

Brief note of the projects at NCRI

S.no	Grant no.	Name of the institute	Name of the project	Year started	Duration	Brief note of the project
1	G-32	Gujarat Vidyapeeth, Ahmedabad, Gujarat.	Establishment of Gandhian Centre for Studies in Pedagogy and Practice of Nai Talim in India.	2006	3 yrs.	To assess the functioning of secondary and higher education Nai Talim institutions in India with special focus on Gujarat. To develop and introduce Nai Talim pedagogy in higher education. To sensitize, reorient and train various stakeholders involved in Nai Talim by organizing seminars and workshops and by involving mainstream scholars and activists in education and facilitating research and action.
2	G-34	Mahatma Gandhi Kashi Vidyapeeth, Varanasi, U.P.	Establishment of National Centre on Peace and Interfaith.	2006	3 yrs.	To initiate educational programmes related to peace and social harmony among youth.. To conduct research in peace and social harmony. To organize seminars, conferences, and workshops for creating validated knowledge needed for promotion of peace and social harmony and helping the existing government machinery in implementing rural development programmes effectively in various possible ways. To initiate income generation programmes in the field of agriculture and rural technology.
3	G-35	Tripura University, Department of Commerce, Tripura	“Post Graduate Diploma Course in Trade Transport and Communication (PGDTTC)”	2006	1 yr.	To provide training to students in the field of Trade and enable them to use transportation and communication as useful infrastructure, which help them, be get self-employed.
4	G-36	Tripura University, Department .of Life Science (Botany), Tripura University, Tripura	“Post Graduate Diploma Course in Bamboo Cultivation and Resource Utilisation”	2006	1 yr.	Introducing a self-financing Post Graduate diploma course on Bamboo Cultivation and Resource Utilisation of one-year duration that helps students improve their entrepreneurship and self-employment skills. Imparting the scientific knowledge on Bamboo diversity and resource potential of Northeast region. Developing infrastructure facilities for Research and Development in Bamboo cultivation and germ plasm conservation.

5	G-37	North Eastern Hill University, Shillong, Meghalaya.	“Certificate of Home Nursing care”	2006	1 yr.	Identifying the need based job oriented short-term courses. Developing curriculum, syllabus and implementation strategies of the course. Carrying out survey and action research for the qualitative improvement of the course. Providing career guidance and placement to the students who have undergone courses. Helping the government in all developmental programmes aiming to promote rural higher education.
6	G-38	G.D.Memorial Trust, Nehrugram Bharathi, Viswa Vidyalaya, Allahabad, U.P. (Nehru Gram Bharati University)	Running of courses of MSW and MA (Rural Development) in Rajiv Gandhi P.G. College, Kotwa - Jamunipur, Allahabad	2006	3 yrs.	Promoting rural higher education in lines of Nai Talim suggested by Mahatma Gandhi to all irrespective of caste, sex, creed and religion. Making necessary changes in the prevalent education system by imbibing the spirit of learning while doing. To strengthen teacher - training facilities available in existing BTC, B.Ed, M.Ed courses run by the trust by imbibing the concept of Gandhian Basic education. Promoting researchers in the area of basic and social sciences. Promoting extension services to the community through micro level planning. Establishing computer linked networking with other institutions of the country and abroad, which are engaged in rural development. Conducting training programmes for the officials and non-officials involved in rural development. Advising central and state governments on all matters related to rural and educational development. Working with resource centre for development of rural technology, non-conventional energy and other need based disciplines.
7	G-39	J.N.T.U., Kukatpally, Hyderabad, A.P	Studies on the development of appropriate strategies for adoption of climate change for sustainable Rural Development	2007	2 yrs.	Understanding the cloud dynamics, as the weather modification techniques need to be understood for operational implementation for agricultural productivity monitoring. Collection of rainfall data and analyzing it to understand the microclimate and agro meteorological and agro climatological aspects of the study area. Using the remote sensing satellite data for optimal land use and planning and addressing the rural development related issues. Demonstrating information based agricultural practices by integrating different tools. Conducting training to extension personnel of Government/ departments / NGOs and farmers.

8	G-40	National Institute of Tourism & Hospitality Management, Hyderabad, Andhra Pradesh	Interdisciplinary Certificate & Diploma Programmes in Rural Tourism.	2006	1 yr.	Identifying selected villages in Andhra Pradesh for improving employment opportunities for the rural youth through a unique tourism curriculum. Identifying infrastructure, financing, training, administration and other requirements for initiating the programme. Devising an action plan for imparting the rural tourism curriculum activity in a phased manner. Extending the tourism concept to other regions/ locations in Andhra Pradesh and other states in a phased manner.
9	G-43	Vidya Bhavan Society, Udaipur, Rajasthan.	Basic Education Rediscovery Project-Consolidation, Analysis and Dissemination phase IV.	2007	3 yrs.	To interpret basic education in today's context and redefining the same.. Analyzing and interpreting the relevance of child-centered creativity. Re-establishing Vidya Bhavan Basic School, Ramgiri as a prominent resource centre with a view to re-adopt the system of basic education. Developing the concept of meaningful education through different experiments and studies in the process of teaching and learning. Building skills of self-employment and self-reliance among school children. Organising a platform or group of people as well as institutions engaged in promoting basic education in the country. Facilitating sharing of various teaching techniques among themselves. Conducting research on education related issues.
10	G-44	Dr.B.R. Ambedkar P.G.Centre, Andhra University, Srikakulam, A.P	Establishment of the Institute for Rural Development and Management.	2007	2 yrs.	Training young rural entrepreneurs at the budding stage to appropriately select and manage technology. Developing effective managerial and communication skills and collective implementation of developmental programmes in rural areas. Training rural youth particularly, 'the under privileged' participants aiming at developing entrepreneurship. Inculcating values and attitudes among people so that the goal of participatory and harmonious development is realized.
11	G-47	Vinobaniketan, Thiruvananthapuram Dist., Kerala	Setting up Vinobaniketan Grama Vidyalaya Rural Institute, at Thiruvananthapuram .	2006	3 yrs.	Providing value education in line with the cherished Gandhi Vinoba system of education. Networking with other Gandhian/ Rural Institutions of education and rural development helping sustainable micro planning, technology transfer and rural innovations harnessing. Providing vocational training to students from rural background for achieving economic self-dependency. Familiarizing rural population with modern technology in order to help them achieve self-sufficiency and rural prosperity. Application of Research and Extension services in micro planning. Serving

						as village Knowledge Centre for sustainable development..
12	G-48	Shirdi Sai Rural Institute, Ahmednagar, Maharashtra	Establishment of Rural Institute at Rahata	2006	3 yrs.	Developing village population with an emphasis on women and poorer sections. Making agriculture more productive through better post-harvesting and processing activities, encouraging subsidy farm and non-farm activities that utilize local resources effectively improving their working and living conditions.
13	G-49	Lokbharati Gramvidyapith, Bhavnagar, Gujarat	To preserve and Publish History on Basic Education and Nai Talim of the Lokbharati Gramvidyapith, Gujarat.	2007	1 yr.	Preserving valuable literature, photographs and audio-visuals related to Nai Talim and publishing books on basic education increasing awareness about Nai Talim and inculcating cooperation and brotherhood among people helping abolishing the sociological differences. Establishing the dignity of productive labour for healthy society.
14	G-50	Viswakarma Vidyalaya, Amaravati Dist., Maharashtra	Sampoorna Bamboo Kendra	2007	3 yrs.	Providing bamboo handicraft training to tribal youth. Establishing training centre. Using local raw material for generation of income in the villages. Promoting a continuous design and development of tribal skills. Promoting bamboo as an engineering material. Establishing a common facility centre for training the youth. Promoting teacher training.
15	G-51	Sarvodaya Shikshana Samiti, Indore, M.P	Setting up of Machla Nai Talim Senior Secondary School	2006	3 yrs.	Providing teaching and training facilities on rural udyog to rural girls in senior secondary schools Providing cooperative education for strengthening the family and use of appropriate technologies for farming, animal husbandry and various rural udyogs. After completion of their schooling the students become self-sufficient.
16	G-52	Kasturiba Khadi Gramodyalaya, Sanstan, Ranchi, Jharkand	Centre for Silk weaving, designing, training and production at Muri	2006	3 yrs.	Providing training in silk weaving, designing and production help local tribal population attain sustainable livelihood.
17	G-53	Suruchi Shikshana Vasahat Trust, Surat Dist., Gujarat	Revamping Yantra Vidyalaya, Bardoli - A Rural Engineering training Centre for Training artisans,	2006	3 yrs.	Upgrading the existing infrastructure of Yantra Vidyalaya to facilitate training to the rural artisans, poor farmers and landless laborers. Ensuring quality of raw material and improving production processes by introducing quality testing facilities. Organizing artisan guilds for establishment of a self-supporting system having living contacts between rural workshops and

			landless laborers and unemployed tribal youths on Nai Talim Concept.			Yantra Vidyalaya. Training and preparing new cadre of rural engineers who will provide engineering services to the rural people
18	G-54	Navlaya, Bhopal, M.P.	Learn and Grow through setting up of a training center and Farm for Earthworms, Bees, carpentry, production of gum & Sealing wax and Gardening"	2007	3 yrs.	Generating self-employment to unemployed and under-employed persons especially rural agricultural youth. The aim of this project is to increase awareness among rural masses about new agricultural techniques. Conducting training programmes on earthworms & bees farming, carpentry, production of Gum & sealing wax and gardening.
19	G-55	Satya Educational & Rural Development Society, Kolar Dist., Karnataka	Safe Drinking water supply to Rural Areas and Fluorosis Control.	2006	2 yrs.	Organising people into homogenous groups and sensitizing them on environmental sanitation. Equipping the inhabitants with fluoride control skills, which will help in encountering fluorosis. Drilling and installing bore wells and water supply systems to provide safe drinking water to the inhabitants. Educating masses on eco friendly initiatives to entail them to carryout eco-building activities to attract rains. Developing network with local bodies to meet the operational cost of bore wells to ensure continuous supply of drinking water.
20	G-56	Kakatiya University, Warangal, Andhra Pradesh.	Gandhian Approach & Rural Development - An action Research Project in Telangana Region.	2006	1 yr.	Spreading Gandhian concept of education in the districts of Telangana. Training teachers of the rural schools and colleges through resource persons trained in Gandhian ideals and philosophy of education in a phased manner covering major percentage of teachers and persons operating voluntary organizations. The training will help teachers in promoting ideals of Gandhiji's vocational education into practice. Removing the inequalities in imparting education among men and women, rich and poorer sections of population in rural areas.

21	G-57	Gramodaya Regional Centre for Appropriate Rural Technology, Ranchi, Jharkand	Setting up of Gramodaya Institute Thakkar Bapa Gramodyog Vidyalaya, Bishunupur.	2007	3 yrs.	Capacity building, networking and appropriate technological up-gradation among the artisans/ crafts persons of Jharkhand and its surrounding clusters. Design development to respond to changing needs of various sections of the society and aggressive marketing will be important activity in the project. Training the rural youth in their respective field of vocation and to make them sustainable through the training and up-gradation process of quality improvement and make them sustainable.
22	G-58	Gandhi Seva Sangh, Mahadev Bhai Bhawan, Sevagram, Wardha	Project to Compile and Write an analytical history of the Constructive programmes of Mahatma Gandhi.	2007	3 yrs.	Collection of rare books, proceeding registers on Khadi, village industries, harijan seva, agriculture, Goseva, women, health and hygiene, environment, nature cure, trusteeship, peace work, farmers and labour relations etc. present at Gandhi seva sangh will be preserved for the purpose of future generation and also compiling an analytical history of constructive programmes out of the available material.
23	G-59	Tripura University, Tripura,	Proposal for Upgradation of Center for Rural Studies.	2006	1 yr.	Running fulltime master degree courses along with one year diploma course in Rural management and development. Conducting research as well as action research on various issues of rural development. Organising seminars, workshops, and symposiums in different impending socio-economic political issues. Publishing research materials, reports, case studies, success stories and best practices of rural development of Tripura and other northeastern states, which can be used by students, scholars, administrators, policy makers, government officials, and NGOs. Acting as reference point to all matters related to rural development. Providing skill development training to unemployed youth on various income-generating activities with the basic aim to improve their economic status as an extension service of the centre. Creating awareness and dissemination of information regarding various Research and Development schemes/ programmes through effective use and development of IEC material. Acting as date store house/ repository of information on rural development for planning, project formulation etc., Building network with government departments, different nationally and internationally reputed organizations. Arranging campus interviews through various national and international NGOs working in the field of rural development.. Providing consultancy services in the field of training, research, and evaluation to different

						stakeholders of rural development.
24	G-60	Swami Ramanda Tirtha Rural Institute, Jalalpur (V), Boodhan Pochampally(M), Nalgonda Dist.A.P.	Skill development and capacity building of rural youth for creating sustainable livelihood.	2007	1 yr.	Acting as a unique platform for market driven skill development initiatives to promote sustainable livelihood/ employment opportunities to rural unemployed youth through setting up micro-enterprises in rural areas. Equipping the rural masses with necessary skills to utilize the available rural resources to derive optimum benefits from them, most effectively and efficiently. Encouraging the use of information technology (IT) and IT-enabled services for the social and economic progress of rural society. Acting as a catalyst for electronic connectivity with rural areas using V-SAT connectivity for dissemination of rural technologies through distance mode audio-video system. Imparting training with special focus on information technology, design development, quality enhancement, value addition, productivity, servicing with competitiveness, standardization etc., Promoting better living standards such as health, hygiene, prevention of HIV, sanitation for development of integrated personality etc.
25	G-61	Lokbharati Gramvidyapith, Sanosara, Bhavnagar,Gujar at	Study of Nutritional status of the primary school Students of selected villages by giving need based supplementary nutrition.	2007	3 yrs.	Studying the socio-economic condition of the people. Studying nutritional status of the students/ children. Studying the effect of nutritional supplement among the children. Increasing awareness of the villagers about importance of nutrition. Teaching the students of college about the type of extension work and creating awareness about the project.

26	G-62	J.S.S.Maha Vidya Peetha , Mysore, Karnataka.	<p>(i) Socio-Economic development of SC/ST Community through HRD on Gandhian lines and empowering with modern S&T Skills.</p> <p>(ii) Promoting Extension services to the Community through Micro level Planning.</p>	2007	2 yrs.	<p>Creating better awareness in local leaders and Panchayat members about their rights, duties and leadership skills for rural development through Human Resource Development (HRD) programmes. Taking up literacy activity for illiterates and school dropouts and to create awareness and build confidence in the population about their potentials through HRD programmes. Creating awareness on environmental cleanliness, health, hygiene, food and nutrition and Government schemes of development by organising a series of lectures, video-shows, street plays etc., Providing value added information to farming community on the use of high yielding varieties of crops of different crops and train them on modern cultivation skills and educate the people on rainwater harvesting and water resource management. Imparting training on vocational skills to women and unemployed youth on relevant trades like bee keeping, floriculture, plumbing, advanced carpentry, medical plants cultivation, vermin-compost, servicing of electrical and electronic gadgets, computer data entry, tailoring etc. and building up self help groups for socio-economic development on Gandhian lines of thought.</p> <p>(i) Creating awareness for the people on laws concerned and rights of women, aged, children, land records, revenue, motor vehicles, persons charged with an offence, right to information, environmental degradation etc., Making the students aware about necessities of social and rural development.. Training the students in understanding the methodologies and technicalities of planning. Enabling students to recognize the micro institutions involved in the socio-economic development in villages. Training the students in understanding the methodologies and technicalities of planning. Sensitizing micro institutions in the village to the concepts of Gandhian aspirations of social reforms and development. Surveying the villages and collecting the data on the existing compoundable cases and civil cases for negotiation and settlement. Conducting Lok Adalats where litigants are made to negotiate and settle their disputes. Motivating individuals in the institutions to overcome the barriers of caste and class for the harmonious approach to social uplift and development. Recognizing</p>
----	------	--	---	------	--------	--

						and using available rural resources - human, natural capital and intellectual for social change and development. Creating harmonious effort and networking of the micro institutions to work for common goals and purposes. Enabling institutions to develop the skills of objective periodical evaluation of the efforts towards progress. Devising strategies for proper implementation to make planning of the micro institutions to be effective and productive. Considering Gandhian ideology as a component in planning for social and rural development at micro level.
27	G-63	Bharathi Rural Development Society, Visakhapatnam, A.P	Vocational job oriented courses in rural areas	2007	1 yrs.	Promoting rural higher education on the lines of Mahatma Gandhiji on education by way of devising suitable interventions to design a variety of job-oriented courses a higher level to enhance the theme of rural education and to encourage promotion of appropriate vocational programmes suitable to the requirements of various regions. Developing manpower suitable to the needs of rural areas facilitated by rendering necessary help in adopting appropriate courses at tertiary level.
28	G-64	Mahalaxmi Gramodyog Sansthan, Saharanpur, U.P	Training awareness and networking programme of empowering the bee keeper and honey entrepreneurs of wester U.P.	2007	3 yrs.	Setting up a strong two way linkages between bee keepers, honey entrepreneurs and the technical experts to facilitate quick availability of S & T and management inputs for bee keeping and honey processing. Promoting consumption of honey by organising awareness campaigns on the usage and advantage of honey. Educating the beekeepers about the prevailing method of bee keeping involving use of indigenous bee colonies. Assisting in establishment of self-help groups to advance the economic and social status of honey entrepreneurs. Empowering the traditional beekeepers to upgrade their skill and production methods by providing closer interaction with the experts to foster creativity. Enhancing the performance of bee keeping and related enterprises in the region. Generating employment in the region through specialized HRD programs on entrepreneurship development and field workshops.
29	G-65	Saathi Samaj Seva Sansthan, Kumharpara,	Establishment of Viswakarma Gurukul, a rural	2007	3 yrs.	Ensuring the quality of products of rural artisans through intervention in technology, tools, skill, raw material and production and post-production processes. Organising artisan community in the form of Karigar Panchayats

		Chhattisgarh	training institute for training artisans, women and tribal youths on Gurukul pattern.			(Guilds). Enhancing the efficiency and skill of rural artisans. Training and preparing master craftsmen and trainers in the craft sector for strengthening rural employment opportunities. Providing regular design support to the artisans as per market demand. Creating employment opportunities for rural and tribal youth at village level. Upgrading existing community owned infrastructure to facilitate more relevant and useful training to the rural artisans, women and rural youth.
30	G-66	I.I.T.Roorkee, Uttaranchal	Employment generation through making value added product from pine needles fibers in Uttarakhand Hills	2008	2 yrs.	Reducing hazards of forest fires and related accidents through scientific utilization of pine needles for employment generation through developing valuable products from pine needle fibers. Creating opportunities for employment of rural women and economically weaker sections in Uttarakhand. Establishing and promoting sustainable use of pine needles. Making standardized technologies for manufacturing products of pine needles. Training Self Help Groups on skill development on product making and awareness on collection of pine needles improving the chances of getting employment.
31	G-67	Mitraniketan, Tiruvanthapuram, Kerala,	Institutionalizing rural higher education for sustainable development	2008	2 yrs.	Promoting need based rural higher education for sustainable rural development. Promoting Gandhian principles of basic education for strengthening rural education programmes. Transferring appropriate technologies for rural development through education and training. Capacity building for NGOs and teachers to achieve the objectives.
32	G-68	Sahaj Sansthan, Khichan, Phalodi, Jodhpur, Rajasthan	Rural education training and awareness programme.	2008	1 yr.	Developing a suitable technique for rural development resulting in the growth, enhancement and progress in the field of agriculture, drinking water, environment, protection of wild life, education, health women development and cattle life in order to strengthen the rural economic system. Preparing and implementing plans on the basis of balanced use of human resources and overall participation of people.
33	G-69	Haritha Association, Paloncha, Khammam District, A.P.	Bamboo products and their marketing as a set of activities to illustrate important concepts in schools,	2008	3 yrs.	Setting up a bamboo nursery. Setting up an unit for production and marketing of bamboo products within the school premises, in which students and teachers take part. Critically observing various processes in the units and correlate these with different concepts in different subjects in the mainstream school curriculum upto 10 th Grade. Organising the work of

			curriculum up to 10th grade			students in the unit as a set of experiments to illustrate different concepts of various subjects in the mainstream school education. Establishing a teacher training resource centre for the use of productive activities as experiments to teach existing mainstream school curriculum exploring the benefits in improving the economics and in imparting living values through the productive activities which leads to Gandhian Basic education.
34	G-70	Society to Uplift Rural Economy (SURE), Rajasthan	Effect of vermin-compost technology for sustainable agriculture in arid region	2008	3 yrs.	Motivating and educating farmers for adoption and commercialization of vermin-compost technology. Improving physical, chemical and biological properties of soils and ensure better crop productivity. Promoting appropriate management strategies for sustained productivity of least environmental degradation. Improving the socio economic status of the resource poor farmers in the Thar area.
35	G-71	Yuga Jyoti Youth Club, Berhampur, Orissa.	Setting up a training and learning centre on rural micro level planning for promotion of extension services to the community in Kendrapara district, Orissa.	2008	2 yrs.	Training the village youth club members, SHG leaders, farmers group leaders and traditional village leaders on micro level planning and extension services. Promoting extension services to the community in rural areas of Rajnagar block of Orissa through intensive micro planning. Training PRI members at all levels on micro level planning and extension services of government. Creating awareness in villages on micro level planning and extension services. Enforcing the micro level planning at Palli Sabha and Gram Sabha level for all types of Government extension services.
36	G-72	Jagran JanVikas Samiti, Sapetia Road, Bedla, Rajasthan	An alternative educational initiatives for school student towards practical learning	2008	1 yrs.	Enhancing environmental conservation by improving knowledge of school children of rural communities in Girwa and slumber block of Udaipur district. Improving the knowledge of children from 10 schools about biodiversity and environment protection. Increasing the knowledge of the children about medicinal plants. Motivating children towards our habitat, flora and fauna. Growing important plant species in the school herbal garden. Communicating medicinal properties of plants for the community through mass awareness campaigns. Growing more medicinal plants in school gardens. Enhancing awareness and sensitization about environmental health among school children. Strengthening the network with various educational institutions and advocate with policy makers to include knowledge on traditional and local health system and uses of

						various medicinal plants in the school curriculum.
37	G-73	Sai Gramodyog Vikas Samiti Bhairmoue Village Nakur District, Saharanpur, Uttara Pradesh	Setting up capacity building for quality control and value added products and development of information systems for bee keepers and honey entrepreneurs in the west U.P & shivalik Foot hills of Uttarkhand	2008	2 yrs.	Capacity building and upgrading technology for integrated development of the rural industries and strengthening the weaker sections by promoting income generation activities focused upon honey production in the Shivalik region. Promoting awareness about quality assurance by encouraging adoption of appropriate harvesting management technologies, which include testing, grading, packaging, storage, transportation, marketing etc., for maximizing returns to the honey entrepreneurs. Creating a mechanism to provide the best possible technology and information inputs in a comprehensive manner to promote this sector. Providing technical assistance to the rural sector of the honey industries by providing technology know how, testing facility and training for quality assurance. Developing information system to upgrade the honey based industries in this region by providing authentic information regarding marketing, price fluctuation. Creating innovative models of marketing, cooperative management and modern method of quality assurance and standardization to augment the competitiveness and saleability of the honey product.
38	G-74	Mahila Evam paryavaran, Laporiya Village, Mozamabad, Rajasthan	Bapu shiksha kendras	2008	1 yr.	Promoting education in rural area on the lines of Mahatma Gandhi's ideas on education. Establishing institutions in rural areas to conduct programmes based on Gandhian Basic education and Nai Talim. Networking with other institutions/ voluntary organizations to develop in accordance with Gandhian philosophy of education. Strengthening teachers in order of Gandhian Basic education. Doing need based assessment to develop society through Gandhian thought. Making community participate in micro planning for development of rural society based on Gandhian basic education. Enabling environment to extend possibilities for establishment of a network of rural institutions.
39	G-75	Amit Khadi Gramodyog Sansthan ,UttarPradesh	Promotion and strengthening the organic farming in garhwal mandal Uttar hand through	2008	2 yrs.	Promoting organic farming through awareness programmes. Educating small and marginal farmers on various issues of regulatory mechanisms and creating a help centre for certificating process. Promoting crop production with the use of alternative sources of nutrients such as crop rotation, residue management, organic manures and biological inputs.

			harvesting and post harvest management practices			Producing organic manure and promoting various techniques of organic manure specially Vermi composting. Documenting and disseminating of traditional know how on ecological and organic pest management practices.
40	G-76	Grameen Evam Samajic Vikas Sansthan, Parbatpura, Ajmer Rajasthan	Creative education for / from livelihood development in rural areas	2008	3 yrs.	Accessing to livelihood opportunities through quality education. Improving the educational status of the targeted (out of school, dropouts) children aged between 3-14 years of 2 Panchayats of Pisangan block. Developing livelihood of the targeted children's family by farming self help groups of mothers of targeted children. Making aware and sensitize the community regarding education.
41	G-77	Kabeer Sewa Avam Prashikshan Sanstha, Madhya Pradesh	Training on cultivation technology of medicinal and aromatic plants from social forestry and minor forest products course gain credits.	2008	1 yrs.	Training the small and marginal farmers in the field of cultivation of medicinal and aromatic plants. Giving knowledge and skill of production technology medicinal and aromatic plants. Enhancing the income of farmers and rural people by the medicinal and aromatic plants.
42	G-78	J.S.S.Maha Vidya Peetha , Mysore, Karnataka.	Promotion and implementing Eco-toilet (eco-sanitation approach) in selected villages of Mysore, Coorg, Chamarajanagar and Mandya districts of Karnataka state	2008	2 yrs.	Creating awareness among the participants about ecological sanitation and eco-toilet. Making the participants understand and appreciate the advantages of eco-toilet. Orienting the progressive farmers towards the effective and economical use of eco-toilet by products humanure and urine. Creating a pool of trained / skilled masons to construct eco-toilets in the rural areas. Creating a pool of trained school teachers and anganvadi workers to promote eco-sanitation culture in rural areas.

43.	G-79	Ravi Krupa Trust, B-5, Rambha complex, opp. Gujarat Vidhyapith, Ashram road, Ahmedabad - 380 001	Education symposium 'Rally'	2008	3 yrs.	Opening the new and familiar vistas of the subject related Nai Talim to the students and to make them realize the depth-width and universality of the selected field of Basic Education. Making the students understand the field of subject -knowledge connecting it with the real life experiences and its correlations. Developing curiosity, desire, attitude towards hard work, among the students for the meaningfulness of the acquisition of life-oriented education. Facilitating the environment for the students to have an experience, training, skill development and intensive activities for the character building through an everlasting effect of values. Providing students an experience of understanding necessity of personal achievements along with the social development, love and warmth, cooperation, Gandhian thought, study skills and make them feel that the community life can be interesting and educational. Making the students familiar with the outstanding efforts, dedicated way of teaching, belongingness to Nai Talim family, its vision, towards life and philosophical thought of Saurashtra Lokshala Sangh. Attracting the students to life values, which enlightens Basic Education, based on Indianness in 21 st Century.
44.	G-80	Gandhi Sewa Sangh, Wardha, Maharashtra	Conservation of original register, books and reports etc, related to constructive programmes of Mahatma Gandhi	2008	2 yrs.	Collection of proceeding registers (original), publications and magazines pertaining to Gandhian era entrusting it to Sangh. Slowly developing as an unique centre for Gandhian Studies. Based on the digitized material Sangh also looking for publishing books on the history of Nai Talim.
45.	G-81	Social Organisation for Voluntary Action (SOVA), Gengutia, Dhenkanal district, Orissa	Skill building (Development/ up-gradation in traditional crafts for Dalits & backward families in Parajng Block of Dhenkanal district in Orissa	2008	2 yrs.	Right utilization of local unskilled human hands (human resources) with socially useful productive works leading to improved livelihood opportunities. Right utilization of local human resources. Enhancing skill at production with rural / traditional crafts. Hiring out skill or utilizing acquired skill for self-employment leading to earning and bettering living standard. Promoting work culture and self esteem in the working person. Contributing to able membership in community especially among backward community groups.

