">head_depf@rediffmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Regional Institute of Education</td>
<td>Jammu and Kashmir, Chandigarh</td>
</tr>
<tr>
<td>Capt. D.P.Choudhary Marg</td>
<td>Haryana, Himachal Pradesh, Punjab,</td>
</tr>
<tr>
<td>Ajmer -305004</td>
<td>Rajasthan, Uttarakhand, Uttar Pradesh</td>
</tr>
<tr>
<td>Phone : +91-145-2643671</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:rieajmer@yahoo.com">rieajmer@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Regional Institute of Education</td>
<td>Chhattisgarh,</td>
</tr>
<tr>
<td>Shyamala Hills</td>
<td>Dadra and Nagar Haveli,</td>
</tr>
<tr>
<td>Bhopal-462013</td>
<td>Daman and Diu, Goa,</td>
</tr>
<tr>
<td>Phone: +91-755-2661463</td>
<td>Gujarat, Madhya Pradesh,</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:rieo_2006@dataone.in">rieo_2006@dataone.in</a></td>
<td>Maharashta,</td>
</tr>
<tr>
<td>Regional Institute of Education</td>
<td>Andaman and Nicobar</td>
</tr>
<tr>
<td>Sachivalaya Marg</td>
<td>Islands, Bihar, Jharkhand,</td>
</tr>
<tr>
<td>Bhubaneswar-751022</td>
<td>Orissa, West Bengal</td>
</tr>
<tr>
<td>Phone: +91-674-2540534</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:riebbs@ori.nic.in">riebbs@ori.nic.in</a></td>
<td></td>
</tr>
<tr>
<td>Regional Institute of Education</td>
<td>Andhra Pradesh,</td>
</tr>
<tr>
<td>Mysore-570006</td>
<td>Karnataka, Kerala,</td>
</tr>
<tr>
<td>Phone: +91-821-2514095</td>
<td>Lakshadweep, Puducherry</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:riemysore@rediffmail.com">riemysore@rediffmail.com</a></td>
<td>Tamil Nadu</td>
</tr>
<tr>
<td>North-East Regional Institute of Education</td>
<td>Arunachal Pradesh,</td>
</tr>
<tr>
<td>Jowai Road, Fruit Garden, Laitumukhrah</td>
<td>Assam, Manipur, Meghalaya,</td>
</tr>
<tr>
<td>Shillong- 793003</td>
<td>Sikkhim, Nagaland, Tripura,</td>
</tr>
<tr>
<td>Phone: +91-364-2226317</td>
<td>Mizoram</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:principalnerie@yahoo.com">principalnerie@yahoo.com</a></td>
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### Proforma A

**PROJECT PROPOSAL**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Name of the Organisation</td>
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<tr>
<td>2.</td>
<td>Title of the Programme</td>
</tr>
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</table>
| 3. | a. Type of the Programme (Please tick)  
- Development  
- Training  
- Extension  
- Any other (please specify)  

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| b. Category of the programme  
- New  
- On-going  

| c. If the programme is on-going mention previous progress (brief)  

| 4. | Total duration of the Programme  
(a) Date on which programme to be commenced  
(b) Target date of completion  

| 5. | Target groups  
(a) If the Programme is meant for a group with special needs (Special groups, SC, ST, Minority, Girls etc.)  

| b. Stage of Education to which the programme is meant (Pre-Primary, Primary, Upper Primary, Secondary Senior Secondary, Tertiary, any other)  

| c. If Programme is State/Region/Agency specific, please specify  

| 6. | Beneficiaries  

7. **Need and Justification**  
(If an on going/carry on programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year).
8. (a) Specific Objectives:

(b) Methodology:


10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure of otherwise clearly indicating the methodology to be followed).

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Activities proposed to be organized</th>
<th>Proposed Date</th>
<th>Estimated Expenditure</th>
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<tbody>
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</table>

Total

Amount required in the proposed year Rs.

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. :

Title :

Proposed Dates :
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item of Expenditure</th>
<th>Estimated Expenditure</th>
<th>Remarks if any</th>
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11.2 Activity No. :
Title :
Proposed Dates :

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item of Expenditure</th>
<th>Estimated Expenditure</th>
<th>Remarks if any</th>
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11.3 Activity No. :
Title :
Proposed Dates :

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12. Implications for School Education

13. Scheme of Feedback/Evaluation of the Programme

14. Dissemination of the Findings

15. Plans for Follow-up

16. (a) Name and designation of the Programme Incharge
    (b) Name and designation of other members(s) involved

Signature of the Programme Incharge   Signature of the Head/ Director/
                                      Chairperson
Date:-                             Date:-
Stamp                              Stamp
Proforma B

PROFORMA FOR RESEARCH PROPOSAL

1. **Title of the Study/Project**
   It should be brief, crisp, and communicate the intent of the study.

2. **Introduction**
   This section may focus on need of the study in the Indian context. It will also include educational significance along with the rationale of the study.

3. **Overview of Researches** (with the proposed study).

4. **Conceptual Framework/ Theoretical Perspective** (if any to be followed).

5. **Objectives and Research Questions**
   Specific achievable objectives and the corresponding research questions may be spelt out. Hypothesis, if any, be spelt out.

6. ** Likely Outcome and Benefits**
   Likely outcome of the study and benefits in the context of school education and teacher education need to be precisely stated.

7. **Methodology**
   This should include the details of the research design, the modality of collecting information and also the methodology of providing meaning to the collected information.

8. **Time Budgeting**
   The proposal must include a statement about time duration in which the study is proposed to be completed. To make it more rational, it may be desirable to visualize various stages involved in the study vis-à-vis the time requirement for each stage.

9. **Organisational Framework**
   An organizational chart indicating the tasks of the project incharge and other team members (if any), and Junior Project Fellow (if any) with their duration should be given.

10. **Cost Estimation**
    The cost of the project is to be estimated in terms of the proposed duration of the project and facilities needed.
KNOW ALL MEN BY THESE PRESENTS THAT we the………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………an Association registered under the Societies Registration Act, 1860 (21 of 1860) and having its office…………………. in the State of…………………………...
(Hereinafter called the obligors) are held and firmly bound to the Director, National Council of Educational Research and Training (hereinafter called the Director, NCERT) in the sum of Rs…………………………….and truly to be paid to the Director on Demand and without of demur for which payment we bind ourselves and our successors and assigns by these presents.

2. SIGNED this……………………………………….day of………………in the year two thousand…………………………………..

3. WHEREAS on the obligors request, the Director, NCERT/ letter………………………….dated…………………….(hereinafter referred to as the 'Letter of Sanction' which forms and integral part of these presents and copy whereof is annexed to a Annexure-I agreed to make favour of the obligors a grant of Rs………..(Rupees)………………….only) out of which Rs………….have already been received by the obligors on condition of the obligors executing bond in the terms and manner contained hereinafter and which the obligors have agreed to do.

4. Now the condition of the above written obligation is that if the obligors duly fulfill and comply with all the conditions mentioned in the letter of sanction the above written bond or obligation shall be void and of no effect. But otherwise it shall remain in full force and virtue. If a part of the grant is left unspent after the expiry of the period within which it is required to be spent the obligors agree to refund the unspent balance along with interest @ 6% p.a. unless it is agreed to be carried over.

5. Society/Trust agrees and undertakes to surrender/pay to Director, NCERT monetary value of all such pecuniary or other benefits which It may receive or derive/have received or derived through/unauthorized use (such as letting out the premises for adequate or less than adequate consideration, or use of the premises for any purpose other that for which the grant was intended), of the property/building created/acquired constructed largely from out of grants by NCERT. The decision of the Director, NCERT……………….as regards the monetary value a aforementioned to be surrendered/paid to the NCERT will be final and binding on the Society/Trust.

6. AND THESE PRESENTS ALSO WITNESS THAT

i. The decision of the Director, NCERT on the question whether there has been breach or violations of any of the terms or condition mentioned in the sanction letter shall be final and binding on the obligors, and
ii. The applicant shall bear the stamp duty payable on these presents.

7. In witness of these presents have been executed as under on behalf of the Obligors the day herein above written in pursuance of the Resolution No………………..dated……………..passed by the Governing Body of the Obligor, a copy whereof is annexed thereto as Annex-B, and by……………………for and on behalf of the Director, NCERT on the date appearing below.

Signed for and on behalf of (Name of the Obligor Association)

In the presence of

(1)
(2)

Witness Name and Address……………………………………………………………………

……………………………………………………………………………………Accepted for and on behalf of the Director, NCERT

Witness…………………………………………………………………………………………

Dated……………..

Name & Address Designation)………………