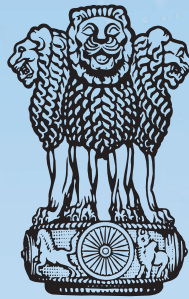


Annual Report

2022-23



सत्यमेव जयते

Government of India
Ministry of Education
Department of Higher Education
and
Department of School Education & Literacy

Part - I

S. No.	Chapter Name	Page No.
1	Introduction	1-4
2	Policy	5-8
3	Overview of Higher Education	9-13
4	Regulatory, Advisory and other Bodies	15-46
5	Schemes & Programmes	47-69
6	Central Universities and Institutions	71-90
7	Other Technical & Vocational Institutions	91-106
8	Technology Enabled Learning	107-134
9	Distance Learning	135-142
10	Language Institutions and Official Language	143-166
11	Research Councils	167-176
12	ICC & UNESCO	177-188

Department of School Education & Literacy

Part - II

S. No.	Chapter Name	Page No.
1.	Samagra Shiksha	191-212
2.	Major Schemes of Department of School Education & Literacy	213-230
(i)	PM-Poshan	
(ii)	Scholarship Scheme: National Means-cum-Merit Scholarship Scheme (NMMSS)	
(iii)	National Awards to Teachers	
3.	Adult Education	231-235
4.	Institutional Support to School Education	237-324
(i)	Jawahar Navodaya Vidyalayas (JNVs)	
(ii)	Kendriya Vidyalaya Sangathan (KVS)	
(iii)	National Council of Educational Research and Training (NCERT)	
(iv)	National Council For Teachers Education (NCTE)	
(v)	National Institute of Open Schooling (NIOS)	
(vi)	Central Board of Secondary Education (CBSE)	
(vii)	National Bal Bhawan	
5.	Appendix & Annexures	325-330
(i)	Coverage of institutions and number of children enrolled	
(ii)	Honorarium to Cooks-cum-Helpers	
(iii)	Cooks-cum-Helpers approval for 2022-23	
(iv)	Physical Progress on Construction of Kitchen-Cum-Stores	
(v)	Number of children enrolled and number of institutions	

*Common Chapters-
Department of Higher Education and
Department of School Education & Literacy*

Part - III

S. No.	Chapter Name	Page No.
1.	Education of Scheduled Castes and Scheduled Tribes	333-360
2.	North East and Hill States	361-372
3.	Education of Minorities	373-376
4.	Educational Development of Women	377-382
5.	Educational Development of Persons with Disability	383-392
6.	Administration	393-398
7.	C&AG Audit	399-402
8.	Budget	403-412
9.	ANNEXURES	
	I. Organization Chart – Department of Higher Education.	413
	II. Organization Chart – Department of School Education & Literacy.	414



PART - I

**Department
of
Higher Education**





01

INTRODUCTION



Introduction

The Ministry of Education (Shiksha Mantralaya) consists of two Departments:

- ❖ Department of School Education & Literacy (SE&L)
- ❖ Department of Higher Education (HE)

The following subjects are allocated to the Ministry of Education as per “Government of India (Allocation of Business) Rules, 1961”:

A. Department of School Education & Literacy (School Shiksha aur Saksharta Vibhag)

1. Elementary Education.
2. Basic Education.
3. Bal Bhavan, Children’s Museum.
4. Social Education and adult education.
5. Audio Visual Education with reference to entries in this list.
6. Books (other than the books with which the Ministry of Information and Broadcasting is concerned) and Book Development (excluding stationery paper and newsprint industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list.
7. Educational Research with respect to items in the list.
8. Publications, information and statistics with reference to the items in the list.

9. Teachers training with reference to the items in the list.

10. National Council for Teacher Education.

11. Charities and Charitable Institutions, Charities and Religious Endowments pertaining to subjects dealt within this Department.

12. Secondary Education and Vocational Guidance.

13. National Council for Educational Research and Training.

B. Department of Higher Education (Uchchatar Shiksha Vibhag)

1. University education; Central Universities; Rural Higher Education Foreign Aid Programme relating to Higher Education, Technical Education Planning and Development of School Education.

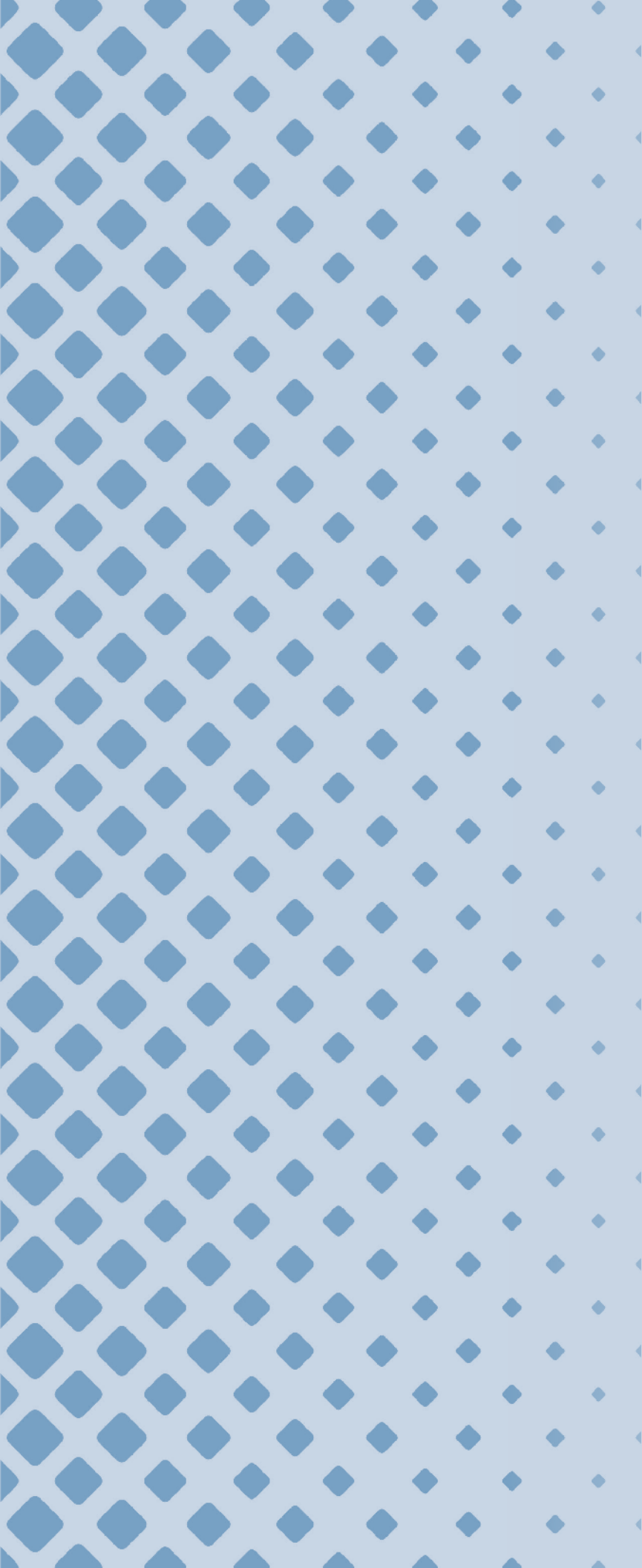
2. Institutions of higher learning (other than Universities).

3. Books [other than the books with which the Ministry of Information and Broadcasting is concerned] and Book Development (excluding stationery paper and news print

- industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list.
4. Audio Visual Education with reference to the items in the list.
 5. Production of University level textbooks in Regional Languages.
 6. Educational research.
 7. Publications, information and statistics.
 8. Development and propagation of Hindi, including multi-lingual dictionaries.
 9. Grant of Financial assistance for the teaching and promotion of Hindi.
 10. Propagation and development of Sanskrit.
 11. Rehabilitation and other problems relating to displaced teachers and students.
 12. Central Advisory Board of Education.
 13. UNESCO and Indian National Commission for Cooperation with UNESCO.
 14. Matters relating to all scholarships including those offered by foreign countries and foreign agencies in subjects dealt with by this Department but excluding scholarships to students belonging to scheduled castes and scheduled tribes, denotified, nomadic and semi-nomadic tribes and General Scholarships Schemes and scholarships to foreign students and different schemes.
 15. Education and Welfare of Indian Students overseas; Education Departments of Indian Missions overseas; Financial assistance to education institutions and Indian Students' Associations abroad.
 16. Educational Exchange Programmes; exchange of teachers, professors, educationists, scientists, technologists, etc.; programme of exchange of scholars between India and foreign countries.
 17. Grant of permission to teachers of Universities, colleges and institutions of higher learning to accept assignments abroad.
 18. Admission of foreign students in Indian Institutions.
 19. Charities and Charitable Institutions, Charities and Religious Endowments pertaining to subjects dealt within this Department.
 20. Adhoc scientific research, other than research in higher mathematics, nuclear science and atomic energy, in universities and educational institutions.
 21. Vigyan Mandirs.
 22. General Policy regarding partial financial assistance to Scientists going abroad for studies in fields other than mathematics, nuclear science and atomic energy.
 23. Expansion, Development and Coordination of Technical Education.
 24. School of Planning and Architecture.
 25. Regional Schools of Printing.

26. Grants-in-aid to State Government institutions, non-Government institutions, professional bodies and technical institutions of Union Territories for technical education. Grants-in-aid for post graduate studies in basic sciences, grants-in-aid for development of higher scientific and technological education and research in educational institutions; Grants-in-aid for fundamental research in science and technology; grants to individuals for fundamental research.
27. All India Council for Technical Education including conduct of its National Diploma and National Certificate Examinations.
28. Practical training facilities for students of engineering and technological institutions.
29. Recognition of professional technical qualification for purposes of recruitment to posts under Government of India.
30. National Research Professorships and Fellowships.
31. Holding of Foreign Examination in the fields of professional and technical education in India.
32. University Grants Commission.
33. National Book Trust.
34. Administrative Staff College of India, Hyderabad.
35. Indian School of Mines and Applied Geology, Dhanbad.
36. Indian Institutes of Technology at Kharagpur, Mumbai, Kanpur, Chennai, Delhi, Guwahati and Roorkee.
37. Indian Institute of Science, Bangalore.
38. The Tata Institute of Social Sciences, Mumbai.
39. International Students Houses in India and abroad.
40. Schemes for grant of financial assistance to voluntary organisations for promotion of modern Indian languages.
41. Regulation of Engineering Professional Services.
42. The Architects Act, 1972 (20 of 1972).





Policy

National Education Policy 2020 (NEP 2020)

National Education Policy 2020 has been announced on 29.07.2020 after detailed consultation with stakeholders.

The National Education Policy 2020 (NEP 2020) is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including Sustainable Development Goal 4 (SDG4), while building upon India's traditions and value systems.

The National Education Policy, 2020 has recommended a revamp of school education as well as higher education in the country to make education more student-centric and multi-disciplinary. It aims to pave way for transformational reforms in school and higher education systems in the country.

For effective implementation of National Education Policy 2020, a number of initiatives have been taken by Ministry of Education, UGC, AICTE, etc. In this direction, Cabinet Secretariat in a meeting held on 21.10.2021 inter-alia proposed to organise a National Conference of Chief Secretaries, coordinated by NITI Aayog. One of the themes was 'Implementation of the National Education Policy'.

Prior to National Conference of Chief Secretaries,

a number of consultations were carried out on 12.11.2021 and 01.12.2021 with State/UT Governments to understand regional priorities, best practices, unique challenges and solutions, followed by Zonal/Regional Workshops with States/UTs.

Based on the consultation with States/UTs, three themes namely Access, Quality and Future Readiness were identified for detailed deliberation. Based on the discussion, Concept Papers were prepared by all 12 Regions and 3 Zones covering all States / UTs. The outcome of the consultation process resulted in the finalization of one Concept Paper, which was again discussed with the States/UTs on 11.03.2022. In that meeting, Action points for implementation during the Academic Year 2022-23 were finalized. States/UTs shared their targets initially in respect of the action points.

In the meeting held on 11.03.2022, it was inter-alia decided to take action for implementation of Action Points/Targets for the academic year 2022-23.

In the National Conference of Chief Secretaries organised at Dharamshala from 15th to 17th June 2022, States/UTs discussed three themes namely Access, Quality and Future readiness related to Higher Education. The Conference was an opportunity for States/UTs to interact and share the status of the implementation of NEP 2020, best practices adopted, challenges faced during the implementation process and future course of action to be taken for better implementation of the NEP, 2020.

In the conference, the following was decided:-

- (i) Need for taking action for achieving the targets in respect of Action Points of Roadmap for Action for the Academic Year 2022-23 and share the learning process.
- (ii) Study of the methodology for the ranking of HEIs and based on the ranking parameters, an appropriate roadmap be drawn to improve the ranking of Indian HEIs subject-wise and university-wise both nationally and globally.
- (iii) Research and dissemination of Indian Knowledge system/traditional medicines to make it globally accepted as science/medicines and to develop appropriate protocol.

Subsequently, a 3-Day ‘Akhil Bharatiya Shiksha Samagam’ was organised from 7th July to 9th July 2022 to discuss the various themes of National Education Policy 2020. The Samagam was

attended by Vice-Chancellors of Central/States/Deemed/Private Universities, Directors/Heads of Higher Educational Institutions, Principals of Colleges, Educationists, Domain Experts, Policy Makers, Faculties/Teachers, officials of the Ministry of Education, UGC, AICTE, etc.

To mark the completion of two years of National Education Policy 2020 on 29.07.2022, Hon’ble Union Home & Cooperation Minister launched a slew of new initiatives related to education and skill development. The initiatives launched covered the entire spectrum of education and skill development verticals including areas like digital education, innovation, synergising education and skill development, teacher training and assessment. Some of the initiatives launched included: Establishment of IKS-MIC program for technology demonstration; Introduction of 75 Bharateeya games in schools; Launch of Kalashala initiative in 750 schools to promote and support local arts; Setting-up of virtual labs;



NDEAR Compliant Vidya Sameeksha Kendra; Vidya Amrit Portal; National Initiative for School Heads and Teachers Holistic Advancement

(NISHTHA): Early Childhood Care and Education(ECCE); School Innovation Policy; Public Consultation Survey for NCF.



The 7th meeting of the Governing Council of NITI Aayog was held on 7th August 2022 under the Chairmanship of Hon'ble Prime Minister. In the Governing Council meeting, the outcomes of the National Conference of Chief Secretaries were deliberated. One of the action points emerging out of the 7th meeting of the Governing Council

of NITI Aayog, is that there should be regular monitoring at the senior level and with a clear time-bound roadmap for implementation of NEP.

A consultation-cum-Review meeting was also held with States/UTs on 31.10.2022 to discuss the Strategy and Roadmap for Action for implementation of NEP 2020.



Overview of Higher Education

All India Survey on Higher Education (AISHE)

The All India Survey on Higher Education (AISHE) was initiated in 2011, during which data for the year 2010-11 was collected. The survey had become utmost necessary as none of the sources of data on Higher Education was giving a complete picture of Higher Education in the country.

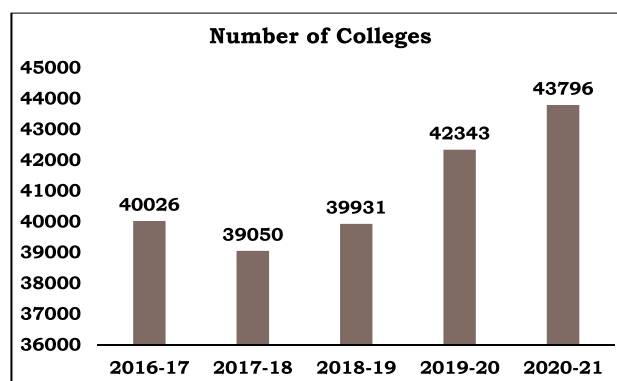
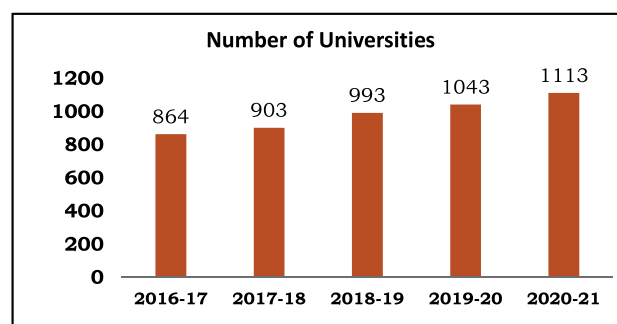
In view of the utility of the Survey as giving comprehensive data of Higher Education in the country, the AISHE Surveys were continued over the years and data on several parameters such as teachers, student enrolment, programmes, examination results, education finance, infrastructure, etc. are being collected. Indicators of educational development such as Institution Density, Gross Enrolment Ratio, Pupil-Teacher Ratio, Gender Parity Index, etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for the development of education sector. The survey is being conducted on annual basis. It is pertinent to mention that the results published in AISHE reports are based on the number of institutions that have registered and uploaded their information.

The AISHE 2020-21, for the first time, was conducted through a completely online Web-Data Capture Format.

1. Key Parameters in Higher Education – A Comparative Study

(a) **Number of Institutions:** As shown

in the graphs below, the Number of Universities have been increased from 864 in 2016-17 to 1113 in 2020-21 and the number of colleges has increased 40,026 in 2016-17 to 43,796 in 2020-21.

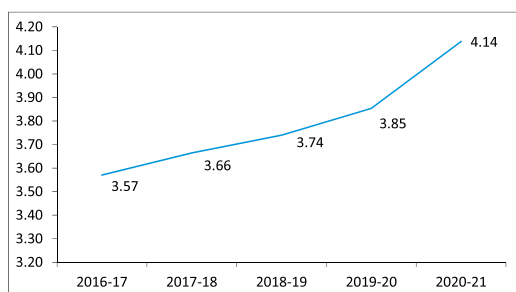


*Source: AISHE

(b) Enrolment in Higher Education:

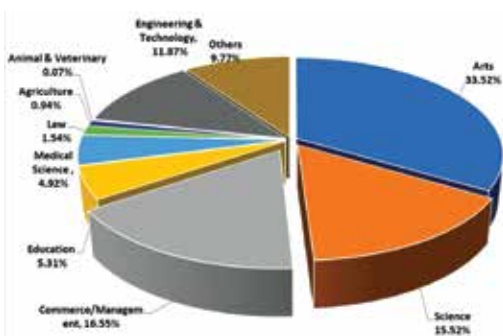
The total enrolment in Higher Education has for the first time crossed the 4 crore mark in 2020-21. Enrolment has increased to nearly **4.14** crore in 2020-21 from 3.42 crore in 2014-15, i.e. an increase of around **72** Lakh in the enrolment (21%).

Enrolment between the year 2016-17 and 2020-21 (in Crore).



*Source: AISHE

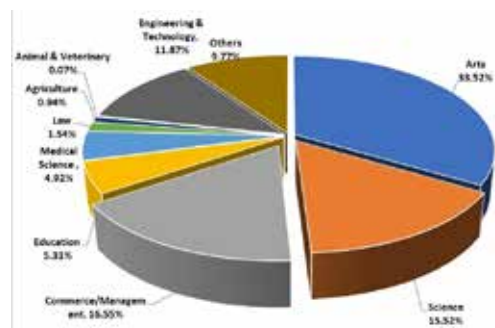
2. LevelWise student enrolment: University Teaching Departments/ Constituent & Affiliated College: 2020-21



*Source: AISHE

All India Survey on higher education 2020-21 results show that enrolment of Graduate students is 83%, Post-Graduate students 12%, research students is 1% and integrated courses are 1% of the Total Enrolment.

3. Discipline-Wise student enrolment in Universities & Colleges at undergraduate: 2020-21



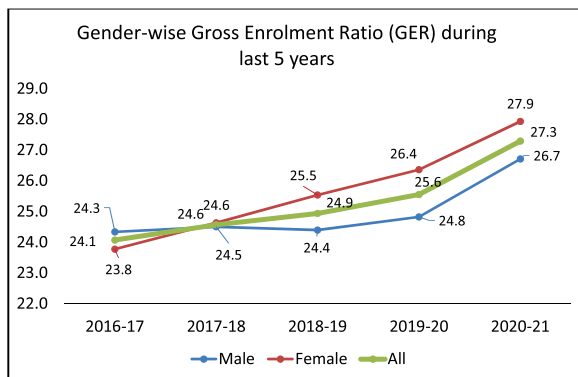
*Source: AISHE

Faculty-wise enrolment of Higher Education for the year 2020-21 shows that there is a significant increase in student enrolment in all the faculties during the year 2020-21. Share of Students Enrolment in the faculty of Arts, Science, Commerce/Management, Education, Engg./Tech., Medical Sciences, Agriculture, Animal & Veterinary Science, Law & Others to the total enrolment during 2020-21 are 33.52%, 15.52%, 16.55%, 5.31%, 11.87%, 4.92%, 0.94%, 0.07%, 1.54%, and 9.76% respectively.

Key Results of the AISHE 2020-21

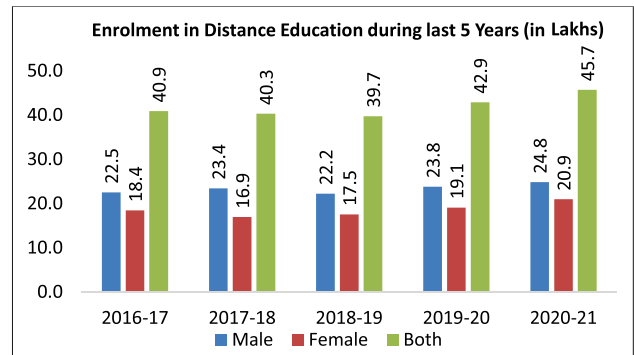
- The Survey covers all institutions of Higher Education in the country, registered with AISHE code in AISHE portal www.aishe.gov.in. Institutions are categorized into 3 broad categories; University, College and Stand-Alone Institutions.
- There are **1113 Universities, 43796 Colleges and 11296 Stand Alone Institutions** listed on AISHE web portal and out of them 1099 Universities, 41600 Colleges and 10308 Stand Alone Institutions have responded during the survey.
- 446 Universities are privately managed. 43% of Universities are located in rural areas.
- 17 Universities are **exclusively for women** with 2 each in Haryana, Karnataka, Rajasthan, Tamil Nadu and West Bengal and 1 each in Andhra Pradesh, Assam, Delhi, Himachal Pradesh, Maharashtra, Odisha and Uttarakhand.
- In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 112 Dual mode Universities, which offer education through distance mode.

- There are 615 General, 188 Technical, 63 Agriculture & Allied, 71 Medical, 26 Law, 19 Sanskrit and 8 Language Universities.
- The total number of colleges has increased to **43,796** in 2020-21, from 38,498 in 2014-15, which is an increase of **13.8%**.
- Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu, Madhya Pradesh, Andhra Pradesh, Gujarat, Telangana and Kerala are the top 10 States in terms of the number of colleges.
- Among the districts, the maximum number of colleges (1058) is situated in Bangalore Urban followed by Jaipur (671). About 32% of colleges are situated in 50 districts.
- The number of colleges per lakh eligible population (population in the age-group 18-23 years) in the country is 31. It was 27 in 2014-15.
- 10.5% of Colleges (4375) are exclusively for females, while only 0.2% (72 Colleges) are exclusively for males.
- About 43% of the Universities and 61.4% of Colleges are in Rural Areas.
- The total enrolment in Higher Education has for the first time crossed the 4 crore mark in 2020-21. Enrolment has increased to nearly **4.14** crore in 2020-21 from 3.42 crore in 2014-15, i.e.an increase of around **72** Lakh in the enrolment (21%).
- The enrolment in INIs has increased by nearly **61%** during the period 2014-15 to 2020-21.



*Source: AISHE

- In the year 2020-21, Gross Enrolment Ratio (GER) in higher education for the age group 18-23 years is estimated to be 27.3, as compared to 25.6 in 2019-20 as per 2011 projection, whereas, it is 27.1 in 2019-20 as per 2001 population projection. The GER in 2020-21 over 2019-20 has increased by 1.7 as per 2011 projection, which is the highest-ever increase in GER.



- The enrolment in Distance Education is 45.71 Lakh (with 20.9 Lakh females), an increase of around 20% since 2014-15.
- The total Student Enrolment in North East States is 12.06 Lakh in 2020-21. There has been a 29% increase in Student Enrolment in NER in 2020-21 since 2014-15.
- At the undergraduate level, the highest out-turn is in Bachelor of Arts (B.A.) with 20.5 Lakh, followed by Bachelor of Science (B.Sc.) with 11.3 Lakh, Bachelor of Commerce (B.Com.) with 10.2 Lakh and 8.3 Lakh in Bachelor of Engineering (B.E.) & Bachelor of Technology (B.Tech.) combined.
- At the Post-graduate level, the highest out-turn is in Master of Arts (M.A.) 5.4 Lakh, followed by Master of Science (M.Sc.) 2.9 Lakh, Master of Business Administration (MBA) 2.2 Lakh and Master of Commerce (M.Com.) 1.6 Lakh.
- At the postgraduate level, the maximum number of students are enrolled in the

- Social Science stream (20.56%) followed by science (14.83%) based on actual responses.
- At the Ph.D. level, enrolment is highest in Engineering & Technology (27.3%) followed by Science (23.4%).
 - Uttar Pradesh has the highest student enrolment (16.07%) followed by Maharashtra (10.98%) and Tamil Nadu (8.06%).
 - The enrolment of SC students is 58.95 Lakh in 2020-21 as compared to 46.06 Lakh in 2014-15, reflecting an increase of **28%**.
 - There has been a significant increase of **38%** in the enrolment of female SC students since 2014-15; the enrolment of female SC students has increased to **29.01** Lakh in 2020-21 as compared to 21.02 Lakh in 2014-15.
 - The enrolment of ST students has increased to **24.1** Lakh in 2020-21 from 16.41 Lakh in 2014-15. This is an appreciable increase of **47%**.
 - The total number of foreign students enrolled in higher education is 48,035.
 - The foreign students have come from 163 different countries.
 - In 2020-21, the highest share of foreign students are from Nepal (28.26%), followed by Afghanistan (8.49%), Bangladesh (5.72%), Bhutan (3.8%), Sudan (3.33%) and United States (5.12%). The Top 10 countries constitute 67.48% of the total foreign students.
 - Government Colleges despite constituting only 21.4% of total colleges based on actual responses contribute 34.5% of total enrolment, Private (Aided) colleges constituting 13.6% of total colleges account for 21.1% of enrolment, whereas 65% of Private Unaided Colleges account for only 44.4% of total enrolment.
 - The total number of teachers is 15,51,070 of which about 57.1% are male and 42.9% are female.
 - For Regular Mode Pupil Teacher Ratio (PTR) in Universities and Colleges is 24 whereas PTR for Universities and their Constituent Units, in regular mode, is 19.
 - The number of non-teaching staff is 13,95,868 out of which about 65.9% are male and 34.1% are female. The average number of females per 100 male non-teaching staff is 52.
 - There are 75 female teachers per 100 male teachers.



Regulatory and Advisory Bodies

University Grants Commission

University Grants Commission (UGC) is a Statutory Body established by an Act of Parliament in 1956 for the promotion and coordination of University Education and the determination and maintenance of standards of teaching, examination and research in Universities. Apart from providing grants to Universities and colleges, the Commission takes measures necessary for development of higher education. The UGC functions from its headquarters in New Delhi and its six Regional Offices located at Hyderabad, Pune, Bhopal, Kolkata, Guwahati, Bengaluru and Northern Regional College Bureau in Delhi.

Financial Assistance to Higher Educational Institutions

The UGC assists eligible Universities for their overall development, covering different aspects namely, enhancing access, ensuring equity, imparting relevant education, improving quality and excellence, making the University administration more effective, providing more faculty improvement programmes, enhancing facilities for students, augmenting research facilities and other plans of Universities.

Grants of Rs.9090.66 crores, Rs.393.25 crores, 4900.91 crores and Rs.1700 crores have been allocated to Central Universities, Deemed to be Universities, State Universities and Colleges and World Class Institutions respectively during the year 2022-2023.

National Educational Testing:

National Eligibility Test (UGC-NET) is conducted to determine eligibility for Assistant Professor and Junior Research Fellowships (JRF) in order to ensure minimum standards for the entrants in the teaching profession and research in several subjects of Humanities (including Indian and some foreign languages), Yoga, Social Sciences, Computer Science and Applications, Electronic Science, Forensic Science and Environmental Sciences. The Test is conducted normally twice every year in several cities spread across the country, generally in the months of June and December in 81 subjects. Simultaneously, the Council of Scientific and Industrial Research (CSIR) conducts the Joint CSIR-UGC Test for JRF and Eligibility for Lectureship in the five core science subjects, viz., Chemical Sciences; Earth, Atmospheric, Ocean and Planetary Sciences; Life Sciences; Mathematical Sciences and Physical Sciences. The Fellowship is available for a maximum period of five years.

Due to Covid-19, in December 2021, UGC NET could not be held on schedule. Consequently, it was merged with June 2022 UGC NET. 43,245 candidates have been qualified in the year 2021-22 for the UGC NET of December 2021 and June 2022 merged cycles.

National Fellowship for Scheduled Caste Students (NFSC)

There is a provision to award 2000 fellowships per year under the 'National Fellowship for Scheduled

Caste Students' for conducting research through M.Phil/Ph.D under the university system of India. Seventy five and twenty five percent of fellowships are earmarked for subjects covered under UGC-NET and Joint CSIR-UGC Test respectively.

National Fellowship for Other Backward Classes (NFOBC)

There is a provision to award 1000 fellowships per year under the 'National Fellowship for Other Backward Classes' for conducting research through M.Phil/Ph.D under the university system of India. As in the case of NFSC, seventy five and twenty five percent of fellowships are earmarked for subjects covered under UGC-NET and Joint CSIR-UGC Test respectively.

Maulana Azad National Fellowship for Minority Students (MANF)

There is a provision to award 1000 fellowships per year under this scheme for carrying out research through M.Phil / Ph.D. under the university system of India. As in the case of NFSC, seventy five and twenty five percent of fellowships are earmarked for subjects covered under UGC-NET and Joint CSIR-UGC Test respectively.

The Maulana Azad National Fellowship Scheme for minorities (MANF) has been discontinued w.e.f. Financial Year 2022-23 onwards by the Ministry of Minority Affairs vide letter No. SS-15/2022-Scholarship-MoMA dated 25.11.2022.

Quality Improvement Programme 2022-2023

Name of Guidelines/ Framework/ Regulations	Guidelines/Framework/ Regulations
National Higher Education Qualification Framework (NHEQF)	<p>National Education Policy, 2020 has recommended many transformative reforms in higher education. One of the important reforms is creation of a comprehensive and flexible framework for higher education qualifications – A framework that can ensure mobility, enable creative combinations of disciplines for study, end dropouts and enhances employment opportunities.</p> <p>The draft NHEQF was uploaded on the UGC website for public consultation on 30.01.2022. In addition, consultative meetings were held with stakeholders. The revised Draft NHEQF was considered and approved in the 559th Commission Meeting held on 13th June 2022.</p> <p>The Draft NHEQF is being modified to bring it in conformity with National Credit Framework. As the National Credit Framework is the principal document as far as credit accumulation and transfer is concerned, NHEQF will be implemented after the implementation of the National Credit Framework.</p>
UGC (Minimum Standards and Procedures for award of Ph.D. degree) Regulations	<p>The UGC regulations which set the minimum standards and procedure for the award of a Ph.D. have been revised according to the recommendations of National Education Policy 2020 and the UGC has notified the new UGC (Minimum Standards and Procedure for the award of Ph.D.) Regulations, 2022 in the official Gazette on 07th November 2022. These new regulations are framed to encourage research scholars to become well-trained researchers and inquisitive explorers.</p>

Name of Guidelines/ Framework/ Regulations	Guidelines/Framework/ Regulations
Curriculum Framework and Credit System for Undergraduate Programme	<p>National Education Policy (NEP) 2020 highlights that quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. The way to achieve such capabilities is only through holistic and multidisciplinary education with the freedom for students to shape their studies.</p> <p>For the implementation of NEP recommendations, the UGC has revised the Choice Based Credit System and developed a new Curriculum and Credit Framework for Undergraduate Programmes. The framework encompasses restructured degree programmes, multiple entry and exit, flexible degree options with single major, double major, multi-inter-disciplinary choices, and a curriculum built with employability skills in addition to academic subjects.</p>
Guidelines for Transforming higher education institutions into multi-disciplinary institutions	<p>The quintessence of Higher Education Institution (HEI), as envisioned in the National Education Policy 2020, is one which builds vibrant communities of scholars and peers, break down harmful silos between disciplines and enables students to become well-rounded individuals. To transform the HEIs into multidisciplinary institutions within the timelines suggested by the NEP 2020, the UGC constituted a committee under the chairmanship of Prof. R. P. Tiwari. The Committee has suggested multiple ways such as collaboration, merging and clustering between institutions to achieve the characteristics of a multidisciplinary institution.</p> <p>The guidelines have been published on 02.09.2022 on UGC Website.</p>

UGC Welfare Measures

Coaching for SC/ST/OBC (non-creamy layer) & Minorities:

UGC has been contributing towards social equity and social economic mobility of the under privileged sections of society through following special coaching schemes in Universities/ Colleges.

1. Remedial coaching for SCs/STs/OBCs (Non-creamy layer) & Minorities Community students: Remedial Coaching for the benefit of Undergraduate (UG) /Post-graduate (PG) students to improve & strengthen their knowledge, academic skills and linguistic proficiency in various subjects and to improve overall performance in the examination.

- 2. Coaching for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities:** Coaching for NET/SET with the objective to prepare SC/ST/OBC and Minority Community candidates for National Eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.
- 3. Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students:** In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching

scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students. The Centres are provided due assistance to undertake academic activities.

- 4. Residential Coaching Academies of SC/ST/Minorities:** The UGC has provided financial support under the scheme of Residential Coaching Academy in five universities i.e. Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar, Jamia Millia Islamia and Jamia Hamdard for establishment of Residential Coaching Academies for Minorities, Women/SCs/STs.

Equal Opportunity Cells in Universities/Colleges:

To make Colleges and Universities more responsive to the needs and constraints of disadvantaged social groups, the UGC had planned to establish Equal Opportunity Cell (EOC) in Colleges and Universities to oversee the effective implementation of policies and programmes for these groups and to provide guidance and counseling in academic, financial, social and other matters.

Establishment of Centers in Universities for study of Social Exclusion and Inclusive Policy:

Social exclusion not only generates tension, violence and disruption but also perpetuates inequality and deprivation in society. In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of getting advantages of development. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teachings-cum-research Centers in

Universities to pursue these themes. The UGC provides financial assistance on 100% basis to the selected universities for proper functioning of the Centres for recurring & non-recurring items. UGC has established 32 centers in different universities to support research on the issue of social exclusion, which has theoretical as well as policy importance.

Establishment of Special Cells for Scheduled Castes and Scheduled Tribes in Universities:

The establishment of SC/ST Cell in each of the institutions is mandated as per instructions of the Govt. of India vide letter no.43011/153/2010-Est.(Res) dated 04.01.2013. Further, UGC vide its D.O.letter No.F.1-5/2006(SCT) dated 8th June 2015 requested all Central Universities and UGC funded deemed to be Universities to comply with the instructions of DoPT for setting up of special Reservation Cell for enforcement of orders of reservations in Posts and services and other related works.

Inclusion of colleges under Section 2(f)/12(B) of the UGC Act, 1956 (01.01.2022 to 31.12.2022)

The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.

Apart from the inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12B of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

As on 31.12.2022, a total of 13373 Colleges have been recognized by UGC under section 2(f) and

12B (2987 Colleges under section 2(f) and 10386 Colleges under Section 12B).

Fellowship and Scholarship schemes:

1. Faculty Recharge Programme (FRP)

Faculty Recharge Programme was launched in the year 2011, under which various faculty positions were created to be filled at national level. 149 faculty members (Professors, Associate Professors and Assistant Professors) are in positions at present in various universities. An amount of Rs.24.70 crores has been released towards Salaries to 149 faculties placed at various Universities/Institutions during the period 01.01.2022 to 31.12.2022.

2. UGC-BSR Faculty Fellowship

To provide an opportunity for the continuance of research contributions in Basic Science Research by talented teachers who are nearing superannuation in State/Central Universities, UGC has implemented "BSR Faculty Fellowship". The main objective of the scheme is to facilitate productive research for an additional period of three years after superannuation and to play a research mentorship role for young researchers and Ph.D. students. An amount of Rs.6.01 crores has been released to 78 BSR Faculty Fellows during the period 01.01.2022 to 31.12.2022.

3. Dr. D. S. Kothari Post-Doctoral Fellowship

Under this scheme financial assistance is provided to the research fellows to pursue Post-doctoral research in basic Sciences / Medical/Engineering and Technology. An amount of Rs.35.00 crores was released to 612 PDFs during the period 01.01.2022 to 31.12.2022.

4. BSR Fellowship for Meritorious Students in Sciences (RFSMS)

The objective of the scheme was to provide opportunities to meritorious candidates to undertake advanced studies and research leading to Ph.D. degrees in sciences. The tenure of the fellowship was 5 (five) years. Since 2016 BSR Fellowship has been merged with UGC-NET JRF Fellowship. An amount of Rs. 75 lakhs has been released to 97 JRF/SRF candidates during the period 01.01.2022 to 31.12.2022.

5. Start-up Grant for Newly Recruited Faculty

All teachers who were newly appointed at the level of Assistant Professor against permanent post in the faculties of Basic Science, Engineering and Technology following the specified procedure of university were eligible to receive financial support under the scheme. The Assistant Professor should possess a Ph.D. degree with a minimum of five research papers to his / her credit, published in journals of international repute. The Assistant Professor should apply within one year from the date of joining the post in the Department/University. The selections were made through-out the year. An amount of Rs.8.19 crore has been released to 146 newly appointed faculties of various Universities/Institutions during the period 01.01.2022 to 31.12.2022.

6. Mid-Career Award to Teachers

Mid-Career Award grant was provided to teachers to pursue their research in their specialized areas. An amount of Rs.0.66 crores has been released to 15 teachers of various Universities / Institutions during the period 01.01.2022 to 31.12.2022.

7. Junior Research Fellowship (JRF) in Science, Humanities and Social Sciences

The objective of the scheme is to provide an opportunity for scholars to undertake advanced studies and research leading to M. Phil/Ph.D. Degrees in Science, Humanities and Social Sciences including languages. University Grants Commission provides JRF to the candidates who qualify National Eligibility Testing (NET/JRF) of the UGC and the UGC-CSIR Joint Test conducted by the National Testing Agency (NTA). The total tenure of the fellowship is for five years. An expenditure of Rs.1144.59 crore has been incurred during the year 2022 under JRF in Sciences, Humanities and Social Sciences. There are 9400 slots per annum under JRF.

8. Post-Doctoral Fellowship for Women:

The objective of the scheme is to provide an opportunity to unemployed women candidates holding a Ph.D. degree and intending to pursue post-doctoral research in Science, Engineering and Technology, Humanities and Social Sciences. An amount of Rs. 3.86 crores was disbursed to 90 beneficiaries in 2022.

9. Post-Doctoral Fellowship For SC/ST Candidates:

The objective of the Scheme is to provide fellowship to SC/ST candidates, who have obtained a doctorate and have published research work to their credit for doing advanced research in their chosen areas. An amount of Rs. 3.50 crore was disbursed to 78 beneficiaries in 2022.

10. Dr. S. Radhakrishnan Post-Doctoral Fellowship in Humanities & Social Sciences including languages:

The objective of the scheme is to provide an opportunity to carry out advanced studies and research in Humanities and Social Sciences including languages to the candidates having Ph.D. degree in the relevant subject. An amount of Rs. 0.07 crore was disbursed to 12 beneficiaries in 2022.

11. Research Award:

The main objective of the scheme is to provide an opportunity to permanent teachers of Universities/Institutions having doctorate degree to pursue research in their area(s) of specialization without undertaking any research guidance for a period of two years extendable by one year on the recommendation of the expert committee in exceptional cases. An expenditure of Rs. 19.17 Lakh was incurred from January 2022 to December 2022.

12. Research Scientist:

The scheme of Research Scientist was originally initiated in 1983 to attract meritorious scientists of Indian origin, who may be working abroad, with a view to promoting high-quality research in Science, Engineering & Technology, Humanities and Social Sciences at three levels:

1. Research Scientist 'A' (Lecturer)
2. Research Scientist 'B' (Reader)
3. Research Scientist 'C' (Professor)

An expenditure of Rs.63.20 Lac was incurred from January 2022 - December 2022.

13. Post-Graduate Scholarships for Professional courses to SC/ST Students:

Keeping in view the social background of the candidates from deprived sections of society, the scheme is being implemented since 2011-12 to provide them an opportunity to undertake post-graduate level studies in professional courses. Currently, the selection process for the AY2022-23 is underway. During 2022, an amount of Rs. 9.38 cr. was released to 1204 students.

14. Post-Graduate Indira Gandhi Scholarships for Single Girl Child:

The objectives of the scheme are to support Post-graduate education of single girl child with a view to promote single girl child in society, increase sex ratio in favour of women and promotion of small family norms in society. Currently, the selection process for the AY 2022-23 is underway. During 2022, an amount of Rs. 23.77 cr. was released to 6568 students.

15. Post-graduate Scholarships for University Rank Holders

The scholarship was started in 2006-07 with a broad objective to promote and nurture talent and to reward meritorious students with outstanding performance at the Under-graduate level for pursuing Post-graduate studies. Currently, the selection process for the AY 2022-23 is underway. During 2022, an amount of Rs. 5.79 cr. was released to 1557 students.

16. Post Graduate Scholarship for M.E/M. Tech/M.Pharma to GATE/GPAT Qualified Students

The objective of the scheme is to help and attract young talented graduate students to pursue technical education at Post Graduate

level in Higher Education Institutions. Financial assistance in the form of scholarship is provided to GATE/GPAT-qualified students for pursuing M.E./M. Tech/ M.Pharma through full-time/regular mode in Universities/ Institutes/ Colleges in India. The scholarship was launched in 2016-17. During 2022, an amount of Rs. 10.37 crore was disbursed to 1104 beneficiaries.

17. 'Ishan Uday' Special Scholarship Scheme for North Eastern Region

The Ministry of Education and the University Grants Commission have taken special interest with regard to promotion of higher education in the NER. To improve the GER, promote higher education and to encourage children belonging to economically weaker section of the NE region, the scheme was launched in the academic session 2014-15. Under the scheme, there is a provision for providing financial assistance in the form of scholarships to 10000 students every year. During 2022, the selection for AY 2021-22 was made. Currently, the selection process for the AY 2022-23 is underway. In 2022, an amount of Rs. 141.51 cr. was released to 25,000 students.

18. Swami Vivekananda Single Girl Child Fellowship For Research In Social Sciences:

The scheme, which was launched in 2014-15, is applicable to such a single girl child who has taken admission to regular, full-time Ph. D. program in Social Sciences in any recognized University/Institute. The objective of the scheme is to promote single girl child in society, increase sex ratio in favor of women and promotion of small family norm in society. As of now, there is no cap on the number of fellowships to be

awarded every year. The scheme has been discontinued now. Only the old cases are being settled. During 2022, an amount of Rs. 7.15 crore has been disbursed to 223 beneficiaries.

Vide its public Notice dated 5th September 2022, UGC has sought online applications from eligible candidates for the following fellowship/research schemes:

1. Savitribai Jyotirao Phule Fellowship for Single Girl Child:

The University Grants Commission (UGC), committed to the goal of ensuring greater access to education, recently launched the Savitribai Jyotirao Phule Fellowship for Single Girl Child (SJSGC). The scheme aims to promote higher education for girls. The scheme is exclusively for the single girl child desirous of pursuing Ph.D. program through regular full-time mode and has taken admission for the same in a recognized higher education institution. The Savitribai Jyotirao Phule Fellowship for Single Girl Child was launched after the revision of the earlier UGC scheme for single girl child, Swami Vivekananda Single Girl Child Fellowship for Research in Social Sciences. The fellowship is to be given for 5 years.

2. Fellowship for Superannuated Faculty Members (Emeritus Fellowship):

The purpose of the fellowship is to provide opportunities to superannuated faculty members of Universities/Institutes/Colleges to pursue research in their area(s). Under the scheme, financial assistance is provided to the selected candidates who are at the level of Professors/Associate Professors and going to superannuate within six months or already superannuated. There are 100 slots under

the scheme and the tenure is 3 years or up to 70 years whichever is earlier. Currently, the selection process for the scheme is underway.

3. Research grant for In-Service Faculty Members:

The objective of the scheme is to provide research opportunities to regularly appointed faculty members who have a minimum of 10 years of service left in the University/Institution from the date of submission of his / her application. There are 200 slots under the scheme and the quantum of financial support under the scheme is Rs.10.00 Lakh. Currently, the selection process for the scheme is underway.

4. Dr. D.S. Kothari Research Grant for Newly Recruited Faculty Members:

The purpose of the research grant is to provide opportunities to newly appointed faculty members of Universities/Institutes/Colleges to pursue research in their area(s). There are 132 slots under the scheme and the quantum of financial support under the scheme is Rs.10.00 Lakh. Currently, the selection process for the scheme is underway.

5. Dr. Radhakrishnan UGC Post-Doctoral Fellowship:

The objective of the scheme is to provide an opportunity to carry out advanced studies and research in Sciences, Engineering and Technology, Humanities & Social Sciences including languages in Indian Universities/Institutions. There are 900 slots under the scheme with 30% slots reserved for women candidates. Currently, the selection process for the scheme is underway.

Anti Ragging Cell

Anti-Ragging Cell is in process of amending existing Anti-Ragging Regulations for curbing the menace of ragging to make it more stringent. Anti-Ragging Cell is also working on suicide cases reported to UGC, alleged due to ragging, in such a way that they may be redressed till the conclusive end with the help of the Legal Section of UGC.

From time to time, UGC has been issuing necessary advisories to all educational institutions. In addition to these measures, UGC has also issued a letter to the Chief Secretaries and Higher Education Secretaries of all States & UTs with a request to take strong measures to implement the Anti-Ragging Regulations in their respective States/UTs and take stringent action against those flouting the guidelines. These advisories may be seen on the UGC website at the following link: <https://www.ugc.ac.in/page/Ragging-Related-Circulars.aspx>.

UGC has established Anti Ragging Helpline on its premises for better supervision while redressing the complaints of Ragging & Racial Discrimination from students of higher education. UGC has also appointed a new monitoring agency (NGO/NGA) for monitoring of 24x7 Anti-Ragging Helpline, creating awareness to demote ragging in Universities, Colleges and its associated database & IT Work.

The anti-Ragging Cell of UGC in Coordination with the Monitoring Agency & Helpline follows up/closes the case with the satisfaction of the victim.

Details of Ragging Complaint registered from 01.01.2022 to 31.12.2022:-

Complaints received	Complaints closed	Complaints Active
883	766	117

National Academic Depository

The Government of India is committed to bringing administrative and academic reform through the use of technology for delivery of efficient services to all stakeholders. Education engages with almost every citizen of the country and the Government is keen to create quality infrastructure that will facilitate delivery of services to citizens and will also facilitate academic institutions in performing their core functions. A step in this direction is the initiative of a digital depository of academic awards known as the National Academic Depository (NAD). The NAD has been launched by the Hon'ble President of India on 9th July 2017.

NAD is an online store house of academic awards (degrees, diplomas, certificates, mark sheets etc.) lodged by academic institutions/boards/eligibility assessment bodies in a digital format. NAD is on 24x7 online mode for making available academic awards and helps in validating their authenticity, their safe storage and easy retrieval. The University Grants Commission (UGC) is the authorized implementing body of NAD through Digilocker, as notified under the Information Technology Act 2000 and owned by the Ministry of Electronics and Information Technology (MeitY), as a single entity

Users of NAD

- Students and other academic award holders
- Academic Institutions / Boards/Eligibility assessment bodies
- Verification - seeking entities i.e. banks, employer companies (domestic & overseas), Government entities, academic institutions/boards/eligibility assessment bodies (domestic and overseas) etc.

Participants

- Central Educational Institutions viz.

Central Universities, Central Higher Educational Institutions and institutions empowered by an Act of Parliament to grant degrees, diplomas etc.

- State Universities, Deemed to be Universities and other Universities
- Certificate/Diploma and Degree awarding institutions set up under various other Ministries/Departments of the Government of India
- Institutions approved by the Ministry of Skill Development and Entrepreneurship (MSDE)
- Central Board of Secondary Education (CBSE), State School Boards and other Boards
- Central eligibility test conducting bodies like UGC for National Eligibility Test (NET) and CBSE for Teacher Eligibility Test (TET)

Features of NAD

- Operates in fully online mode
- Allows lodging of Academic awards in a digital format, maintaining the integrity of access to the database and of the awards lodged in the database.
- Allows students to retrieve their lodged academic awards at any time.
- Allows employers and other persons (with prior approval of the concerned student) to verify the authenticity of any academic award.
- Maintains the authenticity, integrity and confidentiality of the databases.

Benefits of NAD

For Academic Institutions:

- Permanent record of academic awards issued;

- No need for issuing duplicate academic awards, students can get it from NAD;
- Effective Deterrence to fake and forged paper certificates;
- All academic awards verification needs can be addressed by NAD;
- Saving in administrative processes resulting in more efficient and focused organisation.

For Students:

- Immediate availability of academic awards upon upload by Academic Institution
- Online, Permanent Record of academic awards
- No risk of losing, spoiling, or damaging the academic awards
- Anytime, Convenient access to academic awards

For Verification Seeking entities (Employer Companies, Banks etc.)

- Online, Quick and Reliable Verification of academic awards (with the prior consent of the concerned student)
- Access to Authenticated Copy of academic awards
- No risk of fake and forged Certificates.
- Reduction in Cost, Time and Efforts for Verification

Present status as on 31st December 2022:

Number of Academic Awards of Higher Educational Institutions (HEI) students' lodged on NAD through DigiLocker	11.72 Cr
Number of verification-seeking entities registered with NAD through DigiLocker	1777
Number of Higher Educational Institutions (HEI) who have on-boarded NAD through DigiLocker	1754

All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national-level Apex Advisory Body to conduct surveys on the facilities of technical education and to promote development in the country in a coordinated and integrated manner. The statutory All India Council for Technical Education was established on May 12, 1988, with a view to proper planning and coordinated development of technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith. The purview of AICTE covers programmes of technical education including training and research in Engineering & Technology, Architecture & Town Planning, Management, Pharmacy, Applied Arts and Crafts & Design, Hotel Management and Catering Technology etc. at different levels.

APPROVAL STATUS

AICTE has taken several initiatives in recent years to bring about changes in the annual Approval Process by introducing greater transparency and accountability through e-governance and simplifying the procedures and greater ease in the approval process, after informal and formal interactions with all stakeholders. The Council grants approvals for starting new technical institutions and for introducing new courses or programmes in approved technical institutions. Approvals are accorded in consultation with respective State Governments and affiliating Universities. Approval Process Handbook 2022-23 was published and institutions were approved to run technical programmes, as given below:

Programme	Diploma	UG	PG
	No. of Institutes	No. of Institutes	No. of Institutes
Applied Arts and Crafts	43	28	8
Architecture and Planning	59	86	35
Design	-	33	10
Engineering & Technology	3,578	2,858	1,780
Hotel Management & Catering	29	92	5
Management	21	1	3,144
MCA	-	-	1,090
Pharmacy	429	648	475

QUALITY INITIATIVES OF AICTE

AICTE, in line with the National Education Policy (NEP), has innovated in its role to transform from a mere regulator to a facilitator and an enabler. AICTE is revamping the existing curriculum model as per NEP 2020 recommendation and has launched an outcome-based model curriculum for Diploma, Undergraduate and Postgraduate Courses in Engineering and PGDM/MBA Courses. Student internship has been redefined and made mandatory whether in the corporate world or at Institutes of National Importance, National Laboratories or in Development Sector. Universal Human Value Education has been made an integral part of Course Curriculum. Highlights and progress from select Quality Initiatives during 2022 are as follows:

1. Revamping Model Curriculum

- ◆ Model Course curriculum for B. Tech in VLSI Design Tech and Diploma in IC Manufacturing has been prepared.
- ◆ Model curriculum of courses as elective/minor in Emerging Areas viz.; Artificial Intelligence, Internet

of Things (IoT), Block Chain, Robotics, Quantum Computing, Data Sciences, Cyber security, 3D Printing and design, Virtual Reality and Model curriculum for minor degree in Solar Energy is in process.

- ◆ Model Curriculum for Mechatronics, Bio-Technology and Automobile Engineering have been launched and model curriculum for B. Tech Degree in AI & Data Science, AI & Machine Learning and Robotics & AI is being finalized.
- ◆ Model Curriculum for Bachelor Degree in Planning and PG Degree in Planning is launched.
- ◆ Model Curriculum for Minor Degree Course in Universal Human Values (UHV)
- ◆ Model Curriculum for Minor Degree Course in Advanced Web Development
- ◆ Model Curriculum for Minor Degree Course in Sustainable Energy Engineering (SEE)

2. Report of the Committee on Industry Interaction and Mobility of Faculty:

The Committee under the chairmanship of Shri BVR Mohan Reddy in its Report recommended the introduction of Professor/Associate Professor of Practice Posts in technical Institutions to encourage senior corporate professionals/policy makers to share their expertise with students for a considerable period to enrich the learning of students, faculty-Industry Immersion Programme (FIP) etc. The recommendation of the Committee would be placed before AICTE Council for consideration.

3. Inclusive digital education for all including persons with disabilities:

The National Education Policy (NEP) 2020 emphasizes the equal opportunity for education for all, irrespective of caste, gender and abilities including Persons with Disabilities (PwDs). The introduction of the National Education Policy 2020 has accelerated the need for the creation of an 'inclusive education' system that caters to students with both visible and invisible disabilities. In order to facilitate inclusive digital education for all, including Persons with Disabilities, AICTE decided to formulate guidelines to be followed by AICTE Approved Institutions in this regard.

A committee was constituted under the chairmanship of Prof. Balakrishnan, IIT Delhi and another committee under the chairmanship of Prof. PP Chakrabarti, IIT Kharagpur to suggest initiatives required for making education accessible to differently-abled students and empowering them. The committee suggested the establishment of the Equal Opportunity Facilitation Cell in each institution, establishment/strengthening of Inclusive Education Centre by State Government, Conversion of courses in the SWAYAM Platform appropriate for persons with disabilities, capacity building of faculty etc. AICTE issued a circular to all AICTE Approved Institutions for the implementation of the recommendations made in this regard.

4. Blueprint for reforms in Urban Planning Capacity Building in Education in India:

As per the decision taken by Govt. of India, for developing India-specific knowledge in urban planning and design, and delivering

certified training in these areas, up to five existing academic institutions in different regions will be designated as centers of excellence. These centers will be provided endowment funds of Rs. 250.00 Crore each. In addition, AICTE will take the lead to improve syllabi, quality and access to urban planning courses in other institutions. A Committee was constituted under the chairmanship of Prof. P.S.N. Rao, Director, SPA New Delhi to prepare a report on Urban Planning Reforms in India and the committee submitted its report in July 2022.

Institutional, Faculty & Student Development Schemes

AICTE, by virtue of the mandate given to it to improve the quality of technical education in the country, has been undertaking a number of activities and operating schemes. These schemes range from funding research to travel grants for attending conferences abroad to the faculty; from modernization of infrastructure to building of hostels in the institutions; and providing scholarships from the meritorious to the disadvantaged students. The following sections give an account of select Schemes and progress therein.

1. Modernization and Removal of Obsolescence (MODROBS) Scheme

The main objective of the scheme (MODROBS) is to provide financial support to institutions to equip their laboratories with modern equipment/ infrastructure facilities, keeping in view rapid advancements in technology. Funding for this scheme is limited to Rs.20 lakh per project. Rs. 3.25 crore was released under ongoing MODROBS Regular, and Rs. 1.58 crore under ongoing MODROBS-Polytechnics). In

addition, Rs. 0.085 crores was released to institutions located in NER states of the country (ongoing MODROBS-NER), Rs. 0.35 crore to institutions located in rural areas (ongoing MODROBS-Rural), and Rs. 1.32 crore to institutions who had never received a MODROBS project in the past (MODROBS- Aspiring Institutes). No new projects were sanctioned under MODROBS during F.Y.2022-23

2. Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES)

The scheme aims to support Government/ Government-aided engineering colleges in existence for more than 5 years for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to the SC/ ST category. Proposals from institutions located in NER, for a 40-seater hostel are also considered. Funding of up to Rs 3.25 crore, is provided to the institute to complete the project within the period of 3 years. An amount of Rs.8.90 crore was released to 12 institutions under CAFES-SC/ST variant, Rs. 1.12 crore to 1 institution under CAFES – Differently abled variant and Rs.1.20 crore to 1 institution under CAFES - NER variant of the Scheme, was released during 2022-23

3. AICTE- IDEA (Idea Development, Evaluation & Application) Lab Scheme

AICTE-IDEA (Idea Development, Evaluation & Application) Lab was introduced to support translation of Ideas into prototypes and training of students is being created under one roof, to train students on 21st-century skills so that their employability is enhanced. A network of 93 AICTE IDEA Labs spread over 21

states with a budget of Rs. 53.17 crores is now being set up under this scheme. AICTE has also established two IDEA Labs as part of its ATAL Academies in Deenbandhu Chhotu Ram University of Science & Technology (DCRUST), Murthal (Haryana) and in Muddenahalli Campus of Visvesvaraya Technological University (VTU), near Bengaluru-each at a cost of Rs. 4.42 crore.

4. e-Journals through ESS (e-Shodh Sindhu Scheme) for Technical Education and Research

Under this Scheme, free access to e-Journals/ e-Resources to AICTE approved Government/ Government-Aided technical institutes are provided by INFLIBNET Centre, Gandhi Nagar, Gujarat. The subscription amount for these institutions is paid by AICTE to the INFLIBNET Centre. Rs. 2.73 Crore were released to INFLIBNET Centre, ASCE, ASME & Bentham Science.

5. Technical Book Writing Scheme

In alignment with the National Education Policy (NEP) 2020, AICTE has initiated a technical book writing scheme in the year 2021-22 to provide study material in Indian Languages. AICTE started original book writing in English for the first year and then its translation in 12 Indian languages, post original writing, as per AICTE's model curriculum and Outcome-based education model.

In the first year, 20 books were identified (11 at Diploma and 9 at Under Graduate level) and were initially translated into 9 Indian languages namely Hindi, Odia, Tamil, Telugu, Kannada, Punjabi, Bengali, Marathi and Gujarati. The translation in the remaining 3 Indian Languages (Assamese,

Urdu and Malayalam) is in progress.

In 2022-23, AICTE has initiated the process for the second year's original book writing in English. 88 subjects - 42 at degree level and 46 at diploma level and their translation into 12 Indian Languages with the involvement of the universities and other organizations across the country.

Hon'ble President of India launched AICTE Outcome-based Engineering Books in Odia Medium in the gracious presence of Hon'ble Governor Odisha, Hon'ble Chief Minister Odisha, Hon'ble Education Minister, Govt of India on 12th November 2022 at Bhubaneswar.



6. Quality Improvement Programme (QIP)

With the objective of upgrading, qualification and capabilities of the faculty members of degree-level technical institutions, the Government of India

launched the Quality Improvement Programme (QIP) in the year 1970, now being implemented and monitored by the Council. Under this scheme, faculty members of AICTE-approved institutions are given an opportunity to upgrade their qualifications. During the year 2022 till 31st Dec 2022, AICTE has disbursed Rs.16.5 Cr scholarships to Master and Ph.D. scholars.

7. **AICTE-Post Graduate (PG) Scholarship Scheme**

In order to ensure the development of technical education in India, AICTE awards Post Graduate (PG) Scholarship to GATE/ GPAT/ CEED qualified students @ Rs. 12,400/- per month through its PG Scholarship Scheme for the duration of 2 years. During the Financial Year 2022-23 (Till December 2022), Rs 149.53 Crore was disbursed to more than 18430 beneficiaries.

8. **AICTE Doctoral Fellowship (ADF) Scheme**

ADF (erstwhile National Doctoral Fellowship- NDF) scheme was started in 2018-19 to promote research culture by providing research fellowship of Rs. 31,000/- pm for the first two years followed by Rs. 35,000/- pm for the third year, to meritorious students seeking admission in full-time Ph.D. in AICTE approved Technical Institutes, in AICTE approved disciplines. During the Financial Year 2022-23 (up to 31.12.2022) Rs 16.60 Crore was disbursed to more than 596 beneficiaries.

9. **Pragati Scholarship Scheme for Girl Students**

AICTE awards Rs. 50,000 per annum under Pragati Scholarship to girl students

with an aim to provide assistance to pursue technical education. This is an attempt to give young women an opportunity to pursue higher technical education and prepare them for a successful future. During the year 2022-23, Rs 78.49 Crore were disbursed to 16501 beneficiaries.

10. **Saksham Scholarship Scheme for differently-abled Students**

AICTE awards Rs. 50,000 per annum under Saksham Scholarship to differently-abled students with an aim to provide encouragement and support to pursue technical education. During the year 2022-23, Rs 4.59 Crore was disbursed to 929 differently-abled students.

11. **AICTE Swanath Scholarship Scheme**

AICTE launched 'AICTE-Swanath Scholarship Scheme' in September 2021 to provide support to orphans, wards of parents who died due to Covid-19 and wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue courses offered by AICTE-approved institutions. During the year 2022-23, Rs 3.96 Crore was disbursed to 791 eligible students.

12. **Margdarshan & Margdarshak Scheme**

Margdarshan Scheme, with an aim to upgrade the standard of Technical Education, was launched during the year 2016-17. Institutions going for accreditation are encouraged to associate themselves with well-established institutions and seek guidance from institutions selected under the Margdarshan Scheme, towards getting the NBA accreditation. A hub-and-spoke system is in place under the Margdarshan Scheme, with an institute of repute pivoting itself as a Mentor (hub) to guide and disperse knowledge to ten technical insti-

tutions (spokes) within 200 km.

With the goal to help the institutes further towards accreditation from NBA, Margadarshak Scheme was launched in the year 2018-19. Under the Scheme, experienced faculty are identified and trained to mentor the institutions, to guide and prepare the institutions desirous of getting their courses accredited.

AICTE has 330 senior academicians nominated as Margadarshaks, out of which 260 have been mapped with 444 Mentee Beneficiary Institutes (MBIs) for mentoring them. Presently 45 institutes have been nominated as Mentor Institutes (MI) and are mapped with 414 MBIs. Thus, 858 (444+414) MBIs have been facilitated under the scheme, aiming at accreditation from NBA in the next few years.

Other Activities/ Initiatives

In order to ensure the overall development and growth of technical education, AICTE is involved in a number of national initiatives besides taking proactive steps in this direction. The following sections give an account of some such activities/ initiatives and progress therein.

1. SWAYAM

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) Platform is one stop web location for interactive e-contents for all courses from School to University Level (Postgraduate Students) covering all disciplines; high-quality learning experience using multimedia anytime, anywhere; State of the art system that allows easy access, monitoring and certification; peer group interaction and discussion forum to clarify doubts and a hybrid model that adds to the quality of classroom teaching. The courses hosted on

SWAYAM are in 4 quadrants–

- (i) video lectures with multimedia
- (ii) specially prepared reading material that can be downloaded/ printed
- (iii) self-assessment tests through tests and quizzes
- (iv) an online discussion forum for clearing doubts.

Steps have been taken to enrich the learning experience by using audio-video & multimedia and state-of-the-art pedagogy/ technology.

There are 9054 courses on the SWAYAM Platform out of which 7511 courses are Credit courses and the remaining 867 courses are non-credit courses including self-paced courses. As on date, the total number of enrolments on the SWAYAM Platform is 3,03,29,278 out of which only a total number of 22,26,700 learners have registered themselves for appearing in SWAYAM online Examination. Till date, a number of 11,82,295 certificates have been awarded to the learners, as per statistics received from NPTEL/ IIITM. As on date, 142 foreign countries have access to the SWAYAM platform.

2. AICTE Training and Learning (ATAL) Academies

AICTE in its endeavor to encourage academic excellence in technical education has taken several quality initiatives which also include enhanced impetus on the development of the faculty teaching in colleges across the country. The AICTE Training and Learning (ATAL) Academy is one such initiative that has been conducting various Faculty Development Programs (FDPs) for imparting/upgrading faculty knowledge in emerging thrust areas

like IoT, ML, AI, robotics, cyber security, cloud computing, blockchain, renewable energy, AR/VR and many more emerging areas etc. Four ATAL Academies have been established in Jaipur (Rajasthan), Bengaluru (Karnataka), Guwahati (Assam), and Murthal (Haryana) for experiential learning, hands-on and offline FDPs.

From 2022-23, ATAL FDPs have been redesigned, and innovative & hybrid FDPs/ Continuous Professional Development Programmes (CPDPs) focus on the application of knowledge in emerging thrust areas, critical thinking, problem-solving, team building and project management, etc. These are conducted in the Blended/ Hybrid mode for two weeks (1 week offline and 1 week online) as admissible for Career Advancement Scheme (CAS).

ATAL FDPs/CPDPs of 2022-23 (till date)

S. No.	Type of FDPs/ CPDPs	Number of Allotted	Completed FDPs/ CPDPs
1	ATAL FDPs	200	142
2	PM Gati Shakti FDPs	43	17

3. UK India Education and Research Initiative (UKIERI) Phase-III

AICTE had signed an implementation agreement with the Department for Business, Energy and Industrial Strategy (DBEIS), UK for the joint operation of the activities under the UK India Education and Research Initiative (UKIERI) Phase-III. Three strands of education collaboration were taken under UKIERI Phase-III: Leadership and Faculty Development; Integration of Skills in the Education System; and e-Partnership and Research Incu-

bation

4. KARMA (Kaushal Augmentation & Restructuring Mission of AICTE)

AICTE Skill Hub Initiative (SHI) is launched to encourage institutions for making the best use of the available infrastructure of the higher education system during off hours for skill training by re-aligning the existing infrastructure for the skill courses especially, training AIDS, syllabus, model curriculum, etc. as per NSQF aligned qualifications. This Scheme has been implemented in self-financing mode.

2178 institutions registered on the SHI portal out of which 711 institutes are approved with an intake of 3,25,260 seats and 16,809 registered by 6th January 2023.

5. UHV FDP - SI

NEP 2020 has come with great clarity on the expectations from education. The education on values is centered on the three universal, core values of Truth (Satya), Harmonious being and living (Harmony, dharma) and Love and Compassion (Justice, Nyaya) also clearly expressed in the NEP 2020.

AICTE has shared the UHV content through various FDPs with now over one lakh teachers across the Nation. The almost immediate and positive indicators of self-development as well as progress in their institutions have been quite encouraging.

Mode of Conduct	Total Number of Workshop	No. of Faculty Attended
Face to Face	212	16310
Online	120	90366
Total	332	106676

6. **Jammu, Kashmir & Ladakh Employment Enhancement (JEET) Scheme**

JEET is the initiative of AICTE with ICT Academy for providing Employability Enhancement Training to Engineering, Management, and Polytechnic Students of final and pre-final years in the Union Territories of J&K and Ladakh. Under this scheme, the total number of registration done by ICT Academy is 2434

7. **National Technical Teachers Award (NTTA) 2021-22**

In 2022, the AICTE Visvesvaraya Best Teacher Award (Engg. & Tech.) and Dr. Pritam Singh Best Teacher Award (Management) were clubbed and renamed as the National Technical Teacher's Award and integrated with the Rashtriya Puraskar portal of MHA, GoI as per direction of MHA.

A total of 20 awards, 15 in the category of Engineering and Technology, including Polytechnic and 5 awards for Management, and 1 supernumerary award for a person with Disability (PWD) are to be given to the outstanding faculty members of AICTE-approved institutions. The awards were conferred to 15 teachers on 6th Sep 2022 in New Delhi.

8. **Prime Minister's Special Scholarship Scheme-PMSSS**

The Prime Minister's Special Scholarship Scheme (PMSSS) underwent some important changes as directed by the Inter-Ministerial Committee (IMC) of the Ministry of Education, Government of India. A special thrust was given to ensure quality education by including NBA/NAAC accredited and NIRF Ranked Institutions to J&K and Ladakh students

through an online counseling process by the AICTE, New Delhi. The scholarships available under the Scheme in Professional Stream (including Engineering) were 2830. Besides, there were 2070 scholarships for the General Stream Course and 100 for the Medical Stream for the students of Union Territories of J&K and Ladakh to enhance their employment opportunities.

PMSSS Cell, AICTE opened the portal for online registration of aspiring students of Jammu & Kashmir and Ladakh between July 19th and 23 August 2022 and for Lateral Entry (diploma students) between August 29 and September 14, 2022. 18975 students in HSC (10+2) and 496 students in diploma were declared eligible by the Government of Jammu & Kashmir and Ladakh to participate in the online counseling process for 5000 seats in HSC and 500 seats in Diploma (direct admission in 2nd year Engineering stream only). 5716 meritorious students as per choices filled by them in Professional and General Stream courses were eligible after applying the reservation policy of the Govt. of Jammu & Kashmir, out of which 3283 students have joined the allotted institutions, 428 seats were allotted under lateral entry (diploma students) in Engineering Stream, out of which 293 students have joined the allotted Institutions. It may be noted that a total number of 3576 students have joined during the academic session 2022-23 except Medical Students since the NEET counseling is still going on as on date. The officials of PMSSS conducted interactive/training workshops in the districts of Kargil, Leh, Srinagar, Jammu, Baramullah, Kupwara, Anantnag, Rajouri, Kathua, etc. to inform the aspiring students about the counseling process, joining formalities

and addressed their queries. The students were also informed about the CUET Examination Process for admission in Central Universities and the deduplication process conducted by the AICTE with NSP as per the instructions received from the Ministry of Education, Government of India.

The students were given the option either to join the institution physically or through online mode as per the situation in the respective State/UTs due to varying dates of admission in institutions allotted to them.

9. MOE's Innovation Cell (MIC)

MIC has been established by MoE (earlier MHRD) at AICTE to systematically foster the culture of innovation, entrepreneurship and start-up in Higher Educational Institutes (HEIs) across the country. MIC has conducted various activities in the following categories to build and streamline the innovation and entrepreneurship ecosystem in HEIs in the country.

- More than 6500 Institution Innovation Councils (IICs) have been established and are operational in HEIs spreading across India. More than 72,000 students, 50,000 faculty members, and 9000 experts from ecosystem enablers are currently part of it. 63,288 innovation & entrepreneurship activities were conducted by these IICs which is double the number of activities conducted in the 2019-20 year and a five times increase from the very first year of the IIC program.
- “Yukti Innovation Challenge” to identify, scout and nurture the ideas

of students and help them create startups. The YUKTI Innovation Challenge is a 360-degree experiential learning program for innovators and startups from IIC Institutions. So far two editions have been conducted through which 5000+ innovation teams have received mentorship and training on Idea validation, Product Design, Prototype building, Business model development, IP Management etc. Finally, a total of 75 innovations are supported with incubation linkage and total funding assistance of Rs. 3.64 crores from MIC and AICTE to develop startups.

The National Testing Agency (NTA)

The National Testing Agency (NTA) was set up by the Ministry as a premier, specialist, autonomous and self-sustained testing organization to conduct entrance examinations for admission/fellowship in higher educational institutions in the country, in pursuance of the approval of the Cabinet dated 10.11.2017. NTA was registered as a Society on 15.05.2018 under the Societies Registration Act (1860). NTA has conducted 125 examinations since its inception. During FY 2022-23, NTA has conducted 26 examinations, which include: JEE (Main), NEET (UG), UGC NET, CMAT, GPAT, Joint CSIR UGC NET, JNU EE, DUET, IGNOU OPENMAT (MBA) & Ph.D., ICAR, AIAPGET, NCHM-JEE, IND-SAT, AILET, ARPIT & SWAYAM, for admission to Under Graduate Post Graduate/Ph.D. level Courses and fellowships. These exams cover 1,31,56,573 candidates out of which 2,48,53,420 appeared in 13 languages medium. All the exams [except NEET (UG) & AISSEE, which were conducted in Pen and Paper mode] were conducted in Computer Based Test (CBT) mode.

The Common University Entrance Test (CUET) - 2022 for admission to undergraduate programmes in all Central Universities was conducted for the first time by NTA for 14,90,000 candidates.

National Board of Accreditation (NBA)

The National Board of Accreditation (NBA) was established in the year 1994 under Section 10(u) of the AICTE Act in order to assess the qualitative competence of programs offered by Technical Institutions from Diploma to Postgraduate levels in Engineering & Technology, Management, Pharmacy & Architecture, etc. NBA accredits programs and not institutions. In the year 2010, NBA became autonomous with the objective of assurance of quality and relevance of technical education through the accreditation of programs. In the year 2013, the Memorandum of Association (MOA) and Rules of NBA was amended to make it completely independent administratively as well as financially.

Accreditation is a process of quality assurance and improvement, whereby a program is critically appraised to verify that the program continues to meet and/ or exceeds the norms and standards prescribed by the regulatory authority from time to time.

NBA does not accredit institutions; instead, it accredits the programs offered by technical/professional institutions which have graduated at least two batches. During the calendar year 2022, 2192 programs were considered for accreditation, out of which 2016 programs were accredited and the remaining 176 programs were not accredited.

During the calendar year 2022, one Orientation Webinar on Outcome-based Education and Accreditation was conducted for 112 newly identified Program Evaluators (PEVs).

National Institutional Ranking Framework (NIRF)

India Rankings is an annual exercise that uses the National Institutional Ranking Framework (NIRF) for ranking institutions of higher education in India in various categories and subject domains. The first and maiden edition of India Rankings was released in 2016 in one category and three subject domains. Subsequently, six annual editions of India Rankings were released using NIRF from 2017 to 2022. Three categories and seven subject domains were added to the initial one category and three subject domains during these six years.

India Rankings 2022 was released on 15th July 2022 by Shri Dharmendra Pradhan, Hon'ble Union Minister in four categories, namely Overall, Universities, Colleges and Research Institutions and seven subject domains, namely Engineering, Management, Pharmacy, Medical, Architecture, Law and Dental.

Council of Architecture

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on 1st September 1972. The Act provides for the registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is charged with the responsibility to regulate the education and practice of profession throughout India besides maintaining the register of architects. For this purpose, the Government of India has framed Rules and Council of Architecture has framed Regulations as provided for in the Architects Act, with the approval of Government of India.

Registration of Architects

The Council registers a person, as an Architect under Section 25 of the Act, who resides or carries on the profession of Architecture in India and holds a recognized architectural qualification. The application for registration and fees is accepted through online mode. As on 30.11.2022, the Council has registered 11309 qualified persons as new Architects. With this as on 30.11.2022, a total of 152436 Architects have been registered as architects with the Council. Further, as on 30.11.2022, 128057 architects hold valid registration as Architects with the Council of Architecture all over India

Architectural Institutions

During the year under the report 03 new institutions were granted approval to impart Bachelor of Architecture Courses and 08 existing institutions were granted approval for the introduction of PG courses. The Council of Architecture during the academic session 2022-23 accorded extension of approval to 379 institutions that are imparting recognized architectural qualifications in the country.

Publications

The Council is publishing Magazine “Architecture Time Space and People” and CA Newsletter in e-format containing various articles related to Architecture and allied subjects and news and information about the Council and its activities.

Memorandum of Understanding

In order to further the objectives of the Architects Act, 1972, the Council has entered into MOU with BEE, GRIHA, SEPC, IPA, IGBC, etc.

Celebrating 50 Years of Enactment of The Architects Act, 1972

The Architects Act, 1972, came into force w.e.f. 01.09.1972, throughout the territory of India.

As part of the Golden Jubilee Celebration of the Act, the Council organised a Full-day Seminar titled “Pratyasha” on 6th November 2022 in Stein Auditorium, India Habitat Centre, New Delhi.

National Book Trust, India

National Book Trust, India (NBT-India), an autonomous organization under the Ministry of Education, Department of Higher Education, Government of India, was established in the year 1957. The Trust is mandated by the Government of India to produce and encourage the publication of good books and to make them available at moderate prices to the public. The Trust is also mandated to organize Book Fairs/Exhibitions, book-related activities and other events, and take all necessary steps to make people book minded in society.

Activities of the Trust

Publishing

Publishing in India is presently undergoing rapid changes due to technological advances and changes in the pattern of reading particularly among the youth. To meet these challenges, the Trust has adapted to this changing environment by bringing innovative changes in its publishing and book promotional activities. The Trust has been able to provide a wide variety of books for all age groups on all subjects. It publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting-edge technology for all segments of society and all age groups. Moderately priced, the Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates in English, Hindi and other regional languages. The NBT publishes books under 33 series like:

- (a) India- The Land and the People

- (b) Popular Science
- (c) Popular Social Science
- (d) Folklore
- (e) National Biography
- (f) Autobiography of Indians who have made an outstanding contribution towards the development of Indian Society, culture, science, economy, polity etc.
- (g) Nehru Bal Pustakalaya
- (h) Creative Learning
- (i) Books for neo-literates
- (j) Aadan Pradan for forging national integration through the exchange of creative literature of different regions – as per the Ek Bharat Shreshtha Bharat
- (k) Indian Literature
- (l) Indian Diaspora Studies
- (m) General series
- (n) Braille books
- (o) Veergatha series
- (p) Women Pioneers
- (q) Navalekhan Mala
- (r) Navjagranke Agradoot
- (s) Corona Studies Series
- (t) India@75, etc.

While strengthening its ongoing activities, the Trust has also initiated special efforts towards publishing books in many minor languages like Dhurbi, Dorli, Gondi, Khadiya, Kudukh, Mato, Mundari, etc. The Trust pays special attention to those genres of publishing, that, despite their importance, have not been adequately covered by other publishers in India. In addition, the Trust under Rajiv Gandhi-Longowal Accord publishes select books in Punjabi to promote the Punjabi language, its literature and culture.

During the year 2022, the Trust has brought out 2758 titles in English, Hindi, and other Indian languages, as well as foreign languages:

NUMBER OF TITLES BROUGHT OUT BY NBT-INDIA IN 2022

S.No.	Language	Original	Translation	Reprint	Revised	Total
1	Asamiya	2		60		62
2	Bangla	7	11	55		73
3	Bhojpuri			3		3
4	Bilingual	96	40	77		213
5	Bodo	1		9		10
6	Braille	1				1
7	Dogri		3			3
8	English	36	2	594	10	642
9	French		10			10
10	Garhwali		5			5
11	Garo		1			1
12	Gujarati		61	82		143
13	Haryanvi		2	12		14
14	Hindi	51	20	1124	15	1210

S.No.	Language	Original	Translation	Reprint	Revised	Total
15	Kannada	2	6	1		9
16	Kashmiri		6			6
17	Kumaoni		9			9
18	Magahi			2		2
19	Maithili	1	1	2		4
20	Malayalam	5	4	10	7	26
21	Marathi	5	33	1		39
22	Nepali	1	16			17
23	Odia	6	32	39	1	78
24	Punjabi	8	24		10	42
25	Rajasthani			3		3
26	Sanskrit		14	4		17
27	Santhali	1				1
28	Sindhi		1			1
29	Spanish			1		1
30	Tamil	2	8	66	2	78
31	Telugu	6	10		2	18
32	Urdu	8	1	8		17
	Total	239	320	2153	47	2758

Sale and Distribution of NBT-India Publications

NBT-India's publications are promoted at schools, panchayats, anganwadis, and institutions, etc. through displays, sales exhibitions, mobile exhibitions and collaborations, etc. NBT-India's books are sold at NBT-managed 16 physical bookstores in 14 cities – Agartala, Bengaluru, Chennai, Cuttack, Delhi, Guwahati, Hyderabad, Kochi, Kolkata, Mumbai, Patna and Lucknow. In addition, NBT-Indias's books are also available at popular bookstores, and also at select Airport stores in Delhi, Kolkata, Hyderabad and Bangalore. For the convenience of buyers, NBT-India's books are also available online at its web store www.nbtindia.gov.in. NBT-India has also made its titles available on other e-commerce platforms like Amazon and Flipkart. In the Calendar year 2022, NBT-India sold about 3.65 crore copies of its publications.

Book Clubs

With the ongoing programme of Book Club Membership, NBT provides lifetime membership for a nominal fee and the members are entitled to a discount of 20% for their lifetime. In the Calendar year 2022, 802 new book club members were enrolled from different parts of the country from January 2022 to December 2022.

New Book Promotion Centres in Bhopal and Dehradun

NBT opened its new Book Promotion Centers in Bhopal, Madhya Pradesh in February 2022 and Dehradun, Uttarakhand in March 2022 to reach out to the readers of these regions.

Book Promotional Activities in the North-East

The Trust also stepped up its book promotional activities in the Northeast through several Book Fairs, literary activities and special sales drives.

During the year under review, the Trust released 15 titles in the Manipuri language (Meitei Script) on the occasion of the 35th Foundation Day of Writer's Forum, Imphal. NBT India also set up its camp office in Imphal, Manipur. Imphal is scheduled to be the third Book Promotion Centre of National Book Trust India in the region after Guwahati and Agartala.

Brahmaputra Pustak Parikrama- Eastern Regional Office of the Trust organized a Mobile Book Exhibition along the banks of the river Brahmaputra from 7th November to 24th December 2022. The Parikrama conducted various school-level activities of storytelling, creative writing and drawing competitions about the cultural influence of Brahmaputra on the daily lives and city identity and the literature of the region. Parikrama traveled through Guwahati, Tezpur, Itanagar, North Lakhimpur, Dhemaji, Pasighat, Roing, Tinsukia, Digboi, Dibrugarh, Sivsagar, Jorhat, Golaghat, Naogaon, Goaplara, Missamari and Dhubri.

Bhartiya Bhasha Diwas- On 11th December, Bhartiya Bhasha Diwas was organized at Guwahati, Imphal and Agartala centres arranged for interaction between children and youth registered at schools and universities of Manipur with Madhya Pradesh, Assam with Rajasthan and Tripura with Bihar. Students learned some common words used in each other's state as per the theme of Bhartiya Bhasha Diwas and *Ek Bharat Shreshtha Bharat*. A special exhibition of bilingual books was also organized at these centres, in line with the National Education Policy 2020.

Changlang Book Exhibition- NBT-India organised a Children's book fair at Tezu and Miao blocks of Changlang, a Low Performing District (LPD) of Arunachal Pradesh for making reading a fun activity and to inculcate a habit of reading among local students.

Book Exhibitions- Eastern Regional Office of the Trust also organised/ participated in Book Fairs in Tezpur (Assam), Dhemaji (Assam), Dibrugarh (Assam) and Agartala (Tripura). During the year 2022, NBT publications were made available to students of Govt schools in Tripura, Manipur, Meghalaya under Samagra Shiksha Library Program.

Symposium on Bodo Folktales and Bodo Women Poets' Meet- NBT-India in collaboration with Bodo Writers' Academy organised a two-day literary programme at Reimalie Academy College, Bijni, Dist. Bongaigaon, Assam from 19th to 20th March 2022. The programme comprised Bodo Young Writers' Symposium on Bodo Folktales and Bodo Women Poets' Meet. Eminent writer and the first-ever Sahitya Akademi award winner in Bodo Language Padmashree Dr. Mangal Singh Hazowary inaugurated the 2-day literary programme.

Asamiya Advisory Panel Meeting- The first meeting of the reconstituted Asamiya Advisory Panel Meeting took place at Jorhat, Assam on 16 December 2022 under the Chairmanship of Prof. Govind Prasad Sharma, Chairman, NBT. Nine members of the Advisory Panel viz. Shri Pradip Baruah, Shri Sanjib Sabha pandit, Dr. Nabanita Bhattacharyya, Dr. Malabika Bhattacharyya, Shri Imran Ahmed, Shri Dibyajyoti Nath, Dr. Rani Mudiari Deka, Shri Anubhav Parashar and Dr. Bhupen Baruah attended the meeting. While deliberating on the agenda of the meeting, the members put forward several important suggestions on books and book promotional activities that NBT might take up in Assam in near future.

Border District Book Exhibitions

On the occasion of 75 years of India's independence, NBT-India planned to encourage promotion of reading in the remotest areas of the country by

organising book fairs at Land Border Districts of India. Under this initiative, NBT India organised Book exhibitions in Kaza (Lahaul Spiti) and Kinnaur of Himachal Pradesh and Chamnoli, Pithoragarh, Uttarkashi districts of Uttarakhand in June 2022.

Ambedkar Memorial Book Exhibition

On the occasion of the Mahanirvan Diwas of Dr. B.R. Ambedkar, NBT-India organized a book exhibition at Ambedkar International Centre and the Ambedkar memorial with a special exhibition on the writings and life of Dr. B. R. Ambedkar.

Bhartiya Bhasha Diwas

On 11 December 2022, Bhartiya Bhasha Diwas was organised across all stores and centres of NBT-India where special programmes were organised for school children promoting the learning of more than one Indian language. A special exhibition of bilingual books was also organised at these centres, in line with the National Education Policy 2020.

Gomti Book Festival 2022

In this calendar year, a one of its kind Book-cum-Literary festival was organized by NBT India in Lucknow on the Gomti River Front which inspired more than a lakh visitors of Lucknow with hundreds of author-reader interactions, activities, etc.

Ganga Pustak Parikrama 2022

The first-ever Ganga Pustak Parikrama was organized in collaboration with National Mission for Clean Ganga originating from Gangotri to Ganga Sagar (from 3rd Oct to 23rd Dec 2022) travelling 2500 kilometers across 20 cities on the banks of Ganga, with an aim to sensitize people on the importance of river Ganga and surrounding ecosystem and also to celebrate the literary heritage developed around the banks of

river Ganga. The exhibition reached out to more than 2 lakh readers and school children through various activities including story-telling, creative writing on “How do the citizens connect their city identity with Ganga”. During the exhibition, NBT India also organised workshops on illustrations, painting, and creative writing. Hundreds of children were provided with books as form of gifts or donations. Discussions under *Ganga Kinare – Ganga ki Batein* was the highlight of the Parikrama where the discussion of Ganga’s influence on India’s literature was discussed by famous authors. Environment and water-based eco-system experts also joined some of the conversations. During the exhibition freedom fighters born on the banks of Ganga such as Lal Bahadur Shastri in Mughal Sarai (UP), Sidho Kanhu (Sahibganj, Jharkhand) and literary stalwarts like Prem Chand, Tulsidas, Ramdhari Singh Dinkar, Sumitranandan Pant, Rabindranath Tagore were remembered through their writings.

Books on Boats

NBT-India set up two floating libraries on Ganga river in Patna and in Varanasi.

River-based Book Exhibitions

In continuance with the Government’s focus on river and water systems and also to reprise development of our literature along the banks of rivers in different parts of the country, a series of book exhibitions were organised on the banks of river Narmada as Namrada book exhibition (Feb – March 2022), traversing from Amarkantak into Statue of Unity in Gujarat, Cauveri Mobile book exhibition and Krishna Mobile book exhibition. These book fairs connected lakhs of students and readers and sensitised them about the water-based ecosystems whereas literary sessions reprised the great literature developed along these rivers in Kannada, Telugu, Hindi, Gondi, Bhili, Marathi etc.

Book Exhibitions and Pustak Parikramas

In the Calendar year 2022, the Trust organised/ participated in 111 exhibitions and parikramas covering hundreds of districts across India and reaching out to lakhs of readers.

NBT-India Participated in Kashi-Tamil Sangamam

NBT-India participated in Kashi Tamil Sangamam which showcased the two States' historic ties and shared heritage that was and continues to be the defining feature of Indian society with developments in trade, travel and science further enhancing this process through the ages. The Kashi-Tamil Sangamam was organised by the Ministry of Education, Government of India from 17th November to 16th December 2022 with the aim of showcasing the confluence of knowledge, thoughts and literature while amplifying the message of Ek Bharat Shreshtha Bharat.

A group exhibition of books depicting the confluence of heritage was organised by NBT-India at Kashi-Tamil Sangamam. This exhibition aimed at students and visitors to build great interest in the books and provide the opportunity to readers to browse through books displayed on the stall of the Trust, depicting the exchange of cultural ethos with shared knowledge and shared tradition.

Promotion of Indian Books Abroad

Since 1970, NBT-India has participated in more than 350 international book fairs. As part of its initiative to promote Indian books abroad, NBT-India participated in the following International Book Fairs from the Financial year 2022-23 under the Head of Promotion of Indian Books Abroad:

- London Book Fair (5-7 April 2022)
- Paris Book Fair - Guest of Honour (21-24 April 2022)

- Abu Dhabi International Book Fair (23-29 May 2022)
- Feria Internacional del Libro, Barcelona 2022 (5-7 October 2022)
- Frankfurt Book Fair, Germany (19-23 October 2022)
- Sharjah International Book Fair, UAE (2-13 November 2022).

Guest of Honour Presentation at Paris Book Festival 2022

India was designated as the Guest of Honour Country at the Paris Book Festival 2022 which was organised from 21 to 24 April 2022. National Book Trust, India was designated by the Ministry of Education, Govt. of India as the nodal agency to set up the India Pavilion and organise the Guest of Honour presentations. Mr. Jawed Ashraf, Hon'ble Ambassador of India to France inaugurated the India Pavilion at the Paris Book Festival 2022 on 21 April, 2022. French translations of 10 Children's books published by NBT were also launched on the occasion. The India Pavilion represented the works of 65 Indian publishers with more than 15 digital and physical exhibitions displaying over 400 books published in various Indian languages. NBT-India hosted more than 45 speakers from India and the rest, including Indian and French writers, joining from France in over 25 literary sessions at the India Pavilion.

Organizing Literary Activities like Seminars, Workshops and Book Release Functions

During the period under review, the Trust organized over 150 literary activities like seminars; meet-the-author programmes, workshops, book release functions and Online Round-Table Meets including book release of recent NBT titles – *A Treasury of Ancient Tamil*

Nadu Legends, Environmental Renaissance; Unsung Anglo-Manipur War Heroes at Kalapani, Quest for Swaraj, Makadiyon Ka Adhbhut Sansar; panel discussions, seminars and lectures on varied topics like Indian Literature, Role of Women in Freedom Movement, Mother tongue as Medium of Curriculum; The Language of Communication during Freedom Movement, Psychosocial Impact of Covid, NEP 2020 and Future of Youth, etc.; Authors-Illustrator workshop; Translation workshops in Rajasthani, Konkani, Malvi-Nimari, languages, advisory panel meeting for Bangla and Asamiya languages, online Masterclasses under PM's Mentorship Scheme for Young Authors, workshops on Cyber Security and its Importance, Unicode, among others. Besides NBT was Knowledge Partner in several programmes organized by various organizations.

Celebration of NBT-India Foundation Day

The NBT-India celebrated its 66th Foundation Day on 1st August 2022. To mark the occasion, the Annual Foundation Day lecture, the tenth in the series, was organized at NBT Headquarters (in hybrid mode). Prof. Jitendra Bajaj, Chairman, Indian Council of Social Science Research delivered a lecture on the 'Role of Books in a Multicultural Society'. This annual lecture series was initiated in the year 2013 with the aim to bring about the importance of books and reading in today's context and bring in critical thinking by inviting eminent personalities from among women and men of letters, scholars and intellectuals who have made significant contributions to the world of publishing.

India China Translation Programme

In a significant initiative in cultural diplomacy, the Government of India and the Government of the Republic of China have put forward an

ambitious translation programme that includes translation of 25 each classical and contemporary literary works from Chinese into Hindi and Indian literary works into Chinese. To give effect to this initiative a Memorandum of Understanding was signed between the Ministry of External Affairs, Government of India and the State Administration of Press, Publication, Radio, Film and Television of the People's Republic of China in Cooperation in Mutual Translation and Publication of Classic and Contemporary Works. It was signed during the visit of Premier Li Keqiang to India. The project is being taken forward by NBT-India. To implement this project the External Publicity and Public Diplomacy Division of the Ministry of External Affairs, Government of India and the National Book Trust, India signed an MoU, to translate the 25 Chinese works into Hindi. About 20 Chinese literary works have been assigned for translation of which five books have been published and three books are under various stages of production.

NBT-India Financial Assistance Programme

To promote Indian books abroad, the Trust has initiated a financial assistance programme for translations. Under the scheme, financial assistance will be given by the Trust to foreign publishers who are keen on translating Indian books into foreign languages.

National Centre for Children's Literature

The National Centre for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of children's books and monitoring, coordinating, planning and aiding the publication of books for children in the country. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners.

During the period under review, NCCL hosted several schools at the NBT headquarters where children were encouraged to browse through books and participate in drawing competitions, essay writing competitions, interactive activities and storytelling sessions. In addition, four quarterly issues of Readers' Club Bulletin, a bilingual magazine for the promotion of reading habits among children were also brought out in digital format. Furthermore, NCCL organised a workshop in collaboration with Room to Read on Best Practices in Children's Literature.

NBT-India Celebrates Hindi Pakhwada

National Book Trust, India organised Hindi Pakhwada from 14th to 29th September 2022 to promote Hindi language and encourage people to reconnect with their mother tongue. During the Pakhwada, a lecture on 'Swatantra Sangramaur Swatantra Bharat Mein Sampark Bhasha Evam Jan bhasha' was also held at NBT's Conference Room, Vasant Kunj, New Delhi. Dr. Prabhashu Dwivedi delivered the lecture and shared his views on the role of Hindi during the freedom movement of India. Various competitions were also organised by the Trust for its employees, including quizzes on Hindi General Knowledge and an Essay Writing competition. The employees of the Trust participated in these competitions with great enthusiasm.

NBT-India Observes Constitution Day

National Book Trust, India observed Constitution Day at its premises in Vasant Kunj, New Delhi on 26 November 2022. Dr Neha Mishra, Associate Professor and Associate Dean, Jindal Global Law University delivered the lecture on this occasion. On this occasion, the Preamble to the Constitution of India and Fundamental Duties were read out as a pledge by all officials of the Trust present on the occasion. The winners of the quiz organised on the occasion of National Unity Day were also announced and given away prizes.

New Initiatives

Books in Sign Language

National Book Trust, India in association with Indian Sign Language Research & Training Centre (ISLRTC), Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Environment has brought out books in sign language for the benefit of people with hearing disabilities. By converting prominent publications into sign language, the Trust aspires to fulfill the reading requirements of the hearing impaired with a view to empowering this sector. This initiative will introduce them to different authors and genres.

As part of this initiative, the titles from NBT-India's Veergatha series have been converted into Indian Sign Language. The e-content for the same was launched by Ms. Pratima Bhoumik, Hon'ble Minister of Social Justice & Empowerment, and Ms. Annapurna Devi, Hon'ble Minister of State for Education on the occasion of International Sign Language Day on 23 September 2022.

PM's Scheme for Mentoring Young Authors – YUVA 2.0 – Launched

The Ministry of Education, Government of India, launched YUVA 2.0 - Prime Minister's Scheme for Mentoring Young Authors on 2 October 2022. It is an Author Mentorship programme to train young and budding authors (below 30 years of age) in order to promote reading, writing, and book culture in the country, and project India and Indian writings globally. In view of the significant impact of the first edition of YUVA with large-scale participation from young and budding authors writing in 22 different Indian languages and English, YUVA 2.0 has now been launched.

The launch of YUVA 2.0 (Young, Upcoming and Versatile Authors) is in tune with the Prime Minister's vision to encourage the youth to

understand and appreciate India's democracy. YUVA 2.0 is a part of India@75 Project (Azadi Ka Amrit Mahotsav) to bring forth the perspectives of the young generation of writers on the theme 'Democracy (institutions, events, people, constitutional values – past, present, future)' in an innovative and creative manner. This scheme will thus help to develop a stream of writers who can write on a spectrum of subjects to promote Indian heritage, culture, and knowledge system.

Knowledge Communication Centres

As a part of the unique concept by National Book Trust, India where Public Reading Spaces are being developed in a new format promoting 360-degree learning for the public at large, these Libraries – better known as the Knowledge Communication Centres – provide reading-related infrastructure, created especially at public spaces for all age groups, in order to provide a platform for all those who believe in the idea of Education as a Transformation tool for the society. National Book Trust, India has set up about 15 such centres across the country including Haryana, Karnataka and Puducherry.

MoU with Tribal Research Institute, Ranchi

National Book Trust, India signed an MoU with Ranchi's Dr. Ram Dayal Munda Tribal Welfare Research Institute, popularly known as Tribal Research Institute (TRI), to preserve three endangered tribal languages by publishing children's pictorial books in those languages. As part of this programme, a three-day workshop was organised at TRI campus in Ranchi in which 15 pictorial books were translated into three tribal languages namely, Sabal, Korwa and Pahariya. Shri Satya Narayan Munda, former Vice-Chancellor, Dr. SP Mukherjee University, inaugurated the workshop.

The Raja Rammohun Roy National Agency for International Standard Book Number (ISBN)

The International Standard Book Number (ISBN) is a unique numerical identifier for monographic publications such as books, pamphlets, educational kits, microforms, CD-ROMs and other digital and electronic publications. Since 1st January 2007, the National ISBN registration agencies are providing ISBNs that consist of 13 digits (earlier it was 10 digits) comprising the following elements:

- (i) GS1 element
- (ii) Registration group element
- (iii) Registrant element
- (iv) Publication element
- (v) Check digit

ISBNs have replaced the handling of long bibliographic descriptive records, thereby saving time and staff costs and reducing copying errors. The correct use of the ISBN allows different product forms and editions of a book, whether printed or digital, to be clearly differentiated, ensuring that customers receive the version that they require. The ISBN facilitates the compilation and updating of book-trade directories and bibliographic databases such as catalogues of books-in-print. Information on available books can be found easily.

The administration of the ISBN system within a registration group is the responsibility of the ISBN registration agency and in the case of India, it is the Raja Rammohun Roy National Agency for ISBN (RRRNA), presently located at the Jeevan Deep Building, Parliament Street, New Delhi and works under the ambit of Book Promotion Division, Department of Higher Education, Ministry of Education. The ISBN registration agency provides publishers with all

the forms of guidance that they need in order to receive ISBNs. The Raja Rammohun Roy National Agency for ISBN allots ISBNs to Publishers, Authors, Government Organizations, Universities and Institutions, etc., which are based in India.

Over a period of time, with the growth of the publishing industry and awareness about ISBN, the requests for issue of ISBN have increased exponentially. Efforts have been made from time to time to streamline the operation of the agency which caters to the requirement of the applicants of the entire country. Accordingly, to streamline the process, the allotment of ISBN has been made completely online through the web portal <http://isbn.gov.in>. Thus, with effect from 30th April 2016, all the ISBN applications are being processed through the online portal and to further make the process more user-friendly and in line with the norms of International ISBN Agency, London, the existing portal has been enhanced and came into existence from 09.07.2020 onwards. During the period 1st January 2022 to 31st December 2022, over 11,100 new users have been registered on the portal, 18,721 applications have been received for issuance of ISBNs and 2,79,608 ISBNs have been assigned to Publishers, Authors, and Seminars against their titles. Depending upon the requirement/usage, the number of ISBNs allotted under various categories during the period 1st January 2022 to 31st December 2022, are:-

Category	Approximate number of registered users who were allotted category
Publishers issued block of 10 ISBNs	5373
Publishers issued block of 100 ISBNs	3727
Publishers issued block of 1000 ISBNs	174

Category	Approximate number of registered users who were allotted category
Self Publications by Authors	4991
Single number to Publishers (Individual Publisher and Institutions for seminars/conference proceedings etc.)	5748

EdCIL (INDIA) LIMITED

EdCIL (India) Limited is a Central Public Sector Enterprise under the administrative control of the Ministry of Education, Government of India. EdCIL is accorded the Category – 1 Mini-Ratna status by the Government of India. EdCIL offers Consultancy and Project Management Services in the education and human resource development value chain within India and overseas.

EdCIL has in the last four years registered rapid growth in the turnover having reached Rs 428 crores in FY 21-22. The PAT for the said period has also increased to Rs 50 crores. Based on its working principles, systematic approach, and related credentials, EdCIL obtained ISO 9001 – 2015 & 14001-2015 Certification.

The clientele group of EdCIL includes Central and State Govt. Departments including MoE, MEA, Central and State PSUs and autonomous bodies including IITs, NITs, IIMs, IIITs, IISERs, CBSE, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samithi. The company has executed several projects overseas including the recent EDLP (Early Digital Learning Programme) for class-I, II, III & IV children in the schools of Mauritius funded initially by the Govt. of India and later by the Govt. of Mauritius.

EdCIL is presently implementing a Govt. of India's flagship scheme named "Study in India" to attract a higher number of international students for studying in India. EdCIL has leveraged the core expertise of providing advisory technical assistance services in the preparation of Detailed Project Reports for higher education institutions including Central Universities, IIMs, etc. In addition, projects relating to assessment, examinations and recruitment for PSUs, autonomous institutions and similar organizations in an effective and transparent manner. The recruitment at all levels is held in online mode which addresses aspects of timeliness, transparency and equity. EdCIL has leveraged to address education using technology-enabled solutions through supply, installation and setting up Digital Education Solutions viz., smart classrooms, virtual classrooms, ICT labs, Language Labs, and vocational labs, largely at the school level.

Service Spectrum

EdCIL undertakes end-to-end projects on a turnkey basis from concept to commissioning

in the Education sector and ensures effective management of activities from identification of objectives through continuous monitoring leading to optimal fulfillment of targets within the stipulated timeframe.

EdCIL has leveraged expertise gained over three decades, strong alliances and commitment of dedicated teams to ensure a strong national and global presence for the Company. These have strengthened its core competence in all areas of Education and human resource development. EdCIL's services are presently grouped as under:

- Online Testing and Assessment Services (OTAS)
- Advisory Services (AS)
- Digital Education Services (DES)
- Educational Infrastructure Services (EIS)
- Educational Procurement Services (EPS)
- Overseas Education Services (OES)
- Technical Support Group (TSG)
- Skill Development(SD).



05

SCHEMES & PROGRAMMES

Schemes & Programmes

World Class Institutions Scheme

Institution of Eminence

As per the budget announcement, the Government approved the scheme of providing Regulatory Architecture for setting up/upgrading of 20 Institutions (10 from the public sector & 10 from the private sector) as world-class teaching and research institutions called 'Institutions of Eminence'. The Regulatory Architecture has been provided in the form of UGC (Declaration of Government Institutions as Institutions of Eminence) Guidelines, 2017 for public Institutions, UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017 and UGC (Institutions of Eminence Deemed to be Universities) (Amendments) Regulations, 2021 for private Institutions.

Status of the scheme

Ministry of Education on the recommendations of UGC and the Empowered Expert Committee (EEC) has selected a total of 20 institutions (10 public & and 10 private) for declaration as Institute of Eminence (IoE). The Ministry has notified 08 public institutions as Institutions of Eminence and 04 Private Institutions as institutions of Eminence Deemed to be University so far. Out of the 04 private institutions, 01 has been notified in August-2022.

Grants-in-aid Released

During the calendar year 2022-23, Rs 1028.31 Crore have been sanctioned to the 08 public Institutions of Eminence i.e., IIT-Delhi, IIT-Bombay, IISc-Bangalore, IIT-Madras, IIT-

Kharagpur, University of Hyderabad, Banaras Hindu University and University of Delhi.

Global Rankings

In the QS World University Rankings-2023, 05 Public Institutions of Eminence namely IIT-Bombay, IIT-Delhi, IISc-Bangalore, IIT-Madras and IIT-Kharagpur have secured ranks within top-300 of the global educational institutions.

Indian Knowledge System (IKS) Division

Home to the oldest continuously living civilization of the world, the Indian subcontinent has been a knowledge and manufacturing powerhouse of the world for most of known history. A Dharmic culture that emphasized the development of all dimensions of humanity with an emphasis on living in harmony with oneself, one's environment, and the universe at large. It is becoming very apparent from the recent developments around the world that the current models of development are unsustainable and are in serious conflict with nature. The rising inequalities in the modern world point to a dire need for new paradigms of development.

There is an Indian way that is both sustainable and strives for the welfare of all. The grand vision for the IKS Division of the Ministry of Education at AICTE is to initiate a process of training generations of scholars who will show the 'Indian way' to the world. If we want to become the Knowledge Leader in this century and be the 'Viśvaguru', it is imperative that we regain a comprehensive knowledge of our

heritage and demonstrate the ‘Indian way’ of doing things to the entire world. Therefore, the IKS Division of the Ministry of Education at AICTE has been established with a vision to promote interdisciplinary and transdisciplinary research on all aspects of Indian Knowledge Systems (IKS), update and disseminate IKS knowledge for further innovations and societal applications.

Salient achievements of IKS division during 2022-23 are as follows:

The IKS Division initiated and developed a detailed action plan for the next three years. IKS division is strategically focusing on capacity building at the institutional, individual researcher and individual student level in the country to support the IKS Divisions’ vision of promoting interdisciplinary and transdisciplinary research into all aspects of the Indian Knowledge Systems. IKS Division is implementing three new initiatives for the establishment of IKS centers, funding innovative research proposals and student internships in this financial year.

- The IKS Centers program is designed to encourage and fund the establishment of IKS centers across the country with a view to catalyzing original research, education and dissemination of the IKS knowledge. The goal of the IKS centers is to act as a catalyst for initiating research, education, and outreach activities in various parts of the country. 25 IKS centers have been established throughout the country under this initiative.
- The Competitive Grants Program of the Indian Knowledge Systems is designed to encourage and fund research studies that will contribute to the research mission of the IKS Division. The goal of this initiative is to make catalytic grants that encourage original, serious, and deep scholarly

research in the Indian Knowledge Systems and rejuvenate IKS research in India. 64 research proposals have been funded through this initiative till now.

- The IKS Internship program is designed to encourage and enthuse youth to take up deeper studies of various topics related to IKS. The focus is to create opportunities for students to contribute and be involved in active research during the summer breaks or anytime during the year. Till now, more than 3000 internships have been given to undergraduate students.
- IKS Division is working to bring the spirit of NEP 2020 into the educational sector by collaborating with various organizations such as NCERT, AICTE, UGC, CFTIs to develop design case examples, course materials, textbooks, reference materials and MOOCs courses. IKS division has till now developed 75 reference papers for the school curriculum for NEP 2020.
- The Ministry of Education in collaboration with the Ministry of Culture launched Kalashala Initiative. The goal of this initiative is to educate children about the various art forms of India and help them discover and appreciate the rich cultural heritage of India. This initiative achieves this by introducing various art forms of India to school children in India through lecture demonstrations by a visiting artist. For every month during the school year, a practicing artist will visit the school for a month. The children will attend 1-2 classes per week and learn about the art form from the practicing artist.
- Currently, the IKS’ expertise is currently dispersed in the country. Many extraordinary experts of IKS are working in silos and very small groups. IKS division has started a large-scale outreach program

to reach and build the IKS Researcher networks throughout the country by conducting various thematic, information workshops and online webinars. The basic agenda for conducting the information workshops was to identify different scholars working in the field of IKS all over the country and to create a platform for them to showcase their work. Also, it gave the opportunity to meet certain people who are willing to participate in this movement and join hands to enhance and promote Indian Knowledge Systems. This year, the IKS division has conducted 20 National/International workshops.

- Many of the traditional games are

less resource incentive and encourage creativity, camaraderie, and connect with the culture of Bharata. Fulfilling these objectives, IKS Division has launched 75 Bharateeya games in schools. Each month, a seasonally appropriate Bharateeya game will be introduced in schools through the PT teachers.

- Establishment of Virtual IKS Innovation Hub is announced.
- Establishment of IKS-MIC program for technology demonstration is announced.

Research Coordination:

Various research schemes are being coordinated under the division:

S.No.	Research Scheme	Details
1	Impacting Research in Technology (IMPRINT)	<p>IMPRINT is a flagship national initiative of the Government launched on Nov 5, 2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selection domains. It is a pan IITs and IISc joint initiative seeking to develop a roadmap for research. 142 research projects at a total cost of Rs. 320.78 crores for 3 years with joint funding by MoE and various other Departments/Ministries. Out of 142 projects, 29 have achieved their objectives. Prototypes for 42 and the rest projects are being monitored regularly.</p> <p>IMPRINT-II was formulated by merging the schemes IMPRINT and UAY, funded jointly by MoE and DST in a 1:1 ratio. Call for proposal for IMPRINT-II has been made by Science and Engineering Research Board (SERB) under DST in Consortium mode. The 3rd party evaluation of the scheme was conducted in FY 2020-21 and the report has been accepted by the ministry.</p>
2	Ucchatar Avishkar Yojana (UAY)	<p>UAY was announced in the IIT Council Meeting held on Oct 26, 2015, with a view to promoting innovation of a higher order that directly impacts the needs of the industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between academia and industry- within or outside India. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and 50% by MOE. Currently, 136 projects at a total cost of Rs. 360.50 Cr with joint funding by MoE, participating Ministries and Industries are currently under execution. Under the scheme, 57 Projects have since been completed.</p>

S.No.	Research Scheme	Details
3	Research Parks	Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful start-up culture in the country, Research Parks are being established at various IITs/ IISc. A full-fledged Research Park is already functioning at IIT Madras. Research Park at IIT-Kharagpur was inaugurated in Aug 2019. Research Parks at IIT Bombay, IIT Delhi, IIT Kanpur, IIT Guwahati, are in various stages of construction. A Research Park at IIT Gandhinagar is funded by the Department of Science & Technology (DST) and is near completion. Research Park at IIT Delhi was inaugurated by Hon'ble President Smt. Draupadi Murmu on 03.09.2022.
4	Global Initiative of Academic Network (GIAN)	Aims at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India so as to augment the country's existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence. The scheme was started in 2015, till date 204 higher education institutions have participated in this scheme and submitted 3600-course proposals and 2163 proposals have been approved. 1685 foreign experts have visited India to reach 1725 courses. More than 90000 students directly got exposed to the teaching methodologies of international faculty and also have the opportunity to interact with foreign experts for research internships.
5	Prime Minister's Research Fellows	In order to attract best talent for undertaking research in the frontier areas of science & technology, preferably those addressing the national requirements, a maximum of 3000 most talented students from all recognized Universities/ Institutes will be selected as per PMRF guidelines to enroll in the Ph.D. program in IITs/IISc/IISERs & selected CUs/NITs (in NIRF top 25) and would be incentivized by providing attractive rates of fellowship @ Rs.70,000/- per month for the first two years, Rs.75,000/- per month for the 3rd year, and Rs.80,000 /- per month in the 4th and 5th years. In addition, a research grant of Rs.2.00 lakh per year for a period of 5 years will be given to each fellow to meet the cost of presenting research papers. The Scheme has been appraised by the EFC and approved by the Union Cabinet in its meeting held on 07.02.2018. As on date, 2560 fellows have been admitted under the scheme, who are pursuing Ph.D. programmes in various Institutes in the country.
6	Scheme for Promotion of Academic and Research Collaboration (SPARC)	Announced in 2018, it aims at improving the research ecosystem of India's Higher Educational Institutions by facilitating and academic and research collaborations between Indian Institutions and the best institutions in the world from 28 selected nations to jointly solve problems of national and/or international relevance. 394 projects with a total budget of 25109.21 Lakhs were approved by the apex committee headed by Secretary (HE).

S.No.	Research Scheme	Details
7	Impactful Policy Research in Social Sciences (IMPRESS)	With a view to supporting social science research in higher educational institutions and enabling research to guide policy making, the Government of India, on 13.08.2018, sanctioned the scheme 'Impactful Policy Research in Social Science (IMPRESS)' at a total cost of Rs.414 Crore for implementation up to 31.3.2021. Under the Scheme, 1500 research projects will be awarded for 2 years starting from 2018-19, through four calls for inviting applications. Till now 739 research projects have been approved by the Steering Committee.
8	Scheme for Transformational and Advanced Research in Sciences (STARS)	Launched by MoE in February 2019, it aims to promote socially relevant research projects which are inter-disciplinary and translational in outcomes. 6 basic thrust areas have been identified namely, Physics, Chemistry, Biological Sciences, Nanoscience, Data Sciences & Mathematics and Earth Sciences. A total budget of Rs. 250 crores had been allocated for the scheme for a period of three years with additional two years of monitoring. The Apex committee headed by Secretary(HE) had approved a total of 141 projects.

Ek Bharat Shreshtha Bharat

Ek Bharat Shreshtha Bharat (EBSB) programme is for celebrating "Diversity to Realise Unity" through a coordinated mutual engagement process between States, Union Territories, Central Ministries, Educational Institutions and the general public through linguistic, literary, cultural, sports, tourism and other forms of people to people exchange. The States/ UTs were grouped into 15 pairs.

28 States, 8 UTs, 14 Central Ministries/ Departments (Ministry of Education, Ministry of Youth Affairs & Sports, Ministry of Culture, Ministry of Tourism, Ministry of Railways, Ministry of Information & Broadcasting, Ministry of Defence, Ministry of Home Affairs, Ministry of Environment, forest and climate change, Ministry of Women and child development, Ministry of AYUSH, Ministry of Textiles) reported their participation in it.



Trending Tourist Destination of Maharashtra



Winning Entry

IHM Bhubaneswar Organized webinar on the tourist destination of Paired state Maharashtra, and the winning entry of the painting competition organized by AIHM, Chandigarh

Department of Higher Education conducts activities under EBSB through its Higher Educational Institutions (HEIs), RUSA funded State Universities/ Colleges and AICTE approved institutions, UGC-regulated Universities, etc. The institutes organise activities such as student interaction/ exchange, teacher exchange, youth festival, learning language of the paired state, celebration of EBSB Day, online quiz/ painting/ debate competitions, webinars on various aspects of paired states, etc. This year, more than 450 activities of literary, cultural, sports, culinary & student exchanges, online activities, quizzes, webinars, etc. were held by HEIs, in which more

than forty thousand students participated.



Arts and Crafts of Tamilnadu was presented to the students



Some of the key highlights of the year are:

A. Kashi Tamil Sangamam:

A one-month-long festival called Kashi Tamil Sangamam was celebrated by the Government of India at Varanasi from 17th November 2022 to 16th December 2022. The festival was inaugurated by the Hon'ble Prime Minister of India on 19th November 2022 wherein the Governor and Chief Minister of Uttar Pradesh, Union Ministers, 9 religious heads of various Mutts from Tamil Nadu (Adheenams), 220 students besides several dignitaries participated. The closing ceremony of the festival was held on 16th December 2022 in which Shri Amit Shah, Hon'ble Union Minister for Home and Cooperation, Hon'ble Governor of Tamil Nadu, Hon'ble Chief Minister of Uttar Pradesh besides senior dignitaries participated.

Kashi Tamil Sangamam festival was celebrated to recover and strengthen the ancient intellectual, cultural, spiritual and artisanal connect between these two cultures, and highlights the recommendations under NEP 2020 to integrate the wealth of Indian Knowledge Systems with the more recent body of knowledge. The overall coordination of the Kashi Tamil Sangamam festival was done by the Ministry of Education in which Ministries of Railways, Culture, Tourism, Textiles, Food Processing industries and various departments under these respective Ministries participated in this festival. The Nodal implementing institutions are the two of the premier institutions in Tamil Nadu and Varanasi respectively viz. Indian Institute of Technology, Chennai and Banaras Hindu University, Varanasi.

Other institutions such as SASTRA Deemed University, Thanjavur, Tamil Nadu, Central Institute of Classical Tamil, Chennai, Tamil Nadu, Central Institute of Indian Languages, Mysore, Karnataka, South Zone Cultural Centre, Thanjavur, Tamil Nadu and Bharatiya Bhasha Samiti (BBS), New Delhi also participated.

The Kashi Tamil Sangamam event was celebrated with 12 Academic sessions on various subjects and also by holding cultural programmes daily in the evening. The salient features of the event are as under:

➤ No. of delegates arrived in Varanasi from Tamil Nadu	-	2550
➤ No. of Academic sessions held	-	12
➤ No. of speakers participated in the Academic sessions	-	60+
➤ No. of Cultural teams came from Tamil Nadu	-	49
➤ No. of performances given by these cultural teams	-	147
➤ No. of Artists participated in these performances	-	690
➤ No. of performances given by the BHU/Local artists	-	56
➤ No. of BHU/Local artists performed	-	349
➤ No. of dignitaries in the events as Chief guest/Guest of Honour	-	150+

It may be appreciated that the Government of India conducted this Kashi Tamil Sangamam event at Varanasi which is the first of such kind and as perceived it was really a congregation of two cultures.

Some of the glimpses of Kashi Tamil Sangam



Inauguration at Chennai Egmore Station By H.E. Hon'ble Governor of Tamil Nadu – Shri R N Ravi And Shri L Murugan, Hon'ble Minister For State For Animal Husbandry, Dairying & Fisheries of India



Hon'ble PM with 9 religious heads of various Mutts from Tamil Nadu (Adheenams) at the Kashi Tamil Sangamam

B. Bhasha Sangam App:

A mobile app named 'Bhasha Sangam' was developed through a challenge open to all, through the MyGov platform, to enable users to learn sentences of common use in 22 Scheduled languages. The app was launched on 2nd November 2021, as part of Azadi ka Amrit Mahotsav, in both Android and iOS versions. The users can take an online test based on the learning of the app and

get an e-certificate for the particular language. The app has been downloaded by more than 2.6 lakh users till December 2022 with more than 8,000 certificates generated.

C. Selfie with Certificate:

To Promote the Bhasha Sangam app, an online campaign Selfie with certificate was launched in February 2022 where people were encouraged to

download the app and participate in the campaign to learn any of 22 official Indian languages and get the language learning certificate. The campaign got a really good response on social media with around 307k Impressions on social media. Some of the tweets from the app users with their certificates were re-tweeted from Ek Bharat Shreshtha Bharat's official Twitter handle.

D. Azadi Ka Amrit Mahotsav Student Exchange Program:

Under the aegis of Azadi ka Amrit Mahotsav and Ek Bharat Shreshtha Bharat programme, M/o Education started 'Student Exchange' programme to celebrate the cultural and linguistic diversity of our country.

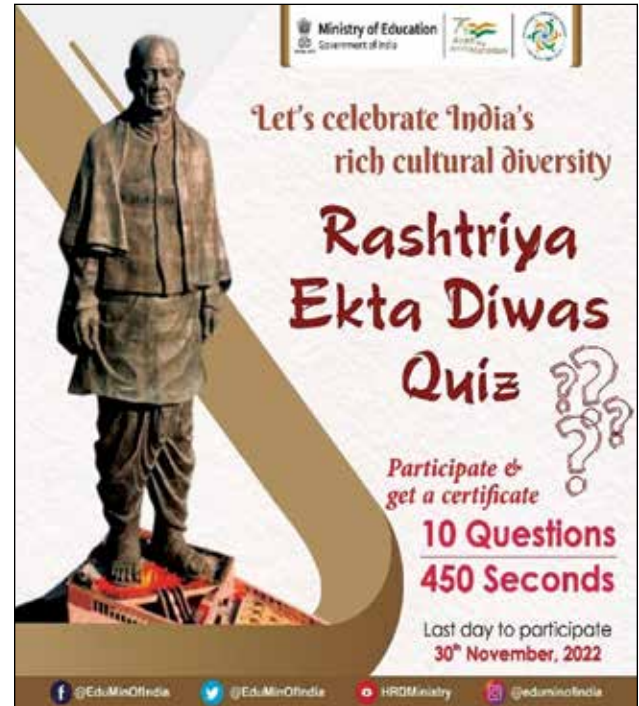
The aim of the student exchange programme is to make students from Higher Education Institutions (approx. 25) and schools (approx. 25) of a State/ UT travel to their paired state under the EBSB matrix, for 5-days, where they can experience the culture and tradition of the paired state and spend some time to see the life of people in different states of India. The program is aimed at fostering an understanding of diverse socio-economic and living experiences and building empathy

The first tour was started on 27th June 2022 from Manipur to Madhya Pradesh. Since then, 23 tours have been completed successfully with 13 paired States involved and 965 students participated till now.

E. Unity Day Quiz:

To commemorate the birth anniversary of Sardar Vallabh Bhai Patel, a quiz competition on Unity day 2022 on MyGovportal about the diversity, culture and history of India "**Rashtriya Ekta Diwas Quiz**" was conducted. The quiz was live

for a month from 31st October to 30 November 2022 where participants were needed to answer 10 questions about the cultural diversity, history, literature of different Indian states. The quiz got a really good response across India with around 81,982 participations from all corners of the country participating. Names of the top 10 randomly selected winners were also shared through EBSB's social media handles.



Social media promotion

Swachh Bharat Abhiyan

Department of Higher Education undertakes various measures under Swachhta Action Plan to implement the Swachh Bharat Abhiyan. Eight projects related to the development of technologies related to swachhta, funded by D/o Higher Education under the Swachhta Action Plan have been completed as listed below:

- i. Briquetting of Dal lake Weeds to be used as a Fuel Source by NIT Srinagar
- ii. Development and application of low-cost filter for treating arsenic and fluoride-

- containing groundwater in rural areas of Chhattisgarh by IIT Roorkee
- iii. Plastic to fuel PILOT Plant by NIT Calicut
- iv. Manual and Automatically readable Ultrasonic water meters – product design and field testing by IIT Bombay
- v. Development of Low cost, Efficient Mechanism for the collection of Garbage and Dirt for Municipal Corporations, Panchayats by IIT Patna
- vi. Treatment of domestic wastewater using microphyte-assisted vermifiltration system by IIT Bhubaneswar
- vii. Trash to Treasure: Black Soldier Fly Larvae for Auto-Segregation and Conversion of MSW to Value-added End Products by IIT Roorkee
- viii. Development of a smartphone app for low-cost in-field monitoring of water quality via colour and turbidity analysis by IISER Kolkata

Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad also actively participated in Swachhta Action Plan by conducting activities related to Swachhta, Sustainability and Social Entrepreneurship activities, implementation in association with higher education institutions (HEIs), through Student Self Help Groups. A few activities were: Build Up! Outdoor classrooms and healthy open places on Campus, Greening and Greenery Rating, Reinforcing Greenery on Campus, Zero Waste Championship, Our GreenDecisions- Showcase your campus video, etc.

Swachhta Pakhwada was observed by the D/o Higher Education, Autonomous Bodies under its control as well as all Higher Education Institutions across the country during 1-15 September 2022 with great zeal and enthusiasm. Activities like swachhta pledge, plastic collection

drive, swachhta run, plantation drive, essay writing competitions, poster design, ICT-enabled waste management, best out of waste; swachhta audit, etc. were held.

Unnat Bharat Abhiyan 2.0 (UBA)

Unnat Bharat Abhiyan (UBA) was launched in September 2014 for connecting higher education institutions in the country with society and villages. This will provide practical knowledge/traditional wisdom to the students and faculty of HEIs in addition to the bookish knowledge they get in academics. Knowledge transformation is the key & the scheme ensures the reach of our rich culture to the youth. The selected HEIs also work on the identification and selection of existing innovating technologies, enabling customization of technologies, or devising implementation methods for innovating solutions, as required by the common people. The Scheme has been extended for a further period of five years i.e 01.04.2021 to 31.03.2026 at a financial outlay of Rs.48.53 crores.

Vision:

Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge in situations to help build the architecture of an Inclusive India.

Mission:

In accordance with the above-mentioned vision, Unnat Bharat Abhiyan will strive to pursue the following:

- (i) Develop the necessary mechanism and proper coordination among educational institutions, implementation agencies (District Administration / Panchayati Raj Institutions) and the grass root level stakeholders to enable effective intervention at the field level.

- (ii) Select suitable rural clusters and effectively participate in the holistic development of these clusters using eco-friendly sustainable technologies and local resources creating sufficient employment opportunities in the process, harnessing multifarious government schemes, customised use of existing technologies and use of knowledge as per the local needs.
- (iii) Reorienting the academic curricula and research programs in higher educational institutions to make them more in alignment with the local needs to bring in holistic development and enrich the knowledge of students about issues of villages/ society.

UBA Achievements and Strength:

1. A Network of 3396 Participating Institutes with 16000+ villages in 35 states/ UT's being adopted till date. With IIT Delhi as the National Coordinating Institute of the program.
2. 14 Subject Expert Groups (SEGs) were formed to provide subject-specific technological solutions coordinated by different nationally important institutions.
3. Web-based reporting, Registration portal and temporary SEG portal developed <https://unnatbharatabhiyan.gov.in>
4. 321 Technological Interventions being made by the Participating Institutions in village.
5. 1700 new/customized SEG proposals received in FY 2021-22, 22-23 and are currently being evaluated.
6. 45 Regional Coordinating Institutions (RCI) (at least 1 or more in each state) spread across the country formed.
7. 57 Aspirational Districts, as identified

by NITI Aayog, are covered through 193 Participating Institutes.

- In the last 5 years, MoU has been signed with MoRD&PR, CSIR, NECTAR, TRIFED, VIBHA, NIRDPR etc for S&T, management and social interventions in rural areas for rural livelihoods and holistic development in collaboration with district administration.
- Recently with the efforts of UBA, UGC has approved a two-credit course for UG & PG students titled "Community Engagement and Social Responsibility". Seven regional master training institutions/ universities have been identified to train teachers of Higher Educational Institutions across the country for this course.
- AICTE has also made 100 hours of rural internship as a part of the B.Tech degree course.

Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNTT) Scheme

The Central Sector Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNTT) was launched in December 2014. The scheme aims at improving the quality of Education at all levels by infusing quality and Excellence in our teachers and teaching.

Under the Scheme, there are various components such as:

- (i) Schools of Education (in Central Universities)
- (ii) Centres of Excellence for Curriculum and Pedagogy
- (iii) Inter-University Centres for Teachers' Education

- (iv) National Resource Centre for Education
- (v) Centres for Academic Leadership and Education Management
- (vi) Innovations, Awards, Teaching Resource Grant, Including Workshop & Seminar
- (vii) Subject Networks For Curricular Renewal And Reforms
- (viii) Induction Training Programmes of Newly Recruited Faculty In Higher Education
- (ix) Annual Refresher Programme in Teaching (ARPIT)
- (x) Academic Leadership Development Programme (LEAP) For Senior Academic And Administrative Functionaries.

A total of 98 centers/components (including ARPIT, LEAP and FIP programs) have been set up under the Scheme and Rs. 434.78 crores have been released to these institutions till date. Some of the achievements under the Scheme are:

- Total Infrastructure developed- 119 numbers of Buildings / Labs/ Studio / Classrooms established and equipment purchased.
- Total beneficiaries- 11.39 lakh faculties through online and offline training modes including 5737 teachers are graduated from SoE pre-service programs (B.Ed&M. Ed)
- Total States covered- 23 including North East States
- The Teacher Innovator Award was held in 2018 recognizing and facilitating five teachers for their innovation in the teaching-learning field. These teachers were selected on a competitive basis from the country. The Award was instituted under the Innovation Award component of the Scheme.

- 1303 Online Activities during Covid time benefitted 4.42 lakh participants through various Online Workshops, Webinar, Video Lectures, Faculty Development Programmes, Online Training, Webinar Series, Online Hands-on Training, Virtual talk Series, Certificate courses, Induction Training/ Faculty Orientation and Virtual International Conference.
- For ARPIT 2020, total enrolment is 80,328 for 48 discipline-specific courses and a total of 6172 candidates successfully completed the course.

The tenure of PMMMNMSTT Scheme ended on 31.03.2021. Further, SFC in its meeting held on 19.08.2021, has appraised the scheme and recommended the continuation of PMMMNMSTT Scheme for further 5 years i.e. 2021-2022 to 2025-26, subject to final approval of the Competent Authority.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), an overarching scheme, operated in mission mode for funding the state universities and colleges to achieve the aims of equity, access and excellence. The central funding flows from the Ministry to institutions, through the State Governments. Approval of support to states is made based on critical appraisal of the proposals submitted by States based on the norms set under the scheme.

Objectives of RUSA

- (i) Improving access to higher education in States, especially by focusing on unserved and under-served districts.
- (ii) Improve equity in higher education for socially deprived communities and promote inclusion of women, minorities,

- SC/ST/OBCs and Divyangjan
- (iii) To identify and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts.
- (iv) Promote a spirit of healthy competition
- amongst states and institutions to excel in quality higher education, research and innovation.
- (v) Improving quality in higher education through various reforms

Progress /Achievement under RUSA in the second phase (Since 2017)

Target and Approvals under RUSA (Since 2017)				
S. No.	Name of the Component	Target (Units)	Approvals (Units)	Total Amount Approved (Rs. in Cr) (Including State Share)
1	Creation of Universities by way of upgradation of existing autonomous colleges	3	3	165
2	Creation of Universities by Conversion of Colleges in a Cluster	3	2	110
3	Infrastructure Grants to Universities	50	42	840
4	Enhancing Quality & Excellence in select State Universities (New)	10	10	1000
5	New Model Colleges (General)	70	70	840
6	Upgradation of Existing Degree Colleges to Model Degree Colleges	75	75	300
7	New Colleges (Professional & Technical)	8	8	208
8	Enhancing Quality & Excellence in Autonomous Colleges (New)	70	70	350
9	Infrastructure Grants to Colleges	750	750	1500
10	Research, innovation and quality improvement	20	20	1000
11	Equity Initiatives (State as a Unit)	15	15	75
12	Faculty Recruitment Support (No. of posts)	200 posts	187 posts (3 States)	31.416
13	Faculty Improvement (State as a Unit)	8	8	56

Note: Preparatory Grants and MMER grants are also released for implementation of the scheme.

SCHOLARSHIPS

Union Cabinet vide its decision dated 19.01.2022 approved the continuation of the Scheme – Student Financial Aid (Pradhan Mantri Uchchar Shiksha Protsanhan [PM-USP] Yojana” till 31.03.2026 or till further review, whichever is earlier. Pradhan Mantri Uchchar Shiksha Protsanhan Yojana has three (3) Central

Sector Schemes namely:

- (i) Central Sector Scheme of Scholarship for College and University Students
- (ii) Special Scholarship Scheme for Jammu & Kashmir and Ladakh
- (iii) Central Sector Interest Subsidy Scheme and Credit Guarantee Fund Scheme for Education Loan

A brief of each scheme along with financial and physical achievements pertaining to the **period from 01.01.2022 to 31.12.2022** is given as under:

Central Sector Scheme of Scholarship for College and University Students

Objective: Under the scheme, financial assistance is provided for pursuing higher studies to eligible meritorious students.

Eligibility: Students who are in the top 20th percentile of successful candidates in class XII and having a family income of upto Rs. 4.5 lakh p.a. are eligible to apply.

Scope: 82,000 fresh scholarships are available for award every year (41000 for boys and 41000 for girls). These have been divided among the State Education Boards based on the State's population in the age group of 18-25 years.

Scholarship rate: The rate of scholarship is Rs. 12,000/- p.a. for the first three years and Rs. 20,000/- p.a. for the fourth and fifth years.

Direct Benefit Transfer (DBT): The scheme is covered under the DBT w.e.f. 1.1.2013 wherein the scholarship is disbursed directly into the bank account of beneficiaries.

Online Portal: CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass-out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal. For this year, the portal was opened in August 2021 and the last date for applying for fresh/renewal beneficiaries was 15.01.2022.

Reservation: Central Reservation Policy is being followed under the scheme 15% of seats are earmarked for SCs, 7.5% for STs and 27 % for OBCs and 5% horizontal reservation for Persons

with Disabilities (PwDs) in all the categories.

New Initiatives

- (i) The parental income ceiling has been reduced from Rs. 8 lakhs per annum to Rs. 4.5 lakh per annum to provide scholarships to more lower-income families.
- (ii) To attract more no. of meritorious students the rate of scholarship has been increased from Rs. 10,000/- pa to Rs.12,000/- pa for undergraduate courses.
- (iii) NIC has implemented Aadhaar vault through which Aadhaar number is captured for fresh/ renewal registration purpose.
- (iv) Demographic and Aadhaar authentication of State Nodal Officer (SNO) and Institutional Nodal Officer (INO) is integrated in NSP, where SNOs and INOs are authenticated through Aadhaar number.

A statement indicating disbursement of scholarship with effect from 01.01.2022 to 31.12.2022 is provided below:-

Scholarship disbursed under CSSS			
S. No.	State/Boards	No. of Scholarships (Fresh + Renewal)	Amount (in cr.)
1	Andhra Pradesh	5760	6.49
2	Assam	223	0.26
3	Bihar	18398	18.70
4	CBSE	12600	15.26
5	Chhattisgarh	4675	5.64
6	CISCE	178	0.21
7	Goa	51	0.06
8	Gujarat	12310	14.82
9	Haryana	7560	9.16
10	Himachal Pradesh	1022	1.05

Scholarship disbursed under CSSS			
S. No.	State/Boards	No. of Scholarships (Fresh + Renewal)	Amount (in cr.)
11	Jammu and Kashmir	503	0.53
12	Jharkhand	22	0.02
13	Karnataka	13401	16.53
14	Kerala	11211	13.68
15	Madhya Pradesh	22982	27.69
16	Maharashtra	21102	26.15
17	Manipur	338	0.40
18	Meghalaya	68	0.07
19	Mizoram	1	0.00
20	Nagaland	33	0.04
21	Odisha	11897	13.68
22	Puducherry	170	0.21
23	Punjab	3727	4.16
24	Rajasthan	11323	12.09
25	Tamil Nadu	15153	17.34
26	Telangana	12006	15.39
27	Tripura	662	0.70
28	Uttar Pradesh	21265	23.65
29	Uttarakhand	1751	1.99
30	West Bengal	15034	16.68
Grand Total		2,25,426	262.65

Special Scholarship Scheme for Jammu & Kashmir and Ladakh

Objective: The Special Scholarship Scheme for Jammu & Kashmir and Ladakh (SSS for J&K and Ladakh) aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Eligibility: Students of Jammu & Kashmir and Ladakh having family income of up to Rs. 8.0 lakh p.a. and having passed Class XII/Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted seats through centralized counseling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship.

Scope: 5000 fresh scholarships are provided every year (2070 for General Degree Courses, 2830 for Professional Courses and 100 for Medical Courses). There is a provision of interchangeability of slots, subject to shortfall in the number of General degree subject to savings accruing from any shortfall in the number of students opting for General Degree courses.

Scholarship Rate: Scholarship is provided towards tuition fee and maintenance allowance. The rate of scholarship towards tuition fee for General Degree courses is Rs. 30,000 p.a., for Professional courses Rs. 1.25 lakh p.a. and for Medical studies Rs. 3.0 lakh p.a. Fixed maintenance allowance of Rs. 1.0 lakh p.a. is provided to all students under the scheme. Inter Ministerial Committee oversees the implementation and monitoring of the scheme.

Reservation: Reservation Policy as prescribed by the UT of J&K is adopted under the scheme i.e. 8% earmarked for Scheduled Castes, 10% for Scheduled Tribes and 22% for Socially and Economically Backward Classes (SEBC).

Direct Benefit Transfer (DBT): The scheme is covered under the DBT wherein the scholarship is disbursed directly into the bank account of beneficiaries.

Online Portal: The students are required to apply online on the AICTE web portal – www.aicte-jk-scholarship.in/.

New initiatives:

1. Impact study to be conducted by NIT, Srinagar to study the socio-economic impacts of the scheme on the beneficiaries and their families has been initiated.
2. All aspiring students were informed during the Awareness Workshop conducted by AICTE about the CUET Examination Process and necessary changes were made in the Portal to include CUET information.
3. The students were also informed about the de-duplication process conducted by the NSP for the SSS Students and undertaking was also taken from the students in the application form submitted by the student that they are not the recipient of any other scholarship scheme.
4. To include the variety of General Courses in the online counselling process conducted by the AICTE, the Council has sent letters to Veterinary Council of India and Indian Council for Agriculture Research for providing supernumerary seats to be offered under the scheme.

During the year 2022 (01.01.2022 to 31.12.2022) Rs. 151.25 crores has been released to the All India Council for Technical Education (AICTE) for awarding 14,064 scholarships (fresh+renewal).

Central Sector Interest Subsidy and Credit Guarantee Scheme (CSIS)

Objective: The objective of the Scheme is to ensure that no one from the Economically Weaker Sections (EWS), including minorities, SCs/STs, women and disabled, is denied access to professional higher education only for the reason that he or she is poor.

Eligibility: Students enrolled in professional/technical courses from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional/technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs) are eligible. Those professional institutions/programmes which do not come under the ambit of NAAC or NBA require approval of the respective regulatory body. The interest subsidy is admissible only once either for Under Graduation or Post Graduation or integrated courses.

Scope: The scheme is intended to cover all those students belonging to EWS, with an annual parental/ family income of up to Rs. 4.5 lakh per year.

Benefits: Under the Scheme, a full interest subsidy is provided during the moratorium period (course period plus one year), on the educational loan up to Rs. 7.5 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this scheme.

DBT: Disbursement of interest subsidy claims is done through Direct Benefit Transfer (DBT) mode into the student's Education Loan account.

Online Portal: Every year an online portal is opened by the Canara Bank to enable the member banks to upload interest subsidy claims.

During the period from 01.01.2022 to 31.12.2022, an amount of Rs. **960.11** crore has been disbursed in respect of **520769** no. of claims of students.

The total subsidy disbursed successfully in CSIS Scheme to Beneficiary accounts from the period of 01.01.2022 to 31.12.2022 :

(Rs. in cr)

State Name	Total No of Claims	Total Subsidy Disbursed
Andaman And Nicobar Islands	65	0.12
Andhra Pradesh	20,207	46.43
Arunachal Pradesh	24	0.06
Assam	1,360	2.61
Bihar	15,003	38.60
Chandigarh	315	0.61
Chhattisgarh	4,898	9.28
Dadra And Nagar Haveli	14	0.02
Daman And Diu	10	0.03
Delhi	2,917	6.75
Goa	478	1.00
Gujarat	4,998	11.88
Haryana	4,628	10.71
Himachal Pradesh	2,761	4.63
Jammu And Kashmir	4,876	7.35
Jharkhand	8,317	21.42
Karnataka	93,518	161.07
Kerala	121319	227.17
Ladakh	17	0.04
Madhya Pradesh	19,701	39.98
Maharashtra	38,245	64.11
Manipur	157	0.30
Meghalaya	617	1.44
Mizoram	25	0.06
Nagaland	50	0.10
Odisha	13,709	26.92
Puducherry	2,167	3.87
Punjab	2,018	4.28
Rajasthan	13,183	29.49
Sikkim	51	0.14
Tamil Nadu	101100	147.37
Telangana	3,315	7.20
Tripura	379	0.71
Uttar Pradesh	23,554	52.12
Uttarakhand	4,096	8.93
West Bengal	12,677	23.33
Total	520769	960.11

Credit Guarantee Fund for Educational Loan

The Scheme has been notified on 17th September 2015. Under this Scheme, guarantee is provided on the education loans availed by students without any collateral security and third-party guarantee, for a maximum loan limit of Rs. 7.5 lakh. The Fund provides guarantee cover to the extent of 75% of the amount in default. The advantages of Credit Guarantee Fund are:-

- It will reduce the Non-Performing Asset (NPA) of the Institutions and allow more liquidity, thereby covering more number of students aspiring for higher education which would contribute to increase in the GER in higher education.
- More institutions will come forward in lending loans (including easy and flexi-loans) for educational purpose and this will bring competition and quality in all spheres.
- It will also reduce cases in Debt Recovery Tribunal (DRT) though the banks are expected to take recourse to all alternatives before resorting to the Credit Guarantee Fund.

Central Government is the Settler for the Fund and National Credit Guarantee Trustee Company Ltd. (NCGTC) is the Trustee. During the period from 01.01.2022 to 31.12.2022, an amount of Rs. 400 crore has been released.

External Scholarship:

The Ministry of Education facilitates the selection process of the candidates for the award of Scholarships offered by various countries under Cultural/Educational Exchange Programme for pursuing post-graduation/research/Ph.D. For dissemination and wider publicity of the

scholarship offer, the same is displayed on the Ministry's website and is also circulated to UGC, IGNOU, central and state universities. Interested candidates are required to apply online on the portal <http://proposal.sakshat.ac.in/scholarship>.

In the financial year 2022-23, Rs. 1.00 crore (Rs. One crore) has been allocated for External Scholarship for providing air tickets to scholars selected for award of Chinese Government Scholarship.

The details of scholarships offered by various countries during the year 2022 (from 01.01.2022

to 31.12.2022) have been provided in the table below:

Sl. No	Country's Name	No. of Nominated Candidates	Selected By Donor Country
1.	South Korea	46	*
2.	UK	39	14

**Not informed by Donor Country till date*

In addition to the nomination for above-mentioned scholarships, the Ministry also disseminated the information on the following scholarships on its portal for wider publicity and participation:

Sl. No.	Name of the Scholarship/ Fellowship	Available for
1.	Chulalongkorn University, Thailand Undergraduate Scholarships for Students	Bachelor of Arts Program in Economics
2.	Government of Brunei Darussalam Scholarship 2022-23	Diploma/Undergraduate/Master's Degree Courses
3.	British Council Scholarships for Women in STEM	Master's Degree Courses in STEM (Science, Technology, Engineering and Mathematics) subjects only for women applicants
4.	Scholarships offered for the MSc program in Intelligent Critical Infrastructure Systems by the University of Cyprus	Only for MSc program in Intelligent Critical Infrastructure Systems
5.	Japanese Government (MEXT) Scholarship for 2023 for Undergraduate, College of Technology and Specialized Training College	Undergraduate/College of Technology (KOSEN) students already studying in Japan/Those enrolled in a post-secondary course at a Specialized Training College in Japan
6.	Japanese Government (MEXT) Scholarship for 2023 for Research Students	Research/Ph.D./Master's degree courses
7.	Italian Government Scholarship 2022-23	Master's/Ph.D./Research
8.	Israel Government Scholarship 2023-24	MA/Ph.D./Research/Post-Doctorate Programs

New initiatives: In view of ease of doing business, the Scholarship Division in consultation with Ministry of Defence has dropped the requirement of getting NOC from Ministry of Education for the in-service defense personnel going abroad for higher study for that courses which are not available in India.

No Obligation to Return to India (NORI)

No Obligation to Return to India (NORI) certificate is required by a person who has gone to USA on a J-1 visa. As per US immigration law, J-1 visa holders are required to return to their home

country for at least two years at the end of their exchange visitor program. If someone is unable to return to one's home country for fulfilling the two-year requirement, one must obtain a waiver from the Embassy /Consulate General of India in the USA. In order to enable the embassy to issue a "WAIVER CERTIFICATE", for the purpose of immigration, it is necessary for the applicant to obtain a 'No Objection Certificate' from the Ministry of Education in respect of any loan or scholarship or any under a bond obligation under any scheme administered by the Ministry.

Since 27.02.2016 the applicants are required to apply online for a 'No Objection Certificate' on the portal nori.ac.in. Inviting online applications has resulted in bringing transparency, accountability and timely delivery of the service. 1625 NOCs have been issued during the period from 01.01.2022 to 31.12.2022.

In its efforts to contribute to Ease of Doing Business, the Ministry of Education has written to both the Ministry of External Affairs and the Ministry of Defence to do away with the requirement of issue of NORI certificates from the Ministry of Education, which is issued only for non-medical and no pharmacy category students. The Ministry of Defence has agreed to this.

National Initiative for Design Innovation (NIDI)

Department of Higher Education, Ministry of Education, initiated a scheme namely "National Initiative for Design Innovation (NIDI)" in the month of March 2014. The aims of the scheme were to promote, nurture and advance the culture of design and innovation in the country leading to significant contributions and breakthroughs impacting quality of human life, by setting up 20 Design Innovation Centers (DICs), One Open Design School (ODS), One National design

innovation network (NDIN) in various reputed Institutions like IITs, IIITs, NIT's, IISc, Central Universities and State Universities etc. across the country. The scheme adopted Hub and Spoke model with the Lead Institutes acting as the mentor while synergizing and leveraging the potential of the institutes at the field level. Later, Project e-Kalpa-III was also subsumed in this scheme in 2021.

Design Innovation Centres (DIC)- DICs are focusing on the spread of design education but also propel the R&D activities in design that becomes the catalyst for devising innovative solutions to societal challenges, particularly in the grand challenge areas that suit the Indian conditions. They adopted Hub and Spoke model with the Lead Institutes acting as the mentor while synergizing and leveraging the potential of the institutes at the field level.

Open Design School (ODS)- ODS ensures maximum reach of design education and practice in the country through various collaborative education programmes (linking a broad spectrum of educational institutions), and free sharing of its courseware through the Internet. ODS has been established in IIT Bombay.

National Design Innovation Network (NDIN)- NDIN is a network of design schools that work closely with other leading institutions of industry and academia, NGOs and Government to further the reach and access of design education, promote design innovation in all sectors, and develop wide-ranging collaborative projects between institutions. NDIN has been established in IISc Bangalore.

Project e-Kalpa-III – 'e-Kalpa-III' project is about creating a 'Digital-learning Environment for Design' in India and focuses on knowledge accumulation, storage and dissemination and

education in four sectors, i.e., University, Industry, Government and the Informal sector. E-Kalpa project has now the largest collection of resources on design, arts, artifacts and crafts of India. The main focus of the e-Kalpa III project has been to develop ‘Design Tools’ that are useful to the design eco-system comprising students, faculty, and professionals and to enhance the design skills of those from the informal sector (numbering in the millions). –‘e-Kalpa-III’ has been established in IIT Bombay.

During the year 2022

- DIC at SPA-New Delhi has been designated as a ‘Central Nodal Agency (CNA)’ for implementing the scheme National Initiative for Design Innovation (NIDI).
- DIC SPA- New Delhi has published its ‘Innovation and Start-up Policy’ that focuses on guiding the implementation of ‘Start-up Action Plan’ of Government of India. Out of total 20 Innovative Projects of DIC, SPA New Delhi, 7 projects have been filed for getting ‘final patent’ so that those projects can be registered for startup companies through ‘Innovation and Start-up Policy’ of the School.
- DIC at SPA New Delhi has provided a mechanism to facilitate start-ups, collaboration with industries and business partners and an enabling environment for innovation and entrepreneurship among students and faculty in line with the thrust area/ focus of Govt. of India through a nonprofit organization i.e. a section 8 company named SPA FIRST (SPA FOUNDATION FOR INNOVATION AND RESEARCH FOR SOCIAL TRANSFORMATION). An ‘International Training and Capacity Building Program’ has already been completed. Now, it is under process to get CSR funding support and Angel Investors.
- DIC-IISc Bangalore supported startup Mimyk Medical Simulations Pvt Ltd. demonstrated its product EndoMimyk, endoscopy simulator, in EFIAGES 2022, a conference organized by Indian Association of Gastrointestinal Endo surgeons at Andhra Pradesh in June 2022.
- DIC-IISc Bangalore initiated project LifeBox, an active heart preservation container for extending the out-of-body viable time during transport for won the Lexus Design Award India (LDAI) 2022 (<https://lexusdesign.in/#home>) under the Open award category, Lexus Guest’s choice award and People’s choice award from over 650 high-quality entries.
- Mentoring workshop of students from Maharashtra (winners in INSPIRE Awards MANAK at state level) by spoke NIF Ahmedabad 28 students
- DIC-IISc Bangalore initiated startup Delta X Automotive Pvt. Ltd. - An Indian patent was filed; Title: SYSTEM AND METHOD FOR A BIOMETRICS-BASED OPERATION OF ELECTRIC VEHICLES. Patent Application number: 202241046561, 16 August 2022. Delta X Automotive Pvt. Ltd. successfully completed 5 prototypes of Kix, an electric micro-mobility vehicle and tested.
- Two Negative Pressure Chambers (NPC), designed and developed at DIC@ Islamic University Of Science & Technology,(IUST) were deployed at Government Chest Diseases Hospital (CDH), Srinagar and tested for isolation of COVID-19 patients. The work of DIC@ IUST was appreciated by the medical

fraternity at CDH and a certificate deeming the technology developed to be 'satisfactory' from a medical perspective was provided.

Visitor's Conference

Visitor's Conference 2022 was held on 7th–8th June, 2022 at Rashtrapati Bhawan in hybrid mode. The Hon'ble President of India, Shri Ram Nath Kovind, inaugurated the two-day Conference of Vice-Chancellors of Central Universities and Directors of Institutions of National Importance. Hon'ble Minister of Education and Skill Development & Entrepreneurship, Shri Dharmendra Pradhan, Hon'ble Minister of State in Ministry of Education Dr. Subhas Sarkar, Advisor to the Prime Minister, Secretary Higher Education, Chairman AICTE, Chairman UGC, Chairman, NCVET, Chairman Standing Committee for IIT Council and President QS Ranking, Vice Chancellors of the Central Universities & Directors of the 53 Institutes of Higher Education, officials from Ministry of Education and prominent donors to the various Central Institutions were invitees.

There were five sessions in the Conference which deliberated on various topics such as - Role and Responsibilities of Higher Education Institutions in Azadi ka Amrit Mahotsav; International Rankings of Higher Education Institutions; Collaboration between Academia-Industry and Policy-makers; Integrating School, Higher and Vocational Education; Education and Research in Emerging and Disruptive Technologies.

Further, the 'Visitor's Award 2020 for Research (Biological Sciences)' was awarded to Prof Mohammad Zahid Ashraf, Department of Biotechnology, Jamia Millia Islamia for his research on hypoxia-induced thrombosis; 'Visitor's Award 2020 for Technology Development' to Prof Pritam Deb,

Department of Physics, Tezpur University for his work on development of biodegradable polymer film reinforced with two-dimensional heterostructure for food packaging; and 'Visitor's Award 2020 for Research (Physical Sciences)' to Prof Anunay Samanta, School of Chemistry, University of Hyderabad for his contribution to the spectroscopy and dynamics of short-lived chemical species formed on photo-excitation of molecular systems and materials.



Smart India Hackathon (SIH)

It is the flagship initiative of the Ministry of Education having massive participation since its inception. It is the World's biggest open platform for the innovators or entrepreneurs of tomorrow to start today toward a smarter India. The first four editions of SIH2017, SIH2018, SIH2019 and SIH 2020 proved to be extremely successful in promoting innovative out-of-the-box thinking in young minds, especially engineering students from across India. More than 20 Lac students have been impacted directly & indirectly so far by the various editions of SIH. This year, SIH 2022 was organized with the participation of various students from Schools and HEIs.

Nationwide Phenomenal Response of SIH 2022

563	29,634	1,60,878	1:1.7 ratio	5983
Total Problem Statements	Total Teams Registered	Total Students	Female to Male Ratio	Jury

SIH Senior	17,549 Ideas Submitted	2235 Colleges Registered
SIH Junior	2727 Ideas Submitted	2916 Schools Registered

Grand Finale SIH 2022

476	53
Problem Statements for Finale	Union Ministry / State Ministry / Departments

2033	15,000+	2500+	75
Teams Participating	Students Participating	Mentors	Nodal Centres for Grand Finale

Smart India Hackathon 2022: Winning Team Details

Software Edition

Hardware Edition



Central Universities and Institutions

Central Universities

Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by providing interdisciplinary studies, and innovation in teaching-learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all-round development of society in general and the academic institutions around it. The Central Universities are governed by their respective Act, Statutes and Ordinances framed thereunder. There are at present 47 Central Universities (including the newly established Sindhu Central University) fully funded by the Ministry of Education. 46 of them are funded through the University Grants Commission while Indira Gandhi National Open University (IGNOU) is funded directly by the Ministry.

The Central Universities have actively participated in national campaigns such as 'Ek Bharat Shrestha Bharat', Fit India Movement, Constitution (Fundamental Duties) Campaign, Unnat Bharat Abhiyan, Swachh Bharat Abhiyan and Azadi ka Amrit Mahotasav.

The Central Universities are fully funded by the Central Government Budgetary support. During the year 2022-23 (as on 16.01.2023) an amount of

Rs.7280.83 Crore (including HEFA) was released to Central Universities excluding IGNOU.

During the year 2022-23, Vice Chancellors of Central University of Odisha and Nagaland University were appointed.

Sindhu Central University, Ladakh

Hon'ble Prime Minister in his address to the nation on 15th August 2020 announced to establish a new Central University in the Union Territory of Ladakh. Accordingly, the Central Universities Act, 2009 was amended by Parliament. The Act received the assent of the Hon'ble President on 12th August 2021 and published in the Official Gazette on 13th August 2021.

The Site Selection Committee constituted by the Ministry of Education visited the site on 1st November 2021 and finalized the site at Khaltsi, Leh for establishing the Sindhu Central University. A notification in the Gazette of India has been published to give effect to the provisions of Central University (Amendment) Act, 2021 from 06th July 2022.

The University of Ladakh (UoL) has been made the mentor for Sindhu Central University. The process of appointment of the Vice Chancellor has been initiated. The courses in the university will start from the academic session 2023-24.

List of Central Universities under the Ministry of Education

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
1	Andhra Pradesh	Central Tribal University of Andhra Pradesh, Vizianagaram, Andhra Pradesh	2019
2		Central University of Andhra Pradesh Transit Campus JNTU IT Incubation Centre JNTU Road Ananthapuramu 515002	2019
3		National Sanskrit University, Tirupati, Andhra Pradesh-517507	2020
4	Arunachal Pradesh	Rajiv Gandhi University, Rono Hills, P.O. Doimukh, Itanagar, Arunachal Pradesh – 791 112	2007
5	Assam	Assam University, PO: Assam University, Silchar - 788 011	1994
6		Tezpur University, Distt. Sonitpur, P.B.No.72, Tezpur - 784 001	1994
7	Telangana	University of Hyderabad, Hyderabad, Telangana– 500 046	1974
8		Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana– 500 032	1998
9		English and Foreign Languages University, Osmania University Campus, Hyderabad, Telangana– 500 007	2007
10	Delhi	Jamia Millia Islamia, Jamia Nagar, New Delhi–110 025	1988
11		University of Delhi, Delhi – 110 007.	1922
12		JawaharLal Nehru University, New Mehrauli Road, New Delhi – 110 067.	1969
13		Indira Gandhi National Open University, Maidan Garhi, New Delhi – 110 068.	1985
14		Central Sanskrit University Janakpuri, Institutional Area, New Delhi-110058	2020
15	Shri Lal Bahadur Shastri National Sanskrit University, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, New Delhi-110067	2020	
16	Madhya Pradesh	The Indira Gandhi National Tribal University, Makal Sadan, Amarkantak, Madhya Pradesh – 484 886.	2007
17		Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh-470 003.	2009
18	Maharashtra	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Gandhi Hills, Manas Mandir P.O, Wardha, Maharashtra 442005	1997
19	Mizoram	Mizoram University, Post Box No. 910, Aizwal - 796 012, Mizoram.	2000
20	Meghalaya	North Eastern Hill University, NEHRU Campus, Shillong, Meghalaya 793 022.	1973
21	Manipur	Manipur University, Canchipur, Imphal , Manipur 795 003	2005
22	Nagaland	Nagaland University, Campus Kohima - 797 001, Headquarter Lumani, Nagaland	1989
23	Pondicherry	Pondicherry University, R. Venkataraman Nagar, Kalapet, Puducherry - 605 014.	1985
24	Sikkim	Sikkim University, 6 th Mile, Samdur, P.O. Tadong, Gangtok, Sikkim-737 102.	2007

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
25	Tripura	Tripura University, Suryamaninagar, Agartala, Tripura-799 130.	2007
26	Uttar Pradesh	Aligarh Muslim University, Aligarh, U.P.-202002.	1920
27		Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareilly Road, Lucknow, U.P. – 226 025.	1996
28		Banaras Hindu University, Varanasi, U.P. - 221 005.	1916
29		University of Allahabad, Allahabad, U.P. - 211 002.	2005
30	West Bengal	Visva Bharati, Shantiniketan, West Bengal – 731 235.	1951
31	Uttarakhand	Hemwati Nandan Bahuguna Garhwal University, Srinagar, Garhwal – 246 174.	2009
32	Tamil Nadu	Central University of Tamil Nadu, Neelakudi Campus, Kangalancherry (Post), Thiruvarur – 610 101	2009
33	Rajasthan	Central University of Rajasthan, NH-8, Bandar Sindri, Dist-Ajmer – 305 801, Rajasthan.	2009
34	Punjab	Central University of Punjab, City Campus, Mansa Road, Bathinda – 151 001, Punjab.	2009
35	Odisha	Central University of Odisha, Central Silk Board Building, Landiguda, Koraput – 764 020.	2009
36	Kerala	Central University of Kerala, Tejaswini Hills, Periyar, Kasargod Distt., Kerala 671316	2009
37	Karnataka	Central University of Karnataka, Kadaganchi, Aland Road, Aland Taluk, Gulbarga – 585 311, Karnataka.	2009
38	Jharkhand	Central University of Jharkhand, Ratu-Lohardaga Road, Brambe, Ranchi – 835 205, Jharkhand.	2009
39	Jammu & Kashmir	Central University of Kashmir, Transit Campus: Sonwar, Near GB Pant Hospital, Srinagar – 190 005 (J&K).	2009
40		Central University of Jammu, Bagla (Rahya-Suchani), District Samba, Jammu – 181143, (J & K)	2011
41	Himachal Pradesh	Central University of Himachal Pradesh, PO Box No.21, Dharamashala, Dist-Kangra, Himachal Pradesh – 176215.	2010
42	Haryana	Central University of Haryana, Jant-Pali Villages, Mahendergarh, Haryana – 123 029.	2009
43	Chhattisgarh	Guru Ghasidas Vishwavidyalaya, Main Campus, Bilaspur, Chhattisgarh - 495 009.	2009
44	Bihar	Central University of Bihar, BIT Campus, P.O. – B.V. College, Patna – 800 014.	2009
45		Mahatma Gandhi Central University, Camp Office: Opposite, Circuit House, Motihari, District – East Champaran, Bihar – 845 401.	2016
46	Gujarat	Central University of Gujarat, Near Jalaram Temple, Sector 29, Gandhinagar – 382 029	2009
47	Ladakh	Sindhu Central University	2022

Deemed to be Universities

The concept of the deemed-to-be University originated from the recommendations of Dr. S. Radhakrishnan Commission Report 1948-49. The idea behind the concept of deemed to be University is to promote, strengthen and bring those institutions under the purview of the University Grants Commission (UGC) and treat them like Universities which for historical or any other circumstances, are not Universities, yet are doing work of high standards in specialized academic field comparable to a University.

An Institution is declared as deemed to be University by the Central Government, on the advice of UGC, under Section 3 of the UGC Act, 1956, through Gazette Notification, while other Universities are established under either the Act of Parliament or the Act of State Legislatures.

As on 15.11.2022, 127 Institutions deemed to be Universities are functioning in the country. Out of 127 Deemed to be Universities, 36 are Government (Central & State) controlled, 89 Institutions are privately controlled and 2 Institutions are in PPP mode. Out of 89 privately controlled Institutions, 5 Institutions are receiving maintenance grants from UGC under the scheme Deemed Universities promoted by Central Government. In the Financial Year 2022-23, the Budgetary Estimate was Rs. 393.25 Crore, out of which Rs. 200.34 Crore has been sanctioned up to the 3rd Quarter of FY 2022-23.

These Deemed to be Universities are regulated under the provisions of UGC (institutions Deemed to be Universities) Regulations, 2019, as amended from time to time. A copy of these Regulations and the state-wise details of Deemed to be Universities are available at <https://www.ugc.ac.in>.

Private Universities

Private Universities are established by the Acts of the respective State Legislatures. As on

23.08.2022, 421 State Private Universities were functioning in the country. Private Universities are governed as per their respective State Acts. These Universities are regulated by the UGC as per the provisions of the UGC (Establishment of and maintenance of Standards in Private Universities) Regulations, 2003. A copy of these Regulations and the State-wise details of Private Universities are available at <https://www.ugc.ac.in>.

Indian Institute of Technology (IITs)

1. World-Class Technical Education: To meet the growing demand for highly skilled technical manpower, there are 23 IITs functioning in the country as on date, which impart world-class education in various disciplines of science, technology and engineering. These IITs, which are designated as Institutions of National Importance are funded by the Government with necessary budgetary support under the Scheme, ‘Support to IITs.’

2. Expansion of Quality Technical Education: In order to reduce regional imbalance in imparting quality technical education in the country, six new IITs were established by the Government, one each at Jammu, Bhilai, Goa, Dharwad, Tirupati and Palakkad have commenced their Academic sessions from the year 2015/2016. IIT Jammu, Tirupati and Palakkad are operating from their own transit campus. Construction work for permanent campuses at IIT Jammu, Bhilai, Dharwad, Palakkad & Tirupati has already commenced and is expected to be completed in the year 2022-23. The establishment of these new IITs has, on one hand, given an opportunity to more number of students to get quality education and on the other hand has taken a step towards enhancing the technical and research output of the country.

3. Focus on Research: To complement the renewed focus of the Government on developing indigenous R&D capabilities, boosting

manufacturing and creating a successful startup culture in the country, a number of steps as detailed below have been taken:-

- (i) **Research Parks:** Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, Research Parks are being established at various IITs/ IISc. A full-fledged Research Park is already functioning in IIT Madras. Research Park at IIT-Kharagpur was inaugurated in Aug 2019. Research Parks at IIT Bombay, IIT Kanpur, IIT Guwahati, IIT Hyderabad and IISc, Bangalore are in various stages of construction. A Research Park at IIT Gandhinagar is funded by the Department of Science & Technology (DST) and is near completion. Research Park at IIT Delhi was inaugurated by Hon'ble President Smt. Draupadi Murmu on 03.09.2022.
- (ii) **Impacting Research and Innovation Technology (IMPRINT):** IMPRINT is a flagship national initiative of the Government, launched on November 5, 2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selected technology domains, viz. health care, energy, sustainable habitat, Nanotechnology hardware, water resources and river systems, advanced materials, Information and communication technology, manufacturing, security and defence, and environmental science and climate change. It is a pan IITs and IISc Joint Initiative seeking to develop a roadmap for research. 142 research projects at a total cost of Rs.320.72 crore for 3 years with joint funding by MoE and various participating Ministries/Departments are currently

under execution under IMPRINT-I. Out of 142 projects, 29 projects have achieved their objectives, prototypes are ready for 42 projects and the remaining projects are being monitored regularly so as to achieve the objectives in the extended period if needed.

IMPRINT-II was formulated with a slightly modified strategy by merging the schemes IMPRINT and UAY. The projects under IMPRINT-II will be funded jointly by MoE and DST in the ratio of 50:50 by creating a joint corpus. Other participating Ministries/ Industries may volunteer to fund the projects relevant to them. Details of the projects approved and the cost thereof are as under:-

Phases	Project	Cost (In Cr.)
Imprint-II (A+B)	125	104.58
Imprint-II-C	51	41.18
Total	176	145.76

Call for proposals under IMPRINT-II-C-2 have been made by Science and Engineering Research Board (SERB) under DST in consortium mode, which is under different stage of evaluation.

The third-party evaluation of the scheme was conducted in FY 2020-21 and the report has been accepted by the Ministry.

- (iii) **Uchhatar Avishkar Yojana (UAY):** UAY was announced in the IIT Council meeting held on October 6, 2015, with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between academia and industry – within or outside India. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and

50% by MoE. Currently, 136 projects at a total cost of Rs. 360.50 crore with joint funding by MoE, participating Ministries and Industries are currently under execution. Under the scheme, 57 Projects have since been completed.

In EFC meeting held on 21.02.2018 regarding IMPRINT II, it was decided to subsume UAY in IMPRINT II.

4. Improving Gender Balance: With a view to improving female enrolment in the B.Tech Programmes in IITs, a Committee under the chairmanship of Director, IIT-Mandi was constituted by the Joint Admission Board (JAB) to suggest suitable measures. The recommendations of the Committee were considered by the IIT Council in its 51st meeting held on 28.04.2017 and decided to increase female enrolment from 8% in 2016 to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats. By implementing the above decision, the female enrolment in B.Tech Programmes in IITs during the year 2018, 2019 & 2020 increased to 15.29%, 18% & 19.8% respectively. In the year 2021, the female enrolment in B.Tech was 19.72% by creating 1534 supernumerary seats.

5. Prime Minister's Research Fellows: In order to attract the best talent for undertaking research in the frontier areas of science & technology, preferably those addressing the national requirements, a maximum of 3,000 most talented students from all recognized Universities/ Institutes will be selected as per PMRF guidelines to enroll in the Ph.D. program in IITs/IISc/ IISERs & selected CUs/NITs (in NIRF top 25) and would be incentivized by providing attractive rates of fellowship @ Rs.70,000/- per month for the first two years, Rs.75,000/- per month for the 3rd year, and Rs.80,000/- per month in the 4th and 5th years. In addition, a research grant of Rs.2.00 lakh per year for a period of 5 years will be given to each fellow to meet the cost of presenting research papers. The Scheme has been

appraised by the EFC and approved by the Union Cabinet in its meeting held on 07.02.2018. As on date, 2560 fellows have been admitted under the scheme, who are pursuing Ph.D programmes in various Institutes in the country.

6. ASEAN Fellowship Scheme: Pursuant to the announcement made by the Hon'ble Prime Minister during the Plenary Session of the ASEAN India Commemorative Summit held at New Delhi on January 25, 2018, and subsequent appraisal by the Standing Finance Committee (SFC) in its meeting held on 25.07.2019, the competent authority has approved grant of upto 1000 fellowships to students of ASEAN countries to pursue integrated Ph.D. programmes in the IITs, at a total outlay of Rs. 300 cr. for 7 years (3 batches). For the students admitted, fellowships will be provided at the same rate as Indian students, along with the yearly research grant, as applicable. The IITs will make provisions to cover the living expenses of the selected students from their own resources. IIT Delhi is the National Coordinator of this scheme. So far in three rounds, 65 students have been selected under the Scheme but owing to the Covid pandemic worldwide, only 35 students have joined their respective institutes in the country and 20 students have dropped out after enrolling.

7. North East Research Conclave: The North East Research Conclave was held at IIT Guwahati on 20-22 May, 2022, with an aim to boost research eco-system in the NER, skill development for youth, teachers & researchers, nurturing entrepreneurship, promoting start-ups and MSMEs etc.

The participating institutions in this grand event included 7 IITs, 10 NITs, 5 IIITs and other CFTIs, 23 Research Labs, 17 Central Funded Universities, 47 other Universities/ Institutes along with about 100 schools.

The activities at the Conclave included Research & Innovation Exhibition by North East

Researchers/Industries, industry start-up showcase related to North East Region, interactive session between industry and researchers, eminent talks by policy makers, industrialists and academicians, strategic panel discussion on various challenges/opportunities in R&D sector

by eminent dignitaries, sensitization of research ethos among school students to pave the future R&D road map of North East region and women research and entrepreneurial summit with award distribution.



8. About IInvenTiv 2022 – All IIT R&D Showcase: The R&D Fair was organized in commemoration of the 75th year of India's Independence in line with the Azadi ka Amrit Mahotsav initiative, on 14th-15th October, 2022 in IIT Delhi.

The event demonstrated 75+ projects from the IIT ecosystem and 6 theme projects across diverse themes, such as Communication Technologies (including education and 5G), Robotics, Sensors & Actuators, and Semiconductors, Environment and Sustainability (including air, water, rivers), Manufacturing (including smart, advanced and industry 4.0), Healthcare (including devices and digital health), Societal Needs and Impact,

Smart Cities & Infrastructure (including smart mobility), Defence and Aerospace, Clean Energy & Renewables (including Hydrogen and EV) and AI/ML/Blockchain technologies (including quantum computing).

The event witnessed wide participation from various industries with around 800 visitors on Day 1 and more than 1400 online participants. Parallel technical sessions were held to discuss the technologies on display. On Day 2, one-on-one interactions took place between faculty members and interested industries. Students from various schools, colleges and universities also visited the exhibition on Day 2.



Indian Institute of Science, Bengaluru

The Indian Institute of Science (Bengaluru) is a premier Institute of higher learning and research, established in 1909, under the Charitable Endowment Act, 1890, and subsequently brought under the purview of the University Grants Commission (UGC) Act, 1956. Governed by the Council of IISc, the Institute lays balanced emphasis on the pursuit of basic knowledge in Science and Engineering, as well as on application of its research findings for industrial and social benefits. The Institute houses one of the largest computing facilities in any academic institution in the country and also holds the best library collections in the fields of science and engineering. The Institute has established the Centre for Nano Science and Engineering, which also houses the National Nano Fab, a facility for research and development that is among the best such academic facilities in the World.

IISc has been ranked as the top Indian institution in the University and Research categories of the National Institutional Ranking Framework (NIRF) India Rankings 2022 and have secured second place overall in the ranking.

Major achievements and initiatives:

1. Postgraduate Medical School and Hospital at IISc-

Considerable progress has been made toward establishing a postgraduate medical school and hospital at IISc. As part of this landmark initiative, IISc intends to promote interdisciplinary research to address critical healthcare needs, create a new generation of physician-scientists, and enable translation of technologies through the MedTech industry and start-ups. The academic centre piece of this endeavour is going to be a unique MD-PhD programme. In a historic development, we have received a major donation from the Bagchi and

Parthasarathy families – the co-founders of Mindtree, towards the establishment of a multispeciality hospital, which will be called the Bagchi-Parthasarathy Hospital. IISc has also received a generous contribution from Sarah and Ajit Isaac, Founder and Chairman of Qess Corp, to establish a Centre for Public Health at the upcoming IISc medical school. Several other philanthropists and alumni have also stepped forward to support various wings of the upcoming hospital and related infrastructure.

2. MoUs with foreign universities-

IISc and the University of Manchester have entered into a partnership to launch a Joint Ph.D. programme.

Indian Institutes of Science Education & Research (IISER)

Indian Institutes of Science Education and Research (IISERs) have been envisaged as new institutions devoted to science education and research, with particular emphasis on basic sciences. These institutes are required to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate levels. IISERs have also been declared as Institutes of National Importance under the National Institute of Technology, Science Education & Research (NITSER) Act, 2007. Seven such institutes have been established in Kolkata (2006), Pune (2006), Mohali (2007), Bhopal (2008), Thiruvananthapuram (2008), Tirupati (2015) and Berhampur (2016).

Ministry of Education spends about Rs. 180-190 cr a year on each established IISER to ensure world-class science education and research. Hon'ble Minister of Education has Inaugurated National Facility for Gene Function in Health and Disease and laid Foundation Stone for Data Science Department at IISER Pune campus. IISER Pune launched a two-year Master of Science pro-

gramme beginning with the academic year 2022-2023 in the departments of Chemistry, Earth and Climate Science, and Mathematics. Further, some of the IISERs offer the following unique academic programmes in their respective institutions; for example, IISER Thiruvananthapuram offers UG programme in integrated and interdisciplinary sciences & BS-MS programmes in Biological Sciences, Chemical Sciences, Mathematical Sciences, Physical Sciences and Data Sciences and two-year Master of Science (MSc.) Program in Sciences (Biology, Chemistry and Physics) and Mathematics. Also, IISER Pune also offers courses in Data sciences.

As per the National Institutional Ranking Framework (NIRF) of Ministry of Education 2022, IISER Pune has been ranked 26, IISER Kolkata- 40, IISER Bhopal -61, and IISER Mohali-47. On the 2022 Nature Index Tables, IISER Pune is listed 7th in India, 123rd at the Asia-Pacific level and 369th globally.

Towards furthering academic collaboration and cooperation, IISERs have entered into a Memorandum of Understanding (MoU) with various national and foreign educational Institutions. IISER TVM signed an MoU with the University of WURZBURG & the Institute for Protein Research, Osaka University, Japan for the establishment of a Doctoral Degree Program and to promote education and Academic Research respectively. IISER Pune signed the MoU with M/s. Johns Hopkins India Private Limited (JHIPL), an Indian subsidiary company of Johns Hopkins University (JHU), USA, for establishing a Clinical Research Unit at the IISER Pune campus.

Outreach activities by IISERs/ collaboration with other organizations:

All IISERs have also been actively implementing various flagship programmes of Ministry of Education including AKAM, EBSB. The institutes have launched & conducted several

national and international symposia, workshops and conferences across various higher educational institutions. In this series:

- a. IISER Mohali launched Technology Business Incubator namely I-RISE, in collaboration with C-CAMP Bengaluru, IIT-Mumbai and MBCIE-Ludhiana. A wall-mounted modular system has also been designed that can be applied to treat different wastewaters from individual households, small residential dwellings, hotels, resorts, small industries, or any other domestic dwellings lacking access to the wastewater collection network. The Vigyan Pratibha team at IISER Mohali organized a training workshop for the teachers of government schools from the region of Punjab, Chandigarh, Haryana and Himachal Pradesh in August 2022.
- b. IISER Bhopal formally announced the establishment of Artificial Intelligence & Machine Learning Applications for Science and Engineering Research Center (AMASER) & Medical Sciences and Engineering Research Center” (MEDSER) in February 2022. Further, institute has inaugurated Undergraduate Clubs for Research Enthusiasts in Science and Technology (UG-CREST), a first-ever in the country, is a unique attempt to cultivate scientific attitudes in the early days of a young graduate student in June 2022.
- c. IISER Pune has hosted two new programmes, namely MS-DEED and iRISE, and have been reaching out to school and college teachers through teacher training workshops being organized both within the campus as well as at other locations in Maharashtra and elsewhere in India. IISER Pune’s Science Activity Centre has been running a Sunday live demo lecture series targeted to higher secondary school students and teachers since the pandemic began. The online

sessions conducted by the Centre have received over 2 lakh views so far.

- d. Science and Engineering Research Board (SERB), Dept. of Science & Technology, Govt. of India has accepted the proposal of establishment of Bio Safety Level-3 (BSL-3) laboratory at Tirupati campus at Yerpedu. This will be the first such laboratory in the state of Andhra Pradesh for conducting research and development for therapeutics and diagnostics in infectious diseases. Further, IISER Tirupati participated in the torch relay for the 44th Edition of the Chess Olympiad in July 2022.

Initiatives taken up for the economically and physically challenged students:

All the Institutions are taking several measures to provide an accessible environment to economically and physically challenged students. Some of the measures undertaken for their welfare are as follows:

- (i) Adequate toilets/specially designed toilets with user-friendly access to Divyangjans
- (ii) Campuses are accessible to Divyangjans, with ramps at the entrances of buildings
- (iii) Campuses buildings have guiding tiles for internal movement on the campus.
- (iv) Braille and audible commands in lift facility.

Indian Institutes of Information Technology (IIIT)

To meet the demand for high skilled professionals in IT Sector, five centrally funded Indian Institutes of Information Technology (IIITs) have been set up in Gwalior (Madhya Pradesh), Allahabad (Uttar Pradesh), Jabalpur (Madhya Pradesh), Kancheepuram (Tamil Nadu) and Kurnool (Andhra Pradesh).

To address the challenges faced by the Indian IT Industry and growth of the domestic IT market,

the Ministry of Education has established 20 new Indian Institutes of Information Technology (IIITs) on a Not for Profit Public Private Partnership Mode (N-PPP) basis. All 20 IIITs have been opened under this scheme. These are IIIT Chittoor (AP), IIIT Raichur (Karnataka), IIIT Guwahati (Assam), IIIT Dharwad (Karnataka), IIIT Kottayam (Kerala), IIIT Tiruchirappalli (Tamil Nadu), IIIT Vadodara (Gujarat), IIIT Pune (Maharashtra), IIIT, Senapati (Manipur), IIIT Agartala (Tripura), IIIT Bhopal (Madhya Pradesh), IIIT Sonapat (Haryana), IIIT Lucknow (UP), IIIT Una (HP), IIIT Kalyani (WB), IIIT Kota (Rajasthan), IIIT Surat (Gujarat), IIIT Nagpur (Maharashtra), IIIT Bhagalpur (Bihar) & IIIT Ranchi (Jharkhand).

List of IIITs

IIITs in CFTI (Centrally Funded Technical Institutes) Mode

1. IIIT Allahabad, Uttar Pradesh
2. ABV-IIIT&M Gwalior, Madhya Pradesh
3. PDPM-IIITD&M Jabalpur, Madhya Pradesh
4. IIITD&M Kancheepuram, Chennai, TN
5. IIITD&M Kurnool, Andhra Pradesh

IIITs in PPP (Public Private Partnership) Mode

1. IIIT Sri City Chittoor Andhra Pradesh
2. IIIT Guwahati, Assam
3. IIIT Vadodara, Gujarat
4. IIIT Sonapat, Haryana
5. IIIT Una, Himachal Pradesh
6. IIIT Dharwad, Karnataka
7. IIIT Kottayam, Kerala
8. IIIT Senapati, Manipur
9. IIIT Kota, Rajasthan
10. IIIT Srirangam, Tiruchipalli, Tamil Nadu
11. IIIT Lucknow, Uttar Pradesh
12. IIIT Kalyani, West Bengal
13. IIIT Pune, Maharashtra

14. IIT Ranchi, Jharkhand
15. IIT Nagpur, Maharashtra
16. IIT Bhopal, Madhya Pradesh
17. IIT Surat, Gujarat
18. IIT Bhagalpur, Bihar
19. IIT Agartala, Tripura
20. IIT Raichur, Karnataka

National Institutes of Technology (NITs) & Indian Institute of Engineering Science and Technology (IEST), Shibpur

National Institute of Technology (NITs)

The erstwhile seventeen Regional Engineering Colleges (RECs) located at Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Hamirpur (Himachal Pradesh), Jaipur (Rajasthan), Jalandhar (Punjab), Jamshedpur (Jharkhand), Kurukshetra (Haryana), Nagpur (Maharashtra), Rourkela (Orissa), Silchar (Assam), Srinagar (Jammu & Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirappalli (Tamil Nadu) and Warangal (Andhra Pradesh) were upgraded as the National Institutes of Technology (NITs) in 2002 and the administrative financial control of these NITs was taken over by the Central Government with effect from 14th May 2003. Subsequently, the Ministry took over and upgraded Bihar College of Engineering – Patna, Government Engineering College – Raipur and Tripura Engineering Colleges – Agartala as NITs in the years 2004, 2005 and 2006 respectively.

In the year 2007, above mentioned twenty Institutions were declared as ‘Institutions of National Importance’ w.e.f. 15th August 2007 under the National Institutes of Technology, Act, 2007. In exercise of the powers under the Act, the First Statutes of NITs were framed and enacted w.e.f. 23rd April 2009 providing for functional autonomy to these Institutes.

Subsequently, during the XIth Plan period, 10

new NITs have been established in the Non-NIT States / UTs namely; Arunachal Pradesh, Delhi, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim, and Uttarakhand after obtaining the approval of the Union Cabinet in September 2009. These 10 new NITs started their first academic session from the year 2010–2011 onwards. In the year 2015, an NIT in the newly bifurcated State of Andhra Pradesh has also been established in Tadepalligudem and its 1st academic session started from 2015–2016 onwards. Thus, the number of NITs have gone up to 31 i.e. one each in all States and major UTs Delhi, Srinagar (J&K) and Puducherry, respectively.

All the 11 NITs have also been declared as “Institutions of National Importance” and brought under the ambit of the aforesaid Act by way of suitable amendments, which got enacted in years 2012 and 2016, respectively. The long title of the NIT Act, 2007 got amended to the National Institute of Technology, Science Education and Research, Act, 2007 consequent upon the passage of the amendment in the year 2012.

IEST, Shibpur

Bengal Engineering and Science University (BESU), Shibpur (West Bengal), a State Government owned University has also been taken over by the Central Government and upgraded as the Indian Institute of Engineering Science and Technology (IEST), Shibpur (West Bengal) and declared as Institution of National Importance under the NITSER Act, 2007. Necessary amendments for the inclusion of IEST, Shibpur under the Act got approved on 4th March 2014.

The Hon’ble President of India is the Visitor of NITs and IEST – Shibpur and the Hon’ble Education Minister is the Chairperson of the Council, the apex decision-making body, of these Institutions. The affairs of NITs / IEST are managed by the Board of Governors of the respective institutes.

Admission in NITs and IEST

The admissions in UG courses in the NITs and IEST are based on the merits secured by the students in the Joint Entrance Examination (Main) conducted by the National Testing Agency (NTA) every year and subsequent centralized counselling and allotment of seat process undertaken by the Joint Seat Allocation Authority (JoSAA). As per the present policy, admissions to 50% of the seats in NIT and IEST are earmarked for students of the State, where the NIT / IEST are situated. The admissions against the remaining 50% seats are filled on the basis of the All India rank of candidates from other States.

Role of these Institutions

The system has been able to provide high-quality technical education to talented students in the Country. While propagating the scope of equal opportunity of engineering education to the remotest corners of the country, NITs form a very important segment among the premier Technical Institutions in the country to promote quality technical Education and Research. They have an important role in providing high-quality technical manpower for regional and national requirements. After setting up of the ten new NITs, students from all over the country are getting adequate scope of pursuing technical education in these Institutions of national importance.

Statistical Details of NITs

(Amount in crore)

Expenditure						
Heads	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Plan	3451.74	3388.67	3486.60	3252.45	3834.88	4063.84*
Non-Plan						
Total	3451.74	3388.67	3486.60	3252.45	3834.88	4063.84

*as on 09.02.2023

Total number of Students in 31 NITs and IEST Shibpur (as on October, 2022)

Under Graduate	87183
Post Graduate	24114
Ph.D.	16221
Total	127518

Total Faculty in 31 NITs and IEST Shibpur

Sanctioned	7483
Filled up	6025 [5023 (regular) + 1002 (contract)]

The State / UT-wise list of NITs & IEST is as under:

Sl. No.	Name of the Institute	Name of the State / UTs
1.	NIT-Agartala	Tripura
2.	MNNIT-Allahabad	Uttar Pradesh
3.	MANIT-Bhopal	Madhya Pradesh
4.	NIT-Calicut	Kerala
5.	NIT-Durgapur	West Bengal
6.	NIT-Hamirpur	Himachal Pradesh
7.	MNIT-Jaipur	Rajasthan
8.	Dr. B.R. Ambedkar NIT-Jalandhar	Punjab
9.	NIT-Jamshedpur	Jharkhand
10.	NIT-Kurukshetra	Haryana
11.	VNIT-Nagpur	Maharashtra
12.	NIT-Patna	Bihar

Sl. No.	Name of the Institute	Name of the State / UTs
13.	NIT-Raipur	Chhattisgarh
14.	NIT-Rourkela	Odisha
15.	NIT-Silchar	Assam
16.	NIT-Srinagar	Jammu & Kashmir (UT)
17.	SVNIT-Surat	Gujarat
18.	NITK-Surathkal	Karnataka
19.	NIT-Tiruchirappalli	Tamil Nadu
20.	NIT-Warangal	Telangana
21.	NIT-Arunachal Pradesh	Arunachal Pradesh
22.	NIT-Delhi	Delhi (UT)
23.	NIT-Goa	Goa
24.	NIT-Manipur	Manipur
25.	NIT-Meghalaya	Meghalaya
26.	NIT-Mizoram	Mizoram
27.	NIT-Nagaland	Nagaland
28.	NIT-Puducherry	Puducherry (UT)
29.	NIT-Sikkim	Sikkim
30.	NIT-Uttarakhand	Uttarakhand
31.	NIT-Andhra Pradesh	Andhra Pradesh
32.	IEST-Shibpur	West Bengal

Indian Institutes of Management (IIM)

Indian Institutes of Management (IIMs) are autonomous institutions under the administrative control of the Govt. of India (MINISTRY OF EDUCATION). Presently, there are 20 IIMs. These IIMs are divided into three categories i.e. First Generation IIMs, Second Generation IIMs and Third Generation IIMs.

- **First Generation IIMs:** These IIMs are located in Kolkata (established in 1961), Ahmedabad (1961), Bangalore (1973), Lucknow (1984), Indore (1996) and Kozhikode (1997) and are functioning from their respective permanent campuses.
- **Second Generation IIMs:** In view of the need felt for the expansion of facilities for high-quality management

institutions, seven IIMs were established in the country at Shillong (Meghalaya) Rohtak (Haryana), Raipur (Chhattisgarh), Ranchi (Jharkhand), Tiruchirappalli (Tamil Nadu), Kashipur (Uttarakhand) and Udaipur (Rajasthan). All of them are now functioning from their respective permanent campuses.

On 18th December 2022, the IIM Shillong has been inaugurated by the Hon'ble Prime Minister of India.



- **Third Generation IIMs:** During the year 2015-16, six more IIMs were established at Amritsar (Punjab), Bodh Gaya (Bihar), Nagpur (Maharashtra), Sambalpur (Odisha), Sirmour (Himachal Pradesh) and Vishakhapatnam (Andhra Pradesh). The academic sessions of these IIMs commenced from the academic year 2015-16 from their temporary campuses. Another IIM has been established at Jammu which started its academic session from the year 2016-17. Out of these Third Generation IIMs, IIM Nagpur is now functioning from its permanent campus.

The Hon'ble President of India inaugurated the permanent campus of IIM Nagpur on 8th May 2022.





The Ministry of Education is providing funds to establish the IIMs for academic activities, setting up of temporary campuses and construction of permanent campuses.

Student intake and funds released in IIMs during 01.01.2022 to 31.12.2022

S. No.	Name of the IIMs	Number of Students as on 31.12.2022		Faculty Position as on 31.12.2022	Funds released (from 01.01.2022 to 31.12.2022) incl. HEFA (Rs. In Lakh)
		PGP	FPM		
1.	IIM Ahmedabad	444	16	107	Nil
2.	IIM Bangalore	480	16	108	Nil
3.	IIM Calcutta	480	16	80	Nil
4.	IIM Indore	547	14	106	Nil
5.	IIM Kozhikode	478	25	95	Nil
6.	IIM Lucknow	573	39	90	Nil
7.	IIM Kashipur	340	11	39	Nil
8.	IIM Raipur	330	7	40	Nil
9.	IIM Ranchi	224	18	64	5,000.00
10.	IIM Rohtak	241	17	36	Nil
11.	IIM Shillong	309	5	32	3,560.00
12.	IIM Tiruchirappalli	416	3	38	Nil
13.	IIM Udaipur	349	6	44	Nil
14.	IIM Amritsar	288	3	17	5,343.00
15.	IIM Bodhgaya	286	10	34	5,887.00
16.	IIM Jammu	256	15	36	6,329.00
17.	IIM Nagpur	253	3	25	5,787.00
18.	IIM Sambalpur	197	5	19	5,379.00
19.	IIM Sirmaur	257	5	29	5,975.00
20.	IIM Visakhapatnam	289	2	34	5,840.00
	Total	7,037	236	1,073	49,100.00

School of Planning and Architecture (SPA)

SPA, Delhi

The School of Planning and Architecture (SPA), New Delhi started as a Department of Architecture of the erstwhile Delhi Polytechnic way back in the year 1941. An institute of global status, the School has been providing cutting-edge planning, architecture and design solutions,

and consultancy and research environment for the growth of the Indian economy. Recognizing SPA's national and international eminence, Government of India conferred the 'Deemed to be University' status on the School in 1979. This enabled the School to broaden and deepen its academic horizons by introducing new academic programmes, and by promoting critical research and consultancy activities. The School was declared an "institution of national importance"

by Government of India under the School of Planning and Architecture (SPA) Act of 2014.

Academic Programmes

The School offers two undergraduate programmes: Bachelor of Planning and Bachelor of Architecture. Significantly, the School also offers eleven postgraduate programmes in planning, architecture and design. These postgraduate programmes are Architectural Conservation, Environment Planning, Industrial Design, Housing, Urban Design, Regional Planning, Transport Planning, Urban Planning, Landscape Architecture, Integrated Master of Planning and Building Engineering and Management. Besides, all departments of studies of the School have been offering doctoral programmes since 1985.

Research Projects

The School has set up Centres of Research and Advanced Studies to promote research, extension, documentation and dissemination of knowledge in various fields. The school has also been working on innovative products and processes under the National Initiative for Design Innovation funded by Ministry of Education. The School has 20 ongoing research projects with cumulative research funding of about Rs.17 crores.

Approvals and Accreditations

In order to continually maintain the highest quality standards in education in the School, Bachelor of Architecture programme is regularly monitored by the Council of Architecture, Delhi. The Council of Architecture had approved Bachelor of Architecture programme for the Session 2021-22. The School was also placed at the 4th rank under the Architecture category of NIRF Ranking 2022 with a score of 66.37. As per India Today ranking framework the School was positioned at 2nd position.

SPA, Bhopal

School of Planning and Architecture, Bhopal, an Institute of National Importance under the Ministry of Education, Government of India has been offering higher education in the fields of planning, architecture, and design. SPA Bhopal has always been constantly endeavouring to contribute its share in addressing the challenges related to the built environment through sustainable planning, innovative design, and technological solutions. Presently, the institute offers a total of nine academic degree programmes through eight departments. Besides, the institute also offers a doctoral programme. During the calendar year 2022, the institute has re-opened the offline classes post covid pandemic in a phase-wise manner following the necessary standard operating protocols. SPA Bhopal has been one of the forefront runners in delivering the highest quality of education by nurturing future professionals.

Academic Programmes

School of Planning and Architecture, Bhopal presently offers a total of nine academic degree programmes (two at the undergraduate level and seven at the postgraduate level) through eight departments. Besides, the institute also offers a doctoral programme. During the year 2022, a total of 124 students were admitted into undergraduate programmes and 136 students into postgraduate programmes.

MoUs / Collaborations

Presently, SPA Bhopal has collaborations with several national and international institutes of high repute like UN-Habitat, GIZ (Germany), NITTTR Bhopal, NID Bhopal, IISER Bhopal, The Madhya Pradesh State Bamboo Mission, DG Research Cell Madhya Pradesh Police (DRC-MPPA), MSME Technology Center Bhopal, Atal Bihari Vajpayee Institute of Good Governance and Policy Analysis Bhopal, Rajiv Gandhi

University Arunachal Pradesh, The University of Florence, NTNU Norway, etc. In addition to these, recently the institute has also signed MoU with CSIR-AMPRI for collaborative efforts in research and technology transfer of application of advanced material in the domain of building construction. These collaborations with various institutions of repute are enabling knowledge sharing and enrichment towards socially responsible activities.

Research and Consultancy Projects

Presently, the institute is engaged with more than 40 ongoing Research and Consultancy projects. Of these, five of them were new projects commenced during the last year. A total fund received of around Rs.65 lakhs in the last financial year. The esteemed clients of the institute include Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ India); Atal Bihari Vajpayee Institute of Good Governance and Policy Analysis, Bhopal; Madhya Pradesh Metro Rail Limited; Government of Tamil Nadu; Government of Manipur; Government of Uttar Pradesh; Saugor Cantonment Board and Indian Council for Social Science Research.

SPA, Vijayawada

The School of Planning and Architecture Vijayawada is one of the three SPAs in the country established in 2008 by the Ministry of Education (erstwhile Ministry of Human Resource Development), Government of India as an Institution of National Importance in the field of Architecture and Planning. SPA Vijayawada aids young prospective students, academicians and professionals across the nation to gain solid fundamentals at the bachelor's level and attain state-of-art specialization at Masters and Ph.D. level in the fields of Architecture and Planning. Today, the School even though a young Institute, has been steadily and successfully building its rightful image as a hub of the highest standards of Education and Research in Architecture and

Planning across the nation and beyond. With a vision to achieve academic excellence in Architecture and Planning, SPA Vijayawada inculcates critical thinking amongst faculty and students through innovation, creation, inclusion, acquiring and disseminating knowledge using sustainable local and global practices and enhancing the quality of society through a responsible built environment.

The School presently offers two undergraduate degree programs, Bachelor of Architecture (B. Arch) and Bachelor of Planning (B. Plan); Eight Post Graduate Programs, Master of Environmental Planning & Management (MEPM), Master of Urban and Regional Planning (MURP), Master of Transportation and Infrastructure Planning (MTIP), Master of Sustainable Architecture (MSA), Master of Landscape Architecture (MLA), Master of Architectural Conservation (MAC), Master of Building Engineering and Management (MBEM), Master of Urban Design (MUD and Doctoral programmes. SPA Vijayawada bagged the 7th rank (in the 'Architecture Category' for the year 2022) in the National Institutional Ranking Framework (NIRF) conducted by the Ministry of Education, Government of India. This honour has instilled further confidence in building institutional visibility and reputation.

Research and Development activities:

School of Planning and Architecture Vijayawada facilitates its faculty, research scholars and students with a robust research eco-system in which new ideas, research and scholarships are accomplished, by closely working with the strengths of the departments i.e. Department of Architecture and Department of Planning. In order to promote research and innovation in academics and research various initiatives have been taken such as signing of MoU with leading international and national universities and research organizations for collaborative research. Overall research environment is being augmented.

Design and Innovation Centre (DIC)

At the Design and Innovation Centre (DIC) of SPA Vijayawada, two innovative social responsive products are being developed, which are ‘Temporary Housing Units’, and ‘Self-inking Kalamkari Printing Blocks’. Design registration for both products is in progress. Design ideas for these products were presented at the All India DIC meet in SPA Delhi, in 2019. State-of-the-art Innovation Lab is being established in SPA Vijayawada through DIC to impart the culture of research and innovation amongst the students and faculty. The duration of the project is extended till 2026.

CREST

Climate-Resilient, Energy Secure and healthy built environments (CREST)” – Going Global Partnership, Grant by the British Council. Application ID: 877766384, Grant Agreement: IND/CONT/G/21-22/47. The Duration of the project is from 10-12-2021 to 10-03-2023. The expected outcome of the project is to create state-of-the-art content on the subject theme of the project. An online course is being launched in collaboration with other partnering institutes of the project.

Major Events during 2022-23

An ample of Webinars, PDPs, Workshops and Guest/Special lecturers were organized at SPA Vijayawada through online mode for Students of graduate and undergraduate programs during the COVID-19 Pandemic. Eminent academicians, subject experts and working professionals were invited to these sessions.

National Institute of Educational Planning and Administration (NIEPA)

Brief Background of the NIEPA

The National Institute of Educational Planning and Administration (NIEPA), established by the

Ministry of Education, Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. Beginning as the UNESCO Regional Centre for Training of Educational Planners, Administrators and Supervisors in 1961-62; and going through further changes in its nomenclature and scope of work, it was transformed as National Institute of Educational Planning & Administration (NIEPA) in 1979. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own Degrees by way of conferring on it the status of Deemed to be University in August 2006. Like Central Universities, NIEPA is fully maintained by the Government of India.

Mandate of the NIEPA

NIEPA is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the University include providing technical support to Central and State Governments in educational policy and planning; organizing professional development programmes in educational planning and administration for educational professionals of the country; Developing expertise among young scholars through programmes of M.Phil. and Ph.D., as well as other capacity building activities; Conducting research in all aspects of school and higher education; Extending advisory services to national and international organizations; Functioning as a clearing house for dissemination of knowledge and information; and Providing a forum for exchange of ideas and experiences among policymakers, planners, administrators and academics.

Brief details of Programmes showing targets and achievements

NIEPA has started M.Phil. and Ph.D. programme

in educational planning and administration with a broader inter-disciplinary social science perspective since 2007. Since then, 301 research scholars for M.Phil. and 177 for Ph.D. Programme have been registered at NIEPA. As many as 181 M.Phil. and 40 Ph.D. Degrees have been awarded so far till December 2022. In 2022-23, 47 students including 23 in M.Phil. and 24 in the Ph.D. programme (2 scholars direct admitted and 22 scholars promoted from M.Phil. to Ph.D. under Integrated M.Phil.-Ph.D. Programme) have been enrolled at NIEPA. The university follows the Government of India's reservation policy for the admission process in M.Phil and Ph.D. Programmes and recruitment in different positions. It gives grants to government and non-governmental organizations to conduct research, organize seminars, etc. concerning issues education policies of Government of India including education of socially disadvantaged groups, i.e., SCs/STs and minorities. NIEPA has also carried out several surveys, research studies and training programmes to reduce the disparity of low levels of educational attainment and lessen poverty and elevate their economic and social life.

During April – December 2022, 82 training programmes have been proposed which include long-term and short-term training programmes, seminars, conferences and meetings of senior national and international education policymakers, planners and administrators. NIEPA has organized 70 such training programmes till date including 33 proposed and 37 requested programmes. Besides training programmes, NIEPA also conducts three diploma programmes every year (i) Post Graduate Diploma in Educational Planning and Administration (PGDEPA),

and (ii) International Diploma in Educational Planning and Administration (IDEPA) and (iii) Online Programme on School Leadership and Management (OPSLM). In addition, NIEPA has completed 4 research studies in the field of educational planning and administration in 2022 and 5 new research proposals have been approved for conducting research studies during the period January to December 2022.

NIEPA has disbursed a grant of Rs.600000/- (Rupees Six Lakh) to the educational institutions and associations to conduct conferences, seminars and workshops in education and allied areas under the Grants-in-Aid scheme during the period.

Major Policy/Reforms taken during the year

Research and training programmes on Scheduled Castes, Scheduled Tribes and minorities are the areas of concern of National Institute of Educational Planning and Administration. Scheduled Castes, Scheduled Tribes and minorities are the most deprived section of the society with extremely low levels of educational attainment. Several initiatives have been taken by the Government of India for their upliftment. NIEPA carries out surveys and research studies on the Scheduled Castes, Scheduled Tribes and minorities and several programmes have been evolved for their educational upliftment. It conducts seminars and field based training programmes in tribal areas also.

NIEPA conducts national and international conferences/seminars/workshops on education and allied areas. The Departments/Centres/Units of the NIEPA are the following:

Departments/Centres/Units of the NIEPA

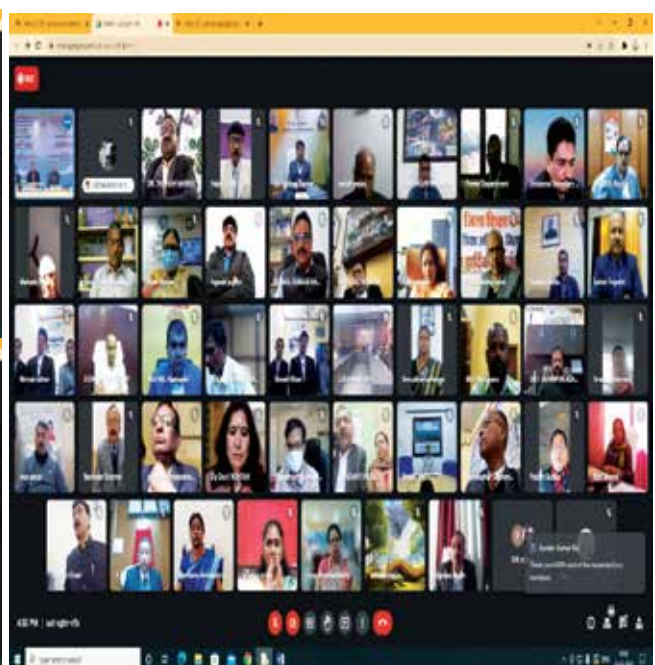
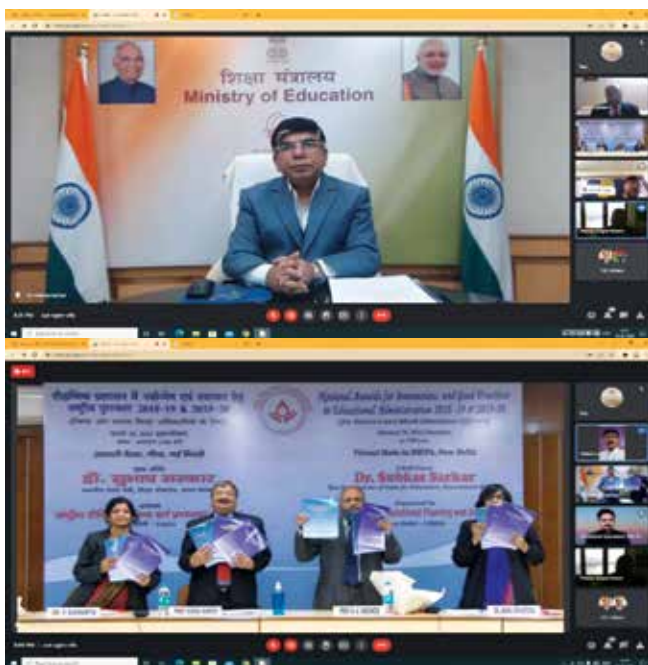
Departments	Centres and Units
1. Department of Educational Planning	• National Centre for School Leadership (NCSL)
2. Department of Educational Administration	• Centre for Policy Research in Higher Education (CPRHE)
3. Department of Educational Finance	
4. Department of Educational Policy	• National Resource Centre for Education (NRCE)

Departments	Centres and Units
5. Department of School and Non-formal Education 6. Department of Higher and Professional Education 7. Educational Management Information System 8. Department of Training and Professional Development in Education	<ul style="list-style-type: none"> • School Standards and Evaluation Unit (SSE) • Project Management Unit (PMU) • Unit for International Cooperation (UIC) • ICT - Computer Centre • Library and Documentation Centre • Publication Unit

The National Institute of Educational Planning and Administration (NIEPA), a Deemed to be University, established by the Ministry of Education, Government of India is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the University include providing technical support to Central and State Governments, organizing professional development programmes in educational planning and administration. The NIEPA offers M. Phil- Ph. D programme in Educational Policy, Planning and Administration from a broader inter-disciplinary social science perspective.

Under the National School Leadership Programme in NIEPA, over 20,000 participants

have participated from different schools all over India. NIEPA conducted many national seminars and capacity development programmes, for the principals of colleges from different states. NIEPA is actively engaged in implementing NEP 2020. The faculty members were actively engaged in the implementation of NEP in institutions of higher education across the states. NIEPA has instituted *National Awards for Innovations and Good Practices in Educational Administration for District and Block Level Education Officers*. On this occasion, the two volumes of the Compendium of Innovations and Good Practices and Profile of awardees for the year 2018-2019 & 2019-2020 were also released by the Hon'ble Union Minister of State for Education, Dr. Subhas Sarkar on 10th February 2022.



Other Technical & Vocational Institutions

National Institutes of Technical Teachers' Training and Research (NITTTR)

NITTTR (National Institute of Technical Teachers' Training and Research), located at Bhopal, Chandigarh, Chennai and Kolkata established in the era of 1960s, provides services to state directorates and boards, polytechnics and engineering colleges, industry, field agencies, and community polytechnics. The institutes also offer need-based and customized Faculty Development Programmes for the faculty and staff of engineering colleges, polytechnics and working professionals from the industry. The services are rendered through a variety of short-term training programmes, online programmes, MOOCs and workshops, curriculum development, including testing and examinations, education management, educational research, instructional resources development, multimedia development, promotion of institutional autonomy and flexibility in programmes, extension services, consultancy, and long-term programmes.

NITTTR Bhopal

Short-term Training Programmes conducted during 01/04/2022 -31/10/2022.

S. No.	Months (April – October 2022-23)	Number of Programmes	Number of Participants
1	Apr-22	6	289
2	May-22	12	251
3	Jun-22	14	252
4	Jul-22	18	314

S. No.	Months (April – October 2022-23)	Number of Programmes	Number of Participants
5	Aug-22	21	376
6	Sep-22	17	261
7	Oct-22	17	259
	Total	105	2002

Academic reforms and activities organized during April – October 2022 at NITTTR, Bhopal.

- The NITTTR, Bhopal has taken on the challenge of streamlining its internal capacity by improving its capacity development, strengthening its program offering, developing resources, and improving its internal processes. NITTTR, Bhopal is repositioning itself as the country's hub for Next Generation Teachers' Education, Training & Research by keeping in mind future expectations & desires.
- A Regional Consultative Workshop was organised on 7th October 2022 at NITTTR Bhopal. The objective of the workshop was to finalize the title/areas of the need-based training programmes, especially in the context of NEP 2020 to be offered in the year 2023-24. 79 Principals & senior faculty members of Engineering colleges and polytechnics along with 26 NITTTR faculty members participated in the event.
- Programmes under PM Gati Shakti - National Master Plan for multi-modal

connectivity initiated in the institute and 13 courses were launched in various logistics and infrastructure sectors.

- Programme on ‘Women Empowerment: Issues, Challenges and Policy Guidelines’ under Indian Technical and Economic Cooperation Programme (ITEC), Ministry of External Affairs, Government of India, was organized from 31st Oct – 11th Nov 2022 in which 18 participants from various countries of Asia, Africa, East Europe, Latin America, the Caribbean, as well as Pacific and Small Island countries, participated.
- The Internal Complaint Committee (ICC) organized an expert lecture by Smt. Neelam Pateriya Pathak, Retd. Pari Yojana Adhikari, Mahila Avam Baal Vikas, Bhopal on 28 Sept 2022 to sensitize the employees of the Institution on Sexual Harassment of women at workplace (Prevention, Prohibition and Redressal) Act, 2013. ICC has also put up banners/posters at conspicuous places in the buildings in English and Hindi for awareness building amongst employees.

Infrastructure development during the April – October 2022 at NITTTR, Bhopal

- Construction of 200 Bedded Student Hostel: A new hostel with 100 rooms with double bedded constructed by CPWD, Bhopal in the Institute campus. Looking to the present and future needs all the rooms are air-conditioned with internet facility. There are two badminton courts and one indoor games room also created in this hostel block. This work was awarded as deposit work to CPWD, Bhopal. This hostel was inaugurated in May 2022 by the Hon’ble Chairman BoG, NITTTR, Bhopal.

- Construction of 1.00 Lakh Litres Capacity Sewage Water Treatment Plant: Institute has also created a 1.00 Lakh Litres Capacity Sewage Water Treatment Plant through CPWD, Bhopal as deposit work. This work is at the advanced stage of completion.
- Renovation and Special Repair of Existing Rajeev Gandhi Auditorium: Renovation of the existing auditorium was done through CPWD, Bhopal as deposit work. The capacity of this Auditorium is 170 seats with all Audio, Video facilities for conduction of Seminar/conference etc. This auditorium was inaugurated in the month of March 2022 by the Hon’ble Chairman BoG, NITTTR, Bhopal.
- Upgradation and renovation of Vishwesaraiya P.G. Hostel: Institute has upgraded and renovated the existing Vishwesaraiya P. G. Hostel through CPWD, Bhopal as deposit work. Under this new electrical and civil works were carried out. All the rooms are provided with Air Conditioners and an internet facility.

NITTTR Chandigarh

Summary of Achievements of the Institute from 1st January 2022 to 31st October 2022

- The Institute celebrated Women’s Day on the theme “Choose to Challenge” on 8th March 2022.
- 5 Day National Conference on the theme ‘Creating Future Path of Scientific Development in 75th Year of Independence in the context of Celebrating Azadi ka Amrit Mahotsav
- NITTTR Chandigarh had taken part in the “Har Ghar Tiranga” Movement and strengthened it by pinning the flag on the website <https://rashtragaan.in/> and

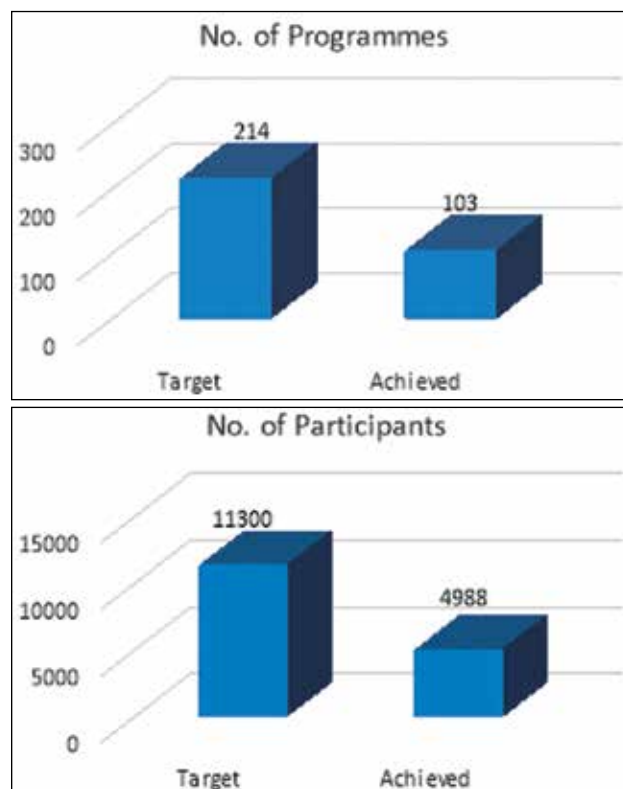
- uploading a selfie with the National flag
- One Day National Conference on the theme ‘Need of Entrepreneurship Development’ organized at NITTTR, Chandigarh on 21st April 2022
- National Institute of Technical Teachers Training and Research, Sector-26, Chandigarh celebrated Sadbhavana Diwas on 20th August 2022.
- The teacher’s day was celebrated on 5th September 2022 in physical as well as online modes.
- Workshop for artisans, innovators, farmers and Polytechnic Faculty on 6th September 2022
- Kargil Vijay photo exhibition and Workshop/exhibition for artisans, innovators, farmers, and polytechnic staff
- Expert talk on Millets and its Recipes on 6th September 2022.
- A two days exhibition cum mela was organised on the 6th and 7th of September 2022. The various exhibitors including Farmer Producer Organisation, Self Help Groups, Non-Governmental Organisations, and startup Entrepreneurs from the northern region displayed and marketed their products during this event.
- NITTTR Chandigarh celebrated International Literacy Day on 8th September 2022.

NITTTR Kolkata

Training Achievement Report:

During the period (1st April 2022 to 18th November 2022), the Institute has conducted 103 Short-Term, In-House Training and E-Learning (ICT Mode) Programmes to train 4988 faculty members, officers and Staff members of various

Polytechnics, Engineering Colleges, Universities and other organizations across the country.



Workshop / Seminars

One-day workshop on “Teaching-Learning Process”

Organising educational settings is important as it has both direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. To create an effective learning space, all the necessary details regarding the particular batch of students, course content, course outcomes, course study and assessment schemes, test items for assessment, assignments, assessment metrics and overall outcomes of the programme must be clearly known. A course file is essentially a document that includes all the necessary information and hence an integral part for the academic auditing/accreditation/review process. A one-day workshop on “Teaching-Learning Process” was conducted on 8th July 2022, by Dr.

Urmila Kar, Professor, Department of Education and Management, at the Government college of Engineering and Ceramic Technology (GCECT), Kolkata, a NAAC accredited Autonomous institute. Thirty-seven (37) faculty members of GCECT participated in the workshop and prepared a detailed format of course file.

Workshop on “Teaching - Learning methods in the context of present day’s learners”

Dr. Urmila Kar, Professor, Department of Education and Management conducted a workshop on “Teaching-Learning methods in the context of present-day’s learners” on 29th July 2022 at the Government College of Engineering and Ceramic Technology (GCECT), Kolkata. The objective of the workshop was to enable the participants to plan teaching considering the learning preferences and requirements of 21st-century learners. The workshop was attended by thirty-five (35) faculty members of GCECT.

8th Regional Workshop on Technical Education System in North-Eastern States from 31st August 2022 to 2nd September 2022

The 8th Regional Workshop was organized at Hotel Classic Grande, Imphal, Manipur on 31st August 2022 – 2nd September 2022 with active support from the Controller of Technical Education, Government of Manipur. The workshop was inaugurated by Shri Gyan Prakash, Honourable Commissioner of Education, Govt of Manipur as Chief Guest in presence of Prof. Debi Prasad Mishra, Director, NITTTR, Kolkata, Prof. V. R. Desai, Professor, IIT Kharagpur and member of BOG of NITTTR Kolkata as the guest of honour, and Prof. Basant Kumar Singh, Principal of Govt Polytechnic, Manipur. Besides the faculty members and staff of the Institute (8 Nos), Shri R. K. Nanda Singh, Controller of Technical Education, Govt of Manipur, Principals of various polytechnics (42 Nos) from North-Eastern States, Directors of Technical Education,

or their representatives of Eastern Region (09 Nos), members of Board of Governors (02 Nos), officials from Ministry of Education (01 No), Govt of India attended the workshop.

Ancient Indian Science, Technology, Engineering & Mathematics (AISTEM 2022)

The 11th National Seminar (Hybrid Mode) on Ancient Indian Science, Technology, Engineering & Mathematics (AISTEM 2022) was held at NITTTR, Kolkata on 15th October 2022 by National Institute of Technical Teachers’ Training and Research Kolkata (NITTTR-Kolkata). In the inaugural programme, Dr. Kinsuk Giri of NITTTR Kolkata, the convenor of the seminar mentioned the objectives of the seminar. Prof. Debi Prasad Mishra, Director of NITTTR, Kolkata and conference chair welcomed all participants of the seminar and highlighted the important issues about the subject matter of the seminar.

In the first keynote speech, Prof. Debi Prasad Mishra hon’ble director of NITTTR Kolkata shared his knowledge on *Temple Architecture in Ancient India*. The second speech was delivered on the *Current trends and future vision of Ancient textiles* by Dr. Asimananda Khandual from Odisha University of Technology. The last talk in the first half was given by Dr. Bhaskar Kamble, a Data Scientist from Germany on *Hindu Astronomy*. The second half of this seminar started with a speech by Miss Emma Fritschel, a textile artist and art historian from Boston, USA. Miss Emma talked on *Handloom vs. Power loom: How Craft Influences Technology*. The last talk of this seminar was on *Vriksha Nakashatran* which was delivered by Prof. Venkappayya R Desai, Professor, IIT Kharagpur. In the meantime, there was a panel discussion on the topic *Relevance of Ancient Indian STEM in Modern Time*. Finally, the seminar ended with closing remarks and a vote of thanks given by Dr. Kinsuk Giri, the

convenor of AISTEM 2022. More than 100 participants joined the seminar.

Visit of Hon'ble Minister of State, Dr. Subhash Sarkar



Visit of Dr. Subhash Sarkar, Hon'ble Minister of State, Education Dept, Govt. of India at NITTTR Kolkata on 06.05.2022

NITTTR Chennai

Professional Development Programme:

Professional development programmes which serve as platform for the teaching fraternity to continuously upgrade and hone their teaching competencies. The present scenario modifies the traditional methods of teaching and learning. Considering current challenges, NITTTR Chennai scientifically designed and offers online training programmes aligned with New National Education Policy 2020. During this period, Online Mode: NITTTR Chennai started to offer online training programmes from the year 2020 onwards. A total of 4542 participants trained through the 113 programmes.

Contact Mode: The contact mode training programmes always have uniqueness to enrich the competencies of the faculty members. The requirements of Directorate of Technical Education, Karnataka, Andhra Pradesh, Telangana and Tamil Nadu, the institute offers contact mode training programmes to faculty

members of respective states. A total of 1494 participants trained through 42 programmes.

Mentor-Oriented Training Programmes:

Mentors and mentee relationships play a vital role in the education system. Hence, NITTTR Chennai organised a unique programme for the faculty members of technical institutions. A total of 161 participants benefited from this programme. Former Chairman, AICTE, Prof. Anil D. Sahasrabudhe delivered a lecture on “Sharing and Caring” during the Mentor Orientation Training Programme on 24th August 2022

Training Programme for Industries:

The institute expands its wings to train the industry's personnel to meet cutting-edge technology. Based on the cliental requirements, the institute offered unique training programmes to Air Force Station, Bengaluru and Academy of Aviation & Engineering, Bengaluru. A total of 55 participants updated their skills through these programmes.

Engineering College Programmes:

The institute has the expertise to offer training programmes for technical universities and engineering college institutions. Around 20 programmes were conducted and empowered 874 faculty members through these programmes.

Induction Training Programme:

The institute has a scientifically designed programme for newly recruited teachers for the Tamil Nadu Government. Around 132 participants are undergoing the training. This induction programme plays a vital role in developing teaching competencies.

Industrial-Oriented Training Programmes:

The new National Education Policy 2020 emphasizes on industrial-oriented training programme for the faculty members of technical institutions to understand the requirement of the industries. A total of two specially designed programmes were conducted and 70 faculty

members benefited through these programmes.

Special Programme: The institute also conducted a specially designed programme for specific clients. During this period, the institute conducted programme on Training Methodologies for the participants from National Academy of Direct Taxes (Regional Campus), Chennai. Around 40 participants trained from this programme and also the institute conducted a hands-on training programme on “Water and Wastewater Testing for Young Researchers”, and 17 participants enriched their skills through this programme.

AICTE- ISTE Programme: The institute conducted a special thrust area programme sponsored by AICTE-ISTE on the topic “Arduino and Raspberry Pi” and trained 95 participants.

Examination Reforms: The institute faculty members’ expertise in the domain of assessment and evaluation. During this period, the institute exclusively conducted a three-day workshop on examination reform in collaboration with AICTE for the faculty members of AICTE-approved institutes. A total of 202 Participants cultivated the skillset from the NITTTR faculty members.

CPSC In-country Programme: We offered Colombo Plan Staff College (CPSC), Manila Philippines online In-country program on “Automotive Technology Using Virtual TVET” in collaboration with Labtech International Ltd., USA and trained 34 faculty members.

Webinars: The institute conducted 12 webinars on national, societal, and technical importance with a total of 2110 participants.

Memorandum of Understanding: The NITTTR Chennai entered into a Memorandum of Understanding (MoU) with various educational institutions and other organizations for collaborative research, consultancy, continuing

education and innovative applications of the teaching-learning process. During this period, the institute signed with 32 reputed Technical Institutions and Industries.

International Training Programmes:

NITTTR Chennai has expertise in training international participants. As on today more than 3000 participants from 107 countries have been trained. During this period, six training programmes were offered through online mode for participants from Sri Lanka, Iraq, Mauritius, Morocco, Myanmar and Guyana under the e-ITEC (Indian Technical & Economic Cooperation) schemes of the Ministry of External Affairs, Government of India. A total of 132 participants (academicians and administrators) enriched their competencies through these programmes. The Institute conducts a programme on “Design of Educational Applications using Web Technologies” through contact mode. A total of 18 participants (academicians and administrators) from Algeria, Bangladesh, Bhutan, Ethiopia, Kenya, Maldives, Malawi, Nepal, Tajikistan and Tanzania are attending this programme.

PG Studies and Doctoral Research Programme:

The institute offers three master’s degree Programmes namely M.E. in Infrastructure Engineering & Management, M.E. in Electronics and Communication Engineering (Industry Integrated) and M.E. in Multimedia Technology affiliated to Anna University. A total of 15 students are pursuing their studies, and 14 graduated from these programmes.

The institute is also involved in research studies (Ph.D. Programme) in the Civil & Environmental Engineering and interdisciplinary areas of engineering education. Currently, 8 candidates are registered under the University of Madras,

and 12 are registered with Anna University. During this period, four scholars were awarded Ph.D. in Engineering Education by the University of Madras.

Curriculum Development:

The technical education system should meet the industry requirement of our country to compete with global challenges. The faculty members of this institute rendered services to technical education of the southern states in the development/revision of the curriculum of the technical programmes. During this period, the Curricula of 28 diploma programmes consisting of 419 courses were developed and 734 courses were revised for the polytechnics of Andhra Pradesh State. In addition to that around 392 courses were developed/revised for the technical institutes of Tamil Nadu and Karnataka state.

Instructional Resource Development:

The institute has continuously updated the training programme materials to meet the expectation of the participants. During the period, online programmes lectures videos are recorded and uploaded into the Institute Learning Management System. All the course content is uploaded into the NITTTR Chennai Learning Management System and shared with participants to reinforce to concrete learning.

A Digital repository of all the lectures/ learning materials of the training programmes has been recorded, after curation, it is provided as learning resources. More than 5000 hours of learning resources developed through the project “Teachers Repository in Engineering Education” “TREE”, it was launched by the Hon’ble Vice President of India, Shri. Venkaiah Naidu on 14th February 2022 during his maiden visit to the campus.

Research, Consultancy Projects, and Outreach Activities:

The institute has undertaken various research and consultancy projects to extend the technical expertise of the faculty members in developing a knowledge society. In this connection, our faculty members have undertaken two research projects sponsored by the Ministry of Education. The total research projects sanctioned was to the tune of Rs. 496.2 lakhs. In addition to the research projects, faculty members also undertook consultancy projects to the tune of Rs. 19.10 lakhs sponsored by the Tamil Nadu Slum Clearance Board and Public Works Department, Govt. of Tamil Nadu.

SWAYAM: NITTTR Chennai is designated as a national coordinator for the teacher education programme under SWAYAM. A total of 48 courses were offered as New/Re-run through SWAYAM, and around 79118 participants enrolled in these programmes and out of which NITTTR Chennai offered 14 programmes with 33463 participants.

In addition to the SWAYAM Teacher education, NITTTR Chennai was also nominated as the “National Coordinating Institute” for the flagship project of MoE – AICTE “National Initiative for Technical Teachers Training (NITTT)”. The AICTE has framed a policy in the name of “National Initiative for Technical Teachers Training (NITTT)”. As per the policy, new inductee teachers and teachers who are in service, but have less than five years of teaching experience should undergo the eight modules developed by NITTTRs. During the period, A total of 29072 participants enrolled in the NITTT portal and are undergoing the MOOCs in the SWAYAM platform.

The institute offered the skill development programme in collaboration with the Government of Tamil Nadu under the Tamil Nadu Rural

Transformation Project (TNRTP) / Vaazhnthu Kaattuvom Project to empower the rural youth with the skill set to serve the nation. Through this project, a two-day training of trainers programmes for the electrician trade and mechanical trade were organised for the Master Trainers of Community Skills Schools.

Institute Industry Advisory Board has been formulated to conduct industry-relevant programmes. The BoG accorded approval to establish Section 8 Company to enhance the entrepreneurial skills among the Students and Faculty Members of the Technical Institutions.

To serve as the testimony and to be a model institute in implementing government initiatives, NITTTR Chennai implemented the Swachhata at the workplace in full spirit. The digital infrastructure of the institute was strengthened, and initiatives were taken to march towards paper-free office. The E-office promoted the transfer of circulars and information digitally. The formulation and implementation of the record retention policy are to discard obsolete materials. The concept of a clean and green campus (Swachhata campus) was made operational through the operation of the sewage treatment plant and the reuse of treated water for gardening purposes. The green cover was campus was increased in collaboration with SBI by planting 50 samplings on the campus. The institute purchase operations were executed through the GeM portal and all financial transactions are being carried out in digital mode. All India Manufacturers' Organization (Tamil Nadu State Board) honoured NITTTR Chennai with the "Best Collaborator Award" for the outstanding contribution to organizing the National Conclave 2022 on "India Skill Development Initiatives; Success and Challenges".

National Apprenticeship Training Scheme (NATS)

The National Apprenticeship Training Scheme (NATS), in respect of graduate engineers, diploma holders (technicians) and vocational pass outs is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kanpur, Chennai & Kolkata. The NATS provides opportunities for practical training to graduate engineers and diploma holders (technicians) in industrial establishments/ organizations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC), which is an apex Statutory Body constituted under the Apprentices Act, 1961. These Boards BOATs/BOPT which are fully funded autonomous organizations of Ministry of Education have been entrusted with the responsibility to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time in their respective regions.

The Cabinet Committee on Economic Affairs approved continuation of National Apprenticeship Training Scheme (NATS) for a further period of 05 years with effect from 01.04.2021 to 31.03.2026 with an outlay of Rs.3054 crore for graduates, diploma holders (engineering and general streams such as B.A., B.Sc., B.Com) and students studying degree and diploma level courses in sandwich programme of engineering. Under NATS, the apprentices are imparted training by the organizations at their place of work. Trained managers, with well-developed training modules ensure that apprentices learn the job quickly and competently. National Apprenticeship Training Scheme (NATS) is one of the flagship programs of Government of India for skilling Indian youth. The scheme is operated as per "The Apprentices Act, 1961" (as amended from time to time) & "The Apprenticeship Rules, 1992" (as amended from time to time).

The basic objective of the Scheme is to bridge the gap, if any, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2. Vocational pass-outs and also to enhance their technical skills for making their suitability in job absorption as per the needs of the Industry.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly

stipend which is shared between the Central Government and the Employer on 50:50 basis. The details of stipend rates payable to various categories of apprentices are as follows:-

Category of Apprentices	Rates revised as on 01.04.2021
Graduate Apprentices	9000/-
Diploma Apprentices	8000/-

The physical & Financial Achievement for 2022-23 under NATS are as follows:

Financial

(₹ in Crore)

Heads	Budget Estimates				Released (upto 13.02.2023)			
Establishment Head	OH-31	OH-35	OH-36	Total	OH-31	OH-35	OH-36	Total
	10.00	1.65	15.12	26.77				
	Revised Estimates							
	11.20	1.95	18.35	31.50				
Stipendiary Head	Budget Estimates-500				400.00			
	Revised Estimates-400							

Physical

Target	Achievement (upto 09.02.2023)
300000 Apprentices	1,80,675 Apprentices

National Institute of Industrial Engineering (NITIE), Powai, Mumbai

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Category of Apprentices	Rates revised as on 01.04.2021
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Diploma Apprentices	8000/-

The physical & Financial Achievement for 2022-23 under NATS are as follows:

Financial

(₹ in Crore)

Heads	Budget Estimates				Released (upto 13.02.2023)			
Establishment Head	OH-31	OH-35	OH-36	Total	OH-31	OH-35	OH-36	Total
	10.00	1.65	15.12	26.77				
	Revised Estimates							
	11.20	1.95	18.35	31.50				
Stipendiary Head	Budget Estimates-500 Revised Estimates-400				400.00			

Physical

Target	Achievement (upto 09.02.2023)
300000 Apprentices	1,80,675 Apprentices

National Institute of Advanced Manufacturing Technology Hatia, Ranchi- 834003, Jharkhand

National Institute of Advanced Manufacturing Technology (NIAMT), Ranchi, was established in the year 1966 by the Government of India in collaboration with UNDP-UNESCO. It is registered as a society under the Societies Registration Act, 1860. The management of the Institute is vested with the Board of Governors with the Chairman as its apex and members

drawn from the All India Council of Technical Education (AICTE), Ministry of Education, Private and Public Enterprises, and Technical and R&D institutions.

Ever since its inception, NIAMT has been looked upon by the public sector and industry to provide qualified engineers and well-trained specialists in the field of foundry technology, forge technology and other allied manufacturing areas. The institute has earned a reputation as a leading institute for imparting technical education and organizing teaching and training programs in these engineering disciplines. The Institute has also been tenaciously and meticulously conducting, Industrial research, design and development in the relevant areas and providing consultancy and documentation services to the industries.

Departments:

NIAMT has five departments of study namely:

1. Foundry Technology
2. Forge Technology
3. Manufacturing Engineering
4. Materials and Metallurgical Engineering
5. Applied Sciences and Humanities

Academic Programs:

NIAMT offers the following regular programs:

1. Research Level
 - a) Doctoral Program
2. Post-Graduation Level [Master of Technology (M. Tech.)]
 - a) M.Tech in Foundry-Forge Technology
 - b) M.Tech in Manufacturing Engineering
 - c) M.Tech in Environmental Engineering
 - d) M.Tech in Materials Science and Engineering
3. Undergraduate Level [Bachelor of Technology (B. Tech)]
 - a) B.Tech in Manufacturing Engineering
 - b) B. Tech in Metallurgy and Materials Engineering
4. Advanced Diploma level (Advanced Diploma Course(ADC))
 - a) ADC in Foundry Technology
 - b) ADC in Forge Technology

Financial data for the year 2022-23

NIAMT, Ranchi		(₹ in Crore)
Object Head	BE-2022-23	Total funds Released (till 21.12.2022)
OH-31	7.50	7.50
OH-35	7.00	4.88
OH-36	25.00	8.21
Total	39.50	20.59

North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Arunachal Pradesh

Perched in the untrammled beauty of the “land of the rising sun” the North Eastern Regional Institute of Science and Technology (NERIST) was set up by the Government of India, initially as a pilot project of the North Eastern Council, Shillong on 9th July 1983 under the Ministry of Home Affairs, Govt. of India to create a base of technical manpower, aimed at meeting the challenges at various level of development in the region. The campus of the Institute is located at Nirjuli, Itanagar, the capital city of Arunachal Pradesh and is well connected to Guwahati by road, air and rail.

The Institute came under the direct control of the Ministry of Education, Government of India, from 1st April 1994. It has been conferred the “Deemed to be University” status on May 31st, 2005, by the MoE under Section 3 of the UGC Act, 1956.

Academic Programmes:

The Institute follows a modular pattern of education, having a multiple entry and exit system and is producing skilled manpower in different levels, i.e., Certificate, Diploma and Degree, through its innovative educational programmes. The system of education adopted at NERIST is

aimed to enable the region, consisting of eight states comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, to bridge the technology gap with the rest of the country, and also to increase the pace of socio-economic development in the region. Sikkim has been included as the 8th beneficiary state of the Institute in the year 2006.

Vision of the Institute:

To produce professionals with competency for pursuing excellence in Science & Technology Education, Research, and Entrepreneurship with ethical values and social sensitivity for offering specialized services to society meeting the global requirements and standards in a multicultural environment.

Mission of the Institute:

- a. To create a niche in the field of science & technology education and research through an innovative modular system.
- b. To produce globally competitive technical and scientific manpower in different disciplines with high ethical values and with particular reference to the North Eastern Region.
- c. To induce in engineers/technologists and trainees a mindset full of creativity to pursue excellence with a focus on stakeholders, accountability, environment, and people.
- d. To develop collaborations with world-class R&D organizations, industries, and educational institutions in India and abroad for attaining excellence in teaching, research and consultancy practices.

Administrative setup:

The Institute is registered as a Society under the Societies Registration Act of 1860. At present,

the Hon'ble Governor of Arunachal Pradesh is the ex officio President of NERIST Society.

Salient Features:

- Modular Technical Education System;
- Multi-point entry and exit system;
- Unconventional and innovative academic programme to create technical manpower at various levels for the development of NE Region;
- Development of knowledge, skills and value-based education system;
- Highly qualified faculty and dedicated staff;
- P.G. and Ph.D. programmes;
- Well-equipped laboratories and workshops;
- Fully residential campus;
- Dedicated service for the development of NE Region.

Financial data for the year 2022-23

NERIST, Itanagar

(₹ in Crore)

Object Head	BE-2022-23	Total funds Released (till 21.12.2022)
OH-31	46.00	52.50
OH-35	12.00	13.50
OH-36	56.00	54.00
Total	114.00	120.00

Sant Longowal Institute of Engineering and Technology Longowal, Punjab

Set up by the Government of India in 1989, Sant Longowal Institute of Engineering and Technology has carved for itself a nice place among the professional institutes and universities of the country. With programmes

ranging from certificate to doctorate in various disciplines, the institute produces high-quality flexible engineering skills at all levels with a firm grounding in the principles of engineering science and technology, while inculcating an engineering method and approach that enable graduates to enter the world of work and tackle “real world” problems with creative yet practical results. In loading the students with skills, right balance between scientific and technical understanding and their practical application to problem-solving is maintained. Special skills of communication and negotiation, teamwork and inter-disciplinary working, planning-costing and entrepreneurial thought are synthesized with theoretical understanding, creativity and innovation, technical breadth and business skills.

The Sant Longowal Institute of Engineering & Technology (Deemed-to-be-University), Longowal (SLIET) was set up by the Ministry of Human Resource Development (Now Ministry of Education), Govt. of India to provide Technical Education in emerging areas of Engineering & Technology under the Rajiv Longowal peace accord. It caters to the technical manpower requirements at various levels by adopting a new concept of modular system of education with an emphasis on practical training in industry. The educational programmes of this Institute are non-conventional, innovative and impart training in emerging areas with due emphasis on practical applications.

Financial data for the year 2022-23

SLIET, Longowal (₹ in Crore)

Object Head	BE-2022-23	Total funds Released (till 21.12.2022)
OH-31	12.00	5.45
OH-35	8.00	2.00
OH-36	75.50	37.50
Total	95.50	44.95

Central Institute of Technology Kokrajhar

Central Institute of Technology (CIT), Kokrajhar is a centrally funded institute under the Ministry of Education, Government of India. The Institute is an autonomous body registered under the Societies Registration Act, 1860, and functions under the directions of its Board of Governors (BoG). CIT is situated at a serene landscape near the Head Quarters of Bodoland Territorial Council (BTC) in the Kokrajhar District of Assam. CIT was established with the basic objective of fulfilling the aspirations of the local people of lower Assam relating to their cultural identity, language, education and overall economic development of the region and to impart the local youths with requisite technological and vocational training to produce the required manpower to give the impetus to the economic growth of this area and to integrate the local people into the mainstream of technical and vocational education.

CIT was established on the 6th December 2006. The genesis of this Institute was the Memorandum of Settlement (MoS) on Bodoland Territorial Council (BTC) signed among the Union Government, the Government of Assam and the Bodo Liberation Tigers, on February 10, 2003. It has been declared as an “Institution Deemed to be University” vide Notification No. F.9-1/2016-U3(A) dated December 13, 2018, of the Ministry of Education, Govt. of India.

Reporting on the Academic Activities of the Institute:

Admission report:

Under the newly granted status of Deemed to be University, CIT Kokrajhar started the following programmes from the academic session 2019-20 as per the revised rules and regulations.

Diploma Programmes are:

1. Electronics & Telecommunications Engineering,
2. Computer Science and Engineering,
3. Control and Instrumentation Engineering,
4. Food Processing Technology,
5. Civil Engineering and
6. Animation and Multimedia Technology.

U.G. (B. Tech. & B. Des.) Programmes are:

1. B. Tech. in Electronics & Communications Engineering,
2. B. Tech. in Computer Science & Engineering,
3. B. Tech. in Instrumentation Engineering,
4. B. Tech. in Food Engineering and Technology,
5. B. Tech. in Civil Engineering and
6. B. Design (Specialisation in Multimedia Communication and Design)

P.G programmes are:

1. M. Tech in Food Engineering and Technology,
2. M. Tech in Water Resources and Hydraulic Engineering,
3. M. Tech in Green Energy Technology,
4. M. Des (Specialized in Multimedia Communication and Design),
5. M. Tech in Computer Science & Engineering.

PhD programmes in all subject areas based on the available expertise and resources have been in been in effect since January 2019.

Financial data for the year 2022-23**CIT, Kokrajhar, Assam****(₹ in Crore)**

Object Head	BE-2022-23	Total funds Released (till 21.12.2022)
OH-31	22.00	0.00
OH-35	13.00	6.50
OH-36	23.00	9.50
Total	58.00	16.00

Ghani Khan Choudhury Institute of Engineering and Technology (GKCIET), Malda

Ghani Khan Choudhury Institute of Engineering and Technology (GKCIET), Malda has been initiated with the objective to create a multi-layered inter-disciplinary and inter-sectorial efficient professional technical manpower and to act as an international podium for the development and transfer of technical competence in academics. Mainly to offer the flexible, modular, credit based multi-point entry programmes in engineering and technology and to promote self-employment in all programmes by introducing an element of entrepreneurship, providing guidance and counseling services to help students to take up self-employment ventures, the Institute is offering the following programs:

- (i) 4-year B. Tech programs in EE, FPT/FT & ME from session of 2018-19 under the MAKAUT, WB
- (ii) 3-year Diploma programs in CE, CST, EE, FPT & ME from session of 2018-19 under the WBSCT&VE&SD, Kolkata
- (iii) Skill development programs under the PMKVY-TI scheme/Utkarsh Bangla and initiation for introducing AICTE-approved D.VOC and B.VOC programs.

Financial data for the year 2022-23**GKCIET, Malda****(₹ in Crore)**

Object Head	BE-2022-23	Total funds Released (till 21.12.2022)
OH-31	1.50	1.50
OH-35	20.00	10.51
OH-36	18.00	8.46
Total	39.50	20.47

Assistance to Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical educational need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok is a member of the Board of Trustees of AIT, Bangkok. The Institute is an autonomous International Post-graduate Institute that provides advanced education in engineering, science and allied fields.

The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of

specialization and reimbursement is made to the seconded faculty every year. The Annual Budget for AIT has been kept at Rs. 50 lakh which includes Rs.3 lakh for the purchase of Indian equipment, books and journals.

Assistance to Colombo Plan Staff College for Technician Education (CPSC), Manila, Philippines

The Colombo Plan Staff College for Technician Education (CPSC), Manila is a specialized agency of the Colombo Plan. It was established on December 5, 1973, at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for twelve years. In 1986, CPSC moved to Manila, Philippines. The Colombo Plan Staff College is a unique organization, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia-Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.



Technology Enabled Learning

National Mission on Education through Information and Communication Technology (ICT)

Department of Higher Education, Ministry of Education is administering 'National Mission on Education through Information and Communication Technology' (NMEICT) Scheme to leverage the potential of ICT, in providing high-quality personalized and interactive knowledge modules over the internet/ intranet for all the learners in Higher Education Institutions in anytime anywhere mode.

The three cardinal principles of Education Policy viz., access, equity and quality will be served well by providing connectivity to all colleges and universities and providing high-quality e-content, free of cost to all learners in the country. NMEICT encompasses all three elements.

The Mission has two major components viz. (a) online education and (b) dissemination that includes providing connectivity for institutions and learners. It seeks to bridge the digital divide, i.e. the gap in skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in the higher education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on National Digital Library (NDL), open source software development, robotics, appropriate pedagogy for e-learning, providing the facility of performing experiments through virtual laboratories, online testing and certification, online availability

of teachers to guide and mentor learners and launch of 34 Direct to Home (DTH) educational Channels on 24×7 basis for delivery of courses.

How the projects sanctioned under NMEICT scheme have shaped:

Virtual Labs:

Virtual Labs have been designed to provide remote access to simulation-based labs in various disciplines of Science and Engineering. These Virtual Labs cater to students at the undergraduate level, post graduate level as well as to research scholar. Yet another objective is to arouse the curiosity of the students and permit them to learn at their own pace. This student-centric approach facilitates the absorption of basic and advanced concepts through simulation-based experimentation. Internet-based experimentation further permits the use of additional web resources, video lectures, animated demonstrations, and self-evaluation. Virtual Labs can be used to complement physical labs. Virtual labs are any place, any pace, any time, and any-type labs. It is a paradigm shift in student-centric, online education. Virtual Lab does not require any additional infrastructural setup for conducting experiments at user premises. One computer terminal with broadband Internet connectivity is all that is needed to perform the experiments remotely. More than 120 Virtual Labs are currently ready for use and available at one common website www.vlab.co.in. There are 900+ experiments available on the central website of Virtual Labs. Around 300 new experiments have been developed, which

makes the consolidated number of ready-to-use experiments to more than 1200.

Due to the COVID-19 pandemic, most of the educational institutions were locked down and physical access to the laboratories in the institutes was not possible. Therefore, Virtual Labs were found very useful in fulfilling the need of performing experiments through online mode and doing assessment of students after submitting the lab report after successful conduct of online experimentation.

Currently, Virtual Labs are being used by **1686 Universities/Institutions** across the country identified as **Nodal Centers (NCs)**. All those NCs have submitted an Expression of Interest (EOI) form formally signed by the Head of that institution to any of the consortium institutes of Virtual Labs project to become a designated nodal center. More than **11 thousand online/offline workshops** have been held at those authorized nodal centers. More than **1 crore authenticated usage** of Virtual Labs have been recorded so far from **40+ lakhs users** across the globe during COVID time and beyond.



Location of Nodal Centers across the country

More than **8 Crore+ Page views** have been recorded on Google Analytics since **1st Jan 2020 to till date** with an **average session duration of 9 Minutes and 40 Seconds** accessed by more than **85 Lakhs+ users** from across the globe.

A new project to proliferate the Virtual Labs and reach out to all the educational institutions across the country including Engineering colleges, Polytechnic colleges, and Science colleges/ Universities is being penciled by Virtual Labs consortium coordinated by IIT Delhi.

Translation of Virtual Labs in Hindi (Pilot)

A pilot has been completed to translate **30 experiments into the Hindi language** from top three popular labs in different domains out of about 100+ Virtual Labs available on the website to use for free. These translated labs can be accessed via the given link: [Virtual Labs in Hindi](#).



A new project to translate all Virtual Labs into 8-regional languages is being penciled in by Virtual Labs consortium led by IIT Delhi.

Virtual Labs – MSBTE Collaboration

Virtual Labs offer simulation-based experiments in Engineering and Science courses. There is about 20% of virtual experiments available to use by the diploma courses across the nation. To address this gap area of about 80% exists in diploma courses, Virtual Labs is working with Maharashtra State Board Technical Education (MSBTE) to create new labs specifically useful for courses aligned with all the polytechnic colleges in the state of Maharashtra as a pilot. The mapping has already been completed for all

the courses offered by MSBTE across the state and found that about 20% of the experiments in the respective courses have been found suitable for their courses to be performed through the existing Virtual Labs. The rest of the experiments will be developed by MSBTE in coordination with two of the consortium institutes of Virtual Labs i.e., IIT Bombay and College of Engineering Pune. The two institutions will guide the developer community of MSBTE and help them to create simulation-based experiments for their courses. The priority list of such gap areas has been shared with the Virtual Labs team and the development community is being constituted by the MSBTE. After successful completion of those experiments, the diploma colleges not only across Maharashtra but across the country can also access Virtual experiments for their courses and augment the learning through digital mode of experimentation.

Virtual Labs – AKTU Collaboration

The collaboration of Virtual Labs with the user's community has been enabled during the COVID-19 pandemic and we are continuing to extend the participation of various educational institutions from other parts of the country also. Dr.A.P.J. Abdul Kalam Technical University (AKTU) Uttar Pradesh has collaborated with Virtual Labs and set up a dedicated Virtual Labs cell at AKTU premises, Lucknow (UP) to spread the concept of Virtual Labs within cluster of affiliated colleges and to develop new Virtual experiments in various disciplines of Engineering. In that regard, four (04) Bootathon events (of 7 days each) have been organized in coordination with IIT Kanpur, IIT Bombay, IIT Delhi and REC Banda.

Other Events

In addition to all the above activities, the consortium has done many other diverse activities

and events to spread awareness and the importance of Virtual Labs in the user community. Some of the highlighted events are here:



e-Yantra

e-Yantra is a robotics outreach program funded by the Ministry of Education and hosted at IIT Bombay. The goal is to harness the talent of young engineers to solve problems using technology across a variety of domains such as: agriculture, manufacturing, defence, smart-city maintenance and service industries. The project trains students in a wide variety of technical skills such as Embedded Systems and Robotics, ML, ROS, Simulations, Functional Programming, etc. through e-Yantra Robotics Competition. e-Yantra has trained many college students and teachers through the following initiatives.

e-Yantra Robotics Competition (eYRC 2021-22):

This year's competition focuses on creating the next generation of multidisciplinary engineers with a practical outlook to help solve real problems in society. This is a unique annual competition for students in Engineering/ Science/ Polytechnic colleges.

Number of students registered: 6988 (1959 Teams) from 461 colleges

Number of students trained: 5745 (1491 Teams)

Number of Themes: 6

Themes	Trained for Technology Stack
AgriBot (AB)	Robot Operating System (ROS), Autonomous Navigation, Perception, Pick & Place, etc.
Berryminator (BM)	Robotic Simulation, Image Processing, 3D Designing, Algorithm Building, Robot Navigation and localization, Python programming and Lua programming.
Dairy Bike (DB)	Self-Balancing Robot, State-Space Modelling, Euler-Lagrange Mechanics, Linear Quadratic Regulator, Lua Language, Octave Programming, Coppelia Sim, Fusion 360.
Functional Weeder (FW)	Functional Programming, Elixir language, Phoenix Web Framework, IoT, Socket programming
Soil Monitoring Bot (SM)	FPGA architecture, FPGA programming using Verilog HDL, Wireless communication concepts, building a bot using a real FPGA development board.
Strawberry Stacker (SS)	ROS, Gazebo, PX4 Autopilot, Python.

Number of Students Finalist: 112 Students in 32 Teams

e-Yantra Innovation Challenge (eYIC 2021-22)

e-Yantra Innovation Challenge (eYIC) is a mentorship program for Innovation & Entrepreneurship skills. e-Yantra accelerates building of prototype solutions to real problems through online training and mentorships using open-source simulation software and hardware kits. The program immerses students in problem-solving, and encourages the building of “student innovators for local disruption” through hands-on experimentation and competition events. 17 Proposals were selected for the final round, from which 6 teams were chosen for e-Yantra Innovators.

e-Yantra Lab Setup Initiative (eLSI)

e-Yantra helps colleges establish Robotics labs/ clubs as part of their academic curriculum. By 2022 440+ labs have been set up across India. Training is provided through online/offline workshops for the basics of Embedded Systems and programming, using only Open Source software and tools. (www.e-yantra.org)



Lab setup Initiative and training photos



e-Yantra Labs across India and Bhutan

1400+ participants took part in various awareness online sessions as well as a few physical workshops conducted by eLSI during Jan-Dec 2022

Two-Day Embedded Systems and Robotics Workshop

Number of participating colleges - 60

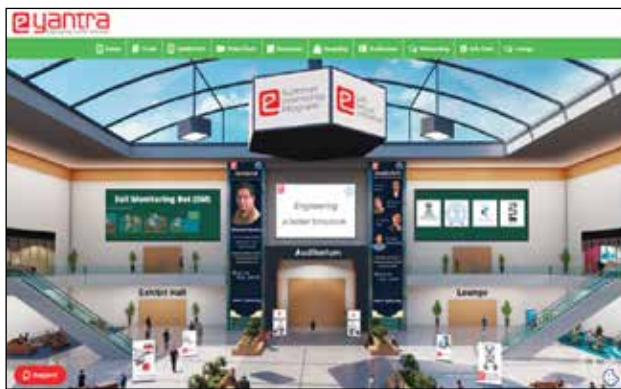
Number of Teachers trained - 136

Number of labs inaugurated - 12 (between Jan-Dec 2022)

e-Yantra Symposium

e-Yantra Symposium is an annual event celebrating the achievements of Team e-Yantra

in online education. In 2022 we held this symposium online through a unique 3D interface. The symposium include the e-Yantra Robotics Competition and e-Yantra Innovation Challenge (eYIC 2021-22), where participants are trained in complex engineering skills and innovation/ entrepreneurship respectively. The 2022 symposium included engagement with e-Yantra alumni who've created successful startups, a keynote by Pravesh Sharma (ex-IAS with successful Agri startup) on opportunities in Indian Agriculture, a panel discussion with experts on technology in agriculture and an award ceremony for finalists. The Introductory video of the e-Yantra Symposium can be seen at: <https://youtu.be/JUWw8GhBg2s>.



Symposium Lobby



Exhibition Hall



e-Yantra Lab Setup Initiative Booth



Symposium Auditorium

e-Yantra Summer Internship Program:

e-Yantra Summer Internship Program (eYSIP 2022) was the 10th edition held from June 2022 to July 2022 in hybrid mode - online & offline. Interns from 39 colleges worked on 37 projects under the guidance of expert e-Yantra mentors, using an online platform called Discord (discord.com) for a period of 7 weeks. 96 interns were involved. Online talks and seminars were held for the interns as follows:

- **Learn How to Stay Committed (with GitHub)** by Kalind Karia and Shyama H (e-Yantra)
- **Getting started with Research Communication** by Rathin Biswas (Public Policy, IITD)
- **Geo-Economics (Lessons from Sri Lanka / Ukraine)** by Dr. Ajit Ranade (VC, Gokhale Inst.)
- **Geo-Politics** by Vice Admiral Anil Chopra (retd. Ex-Chief, Western Naval Command)
- **Writing Beautiful Systems** by Dr. Sriram S (CSE, IITB)

- **Beauty and Rigour in Software Architecture** by Dr. Sriram S (CSE, IITB)
- **Underwater Vehicles** by Prof. Leena Vachhani (SysCon, IITB)
- **Environmental Ecosystems (Andaman & Nicobar)** by Dr. Pankaj Sekhsaria (HSS, IITB)
- **Understanding Mental Health** by Dr. Parul Tank (practicing counsellor)
- **Geo-Politics of Food** by Dr. Vandana Shiva (noted Environmentalist)

Final Exhibition

This year the final exhibition was held in person at IIT Bombay on **25th July 2022** for which all interns (both remote and in-person) were invited to demonstrate their projects to IIT faculty and guests. The exhibition was held in the KReSIT building, CSE department at IIT Bombay. Since eYantra is helping set up labs in Naval and Army technical establishments, a number of Naval officers visited.



eYSIP 2022 - Group Picture

IoT Platform

An open-source, easy-to-use IoT framework called eYIoT has been developed, which uses free tools like Google Sheets and Gmail. The goal is to make cloud services accessible to

everyone without the cost of services like Azure IoT or AWS IoT. The framework is user-friendly and compatible with our in-house developed eYFi-Mega board, designed for DIY IoT projects. The development board for CO2 monitoring in

offices and classrooms to plan ventilation has been recently modified. An article in “Better



India” illustrates its use in increasing yield 3X of vegetables in a 1.25-acre farm.



Image source: Better India article (March 18, 2022) on how it helps students-

<https://www.thebetterindia.com/279703/kochi-students-develop-low-cost-hydroponics-farming-solution-innovation-better-yield/>

Shodh Shuddhi:

In order to promote and enhance academic integrity among researchers and academicians, the Ministry of Education (MoE), Govt of India through its initiative called “Shodh Shuddhi” provides access to Plagiarism Detection Software (PDS) to all Universities including Central, State, Centrally Funded Technical Institutions (CFTIs), Institutions of National Importance in India, Deemed and Private Universities through central funding to curb plagiarism w.e.f. September

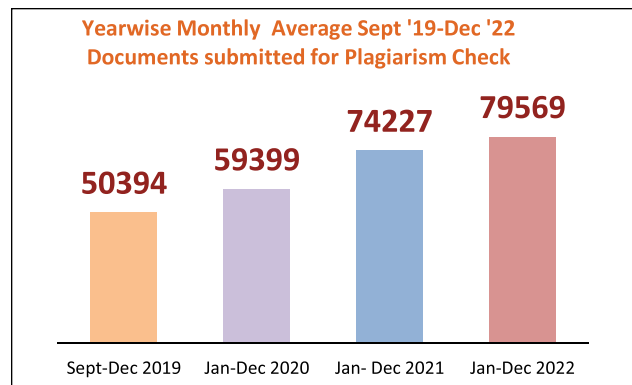
01, 2019. The program is launched during the CUBE meeting in Delhi by the then Hon’ble Minister of Education and is being executed by the INFLIBNET Centre, Gandhinagar. Initially, the project started with 10 Lakhs documents (1 document = 20 pages of A-4 size) and 3 Lakhs users targeting 960+ Institutions.



Currently, PDS is being provided to **1086 Universities/Institutions** identified by the Centre by creating a User ID and Password for University Coordinators (UC) with admin rights. Admin of the University can create their own users depending on demand. There is a progressive improvement in the usage which reflects that more and more researchers are following the academic integrity guidelines set by the country through various Higher Education apex bodies including UGC, AICTE etc.

During the period of the report, 29 new Universities/ Institutions were added to PDS and 14547 new user accounts have been created. During this period a total number of 9,54,829 documents were submitted from 882 universities. However, as on 31st December 2022, a total number of 27,59,934 documents were submitted for similarity/plagiarism check and a total of 1,36,356 users were created since its launching.

In the first year, from 1st September 2019 to 31st December 2019, 2,01,576 documents were submitted with a monthly average of 50394. In 2020, from 1st January to 31st December, the total number was 7,12,799 with a monthly average of 59,399. In the year 2021, i.e. 1st January 2021 to 31st December 2021 a total number of 890730 are submitted for Plagiarism checks with a monthly average of 74227. In the period of the report in 2022, 954829 documents are submitted with a monthly average of 79569. There is continuous progress in the average submission of documents in the last 3 years from 2019-2022. In the month of June 2022, the usage is the highest since inception i.e. 1,12,228 documents and in 2021 July month usage is highest, where it is correlated to deadlines for submitting theses at the HEIs in the academic year. In December 2020, the usage was highest due to the opening of Institutions after Covid-19.



The document submitted is getting stabilised with an Average of 80,000 approx. and in the year 2022, 9,54,829 documents were submitted which is almost 96% of the envisioned target set during the commencement of the project. Different types of Universities were analysed and evaluated. The 50% of the usage is from State Public Universities, 15.5% are from Central Universities. About 26.3% (i.e. 7,21,275) is used by the State Private and Deemed Private Universities.

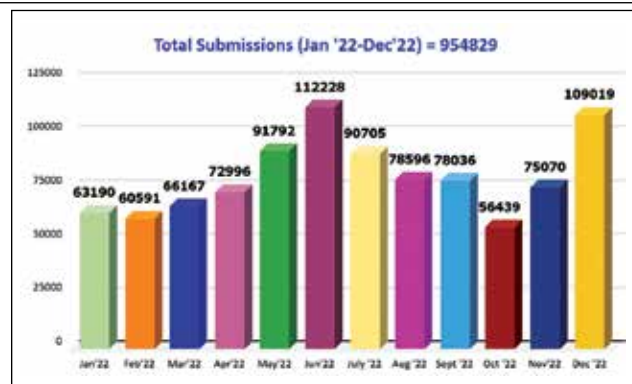
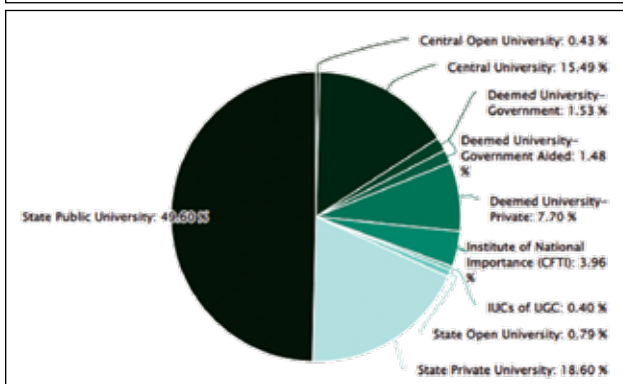
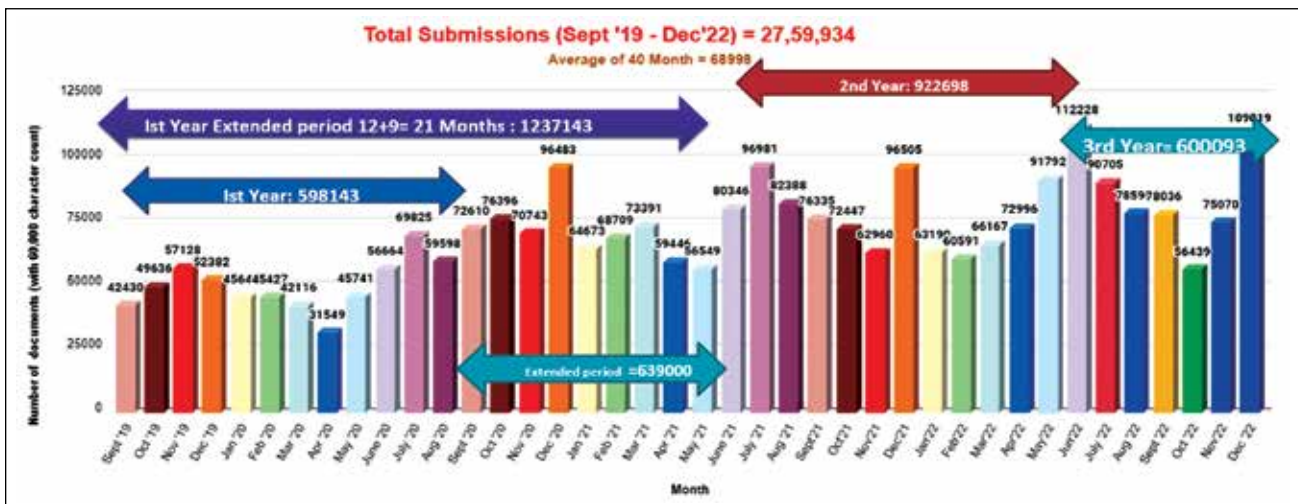


Fig: Institute Category wise document submissions in percentage

Usage of Universities in different types/categories is given in the Table:

Category of Universities	Total Member Institutes	Total Documents Submitted for Plag. Check	Total Users Created
Central Open University	1	11876	641
Central University	51	427375	10503
Deemed University-Government	34	41613	5236
Deemed University-Government Aided	10	41393	1632
Deemed University-Private	81	212384	16525
Institute of National Importance (CFTI)	145	113472	17576
Institute under State Legislature Act	5	832	105
IUCs of UGC	9	10730	325
Others	3	18	11
State Open University	16	20334	613
State Private Open University	1	0	0
State Private University	351	512626	29738
State Public University	379	1367281	53451
Total	1086	2759934	136356

Ministry of Education has sanctioned Rs. 50 Cr. for the Shodh Shuddhi/PDS project till 2026 with an annual budget of Rs. 10 Cr.

Assimilation of Open Source Software in Sciences and Engineering (FOSSEE)

The focus of the FOSSEE (<https://fossee.in>) project is to promote free and open source software, and to reduce the dependence on commercial software, mainly in academic institutions. This work is carried out by identifying good open-source software alternatives to established commercial software and promoting them. The FOSSEE team trains tens of thousands of students and faculty on various software, to the extent that they themselves can create useful code and content. This addresses the problem of lack of documentation for open-source software. Popular activities of FOSSEE are Textbook Companions, Lab Migration, Case Studies, Hackathon, Mapathon, Workshops and Conferences. FOSSEE promotes Scilab, Python, DWSIM, Open FOAM, Open Modelica, R,

QGIS, eSim, Osdag, and Arduino, to mention a few.



In 2022, FOSSEE (<https://fossee.in>) enhanced the capabilities of the electronic design and simulation software eSim by interfacing with the digital simulation standard Verilog. Using this feature, a mixed signal circuit design and simulation Marathon was conducted. From 1,700 students who participated in this creative exercise, 63 designs were selected and shared with the community. On seeing the capabilities of eSim, Google joined hands with FOSSEE to organise another Marathon using eSim and SKY130, a tool useful for fabricating the design using silicon. Based on the design by 3,000 participants, 102 designs were selected and

shared with the community. These events aim to create the much-needed talent pool required to create a strong hardware sector, envisaged through the India Semiconductor Mission.

The FOSSEE Team conducted a mapping competition using the open-source software QGIS. More than 4500 people participated in this event. All the submissions were evaluated and 338 maps that solve important problems were shared with the community. The FOSSEE Team also conducted the Python Hackathon which saw participants create games using Python. Five submissions were selected as winners. We also had the internship programmes like the FOSSEE Summer fellowship and the semester-long internships which saw many students participating. Workshops on various open-source software also were conducted which were attended by a lot of faculty and students.

The FOSSEE Team is currently creating a roadmap, to collaborate with various universities across India, to help them migrate to open source. In this respect, the first interaction with the faculty members of Mumbai University was organised in December 2022. A picture taken at this event is given below. All participants in this event teach a compulsory course at Mumbai University, called Open Source Technologies. This is a mandatory course for IT students of 53 colleges of Mumbai University.



Workshop on Open Source Technologies for faculty members of Mumbai University

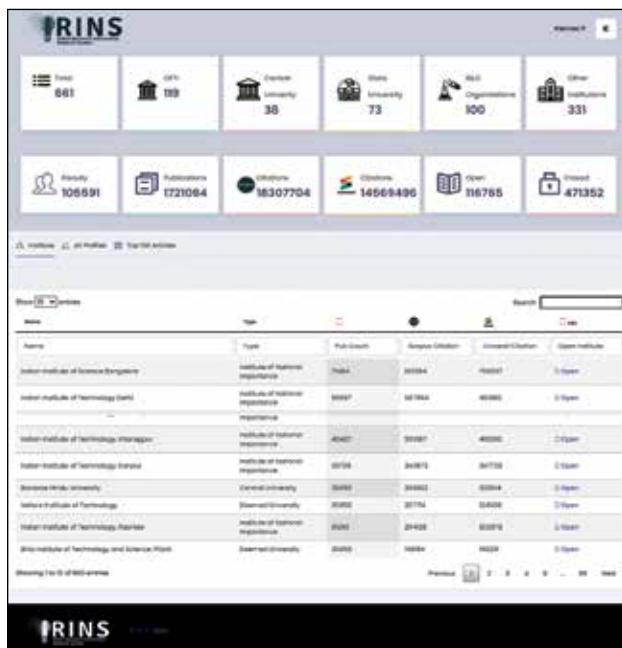
Indian Research Information Network System (IRINS)

Indian Research Information Network System (IRINS) is a Web-based research information management and network system developed by the Information and Library Network Centre (INFLIBNET) and funded by MoE. The portal facilitates the academic, R&D organizations, faculty members, and scientists to collect, curate and showcase their scholarly communication activities and provides an opportunity to create a scholarly network. It also supports the organisation to integrate the existing academic system such as HR system, grant management system, institutional repository, etc. It has been integrated with academic identities such as ORCID ID, Scopus ID, Research ID, Google Scholar ID for retrieving scholarly publications and citations. The IRINS provides more significant exposure to the faculty members for sharing their research contributions to the international community and brings more collaborators for multidisciplinary research, and it improves the research metadata quality and reduces the repetitive data entry for various assessment systems. IRINS enables the administrator to build research reports, performance assessments, and strategically analyze the research progress for better decision-making on funding, faculty assessment and resource allocation. Also, it supports the faculty members in doing collaborative research in their respective areas of expertise and increasing national and international funding opportunities. IRINS supports policymakers by providing an expert database for project review and other national-level collaborative projects. During the period under report, 283 new instances were created, 38763 new profiles were added, and 4.83 lakhs publication metadata was retrieved from various sources. As of now, 661 instances created and connected 1.05 lakh expert profiles and accumulated more than 17 lakhs publication metadata from various sources.

The data analytics dashboard is a visual display of faculty profiles and scholarly information collected through IRINS instances with some performance indicators such as publications, citations, social media metrics, etc. The visual dashboard provides various tables, graphs, charts to analyse the research performance and compare the participating institutes. The analytic data dashboard supports the funding agency, and policymakers understand the research performance of an organisation, and departments by comparing them with one another. The dashboard provides the total number of faculty connected with their areas of experts, publications, and citations from various sources.



IRINS Institute Profile



IRINS Funding Agency Dashboard

ERP (SAMARTH)

“Samarth” project was initiated by the Ministry of Education in 2019 with an aim to enable universities and Higher Education Institutions (HEIs) through a digital framework for planning, management, delivery, and monitoring of services for students, staff and other stakeholders. Under the project, the HEIs are provided with a fully managed, cloud-based, comprehensive ERP that is custom-built for HEIs of the country.

Samarth blends technology with policies and standards of governance in higher education and makes it available to the institution and its stakeholders through anytime-anywhere digital interfaces. Using Samarth, the institutions can deliver quality higher education experience to students by optimizing the engagement of staff and other stakeholders involved in their provisioning.

Since 2019, Samarth has been extended to various types of Higher Education Institutions including Central Universities, State Universities, Colleges, NITs, IITs, IIM, IISER, and other Institutions of National Importance. With a pan-India presence in over 27 States and 4 UTs, Samarth is building a nationwide network of future-ready digital campuses providing a world-class yet uniform experience to students and administrators of institutions.

Samarth E-Gov Suite is currently being used in 44 Central Universities and 58 other degree awarding Universities and Institutions across India. Specific directions were received from the Ministry for engaging with Higher Education Departments of States/UTs through their respective Principal Secretaries. 8 states/UTs viz. Jammu and Kashmir, Uttarakhand, Bihar, Maharashtra, Odisha, Uttar Pradesh, Jharkhand and Rajasthan have connected for Samarth Implementation in more than 1100 Higher

Education Institutions. Besides the States and UTs, NITs and Govt. funded Open Universities were issued instructions to connect with Samarth for implementation.

The following key metrics have been captured based on the usage of the portal in Institutions:

- Registry of 90 Lakh Student Records.
- 30 Lakh Academic Bank of Credits IDs created.
- Registry of 30 thousand employee records.
- 52 thousand files logged and tracked.
- 50 thousand online leave applications filed and processed.
- 80 thousand salary bills processed.
- Over 80 Lakh applications for admission processed since 2019.
- Over 7 Lakh applications for recruitment processed since 2019.
- Over 7 Lakh Annual Admissions.

Samarth provided an admission portal for the Common University Entrance Test (CUET) conducted by National Testing Agency (NTA) in 2022 where 90 universities participated, and more than 9.9 Lakhs candidates applied in 1551 programs of 90 Universities.



Ministry of Education presented its digital campus initiative “Samarth” in Akhil Bhartiya Shiksha Samagam, Varanasi in July 2022

Samarth has been instrumental in the execution of other initiatives taken up by the Government of India in the higher education sector.

- Under the Ministry of Social Justice and Empowerment, Samarth facilitated Central Universities to set up Dr.Ambedkar Centre of Excellence by providing recruitment and admissions portal.
- An online proctored examination system was also deployed for IGNOU by Samarth to conduct examinations of overseas students.
- The E-VidyaBharti and E-ArogyaBharti Project of the Ministry of External Affairs was integrated into the i-learn platform.
- A scholarship platform was provided for MoE’s Sakshat initiative.
- Samarth admission portal of IGNOU was integrated with DGT MIS portal of DGT Ministry of Skill Development and Entrepreneurship for ITI Trainees.
- Samarth provided a Training Assessment Platform for UNESCO India Africa Hackathon 2022.
- A unified recruitment for the CUs to ease the recruitment process is being developed by Samarth based on the UGC Guidelines.



“Samarth” was featured as the top digital project of India in AWS Summit, a global annual event of AWS Organized in Delhi in 2022.



Launch of Samarth in Uttarakhand by Hon'ble Minister of Higher Education, Uttarakhand

Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)

The 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

This is done through an indigenously developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th standard till Post-Graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost. More than 1,000 specially chosen faculty and teachers from across the Country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants - (1) video lectures, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing doubts. Steps have been taken to enrich the learning



Launch of Samarth in Kavikulguru Sanskrit University Maharashtra in October, 2022

experience by using audio-video and multimedia and state-of-the-art pedagogy/technology. In order to ensure that best quality content is produced and delivered, 10 National Coordinators have been appointed. They are, UGC for Post Graduate Non-Engineering Education, CEC for Under-Graduate Non-Engineering Education, NPTEL for Engineering, NCERT & NIOS for School Education, IGNOU for Certificate & Diploma, IIM Bangalore for Management Studies, NITTTR for teachers training program and AICTE for Self-paced courses, ARPIT Courses & by Foreign Universities. Recently NIT Trichy has been added as National Coordinator for Engineering.

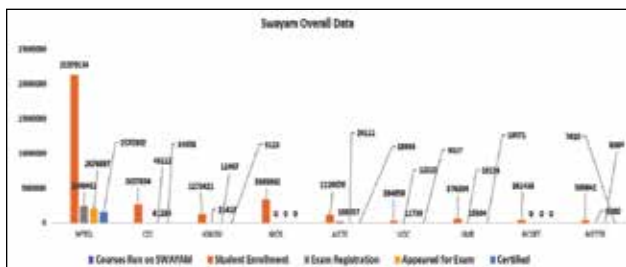
SWAYAM was formally launched on 09.07.2017 by the Hon'ble President of India. Till date, a total of 9000+ courses have been offered through SWAYAM and about 1000+ courses are on offer in the January 2023 Semester. About 97.58 lakh unique users/registrations have been made on the SWAYAM platform and about 3.09 Cr enrolments have been made in various courses of SWAYAM. The framework for transfer of credits (up to a maximum of 40%) has been put in place by AICTE and UGC by bringing out the necessary regulations. With this, the students studying in conventional Institutes / Colleges can transfer the credits earned through the SWAYAM Courses into their academic records. About 288 Institutions / Universities have recognized the

SWAYAM Courses for credit transfer and many others are in the process of doing the same.

The Faculty Development Programmes (FDP) is also being developed through SWAYAM. Fifteen lakh untrained teachers got trained under DEIED programme of NIOS delivered through SWAYAM. The Government has launched the Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development of 15 lakh higher education faculty using the MOOCs platform of SWAYAM. About 6000+ Local Chapters have been created in Universities / Institutions for creating awareness on SWAYAM through Workshops and Seminars.

The Ministry of Education has also tied up with the Ministry of External Affairs for enabling the e-VBAB (E-Vidya Bharati Arogya Bharati) project offering courses to pan-African students through SWAYAM portal.

Under phase-II SWAYAM, some of the MOOCs content, including Transcription of Video, shall be text translated into 12 regional languages, so that learners can select a language of their choice and learn the courses better in their local language. The Online Courses delivered on SWAYAM are going to reduce the digital divide. It shall turn out to be a disruptive technology and change the present business model of higher education. Since the MOOCs on SWAYAM are integrated with conventional education, it shall bring tremendous learning opportunities in the coming days and shall prove to be a game changer in the education sector.



e-Shodh Sindhu of INFLIBNET Centre

e-Shodh Sindhu is a Consortia for Higher Education E-resources to provide access to qualitative electronic resources including full-text, bibliographic and factual databases to academic institutions at a lower rate of subscription. The major aims and objectives of the e-Shodh Sindhu are as follows: -

- Setting up e-Shodh Sindhu: Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three MoE-funded Consortia.
- Develop a formidable collection of e-journals, e-journal archives, and e-books on perpetual access basis.
- Monitor and promote the usage of e-resources in member universities, colleges, and technical institutions in India through awareness and training programmes.
- Provide access to subscription-based scholarly information (e-books and e-journals) to all educational institutions.
- Provide access to scholarly content available in open access through subject portals and subject gateways.
- Bridge the digital divide and move towards an information-rich society;
- Provide access to selected e-resources to additional institutions including open universities and MoE-funded institutions

that are not covered under existing consortia;

- Take up additional activities and services that require a collaborative platform and are not being performed by existing Consortia; and
- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

The INFLIBNET Centre has been assigned the responsibility for execution and operation of e-Shodh Sindhu. The e-Shodh Sindhu, would continue to serve more than 217 universities and 3400+ colleges covered under 12(B) and 2(F) Sections of the UGC Act, 75 Technical Institutions and 98 Centrally funded Technical Institutions (CFTIs) including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. For the year 2022, the consortium subscribed to 21 resources (including 10000+ journals and four databases) through central funding for eligible Universities/CFTIs that registered their requirements through e-Shodh Sindhu portal, remaining resources could be subscribed by individual institutions on rates negotiated by the Consortium using their own funds. In addition, The Consortium also provides access to three e-resources (ASCE, ASME, Bentham Pharmacy) to 75 institutions including Government engineering colleges and universities is provided with funding from the AICTE. The Negotiation Committee of e-Shodh Sindhu negotiated rates of subscription for 133 e-resources collections from 45 publishers/vendors and to get the lowest rates of subscription. The College component of the consortium, called N-LIST, continued to provide access to 6,500+ journals, 1,99,500+ e-books and 6 lakh+ e-books (through NDLI) to more than 4200+ colleges under the N-LIST programme.

e-Shodh Sindhu (ESS) has further integrated additional features to facilitate seamless access

to e-resources such as:

- a) The INFLIBNET Access Management Federation (INFED) – Shibboleth Authentication and authorization of users.
- b) Revamped InfiStats - COUNTER-compliant usages for subscribed e-Resources with added features and functionality.
- c) JGatePlus for Document Delivery Service (DDS), Meta Harvesting and Discovery Services (DS).



Fig: e-Shodh Sindhu and NLIST Website



Fig: 13/06/23 Dash Board

National Digital Library of India

Ministry of Education under its National Mission on Education through Information and Communication Technology initiated the National Digital Library of India (NDLI) (<https://ndl.iitkgp.ac.in> or <https://www.ndl.gov.in>) project with the vision of ‘**One Library – All of India**’ to develop a 24×7 service of virtual repository of learning resources with a single-window search/browse facility for democratizing access to educational contents in the country. It was formally launched on 19.06.2018 at Vigyan Bhawan, New Delhi.

NDLI is developed by IIT Kharagpur and is a national knowledge asset that is aimed to build as the key driving force for education, research, innovation and technology economy of the country. The project integrates existing digitized and digital contents across educational and cultural institutions/bodies to provide single-window access to different groups of learners (KG to PG), researchers and life-long learners ranging across the entire population transcending barriers of geography and language. NDLI fetches metadata of the contents and store and index these metadata in the NDLI servers so that all the e-contents can be searched and accessed in the full text by users through a single window.

NDLI has played a key role in continuing learning in the country during the pandemic through its “**Study-At-Home**” and “**Examination Preparatory**” services. During the pandemic period learners have viewed/downloaded from the NDLI portal more than 12.4 crore contents (page view about 10 times of this).

NDLI has launched a Disability Knowledge Portal – DEEPAK. DEEPAK currently hosts content on blindness, deafness and autism. Dyslexia is about to be launched soon.

NDLI is pioneering collaborative activity-based

learning among school, college and university students by setting up **NDLI clubs** in educational institutions across the country. Till now more than 6486 Clubs have been set up which have more than 10.41 lakh students as Club members and these Clubs have conducted more than 8868 educational events using resources from NDLI.

NDLI provides major support for the implementation of several mandates of NEP-2020. It has published a Copyright Guide for Indian Libraries, which was publicly launched on August 12, 2021, by a sitting judge of the Delhi High Court. NDLI has conducted several high-engaging national webinars for students and teachers through experts to facilitate learning. It is available as a website as well as Mobile App (Android and iOS) and is integrated with UMANG (Unified Mobile Application for New-age Governance).

It is for school students, UG, PG students, Research scholars and Lifelong learners. It contains contents in all Indian languages and more than 400 foreign languages. The contents are in the form of e-books, audiobooks, lecture materials, video lectures, courses, theses, reports, articles, journal papers, question papers, solution banks, data sets and simulation tools. Contents cover all subject areas, such as Science, History and Geography, Humanities and Social Sciences, Literature, Fine and Decorative Arts, Engineering and Technology, Management, Law and Medicine.

As of now, NDLI User Interface is available in 11 languages (English, Hindi, Bengali, Gujarati, Oriya, Marathi, Tamil, Kannada, Telugu, Malayalam and Assamese). More than 9 crore contents were harvested from 602 resources in 400 + languages.

Contents from two publishers World E-book Library (77 lakhs+ items) (e-books, video, audio) and South Asia Archive (30 thousand+ items)

(Journals, Articles) were under national license and made available in NDLI. The license of South Asia Archive is perpetual. The license of World E-book Library has not been renewed and hence only 6.24 lakhs e-books from the World E-book Library are accessible (full-text) to NDLI users under perpetual license. 75% of all the contents are Freely Downloadable. Rest are restricted or to be subscribed.

NDLI hosts the **National COVID Research Repository** for students, researchers and entrepreneurs seeking to hack the crisis. It covers all aspects of the COVID-19 research including resources on COVID-19-induced problems, and challenges and opportunities related to all facets of life. This repository provides COVID-19 research resources in the form of the following collections:

- Scholarly Publications
- Data Sets
- Documents and Videos
- Journals and Conferences
- Ideas and Funding
- Challenges and Startups

Registration/login is optional though recommended for a better user experience. Most of the full-text contents can be viewed/downloaded without registration/login.

- Total Registered Users: 77 lakh
- Active Registered Users: 40 lakh
- Average Daily Hit: About 400,000
- Contents viewed/downloaded during the pandemic period: 16.5 crore
- Participating (users registered from) Institutes: 20,000
- NDLI has a Fast UNIQUE SEARCH Facility, where users get the exact

information on the availability of the relevant resources.

- NDLI has so far trained about 2000 librarians covering about 1075 Institutions for setting up IDRs, through Workshops. NDLI has assisted in setting up of 159 IDRs and has integrated those IDRs.
- NDLI is a library that aims to make a paradigm shift in education and research in India by enabling every citizen with the knowledge they need to empower themselves. By being a collection of links leading to content from Universities, Research Institutions, Journals and 300+ other relevant repositories, NDLI is destined to become the One Single Knowledge Portal for India due to the followings:
 - NDLI already has a large content base of more than 9.1 crore contents covering all subject areas, such as Science, History and Geography, Humanities and Social Sciences, Literature, Fine and Decorative Arts, Engineering and Technology, Management, Law and Medicine.
 - NDLI already has a large user base of 40 lakh active registered users and a large network of international scholars who work with NDLI team. Daily hit to NDLI site is about 4.0 lakh and more than 50 lakh contents are viewed/downloaded (equivalent to about 5 crore page views) every month.
 - NDLI has already integrated contents of 80% of all NMEICT Projects.
 - Other than e-books, videos, audios, NDLI has a rich collection of other items like questions and solutions, datasets, software tools, simulation, animation, presentation, etc.

- NDLI has a high-quality and fast search algorithm beyond keyword search
- NDLI currently has user interface available in 10 Indian languages besides English
- The metadata of NDLI is rich and thus NDLI is able to provide user-oriented services like easy navigation of related contents (content stitching)
- NDLI has developed a workflow and an automatic data curation tool to curate large-volume metadata with significantly improved productivity of curators. The tool has recently won the **first position for 2022 Emerald South Asia LIS Research Fund Award**. The Technology is already well-built and can be easily reused
- Questions and solutions of national level college entrance examinations such as IIT-JEE, NEET, KVPY and job recruitment examinations such as CHSL, CGL, RRB, IBPS, etc.
- NDLI has much more than just educational content. It has got special items like Satyajit Ray Collection, South Asia Archives, etc., which are for all kinds of researchers in areas ranging from Social Science to Ancient History. A Single digital library for India is just not for degree-oriented people but for all sections of society.
- NDLI Clubs are being set up in Schools and Colleges which conduct activities like Lecture Series, Conducting Quiz Sessions, Writing Competitions, Olympiad using content base of NDLI. The activities/ events may be physical or online and online events may be for one Club, multiple Clubs or all Clubs together. NDLI has set up a portal (<https://club.ndl.iitkgp.ac.in/>) to register Clubs and Club Members and to conduct online events. Till now more than 6486 Clubs have been

set up across the country. These Clubs have more than 10.41 lakh members and have conducted more than 8868 events. NDLI regularly conducts highly engaging events like Success Strategies at JEE & NEET, Creating Competency-Based Questions, Discussion with Authors, Understanding Copyright, involving all the Clubs.

Awards Received in 2022



WINNER: SM4E Award 2020-21 in 'Innovation @ COVID-19' category



World Summit Award 2021: Learning and Education

SWAYAMPBABHA-DTH Educational Channels

SWAYAM Prabha is a group of 34 DTH channels devoted to telecasting high-quality educational programmes on a 24×7 basis using the GSAT-15 satellite among which 12 channels are earmarked for school education and 22 for higher education. SWAYAM Prabha was launched by the Hon'ble Former President of India, Shri Pranab Mukherjee on July 09, 2017.

Target Report:

Target 22-23	Q1	Q2	Q3
4500 hrs (Content development)	705.5	654.5	549

IGNOU is telecasting live content in 13 regional languages.

New Chief Coordinator – DTH Swayam Prabha

Prof. Dr. Arun K. Tangirala has been designated as the Chief Coordinator of SWAYAM Prabha (CC-SP) w.e.f. 01.07.2022. He is a Professor at the Indian Institute of Technology Madras in the Department of Chemical Engineering.

Promotion of Swayam Prabha

- Under the official **Swayam Prabha account** frequent news updates are posted on social media platforms – (Instagram and Facebook)

Facebook @ SwayamPrabha

Instagram @ Swayamprabhadth

BOOTH/ STALL SET UP:

Swayam Prabha both/stall was setup at the following event:

Event	DATE	Venue
DIDAC INDIA 2022	Sep 21 st – Sep 23 rd , 2022	Bengaluru International Exhibition Centre, Bangalore
10 th Asian Symposium PSU	Dec 11 th to Dec 14 th , 2022	ICSR, IIT Madras
8 th Indian Control Conference (ICC)	Dec 14 th to Dec 16 th , 2022	IIT Research Park, Chennai

SWAYAM Prabha Booth was set up to

- To promote the Swayam Prabha channels and share the perspective of the project which aim with participants who are mainly from educational background.
- To help people know how effective Swayam Prabha is when it comes to learning and teaching and how well the available technology is used to telecast high-quality lecture videos that disseminate education and learning to the masses.

A booth was set up as part of the promotion of Swayam Prabha where the Swayam Prabha staff explained the visitors about the DTH project and distributed Swayam Prabha pamphlets. Also, there was a demo of the live telecast of the teaching session through DTH channel 15. More than 600 visitors visited the booth during the events.

A few of the photos are featured below.



A speech on “**Access of technology for a teacher in classroom**” was given by the Prof. Arun K. Tangirala, Chief Coordinator at the DIDAC 2022 event: https://www.youtube.com/watch?v=DcY4-l0_G-k

Current Channels and Channel Coordinators

Channels 01-10 & 21 : Managed By CEC-UGC, New Delhi

National Coordinator - Prof. Jagat Bhushan Nadda, Director, CEC, New Delhi

Channel No	Channel Name/Subject coverage
01	VAGEESH: CEC/UGC: Humanities- 1, Language and Literature
02	SANSKRITI: CEC/UGC: Humanities - 2, History, Culture and Philosophy
03	PRABODH: CEC/UGC: Social Science - 1, Social and Behavioural Sciences
04	SAARASWAT: CEC/UGC: Social Science - 2, Education, Psychology, Home Science and related subjects
05	PRABANDHAN: CEC/UGC: Social Science -3, Management, Library Science, Information Science and related subjects

Channel No	Channel Name/Subject coverage
06	VIDHIK: CEC/UGC: Social Science - 4, Law, Legal Studies, Human Rights and related subjects
07	KAUTILYA: CEC/UGC: Economics, Commerce and Finance
08	ARYABHATT: CEC/UGC: Physical Sciences, Mathematics, Physics, Chemistry and related subjects
09	SPANDAN: CEC/UGC: Life Sciences, Botany, Zoology, Bioscience and related subjects
10	CEC/UGC: Applied Sciences, Allied Physical and Chemical sciences and related subjects
21	Vyas (CEC)

Channels 11 to 16 & 22: Managed by IITs

Channel No	Channel Name/Subject coverage
11	NPTEL: Mechanical Engineering & related branches
12	NPTEL: Civil Engineering & related branches
13	NPTEL: Computer/IT & related branches
14	NPTEL: Electrical, Electronics and Communication & related branches
15	NPTEL: Engineering Sciences & related subject
16	NPTEL: Humanities, Management & other branches
22	IIT PAL

Channels 17 To 20: Managed by IGNOU, New Delhi

National Coordinator - Prof. Uma Kanjilal, IGNOU, New Delhi

Course lecture videos are also available in the respective regional languages in the following channels from 17 to 20 of IGNOU.

Channel No	Channel name/Subject coverage
17	IGNOU: Social Sciences and Humanities
18	IGNOU: Basic and Applied Sciences
19	Professional and Vocational Education
20	IGNOU: State Open Universities and Teacher Education

The repository of SWAYAM Prabha courses is available in SWAYAM Prabha website and in YouTube.

Youtube Views and Subscriptions - 2022

Details	Numbers
Views	4,339,676
Subscriptions	50,064

For more information on SwayamPrabha courses, please visit the official website: www.swayamprabha.gov.in

Emerging Trends

New Projects are being incubated under Emerging trends to address the emerging demand in higher education.

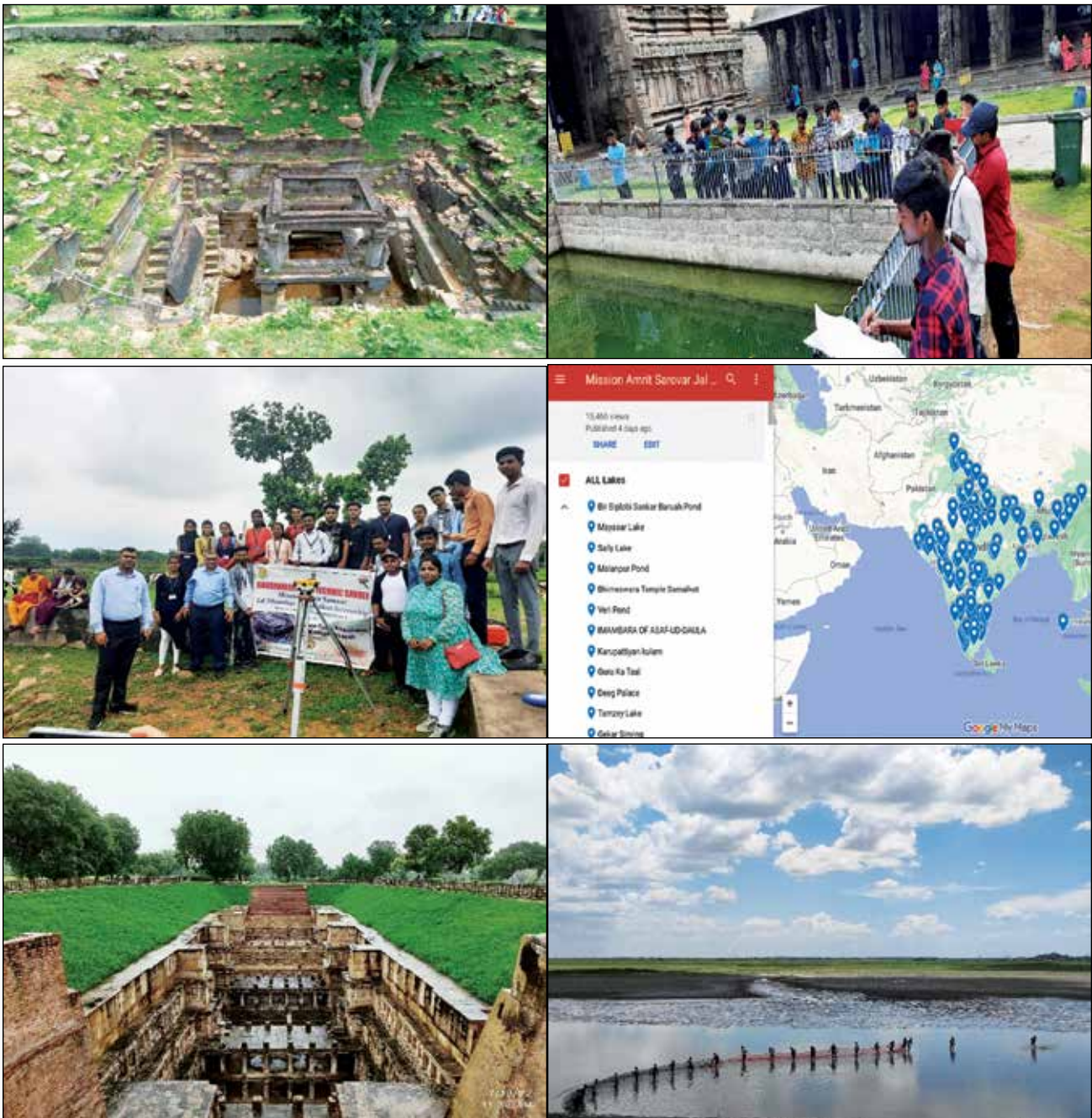
1. National Internship Portal (NIP)

The AICTE National Internship Portal serves as a marketplace for bringing valuable, industry-linked, paid, full-time or part-time internship opportunities to more than 1.7 Crore students across the country with valuable professional experience and internship completion certificates. The portal is a one-stop solution for internship opportunities in the Government sector like MoHUA, NHAI, Railways, MoSJE as well as MSMEs, Corporate Sector, NGOs, Start-ups, and Research organizations. It is envisioned to reach a target of 1 crore internships by 2025.

Internship Portal Statistics	
Colleges Registered with MoUs	10,398
Total MoUs uploaded	34,290
Total Companies Registered	71,000 +
Total Number of Internships Offered	26,00,509 +
Number of Registered Students	1.7 Cr +
Major Govt Ministries/ Depts. offering Internships	Ministry of Housing and Urban Affairs (MoHUA), Ministry of Social Justice & Empowerment (MoSJE), Ministry of Road Transport and Highways (MoRTH), National Highway Authority of India (NHAI), National Cooperative Development Corporation (NCDC), Ministry of Electronics and Information Technology (MEITY), CDAC, Indian Knowledge System (IKS)
Major Private Organizations offering Internships	CISCO, Microsoft, Wiley, Salesforce, IEEE, VMWare, Google, NASSCOM, EduSkills, RSB Power Transmission and many more
Top Internship Domains	Artificial Intelligence Machine Learning and Deep Learning Using Python UI/UX Developer Embedded Engineer PHP Intern Biomedical Internship IKS Internship Program Embedded Systems, Raspberry Pi, Arduino Uno & IoT Ethical Hacking & Cyber Security Robotics Trainee Automotive Design Analysis with Ansys - Live Instructor-Led Sessions Hybrid E-Bike Design and Manufacturing

Some of the NEAT Cell managed internships with a national level impact on society include offered niche, technical paid internship opportunities such as the;

- o Jal Dharohar Sanrakshan Internship offered by Ministry of Housing & Urban Affairs under the Mission Amrit Sarovar Initiative (3,327 Students from 158 Institutes, 229 Water Bodies covered for initiating study for water body rejuvenation strategy)
- o National Cooperatives Database Internship offered by Ministry of Cooperation (600+ students participated in creating a national database on cooperatives for over 3+ lakh Cooperatives across the country)
- o AMRUT Urban Water Infrastructure Internship and GIG model offered by MoHUA for contributing in the monitoring of installation of taps and sewer connections in villages;
- o The Urban Learning Internship Program (TULIP) offered by MoHUA has provided opportunities to technical students to get assigned to and contribute to the development of ULBs and Smart City Projects with 3,697 Completed Internships, 1,730 Ongoing and more than 25,000 posted live internship opportunities.
- o Ministry of Road Transport and Highway (MoRTH)– National Highways Project wherein civil engineering technical students contributed to different NH projects across the country after being allotted to NHAI/NHIDCL/BRO/State PWD



Glimpses of the Jal Dharohar Sanrakshan Internship (MoHUA)

2. AICTE Translation Automation AI Tool

AICTE has developed and promoted a dedicated Document Translation tool to ensure that educational content and coursework is made available to students across the country in the regional language of their preference according to NEP 2020 principles of ensuring Accessibility and Equality. Students from rural areas have

access barriers to quality and equal higher education owing to a predominantly bilingual curriculum; and in order to address this gap in access, the tool has enabled students from across the country to access educational content and coursework of their choice in the regional language of their preference. The AICTE Translation Automation AI Tool can translate online courses into 12 different Indian regional

languages like Hindi, Bengali, Marathi, Telugu, Tamil, Gujarati, Kannada, Malayalam, Punjabi, Assamese, Odiya, and Urdu for access to a larger number of students in rural areas. Institutions willing to impart education in AICTE-approved courses can also run programmers in regional languages and SWAYAM course content has also been made available in 8 different regional languages. This tool aims to address regional disparities in higher education attainment and help democratize access to higher education learning opportunities. The translation tool (<https://voice.aicte-india.org/>) has thereafter in 2022 been updated and upgraded with a bouquet of features sets in web and mobile application formats such as auto-converted content in a particular language for reference, editing and typing functionality for providing the input in the required language, audio recording facility (with play and pause button) for conversion to the desired language; the mathematical expression input functionality; save as draft functionality; text/file drag and drop functionality.



3. National Educational Alliance for Technology (NEAT)

National Educational Alliance for Technology (NEAT) is an initiative comprising an umbrella of activities aimed at bringing EdTech companies' products of online learning content and courses to students/youth of the country for enhancing their

employability skills and prospective students onto the same platform. The ultimate aim of NEAT is to bridge student learning gaps and provide personalized learning experiences. NEAT has been providing free course coupons/seats (25% of the sale) to students of economically and socially weaker sections of society. NEAT is also promoting Indian EdTech Companies with the mission of "Aatmanirbhar Bharat" and playing an enabling role in enhancing collaboration between EdTech Companies and Academic Institutions in order to bridge the gap between academic learning, upskilling initiatives and industry needs.

- o **NEAT 1.0:** Hon'ble Minister of Education launched NEAT Portal 1st Phase on 12th January 2020 and 45 products from 13 Ed-Tech Companies were finalized. All the products are shortlisted after three stages of evaluation by the Independent Expert Committee and onboarded on <https://neat.aicte-india.org>.
- o **NEAT 2.0:** Based on the observation of the NEAT 1st Phase, an Expression of Interest (EoI) was floated, and courses/products were invited in which B2B mode was incorporated as well and categories/buckets of products/courses were enhanced. Hon'ble Minister of Education has launched NEAT 2.0 on 16th February 2021 and 100 products from 58 Ed-Tech Companies were onboarded.
- o **NEAT 3.0:** On 3rd January 2022, Hon'ble Union Education Minister Shri Dharmendra Pradhan distributed 12 lakh NEAT free coupons worth Rs.254 crores among SC, ST, and OBC and EWS students to access quality courses offered by Edu-tech companies through NEAT Portal and launched NEAT 3.0. AICTE invited Ed-Tech companies to share their Expression of Interest (EoI) for NEAT 3.0

from 7th March 2022. In NEAT 3.0 more courses have been added focusing on:-

- o Vocational Skilling;
- o Upskilling & Reskilling in emerging technologies such as AI/ML;
- o Domains of National Importance – 5G, Quantum Computing and Semiconductor Technologies (NSM)
- o Courses made available in Indian Languages and pertaining to Indian Traditional, Cultural and Knowledge

For Schools and HEIs Students, leading to enhancement of new age future Skills & long-term employability.

4. National Educational Technology Forum (NETF) Cell

National Educational Technology Forum (NETF) Cell has been conceived to facilitate decision-making on the deployment, induction and use of technology for the realization of NEP objectives. NETF would eventually seek to establish an ecosystem for the free exchange of ideas pertaining to the use of technology to enhance learning, assessment, planning and administration, etc. for School Education, Higher Education and Skilling Initiatives. This ecosystem shall be implemented in accordance with the National Digital Education Architecture (NDEAR), a unified digital education architecture for School Education (NDEAR-S) and Higher Education (NDEAR-H); wherein NETF as its custodian, shall play the role of the central advisory and regulatory agency for facilitating educational institutions, central and state governments to effectively deploy technology interventions by providing a single source of proven best practices, emerging research in digital education and recommendations on interoperable, open solutions for the betterment of education delivery in the country.

5. Global Initiative for Academic Network (GIAN)

Ministry of Education started the GIAN in December 2015 to garner the best international experience into our systems of education, enable interaction of students and faculty with the best academic and industry experts from all over the world and also share their experiences and expertise to motivate people to work on Indian problems. Internationally reputed academicians from all over the world were invited primarily to teach in the Higher Educational Institutes (HEIs) of India and to initiate teaching and research collaborations. This GIAN scheme is used to bring in foreign academicians to teach courses in Indian Institutions of higher learning. Each course having either one week (12 to 14 hours) or two weeks (24 to 28 hours) duration is taught by a Foreign Faculty in an Indian academic Institution, sometimes jointly with the Indian host faculty. Students and Faculty members of Indian institutions as well as members of industry, research institutions can participate in attending these courses. To date, 204 higher education Institutes are participating in this scheme and submitted 3600-course proposals. After rigorous review process, 2163 proposals are approved, and 1685 foreign experts have visited India to teach 1725 courses. More than 90000 students directly got exposed to the teaching methodologies of international faculty and also have the opportunity to interact with foreign experts for research internships.

In this financial year 2022-23, 73 foreign experts taught 83 courses either in physical mode or online. 37 Indian Higher educational Institutes including IITs, NITs and Central Universities were conducting these courses. 39 foreign experts visited India to teach GIAN courses in Higher educational Institutes. Nearly 3500 students directly benefitted from the interaction with foreign experts. Moreover, the host Institutes

have the opportunity to utilize the services of foreign experts for curriculum development, planning of research infrastructure and research collaboration in mutual areas of interest.



6. Academic Bank of Credits (ABC):

National Education Policy (NEP)-2020 proposes several reforms to create a system that is aligned with the aspirational goals of 21st-century education. Towards the attainment of such education, the flexible and innovative curriculum of all HEIs shall include Credit Based Courses with the provision of multiple entry/exit options. The Policy recommends the establishment of an **Academic Bank of Credits (ABC)**, which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.

Academic Bank of Credits (ABC), as envisaged in the NEP-2020, shall be a National-level facility to promote flexibility of curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the Higher Education Institutions in the country with appropriate “Credit Transfer” mechanism. It shall be a mechanism to facilitate the students to choose their own learning path to attain a Degree/Diploma/PG-diploma etc., working on the principle of multiple entry-multiple exits as well

as anytime, anywhere and any level learning. ABC shall enable the integration of multiple disciplines of higher learning leading to the desired learning outcomes including increased creativity, innovation, higher-order thinking and critical analysis.

The ABC shall provide each of the students the facility to open a unique/individual Academic Bank Account in digital form. Each account holder would be provided with a unique ID. The major functions of ABC are registration of HEIs under the ABC scheme and, opening, closure and validation of academic accounts of students, credit verification, credit accumulation, credit transfer/redemption of students and also promotion of the ABC among the stakeholders.

ABC shall not be, by itself, a degree-awarding organisation. The Statutory degree-awarding power shall continue to be vested with the eligible HEIs which have registered with ABC. The credit requirements as well as essential components of study for award of any UG/PG degree or course work requirements for the Ph.D. programmes would be defined by the respective Universities or Autonomous institutions participating in the ABC scheme. The scheme would be implemented under the overall supervision of the Deptt. of Higher Education, Ministry of Education or an autonomous/statutory body under MoE designated by it. The IT support will be given by NeGD (National e-Governance Division) of the Ministry of Electronics and Information Technology (MeitY). It will leverage the existing Digi Locker system.

The SFC for the establishment of the Academic Bank of Credits Scheme has been approved and accordingly the Sanction for the scheme has also been issued. The **Academic Bank of Credits Scheme** has been launched on 29.07.2021 by Hon’ble Prime Minister.

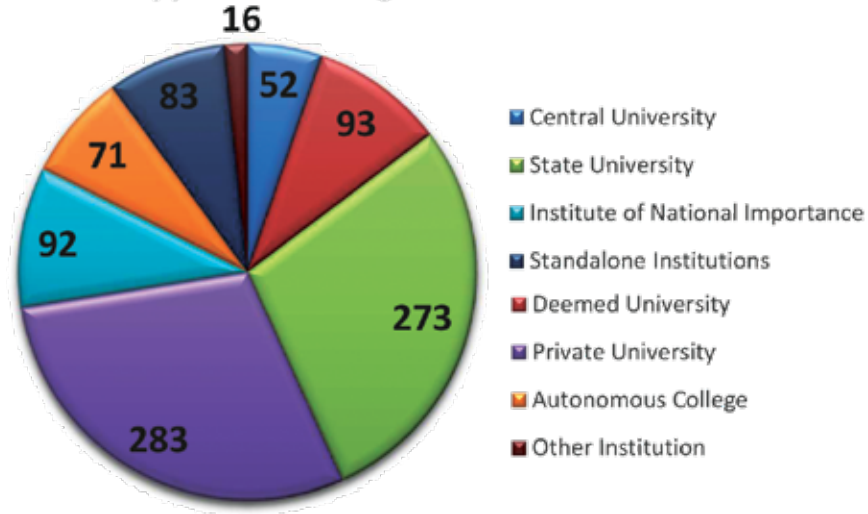
The ABC portal (<https://www.abc.gov.in/>) is open for registration of both Students and universities. Till 31st December 2022, around 962 Institutions have been on-boarded on Academic Bank of

Credits (ABC) and more than 50 lakh students' ABC accounts have been created on Academic Bank of Credits (ABC).

ABC registration state wise



Type-wise Registration in ABC



Glimpses of Awareness Workshops of ABC



Distance Learning

Indira Gandhi National Open University (IGNOU)

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 to provide access to quality education to all segments of society through Open and Distance Learning (ODL) mode. The University offers innovative and need-based programmes at different levels. The University democratises education by making it inclusive and reaching out to the disadvantaged and marginalized segments of society in all parts of the country at affordable costs. IGNOU has been steadily expanding opportunities for lifelong higher education by adopting a flexible and innovative learning approach that encourages learners to move from education to work and vice-versa, well suited to the diverse requirements of the country, and also needed to harness the human resources in full potential and leverage the demographic dividends. The University has made remarkable achievements in providing quality distance and online learning with excellent infrastructure facilities through its student support network. The highlights of the University in the reported period are as follows:

- The University has 69 Regional Centres including 12 Recognized Regional Centres with Army, Navy and Assam Rifles.
 - There are 2,204 Learner Support Centres in pan-India with 25 Overseas Study Centres in 15 countries.
 - The Students Support Network is further strengthened in the reported period by
- establishing new Regional Centre at Angul, Odisha and initiating construction of building of Regional centres at Trivandrum, Pune, Port Blair, and Rajkot with the support of loan sanctioned by the Higher Education Funding Agency (HEFA), Ministry of Education.
 - During the period 2022-23, IGNOU has translated into practice many recommendations of the National Education Policy (NEP 2020) through its Pan-India network of Regional Centres.
 - Offering of academic programmes in regional languages has been given priority. Multidisciplinary academic programmes, skill enhancement courses, intermediate entry and exit opportunities and effective learning support were other initiatives in consonance with NEP in the reported period.
 - The University held a One-day IGNOU-NCERT consultation Workshop with Stakeholders on National Curriculum Framework on 3rd September 2022.
 - The policies of the Govt. of India on social welfare and education have been implemented through numerous activities conducted with the support of network of Regional Centres and Study Centres across the country such as Pradhan Mantri TB Mukta Bharat Abhiyan, Swachhata Pledge, sanitation drives, plantation drives, health and hygiene related programmes, and Yoga-based physical and mental health programmes.

- 92 villages have been adopted under the Unnat Bharat Abhiyan by various Regional Centres of IGNOU.
- As part of the implementation of the policy of using ICT countrywide for educational purposes, IGNOU coordinates four channels of the SWAYAM PRABHA platform of the Ministry of Education.
- The University is the National Coordinator for Design and Delivery of MOOCs courses at Certificate and Diploma level under the SWAYAM programmes of Government of India.
- The University has been celebrating ‘Azadi Ka Amrit Mahotsav’ to commemorate 75 years of progressive India and the glorious history of its people, culture and achievements by organising a series of events, seminars, exhibitions and lectures. Till now, 74 online and offline lectures have been organized. Prominent among the dignitaries who delivered the lectures are Shri Arif Mohammad Khan, Hon’ble Governor of Kerala, Dr. Sonal Mansingh, Hon’ble Member of Parliament Rajya Sabha, Shri Biswa Bhushan Harichandan, Hon’ble Governor of Andhra Pradesh.
- The university also published books related to freedom struggle of India and History of Indian Diaspora, Consisting of Poems and Songs on the Azad Hind Fauj and Subhash Chandra Bose Volume –I (Hindi) 1945-48 and Volume ii (Urdu) 1943-45.
- IGNOU offers 336 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 Schools of Studies through Open and Distance Learning Mode (ODL) and Online Mode.
- These academic programmes are offered with direct/indirect support of a staff strength of 291 Teachers, 190 Academics, 351 Technical and 810 Administrative Staff. There are over 52 thousands academic counselors extending academic supports at learners support centers Pan-India.
- Dr. Ambedkar Centre of Excellence (DACE) was established after Indira Gandhi National Open University (IGNOU) signed an MOU with Ministry of Social Justice and Empowerment, Government of India, New Delhi on April 22nd, 2022. The Mission Statement of DACE is “*to create a repository of resourceful opportunities to learn, imbibe, compete and succeed through honing of the skills related to adaptation, judgement and informed choice in the aspirants*”. DACE aims to excel in achievement of quality of coaching for students of scheduled castes; create a corpus of aspiring civil servants who can uphold the virtues of liberty, equality and fraternity; instil the values of honesty, commitment and social justice in the enrolled students; and inculcate the culture of serving the nation and the community.
- The university introduced 48 new academic programmes in the reported period.

Academic programmes introduced in January 2023 admission cycle are:

1. MA in Russian
2. MA in Environmental Studies
3. MA in Journalism and Electronic Media
4. MA in Sustainability Science
5. MA in Journalism and Digital Media
6. MA in Development Journalism
7. PG Diploma in Environmental Management and Law

8. PG Diploma in Financial Management
9. PG Diploma in Marketing Management
10. PG Diploma in Human Resource Management
11. PG Diploma in GeoInformatics
12. PG Diploma in Operations Management
13. Post Graduate Diploma in Counseling and Family Therapy
14. PG Diploma in Journalism and Mass Communication
15. PG Diploma in Advertising and Integrated Communication
16. Certificate in भारतीय कालगणना
17. PG Diploma in Early Childhood and Foundational Stage Education
15. PG Diploma in the Novel (online)
16. PG Diploma in Distance Education
17. PG Diploma in Writings from the Margins
18. PG Diploma in American Literature
19. PG Diploma in Writings from India
20. PG Diploma in New Literature in English
21. PG Diploma in Vastu Shastra
22. PG Diploma in Development Communication (online)
23. PG Diploma in Digital Media (online)
24. PG Diploma in Industrial Safety
25. Diploma in Creative writing in English (online)
25. सरल संस्कृत बोध में प्रमाण पत्र कार्यक्रम (online)

Academic programmes introduced in July 2022 admission cycle

1. MA in Vyavsayik Lekhan
 2. MA in Distance Education (online)
 3. MA in Arabic
 4. MA in Vedic Studies
 5. MBA - Human Resource Management
 6. MBA - Financial Management
 7. MAB - Operations Management
 8. MBA - Marketing Management
 9. Master of Science in Food Safety and Quality Management
 10. BA (VS) Micro Small & Medium Enterprise
 11. BA (Gender Studies)
 12. Bachelor of Arts(Facility and Services Management)
 13. PG Diploma in Electronic Media
 14. PG Diploma in British Literature
 27. Certificate in Skill Acquisition & Knowledge Awareness for Livelihood Promotion
 28. Certificate in Gender in Law
 29. Certificate in Vedic Ganit
 30. Certificate in Gender and Science
 31. Certificate in Smart city Development and Management
 32. Certificate in Professional Development of Teachers
 33. Certificate in Apparel Merchandising
- The University has an estimated cumulative student strength of over 3.4 million; of these a significant number of 12,37,736 students were added through fresh admission and re-registration during the reported period . An analysis of data of enrolment reveals that 48.7% of these are women, around 49.9% of enrolled learners reside in rural areas and 1.4% of learners reside in tribal areas of the country. The University has enrolled 5513 overseas

students in the same period.

- The University conducts Term-End Examination (TEE) twice in a year. Around 2,91,588 lakhs students successfully completed requirements for the award of degree/diploma/certificate in reported period.
 - These students were formally conferred Degree/Diploma/Certificate in the thirty-fifth convocation held on 26 April 2022.
 - The University for the First Time Distributed Block Chain based digital degrees and certificates to students who registered for the 35th Convocation along with the physical certificates and degrees with the support of IIT Kanpur.
 - In compliance of the UGC letter dated 13th May 2022 regarding the implementation of the Academic Bank of Credit (ABC), the University in coordination with the MoE-supported Samarth Project has initiated the process of integrating its Admission System with the Academic Bank of Credit. Till date over 2.0 million accounts have been created.
 - IGNOU offered 185 MOOCs courses on SWAYAM portal during July 2022 cycle with more than 2.5 lakh enrollments.
 - During January 2023 cycle, IGNOU is offering 193 MOOCs courses on SWAYAM portal. The university produced 658 videos under this initiative in the reported period.
 - IGNOU has also been assigned the role of National Coordinator for four DTH (Direct to Home) channels under the SWAYAM PRABHA platform.
 - These channels are Liberal Arts and Humanities; State Open Universities' programmes; Gyan Darshan; Agriculture, Vocational and Allied Sciences. The
- SWAYAM PRABHA is an initiative of Ministry of Education, Govt. of India.
- The University is actively involved in the production of tele-lectures for DTH channels under the SWAYAM PRABHA projects. The content on these channels are delivered in 13 Regional Languages (including English). These are Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Odia, Punjabi, Tamil, Telugu and Urdu.
 - A total 1,505 hours Live Sessions in different Regional Languages on SWAYAM PRABHA in the reported period. The university produced 187 videos under SWAYAM PRABHA project.
 - IGNOU entered into around 56 MoUs for various schemes and academic programmes.
 - The university organized 1505 hours Live Webinars/ Facebook sessions to support learners in the reported period.
 - 520 Video lectures and 300 hours of live teleconference session are made available on YouTube channel of the university, out of which 141 videos are uploaded in the reported period. The channel is subscribed by more than 12,000 users and has a viewership of more than 400,000 learners.
 - The university introduced 8 new academic programmes through online mode; as of now the university has been offering 51 academic programmes through online mode.
 - Instructional materials are made available in digital form through a Mobile phone based application. This application is subscribed by over 16 lakhs learners.
 - eGyankosh is a National Digital Repository of IGNOU to store, index,

preserve, distribute and share the digital learning resources of the university with public. Anyone with internet access has restraint free access of IGNOU's course materials.

- Knowledge partnership with Capacity Building Commission (CBC), Government of India.
- Establishment of Centre for Modern Indian Languages for promoting Indian Languages.
- Recognition of refresher course of IGNOU by UGC.
- The university signed an MOA with TCIL for offering 51 online academic programmes in 19 African Countries under the e-vidyaBharati and e-Aarogya Bharati (e-VBAB) network Project of Ministry of External Affair, Government of India.
- The University enrolled 2618 learners in July 2022 admission cycle under this initiate. The university signed a Tripartite Agreement with ICCR and CHD as other partners for offering online basis awareness courses in Hindi for three months durations for international students.

International Operations

The globalization of higher education, particularly through the distance mode of delivery, has given an altogether different perspective to the cross border delivery of IGNOU's academic programmes in various countries. The University promotes bilateral and multilateral collaborations, network with international educational institutions/inter-governmental agencies, to serve as a single window system for the University's overseas operations; to provide capacity-building through training, and to coordinate the visits of the international delegations to the University.

- At present IGNOU has 25 Overseas Study Centers in 15 foreign countries The university enrolled 5,513 international students in January and July 2022 sessions and generated Revenue of 72.6 thousands US(\$) from the programme fee .
- The Guyana Online Academy of Learning (GOAL), Govt. of Guyana is a collaborative project between IGNOU and GOAL to offer Online Programmes to students of Guyana to pursue online tertiary level programmes. Total number of student enrolled in this project is around 1250 in the reported period.
- The University has been offering in-service training to teachers of Navodaya Vidyalaya Samiti, Jammu and Kashmir. In the past; the university offered training to in-service school teachers of the states namely Arunachal Pradesh, Manipur, Mizoram, Sikkim, Uttarakhand, Tripura, apart from Kendriya Vidyalaya Sangathan (KVS).
- The UGC entrusted the responsibility of implementing the National Training Programme on the Implementation of NEP-2020(NEP-PDP) for university and college teachers to IGNOU under Pandit Madan Mohan Malaviya National Mission for Teachers and Teaching/ Government of India.

Training of in-service teachers

The University has capability and competency to offer in-service training to teachers at mass scale without dislocation these from work places. The in-services training is offered through ODL and Online modes. The state(s) government recognized the strength of the university and entered into agreements to organized in-service trainings for its teachers.

- The target of the programme is to train 15 lakh teachers on implementation of NEP-2020. The programme was rolled out in the entire country on 15 August 2022, and till now 9 Batches of teachers have participated in the programme.
- Till date, 57,932 teachers from all over the country have registered for training, 42,970 have been confirmed registration, 39,044 teachers have participated, and 18,227 (50.19%) have been certified.
- The University signed Memorandum of Understanding (MoU) with UNICEF for Development and Implementation of Certificate Programme in Early Childhood Care and Education on 7th October, 2022. Large numbers of in-service teachers joined this programme.

Skill Development

The National Education Policy-2020 emphasizes on integrating Skill/Vocational education into Higher Education and has envisaged offering of holistic, multidisciplinary skill based education by Higher Educational Institutions.

- The University established NEP Cell to expedite implementation of recommendations of NEP-2020. IGNOU has taken several initiatives in the direction of Skill development and its integration with knowledge based higher education through distance/ digital mode Integration of skill courses with undergraduate programmes, Strengthening Internationalization, Skill based bachelor degree of IGNOU for Agniveer, IGNOU-NSDC (National Skill Development Corporation) collaboration for introduction of Apprenticeship/ Internship in IGNOU's regular programmes, IGNOU-NCVET collaboration for implementation of NSQF compliance skill development programmes

and recognising IGNOU as an Assessing and Awarding body and establishment of IGNOU – MSDE Extension centres at ITIs and JSS (Jan Sikshan Sansthan) etc. The university established 1004 IGNOU – MSDE Extension centres.

- The university entered into agreement with National Skill Development Corporation (NSDC) for imparting skills and develops NSQF Compliance Curriculum.
- The University organized an Orientation Meeting on Development of NSQF Compliance Curriculum on 28 October 2022 and another meeting with representatives from National Skill Development Corporation (NSDC) and training partners was held on 4 November 2022.
- MoU with Dattopant Thengadi National Board for Workers Education & Development (DTNBWED) to provide training to workers.

Multimedia Support

- The University developed 385 new audio programmes and 236 new video programmes in the reported period with cumulative numbers of audio and videos programmes become 4711 and 6007 respectively. In addition, 51 video promos and 178 audio promos were produced during the period that has resulted in increased number of admissions at the university.
- The Gyan Drashan education TV Channel telecasted 5,824 hours of educational programmes and 638 live teleconferencing sessions.
- In the period w.e.f. 01.04.2022 and 31.12.2022, a total of 385 fresh contents were developed and broadcast on Gyanvani.

Indira Gandhi National Open University provides affordability, accessibility, quality, flexibility and inclusiveness to all.



Lecture on Bharat Ratna Baba Bhim Rao Ambedkar was delivered by Sh. Arjun Ram Meghwal, Hon'ble Minister of State, Ministry of Parliamentary Affairs and Ministry of Culture on 28th April, 2022 to Celebrate Bharat Ratna Baba Bhim Rao Ambedkar Jayanti



Shri Biswa Bhushan Harichandan, Hon'ble Governor of Andhra Pradesh delivering 70th Amrit Mahotsav Lecture on 7th October 2022



Shri Arif Mohammad Khan, Hon'ble Governor of Kerala delivering 50th Amrit Mahotsav Lecture on 4th April 2022



Hon'ble Union Minister for Education, Skill Development and Entrepreneurship, Dharmendra Pradhan is the Chief Guest at the 35th Convocation Ceremony on 26th April 2022

Commonwealth of Learning (COL)

The Commonwealth of Learning (COL) is an inter-governmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations in improving access to quality education and training. COL works for use of technology in education and training through its international network of partner organisations. It extends help to 53 member nations of Commonwealth to realise widespread access to quality education.

COL is financially supported by Commonwealth governments on a voluntary basis. India is a major donor. During 2022-23, MoE has earmarked and released Rs. 12.00 crore to COL. India is represented on the Board of Governors and Executive Committee of COL through Prof. Sudhik K. Jain, Vice Chancellor, Banaras Hindu University (BHU), Varanasi. COL has located its Educational Media Centre for Asia (CEMCA) in, New Delhi, India and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA. COL has established Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA provides consultancies capacity building and information resource and exchange mechanism in the region.

Language Institutions

Central Institute of Classical Tamil

Consequent on the declaration of Tamil as Classical Language by the Government of India, the Central Institute of Classical Tamil (CICT), Chennai as an autonomous organisation under the Ministry of Education, Government of India was established at Chennai. CICT is a registered society under the Tamil Nadu Societies Registration Act, 1975. Hon'ble Chief Minister of Tamil Nadu is the Chairperson of CICT.

The Institute established with the view of promoting the cause of Classical Tamil, is focusing exclusively on the research relating to the classical phase of the Tamil language, i.e. from the early period to AD 600. The role of the Institute is very vital and significant since it carries out research on ancient Tamil society and also documents and preserves objects relating to or reflecting the antiquity of the Tamils. Forty one ancient Tamil works belonging to the period up to AD 600 has been identified for the purpose of studying the antiquity and uniqueness of ancient Tamils and their civilization.

Short term projects, seminars, workshops, training programmes are financially supported by CICT for promoting Classical Tamil. An amount of Rs.12.00 crore allotted to CICT for the year 2022-23. These grants are utilised for payment of salary, junior research fellowship, post doctoral fellowship, miscellaneous expenditure, for conducting seminars, training programmes, etc. CICT participated in the Kashi Tamil Sangamam at Varanasi. Hon'ble Prime Minister inaugurated the new building of CICT in the presence of Hon'ble Chief Minister of Tamil Nadu. Hon'ble

Prime Minister released 'Tirukkural' in 13 languages translated by CICT. This institute participates in Chennai Book Fair. Academic Council and Finance Committee meetings conducted by the Institute. Bharatiya Bhasha Utsav, Vigilance awareness week observed by CICT.



Hon'ble PM releases Tirukkural publications in 13 languages translated by CICT at Kashi Tamil Sangamam at Varanasi



Hon'ble PM inaugurating new building for CICT in the presence of Hon'ble CM of TN



Hon'ble Governor of TN visited CICT and discussed about Classical Tamil development with officials



Hon'ble Shiksha Mantri visits CICT book stall at Kashi Tamil Sangamam

Central Institute of Indian Languages

After completing the 50th year of its establishment, there is an effort by the government to expand the activities of the Institute as is the requirement for the development of all Indian languages. With the introduction of NEP-2020, the government of India has given due importance and impetus to the mother languages along with the use of technology in the School and Higher Education. Accordingly, the Institute, too, has steered and accelerated its academic and administrative activities in the line wherein India's mother languages may come to occupy the front stage in the academia and professions. The Institute has been working in close coordination with the High-Powered Committee for the Promotion of Indian Languages. Also, the Institute has been working in association with other government departments to help them execute and promote their works in Indian languages as their stated requirements.

The Scheme/Unit/Project-wise details of the activities of the Institute are as following:

1. National Testing Service (NTS)

NTS started conducting the programmes in various languages via online mode. It conducted more than 10 such programmes in various languages and added additional 76000 questions items into the testing database. NTS also collaborated with other national agencies such as

Navodaya Vidyalaya Samiti, State Government Education board and SSC to conduct special needs programmes on testing an evaluation. Efforts were made to revise the GFR frameworks, Glossaries, Script Lessons, etc. to make them fit as per NEP-2020 guidelines.

2. Linguistic Data Consortium for Indian Languages (LDC- IL)

The LDC-IL released additional 06 datasets for the language technology community this year. The data portal of LDC-IL is high in demand and new users, mostly industrial and academic users, keep on registering on the portal on a daily basis. Short Term Goal Oriented Projects have been conducted in six scheduled languages namely Assamese, Bodo, Hindi, Maithili, Marathi, and Konkani. The scheme also conducted several workshops and conferences in physical and virtual mode. The scheme through CIIL signed a MoU with the KOO, a social media platform, to give a boost to the Indian languages on the internet. The efforts are also being made to start new ventures with the various R&D organisations, Govt Institutions, etc. to work on the new academic and professional projects. Testing and Evaluation works on other datasets of PoS tagging is also on. Some web tools are under development such that we should be able to collect and evaluate the speech corpora of various Indian languages.

3. National Translation Mission (NTM)

NTM conducted some training programmes for general public as well as for the employees of the state governments, namely Maharashtra, Tamilnadu, Odisha. NTM conducted 5 collaborative programmes, 5 training programme, 38 workshops, 4 meetings with the publishers, and offered 14 consultancies/translation services to 14 different GOI ministries/departments/bodies. Four volumes of Translation Today Journal and 1 special volume were published. One E-book

in the Punjabi language has been prepared and published by NTM. Presently, 99 translations are in the manuscript stage and 195 translations have been assigned. NTM has been preparing and compiling various translation works for Bhartiya Bhasha Samiti and MoE from time to time.

4. Centres of Classical Languages

CIIL implements classical centres for promoting classical Telugu, Classical Kannada, Classical Malayalam and Classical Odia. These centres conducted several online seminars and also worked with scholars of the language on smaller project basis. The centres of Odia and Malayalam were established in the respective states of Odisha and Kerala with the Project Directors in place along with a few outsourced staff. Webinars, lecture series, seminars, workshops, etc. for the promotion, awareness and development of various Classical Languages are organised by the Institute.

5. Scheme for Preservation and Protection of Endangered Languages (SPPEL)

Reports of several languages have been submitted. Digital dictionaries of a few more endangered languages are ready to be released. SPPEL conducted eight programmes (material production and documentation workshops) to prepare academic and audio-visual material in for the protection, preservation and revival of endangered, tribal and minority Indian languages..

6. Bharatavani Project

Bharatavani expanded its works further and added hundreds of new content in various languages of India. Bharatavani project is part of creating a Knowledge Society in the age of Digital India. Bharatavani added 92 Language Learning Materials, 376 Jnanakosha/Encyclopedic Contents, 1 Paathya pustaka kosha / Textbook Content in its Portal in the present period.

7. Regional Language Centres (RLCs)

The training course in 20 Indian languages was started both in online and offline mode to cope with the uncertainties posed by Covid-19 in the 7 Regional Language Centres (RLCs). The 10 month language training programme is offered mainly to In-service and Prospective Teachers, and also to the general public interested in developing a career in Indian languages. The teachers were asked use this as an opportunity to create new electronic materials using which training in respective languages could be imparted via online mode. The work and infrastructure development at Bhubaneswar and Solan for RLC proposed to be completed soon.

Commission for Scientific and Technical Terminology

Commission for Scientific and Technical Terminology was set up on 1st October, 1961 by a resolution of Government of India, Ministry of Education. The resolution of the Government was as per the recommendations of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution. The functions of the Commission as per the Resolution of 1960 are:-

- (a) Review of the work done so far in the field of scientific and technical terminology in the light of the principles laid down in paragraph 3 of the Presidential Order of 1960.
- (b) Formulation of principles relating to evolution and coordination of scientific and technical terminology in Hindi and other languages.
- (c) Coordination of the work done by different agencies in the States in the field of scientific and technical terminology, with the consent or at the instance of the State governments concerned, and approval of

glossaries for use in Hindi and other Indian languages as may be submitted to it by the concerned agencies

- (d) The Commission may also take up preparation of standard scientific textbooks using the new terminology evolved or approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages.

Following the recommendations of the Committee as stated above and the Presidential Orders issued thereafter, the functions and duties of the CSTT, at present can be outlined as follows:-

Duties and Functions of the Commission:

- a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.
- b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.
- c) To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by obtaining useful feedback.
- d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.
- e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/ University Cells/ Glossary Clubs or other agencies).
- f) To publish/encourage publication of books in Hindi and Indian languages for

popularization and usage of standard terminology

Programme of the Commission:-

- (i) Preparation and Publication of English-Hindi Technical Dictionaries/ Glossaries
- (ii) Preparation and Publication of English-Regional Language Technical Dictionaries /Glossaries
- (iii) Preparation and Publication of Trilingual Glossaries
- (iv) Preparation and Publication of Definitional Dictionaries
- (v) Preparation and Publication of Learner's Glossaries
- (vi) Preparation, Approval/Publication of Departmental Glossaries
- (vii) Propagation, Expansion and Critical Review of Terms Coined and Defined
- (viii) Production of University Level Books in Hindi and Regional Languages
- (ix) Publication of Monographs
- (x) Publication of Journals
- (xi) Free Distribution of Publications
- (xii) Organising Exhibitions

Kendriya Hindi Sansthan, Agra

Kendriya Hindi Sansthan, Agra is an autonomous body under Ministry of Education, Government of India with pan India presence. It was established in 1960 and is governed by an autonomous organization, Kendriya Hindi Shikshan Mandal, Agra. The Mandal runs the Kendriya Hindi Sansthan under its aegis. Sansthan is recognized as an **advanced Centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi**. It has 08 academic departments at the Headquarter and 08 Regional Centres are located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad. These centres participate in

Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners. Besides, Sansthan has 02 affiliated colleges owned & governed by Govt. of Nagaland and Mizoram.

Sansthan conducts more than 15 courses of Hindi Teaching and Training. More than **96881** Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute till 2021-22. **7629** Foreign students at Headquarter & Delhi centre belonging to different countries have learnt Hindi from KHS under the program “Propagation of Hindi Abroad Scheme”.

Scheme-wise performance of Sansthan during the session: 2022-23 (01 January up to 31st December, 2022) is given hereunder:-

TRAINING PROGRAMES (Department of Teacher Education)

Sl. No.	Name of Programmes	No. of Students	
		I st year	II nd year
1.	Hindi Shikshan Nishnat (Equivalent to M.Ed.) The programme is conducted at Headquarter.	06	04
2.	Hindi Shikshan Parangat (Equivalent to B.Ed.) The programme is conducted at Headquarter.	50	37
3.	Hindi Shikshan Praveen (Equivalent to BTC) I st year The programme is conducted at Headquarter	53	23
4.	Three year Diploma Course for Nagaland	23	

Courses run by the affiliated colleges:

Sr.No.	Name of College	Courses
1.	Mizoram Hindi Teachers Training Institute, Aizawl (Mizoram)	Hindi Shikshan Parangat, Praveen and Hindi Teachers Diploma I st year and IInd year.
2.	Govt. Hindi Institute Dimapur (Nagaland)	Three year Hindi Shikshan Diploma (Ist year and IInd year)

Teaching Programmes

- **Vocational Courses (Evening Programmes)-** These Programmes viz. Post M.A. Diploma in Applied Hindi Linguistics, Diploma in Translation : Theory & Practice, Diploma in Mass Communication & Journalism are conducted at Headquarter and Delhi Centre. A total of 11 students were enrolled.
- **Hindi Teaching Programme for Foreigners:** This programme is offered under the scheme “Propagation of Hindi Abroad”. During the current year 74 foreign students have been admitted, of these 55 are at Agra Headquarter and 19 are at Delhi Centre.
- **Short Term Courses:** Under this scheme, Short Term Programmes- Orientation, Enrichment and Language awareness Programmes are offered. From 01 January, 2022 to 31 December, 2022, 41 such Programmes have been organized and 2036 teachers have been trained so far.

Seminar:

38 National/International Seminars have been organized by Agra Headquarter, Mysore, Hyderabad, Delhi, Guwahati, Shillong, Bhubaneswar, Dimapur, Ahmedabad centre.

Research and Language Development Department:

During the reporting session total 4 issues (issues no. 126-129) of Gaveshna, a quarterly research journal of the Institute, were published by the department.

Development of Lexical Resources

1. **Hindi Lok Shabd Kosh Pariyojana:** During the year language editors of Awadhi & Bundeli Dictionaries under Hindi Lok Shabd Kosh Project were selected. The workshop was held from 18 to 19 May, 2022 with language editor to expedite the work of Awadhi-Hindi-English Dictionary. The workshop of Awadhi-Hindi-English and Bundeli-Hindi-English trilingual dictionaries was organized from 25 to 30 November, 2022. The workshop of Awadhi-Hindi-English trilingual dictionary was organized from 25 to 30 December, 2022.
2. **Hindi Vishwakosh Pariyojana:** Under Hindi Vishwakosh Project 16 Volumes belonging to different subject fields of Hindi are being prepared and to be published in form of encyclopedia. During the year 400 new entries of Hindi Literature were received from various subject scholars. These entries were typed as per format of the encyclopaedia. Proof reading of the volumes- Information and Technology, Society and Life, History, Journalism and Literature was done.
3. **Activities of Department of Material Production**
Total 17 workshops were organized for preparation of Learner's Dictionaries and Hindi Folk Literature in regional language for Non-Hindi States.

Publication

Sansthan has published Hindi-Garhwali Learners Dictionary and Hindi Folk Literature, 11 Magazines and Journals (Gaveshna Sanchayan, Pravasi Jagat, Shaikshik Unmesh, Bhavak & Gaveshna), 06 issues of Smanvaya Purvottar, 04 issues of Samanvaya Dakshin & 8 other Prospectus, Bulletins and other publications. Approximately 15 books & journals are under publication.

Library

1717 books were purchased from 01 January 2022 to 31 December, 2022 at Agra Head Quarter. Cost of these books is Rs. 12,78,557.00.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

The Rashtriya Veda Vidya Pratishthan was established in January, 1987 by the Ministry of Education, Government of India, as an autonomous organization registered under the Societies' Registration Act, 1860. In May, 1993 the Pratishthan's office was shifted to Ujjain. Subsequently, through a Gazette notification by Government of India, the name of the Pratishthan was changed to 'Maharshi Sandipani Rashtriya Veda Vidya Pratishthan'. The Pratishthan receives Grant-in-Aid directly from the Ministry of Education.

Objectives

The main objectives of Pratishthan are as follows:-

- (a) Preservation, conservation and development of the oral tradition of Vedic studies;
- (b) To foster the tradition of intonation and recitation through human agency;

- (c) Teaching and Study of the Vedas through Pathashalas as well as through other means and institutions;
- (d) To give special attention to Sakhas which are extinct and its conservation through human agencies;
- (e) Creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it to the contemporary needs;

Programmes Offered

The Pratishthan has been given the responsibility to implement two schemes of the Ministry viz. **Veda Pathshala Scheme** and **Guru Shishya Parampara Scheme** to propagate Vedic studies. For this purpose, the Pratishthan provides financial assistance every month to the various Veda Pathshalas/Vidyalayas and Guru Shishya Parampara (GSP) Units located in various parts of the country including in the North-Eastern States. The Details of approved Veda Pathshalas/Vidyalayas and GSP Units for extending financial assistance during the period 1-1-2022 to 31-12-2022 are as follows:-

Veda Pathshala and Guru Shishya Parampara (GSP) Scheme

Year 2022-23	Total No. of approved Institutions for financial assistance	No. of Veda & other Teachers	Number of financially aided Students	Total grant released by Ministry till December, 2022 (in Rs. in crore)
For Veda Pathshala	137	417	4170	Rs. 62.99
For GSP Units	342	342	2873	

The Pratishthan has a prescribed course leading to study of Vedas / Shakhas of Vedas i.e. Rigveda

Shakal Shakha, Shukla Yajurveda Madhyandini Shakha, Shukla Yajurveda Kanva Shakha, Krishna Yajurveda Taittiriya Shakha, Samveda Kauthum Shakha, Samveda Ranayani Shakha, Samveda Jaimini Shakha, Atharvaveda Shaunak Shakha and Atharvaveda Paippalad Shakha.

The Pratishthan also conducts a correspondence course “**Ghar Baithe Vedon Ki Shiksha**”. The main objective of the course is to promote Vedic studies and to provide general knowledge to people about all the four Vedas, Six Vedangas, Brahmin Grantha, Aranyaka, Upanishad, Importance and Role of Indian Culture and Philosophy. Those who pass the examination are awarded certificate of “**Veda Nipun**”.

Rashtriya Adarsha Veda Vidyalayas

With the approval of Ministry of Education one Rashtriya Adarsh Veda Vidyalaya had been established in the campus of Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain starting from 2018-19.

Approval for establishment of Five New Rashtriya Adarsha Veda Vidyalayas in five regions of the country – Badrinatha for North Region, Sringeri for South Region, Puri for East Region, Dwarka for Western Region and Guwahati for North-East Region has been obtained from the Ministry of Finance/Ministry of Education, Govt. of India. One RAVV in Puri has already been inaugurated by the Hon’ble Education Minister & Chairman of the Pratishthan on 4-10-2022 and has started functioning.

Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board

Approval of Ministry of Education, Govt. of India for setting up of Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board (MSRVSB) under MSRVVP, Ujjain has been obtained and recognition of the Board as equivalent to regular School Boards has been granted by the AIU,

which is the competent authority for granting equivalence.

Admission Policy

The Pratishthan runs two main courses viz. **Veda Bhushan** and **Veda Vibhushan**. Fifth standard pass student or a student who attained proficiency of 5th Standard can take admission in **Veda Bhushan course**. After successful completion of five years in Veda Bhushan, the student can get admission into two year **Veda Vibhushan course**.

Inauguration of Yajnashala, Auditorium, Computer Lab and E-Classroom

Yajnashala, Auditorium, Computer Lab and E-Classroom Buildings in the campus of the Pratishthan have been inaugurated by Hon'ble Education Minister and Chairman of the Pratishthan on 4-5-2022.

ACTIVITIES

Financial Assistance to Aged Veda Pathees and Nityagnihotris

The Pratishthan provides financial assistance of Rs.4000/- per month to the Aged Veda Pathees, Differently-abled Veda Pathees and Nityagnihotris of more than 65 years age. In the year 2022-23, 19 Aged & Differently-abled Veda Pathees and 46 Nityagnihotris were provided financial assistance.

Organisation of Vedic Sammelans, Seminars, Workshops, Vedic Classes for All, Veda Gyan Saptah Samaroha and various other programmes

The Vedic Sammelans and Seminars, Vedic Classes for All and Veda Gyan Saptah Samaroha occupy important place in the programmes of the Pratishthan and are the means for popularizing Vedic studies and knowledge in the country.

During the period 1-1-2022 to 31-12-2022, the Pratishthan had organized Vedic Sammelans at Haridwar, Ayodhya, Bengaluru, Harda and Manipur, Veda Gyan Saptah Samaroha in West Bengal and Odisha States, Vedic Classes for All at Delhi, Hyderabad, Ujjain, West Bengal in collaboration with eminent Vedic Institutions.

Publication

To promote new researches and to benefit the scholars and commons, the Pratishthan publishes a half yearly journal namely “**Vedavidya**” in **Hindi, English and Sanskrit Languages**.

National Council for Promotion of Urdu Language (NCPUL)

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Education looks after the promotion of Urdu, Arabic and Persian Languages in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Establishment of Computer Applications and Multilingual DTP Centres:

During the year 2022-23, (Upto 31/12/2022), NCPUL continued 602 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) being implemented through NIELIT under Ministry of Communication and Information Technology in which 32265 students including 14144 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. About 1706 faculties got employment to teach 32265 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres:

So as to preserve and promote traditional

Calligraphy, 71 Calligraphy and Graphic Design Centres continued wherein 213 (faculties + attendant) got employment to teach about 3350 students including 1950 girls registered in this course.

Grant-in-Aid (Urdu):

Financial assistance to support selected Urdu promotion activities, approved which consists proposal of 225 NGOs/institutions/agencies for holding seminar, 23 lecture series, 316 manuscripts and 48 projects of writers and 361 Urdu books, 62 journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion:

NCPUL provided financial assistance 347 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 650 newspapers also provided advertisement on DAVP rate.

Publishing Activities:

NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisted 31 new titles, 19 reprints, 39 course books, 12 issues of monthly magazine Urdu Duniya, 12 Khawateen Duniya, 12 Bachchon Ki Duniya and 04 issues of quarterly journal Fikr-o-Tehzeeq published.

Book Promotion:

Promoting Urdu Books through sale and exhibition is done by holding annual National Urdu Book Fairs. The book fair for the year 2022-23 is scheduled to be held w.e.f. 03-11 January-2023 at Vaniyambadi, Tamil Nadu. 04 trips of exhibition van on wheel have been undertaken locally in the Andhra Pradesh, Telangana and Karnataka, Madhya Pradesh and Maharashtra. Participated in 11 Books Fairs in various States till date.

Academic Projects/Collaboration:

NCPUL continued 50 academic projects of production books consisting of dictionaries, encyclopedias, Terminology, 30 projects/manuscripts, monographs, Development of website & E-pub and 10 panel meetings/workshop held on subject Unani Medicine, Legal Studies, Social Science, Life Science, Persian Arabic, Islamic Studies and Creative Writing panels.

National/International Seminars/Conferences /Workshops /Cultural events:

- (i) An online E-International Tarahi Mushaira through Zoom app was held from 11th August, 2022.
- (ii) A Prize distribution Programme on 'Bharat of APJ Kalam's Dreams' was organized on 18th May, 2022 at India International Centre, Lodhi Road, New Delhi.
- (iii) An All India Kavi Sammelan/Mushaira was organized on 25th June, 2022 in collaboration with Bharti Vidyapeeth's Institute of Computer Applications & Management, Pashchim Vihar, New Delhi.
- (iv) A Five-day workshop on Professional Development of Urdu Teachers was organized from 18-22 July, 2022 at Kashmir in collaboration with Directorate of Distance Education, University of Kashmir.
- (v) A one-day Cultural programme of Ghazal recital was held on 29th August, 2022 at Himalayan Welfare Foundation, Jagan (JN) Place, Ghumarwing, Dist. Bilaspur, Himachal Pradesh.
- (vi) A talk on 'Exploring the Linguistics of Mahatma Gandhi: The Formation of His Ideas in Relation to Urdu During the African Years' was held on 30th September, 2022.

- (vii) A one-day an Interactive Programmed with the representatives of the Schools, Colleges, Madaras and NGO's of Nagaland in collaboration with Ajmal Foundation, Hojai, Assam and Muslim Council Dimapur was organized on 6th November, 2022 at Dimapur, Nagaland.
- (viii) A talk on 'The Legacy of Maulana Abul Kalam Azad' on the occasion of his 135th anniversary was held on 10th November, 2022.
- (ix) A talk on 'Unification of India and Indian Constitution' was held on 24th November, 2022.
- (x) A one-Day an Interactive Programme cum convocation Ceremony with the stake holders Vijaywada and thereabouts was organized on 12th December, 2022 at Vijaywada, Andhra Pradesh.

Production & Telecast of Urdu Duniya on TV

To boost & popularize Urdu language awareness among Urdu population about activities undertaken for the promotion of Urdu language, literatures and culture at National level, NCPUL engaged News 18 T.V. (Urdu) for production & telecast weekly episodes of half an hour.

- 53 episodes produced and telecast by News 18 T.V. (Urdu)

Distance Education (Urdu):

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 993 study centres including 602 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 1687 part time Urdu teachers got employment through 993 study centres to teach 66445 students which consists 33827 girls students.

Promotion of Arabic and Persian

In addition to the above, NCPUL has been assigned the additional responsibility to promote classical language Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 999 study centres of Arabic wherein 2478 Part time teachers got employment to teach 64594 learners including 38478 girls admitted in both the courses. 119 centres for One Year Certificate course in Persian are also running in which 194 Part time teachers got employment to teach 7368 students registered including 2244 girls students.

Grant –in-Aid (Arabic/Persian):

Financial assistance to support selected Arabic/ Persian promotional activities approved which consists proposal of 15 NGO/Institution/ Agencies for holding seminar, 23 manuscripts, of writers for providing printing assistance and 10 projects and 13 Arabic/Persian books of bona fide writers including 02 journal approved.

Vocational Course:

Six month Certificate course in Paper mâché continued at 05 centres in Jammu and Kashmir in collaboration with Handicraft and Carpet Sector Skill Council, New Delhi in which 200 students as trainees.

National Sanskrit University, Tirupati

National Sanskrit University is a Central University established through Central Sanskrit Universities Act, 2020 and came into force from 30-04-2020. The University is a premier institution in the field of higher learning in Sanskrit studies, traditional Sastras and Pedagogy

for over 60 years. The University is located in the area of 55.08 acres of land leased by the Tirumala Tirupati Devasthanams (TTD). The University had taken up the construction of New classroom complex and 500 bedded boys' hostel with a budget of Rs. 56.79 Crores under HEFA Scheme and construction of both the new buildings is completed during the year. The Institution has 101 teaching staff and 98 Non-teaching staff on its rolls.

The University offers 31 regular programmes from Certificate to Ph. D level through the 26 departments and 4 centre of studies. In addition, seven programmes are offered through distance and online mode. The University has admitted 1885 students during the Academic Year 2022-23 for the regular programmes.

The University Library is automated with KOHA Open-Source Integrated Library System. The library is using Colon Classification (CC) system to organize the knowledge collection. The library is having total collection of 1.20 lakh books and 166 (Indian and foreign) periodicals. The library has subscribed to 14 e-journals in various subjects.

As part of its outreach activity, the University has been running Balagokulam programme (Sanskrit learning for children) at various schools in and around Tirupati. Sanskrit Sikshana Sibirams (training camps) were conducted for the members of public in and around of Tirupati.

Ministry of Culture, Govt. of India sanctioned prestigious project entitled "Digitizing, Editing & Publishing of Manuscripts related to Saint Shri Ramanujacharya Ji in Commemoration of 1000th Birth Anniversary of Saint Ramanujacharya Ji" to this University and the work is in progress.

National Council for Promotion of Sindhi Language

The National Council for Promotion of Sindhi Language (NCPSL) was established as an autonomous Registered organization under the Ministry of Education (Erstwhile Ministry of Human Resource Development) under Societies Registration Act of 1860 (Section 21) on 26.05.1994 vide registration no.1085 at Vadodara, Gujarat. The Headquarters of the Council is at Delhi since 2006.

Objectives of the Council

- To promote, develop and propagate Sindhi Language.
- To take action for making available in Sindhi language the knowledge of Scientific and Technical Terminological development as well as the knowledge of ideas evolved in the modern context.
- To advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.
- To undertake any other activity for the promotion of Sindhi language as may be deemed fit by the Council.

Financial Assistance to Voluntary Organisations

NCPSL provides adhoc financial assistance to registered voluntary organizations in respect of certain promotional activities relating to Sindhi Language. Voluntary Organizations/ Societies/ Charitable Endowments/ Trusts which are registered under the relevant Central or State Act prevalent for the time being, shall be eligible for assistance under the Scheme.

Bulk Purchase Scheme

The Bulk Purchase Scheme is a centrally sponsored scheme for production of standard literature in Sindhi with a view to provide suitable literature and other reading as well as reference material for Sindhi speaking people in India. The main object of the Scheme is to create interest in the study of Sindhi by supplying judiciously selected Books and Periodicals as free gift to Schools/Colleges and Public Libraries in such States and Union Territories where Sindhi is used as a medium of instruction/or where it is taught as an optional language.

Financial Assistance for Publication of Books/ Manuscripts

Voluntary organizations/societies/charitable endowment/Trusts which are registered under the relevant Central or a State Act prevalent for the time being, as well as individuals who are authors, editors, translators or those who intend to publish the book in question and hold the copyright thereof (excluding commercial publishers) shall be eligible to apply for assistance.

The assistance under the Scheme shall not exceed 80% of total approved expenditure for the publication in question and 100% for descriptive catalogues of rare manuscripts. For this purpose, a print order limited to 500 copies for descriptive catalogues and for other publications.

Sindhi Language Learning Course

The aim of the Scheme is to popularize and spread Sindhi Language among those who have not studied Sindhi Language in the schools. The Scheme is implemented by an Educational Institution, Social Service Organizations/ Sindhi Panchayats, State Sindhi Academies and other suitable Organization recognized by NCPSL for this purpose. There will be three types of SLLC's – Certificate, Diploma and Advance Diploma

Courses. Each course will be of 100 hours duration spread over a period not exceeding 12 months. SLLC Exams are conducted every year.

Awards Scheme

- **Two Life Time Achievement Awards namely: Sahityakar Sanman and Sahitya Rachna Sanman of Rs. 5,00,000/- each:** Sahityakar Sanman Award is given to a writer for his/her outstanding lifetime contribution in the Sindhi Literature. Sahitya Rachna Sanman is awarded to a writer for his/her literary work in the Sindhi Language on subjects e.g. art/culture/education and social sciences etc.
- **Ten Merit/Literary Awards of Rs. 1,00,000/- each** given to deserving Writers in recognition of their contribution in the field of Sindhi Literature.

Achievements during 2022-23 (from 01.01.2022 to 31.12.2022)

- 14548 students enrolled themselves for the Certificate/Diploma/Advance Diploma courses of NCPSL during 2022-23 under the scheme of Sindhi Language Learning Course. The classes have been started w.e.f. 16.10.2022 in various parts of country where large number of Sindhi population exists and examination to be held on January, 2023.
- Sindhi Bhashadiwas was celebrated by NCPSL on 11.04.2022
- Sthapna diwas was celebrated by NCPSL on 26.05.2022
- Yoga Diwas was celebrated by NCPSL on 21.06.2022
- Ekta diwas was celebrated by NCPSL on 31.10.2022
- Participated in the Pune Book Fair, 2022 at Pune from 28 April - 01 May 2022.

- Participated in the Lucknow Book Fair, 2022 at Lucknow organized by Forceone Advertising & Events Pvt. Ltd. from 25 March-3 April, 2022.

Schemes of the NCPSL are also beneficial for the persons with disabilities in Sindhi Community and they also participate in the Seminar/Conference/Workshops and cultural programmes etc.

Central Hindi Directorate

In keeping with the direction given under Article 351 of the Indian Constitution for the development of Hindi Language, the Central Hindi Directorate was established on 1st March, 1960 as a subordinate office of Ministry of Education. The **four regional offices** of the Directorate are located in **Chennai, Hyderabad, Guwahati and Kolkata**. This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes / programmes for imparting an all-India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

Directorate is implementing several important scheme and programmes pertaining to the development, promotion and enrichment of Hindi such as the following ones:

1. Correspondence Courses
2. Supplementary Educational material
3. Extension Programme: Non-Hindi speaking Neo-Hindi writer camp, Students Study Tour, Research Students Travel Grant, Teacher Lecture Series, National Seminars, award to non-Hindi speaking Hindi writers and Shiksha Puraskaar.
4. Scheme of Financial Assistance to voluntary Hindi Organizations for promotion of

Hindi and Scheme of financial assistance for publication in Hindi.

5. Publication- Preparation and Publication of Dictionaries, Journals such as Bhasha, Varshiki and Sahityamala.
6. Free Distribution of Hindi Books.
7. Book Exhibitions and sale.
8. Basic Hindi Awareness Course for foreign Students.

Scheme wise performance / achievements of Central Hindi Directorate :-

1. **Teaching Hindi through correspondence courses:-** The objective of this scheme is providing facilities for teaching Hindi to the people of non-Hindi speaking States, Indians settled abroad and the foreigners inclined to learn Hindi through correspondence courses. A total of 4865 students were admitted in different courses. 2037 students appeared in the examination conducted in May 2022 at 28 centers in India and 5 centres abroad. Study material and supplementary materials for all the courses were prepared and published. Three (03) conversational guides viz. Gujrati-Hindi-Gujrati, Manipuri-Hindi-Manipuri and Maithili-Hindi-Maithili were published.
2. **Hindi Through Cassettes:-** This aims at Hindi teaching and promotion through cassettes/DVDs and telecast on Gyan Darshan Channel – an educational channel of M/o Education. Dubbed and produced documentaries Hindi ke Kaaljaye Nibandhkaar: Aacharya Ramchandra Shukl in Tamil, Malayalam, Bangla regional Languages. Documentary of Vishwa Hindi Sammelan Sankalpanaaur Uplabdhiyan (Part I&II) was produced.

3. Extension Programmes:- This programme aims at the propagation and dissemination of Hindi in non-Hindi speaking states by co-opting non-Hindi speaking Hindi enthusiasts, scholars, writers, researchers, students, teachers and translators and bringing closer the various language speaking people on all India basis. In this context, two (2) Non-Hindi speaking Neo-Hindi writers camp and four (4) National Seminars have been organised till December 2022.

4(i) Grants to voluntary organization for the promotion of Hindi :- Under this scheme, financial assistance may be given to the Organizations/Educational Institutions to continue and / or to expand their activities or tread fresh ground in the propagation and development of Hindi. Objective of the scheme is the promotion of Hindi language in Hindi and non-Hindi speaking state. Total 76 Voluntary Hindi Organisations benefitted in the financial year 2021-22.

4(ii) Scheme of Financial assistance for Publication in Hindi :-The objective is to provide financial assistance to the various writer and manuscripts. Total 27 writers benefitted for publication of manuscripts for the year 2021-22.

5. Schemes of Publications

I. Preparation of dictionaries :

(i) Dictionaries of Languages of United Nations and Neighbouring countries :-Keeping in view the importance, propagation and dissemination of Hindi at National and International-level, these dictionaries, especially dictionaries of United Nations and neighbouring countries are being prepared. Work on preparation of 05 dictionaries and 01 Conversational Guide is under process.

Manuscript of Hindi Chinese Dictionary with approximately 20,000 entries is under process. CRC of Hindi-French Dictionary with approximately 20,000 entries is awaited. The final proof of Hindi –Arabic Dictionary with approximately 20,000 entries is sent for Printing. Editing of second proof of Pashto-Hindi Dictionary with approximately 20,000 entries is published. First proof of Hindi-Nepali Dictionary with approximately 20,000 entries is awaited. The second proof of Hindi- Chinese Conversational Guide is awaited.

(ii) Scheme of Educational Exchange Programme:- Dictionaries and Conversational Guides are prepared under the scheme of Educational Exchange Programme as per MOU's between countries. Presently CRC is awaited in respect of Hindi Bulgarian Kosh and the manuscript of Polish-Hindi Kosh is under process.

(iii) Preparation of Dictionaries of Hindi and Kshetriya Bhasha Kosh : This project basically aims to prepare comprehensive dictionaries of world class Hindi and other Indian Languages. This scheme encompasses the needs of the people including students of Language and Literature, Research Scholars and those studying Hindi Literature. Kshetriya Bhasha Kosh Scheme was initiated by CHD with an ambition to link the regional languages of India to Hindi and to let the Non-Hindi Speakers be equipped better to adopt Hindi and also to promote Cultural and intellectual exchange among the various states of India.

Under this Hindi-Sanskrit, Hindi-Kashmiri and Hindi Maithili conversational guides have been published. On the other hand Hindi-Vivarnika

and study material, response sheet, certificate / diploma course of Tamil, Malayalam and English medium have been prepared and published. Manuscript of Hindi Vyutpatti Kosh has been completed and first proof for editing is in process. CRC of Hindi-Dogri Kosh & Hindi-Maithili Kosh has been completed and third proof is awaited. Urdu-Hindi Kosh was published in 2022.

Hindi Shabd Sindhu Kosh (HSSK):- In collaboration with the Department of Official Language, Ministry of Home Affairs CHD is preparing the HSSK. In the first phase Kosh was launched by Hon'ble Minister Amit Shah ji on the occasion of Hindi Divas on 14th September 2022 at Surat. The second phase of the kosh is under process.

II. Bhasha Varshiki & Sahityamala:- Published 06 issues of 'Bhasha' magazine (including two special issue named Ram Tatva Meemansha Visheshank & Porvottar Bhasha Sahityaaur Sanskriti Visheshank). Two National Symposia were organized in Hindi in non-Hindi speaking areas (Kerala and Itanagar). Three (03) meetings of the consultation board of the Bhasha magazine were also organized.

6. Distribution:- To propagate and disseminate Hindi in non-Hindi speaking states, the Directorate supplies Hindi Books / periodicals free of cost to educational institutes, Public libraries and Voluntary Hindi Organisations that are engaged in the cause of Hindi. Books on various Hindi classifications has been distributed to a total No. of 900 VHO's / Universities/ Public Libraries all over India. In addition to this periodicals and Magazines are supplied to Educational Institutions.

7. Exhibition & Sale:- Under this CHD the Directorate publications are made available at concessional prices to Hindi and non

Hindi speaking states. Furthermore, five (05) book exhibitions have been conducted till December 2022 {Surat, Trivandrum, Itanagar, New Delhi (2)} and would be participating in world book fair 2023 from 25/02/23 to 5/03/23.

8. Basic Hindi Awareness course for foreign Students:- In collaboration with Indira Gandhi National Open University and Indian Council for Cultural Relations, Basic Hindi awareness course was launched by Central Hindi Directorate and online classes started from 16/11/2022 for 1st batch.

Shri Lal Bahadur Shastri National Sanskrit University (Central University)

The Ministry of Education, Government of India, established Shri Lal Bahadur Shastri National Sanskrit University (Central University) w.e.f. 30th April, 2020 formerly Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi to preserve Shastraic tradition of knowledge, higher learning, interpretation of Shastras, intensive training of teachers in modern as well as Shastraic lore, and to established relevance of Shastras in the modern context.

The University has five schools of studies: School of Ved-Vedang, School of Darshanshastra, School of Sahitya and Sanskriti, School of Adhunik Vishya and School of Shikshashastra. These schools have 22 departments which offer various Shastraic courses from Shastri (B.A.) to Vidyavaridhi (Ph.D). To attain success in the field of Shastraic education, the University endeavors to provide the ample learning environment to students pursuing undergraduate, postgraduate, research, and part-time courses. The academic programmes are regularly reviewed by the concerned school of studies.

Objectives

The University has the following objectives to make distinctive contributions in the area of higher education:

1. To preserve shastraic traditions.
2. To undertake interpretation of the shastras.
3. To relate relevance of the shastras to the problems in modern context.
4. To provide means for intensive training in modern as well as shastraic lore for teachers.
5. To achieve excellence in its disciplines in order to have a distinct character of its own.

Admission policy

The entrance test for admission into Acharya / M.A. courses is conducted by the university in

the university premises. As per instructions of the UGC admission into shastri/ B.A. Yog was given through CUET (UG) conducted by the NTA. The entrance test for admission into B.Ed/M.Ed/Phd. was conducted by the university at all India level.

The eligible candidates are required to appear before the admission committee of the department with their original documents in support of their candidature. After proper verification of the records, they are given opportunity to enroll as a regular student of the university. Thus, the university ensures due publicity and transparency in the admission process.

During the academic session 2022-23 total 1953 students have been enrolled under all the courses.

Programmes Offered

The University conducts full-time courses. The details of these courses are as under:-

Name of the School	Name of the Programmes	Subject
School of Ved-Vedanga, School of Darshan Shastra, School of Sahitya & Sanskriti	Shastri (B.A.) (Three/Four years) B.A. Yoga (Three / Four Years)	Veda, Paurohitya, Dharamshastra, Prachin Vyakarana, Navya Vyakarana, Phalit Jyotish, Siddhant Jyotish, Vastushastra, Prachin Nyaya, Navya Nyaya, Sarva Darshan, Sankhya Yog, Advaita Vedant, Vishishtha Advaita Vedant, Jain Darshan, Mimamsa, Sahitya, Puranetihas, Prakrit, and Yoga.
School of Ved-Vedanga, School of Darshan Shastra, School of Sahitya & Sanskriti	Acharya (M.A.) (Two years) M.A. Yoga M.A. English M.A. Sociology (Two Years)	Veda, Paurohitya, Dharamshastra, Prachin Vyakarana, Navya Vyakarana, Phalit Jyotish, Siddhant Jyotish, Vastushastra, Prachin Nyaya, Navya Nyaya, Sarva Darshan, Sankhya Yog, Advaita Vedant, Vishishtha Advaita Vedant, Jain Darshan, Mimamsa, Sahitya, Puranetihas, Prakrit, and Yoga.
School of Ved-Vedanga, School of Darshan Shastra, School of Sahitya & Sanskriti	Vidyavaridhi (Ph.D.)	Veda, Paurohitya, Dharamshastra, Prachin Vyakarana, Navya Vyakarana, Phalit Jyotish, Siddhant Jyotish, Vastushastra, Prachin Nyaya, Navya Nyaya, Sarva Darshan, Sankhya Yog, Advaita Vedant, Vishishtha Advaita Vedant, Jain Darshan, Mimamsa, Sahitya, Puranetihas, Prakrit.
School of Shikshashastra	Shiksha Shastri (B.Ed.) Shikshacharya (M.Ed.) Vidyavaridhi (Ph.D.)	
School of Adhunik Vishya	M.A. Hindi M.A. Hindu Studies	

Schemes run by the university:

Sl. No.	Name of the Scheme
1	Women's Studies Centre
2	Pandit Madan Mohan Malaviya National Mission of Teachers & Teaching
3	Special Assistant Programme (DRS-III) in Jyotish Department
4	Special Assistance Programme (DRS-II) in Sahitya Department
5	Massive Open Online Courses (MOOCs)
6	Repurposing into MOOCs Course: Indian Culture and History

Academic and Cultural Activities conducted during the period from 01/01/2022 to 31/12/2022

During the year the University celebrated various programmes in the campus such as birth anniversary of Great Freedom Fighter Netaji Subhash Chandra Bose, 25th National Voter's Day, Republic Day, Shahidi Diwas, Mother's Tongue Day, Bharat Bharti Bhasha Mahotsav, Pariksha Pe Charcha, Utkarsh Mahotsav, International Yoga Day, 75th Anniversary of Independence, Har Ghar Tiranga Mahotsav, Independence Day, Satarkta Abhiyan, Communal Harmony Day, Teacher's Day, Hindi Saptah, Birth Anniversary of Shri Lal Bahadur Shastri and Mahatma Gandhi, Swacchta Abhiyan, Run for Unity and Fit India Freedom Run, Janjatiya Gaurav Diwas, Communal Harmony Day (Flag Day), Constitution Day, Rashtriya Ekta Sapta, Armed Forces Flag Day Bhartiya Bhasha Diwas, Veer Bal Diwas.

University Publications**Books:-**

1. Sri Vaishnavta Bhasker
2. Adhyapak Siksha ke Sab ran me Kaushal Vikash
3. Yajurved Vaishik Chintnam

4. Dui Varshiya Adhyapak siksha karyakram Samiksha vishleshanam

Panchang- 2079**Vastushastra Vimarsh**

1. Vastushastra Vimarsh – XII
2. Vastushastra Vimarsh – XIII

Shodh prabha

1. Shodh prabha January 2021
2. Shodh prabha April 2021
3. Shodh prabha July 2021
4. Shodh prabha October 2021

Central Sanskrit University (CSU)

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development in India. Fully conscious of this responsibility, the Government of India established Rashtriya Sanskrit Sansthan in October, 1970 as an autonomous organization registered under the Societies Registration Act for propagation and preservation of Sanskrit language, literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. It is further inform that Rashtriya Sanskrit Sansthan (Deemed to be University) is now promulgated as Central Sanskrit University, Delhi by an Act of Parliament after getting the assent of His Excellency, The President of India and the same has been enforced on 30th April, 2020 vide Gazette

Notification S.O. 1263(E) dated 17th April, 2020 under the Ministry of Education, Government of India, Department of Higher Education, Language Division. The University is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

The main objectives of the Central Sanskrit University are to propagate, develop and encourage Sanskrit learning and research. As Sanskrit is invariably connected with Pali and Prakrit languages, from 2009-10, University has taken up the task to promote both Pali and Prakrit languages and their literatures. The University also serves as central, administrative and coordinating machinery for all its Campuses. The Government of India has formulated various schemes and programmes for the development of Sanskrit education and is implementing these through Central Sanskrit University and other agencies and University is by virtue of its position, multi-campus entity functions as a Nodal agency for coordinating all efforts related to Shastras, Sanskrit language and literature. The Central Sanskrit University has since been declared Deemed to be University w.e.f. 7th May 2002 by the MoE, Govt. of India and the UGC.

The Central Sanskrit University is presently managing its 12 campuses situated at Allahabad (U.P.), Puri (Orissa), Jammu (J&K), Thrissur (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar (H.P.), Bhopal (M.P.), Mumbai (MH), Agartala (Tripura) and Devprayag (Uttarakhand) and its Headquarters Office at New Delhi. The campuses are pursuing research work leading to the degree of Vidyavaridhi (Ph.D) and also imparting education in various Sanskrit subjects at Acharya and Shastri level. The Shiksha Shastri (B.Ed.) is also available in 10 campuses and Shiksha Acharya (M.Ed.) is available in 3 campuses at Jaipur, Bhopal and Puri.

Graduate/Postgraduate Level Courses

The Central Sanskrit University offers teaching courses at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. Vyakarana, Sahitya, Phalita Jyotisha, Siddhant Jyotisha, Darshana, Veda, Nyaya, Mimamsa, Advaita Vedanta, Dharma Shastra, Vedanta, Sankhya Yoga, Paurohitya, Jain Darshan, Bauddha Darshan, Puranetihasa, Hindu Studies & Natyashastra as traditional subjects along with English, Hindi, Computer Science and Environmental Studies. Besides, tutorial facility for one modern subject such as Political Science, History, Economics, Sociology etc. is also provided at Under Graduate Level. The course of Shiksha Shastri (B.Ed.) and Shiksha Acharya (M.Ed.) are also conducted in the Campuses. The Campuses also offer research programme leading to the degree of Vidyavaridhi (Ph.D). About 10,000 students were enrolled for the present year in the University.

Main activities

i. Sanskrit Saptahotsava: –

The University celebrated Sanskrit Saptahotsava from 08th to 14th August, 2022 in collaboration with the Ministry of Education, Govt. of India, Sanskrit Bharati and other organizations through video conferencing.

During this period, International Conference was also organized by Central Sanskrit University, Delhi in which the eminent Sanskrit Scholars from various states of the country and different competitions for the students have been organized through video conferencing.

ii. Launching of Bhasha Sangam Mobile App a Language Learning initiative under “Ek Bharat Shresth Bharat”:-

The University has a Language Learning initiative under “Ek Bharat Shresth

Bharat”, in order to help people acquire basic conversational ability to promote bonding among people of diverse culture across different region of the Country.

iii. **Utkarsh Mahotsava:-**

The Central Sanskrit University celebrated Utkarsh Mahotsava from 7th to 9th May 2022 in collaboration Shri Lal Bahadur Shastri, National Sanskrit University, Delhi and National Sanskrit University, Tirupati at Ambedkar Bhawan, New Delhi. The programme was inaugurated by Shri J.P. Nadda, Hon’ble Member of Rajya Sabha. Shri Dharmendra Pradhan, Hon’ble Education Minister, Govt. of India was the Chief Guest of the Valedictory function.



Financial Assistance Provided Under Various Central Schemes –

(i) **The University provides financial assistance for -**

(a) **Sanskrit teaching towards salary of Sanskrit teachers in traditional Sanskrit Pathshalas/ Schools/Colleges, at the rate of**

Rs. 20,000/- per month engaged in the propagation, development and promotion of Sanskrit.

(b) **Scholarships** at the rate of Rs.600/- per month to Sanskrit students.

During the year, 457 Sanskrit Institutions/ Organizations have been assisted with allocated grant-in-aid amounting to Rs.700.00 lakh under the Scheme of Development of Sanskrit Education.

(ii) The Central Sanskrit University provides financial assistance to 22 **Adarsh Sanskrit Mahavidyalayas** and 4 **Adarsh Shodh Sansthans** under which, 95% of recurring and 75% of non-recurring expenditure is provided. These institutions are located at different parts of the country. During the year, an amount of Rs.3647.57 lakh has been allocated for ASM/ASS and 5218 students of these 26 institutions were benefited.

(iii) The University also pays honorarium to 42 retired eminent Sanskrit Scholars at the rate of Rs.20,000/- per month for teaching in Campuses, Adarsh Sanskrit Pathshalas and other State Sanskrit Colleges under the **Shastra Chudamani Scheme**.

(iv) Financial assistance is also provided for organizing **vocational training; purchase and publication of rare Sanskrit books & manuscripts**. During the year 90.00 lakh has been allocated for these schemes.

(v) For organizing **All India Elocution Contest** during the year 20.00 lakh has been allocated for this scheme.

(vi) **Sanskrit Dictionary Project, Pune** - The Deccan College, Post Graduate and Research Institute, Pune undertook the

project for preparation of Encyclopaedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Central Sanskrit University, Delhi. During this Financial Year a total amount of Rs.60.00/- lakh has been allocated for this project.

- (vii) **Non-formal Sanskrit Education** - A total number of 121 centers for Non-formal Sanskrit Education (including 18 centers at NER) are functioning at different places. Each Center is imparting education at two levels. Through this programme, about 7381 students in the country have been benefited with Sanskrit learning during the year.
- (viii) **Financial Assistance for Teachers of Modern Subjects**- The University also provides financial assistance towards salary of teachers of modern subjects in traditional Sanskrit Pathshalas/ Mahavidyalayas and Sanskrit teachers for Secondary/Higher Secondary Schools belonging to State Government; where the State Governments are not in a position to provide such facility. During the year, the University has sanctioned financial assistance to 250 institutions. During this Financial Year, a total amount of Rs. 180.00 lakh has been allocated for this scheme.
- (ix) **For Sanskrit Teachers for Secondary/ Higher Secondary Schools belonging to Government Schools**- 35 Sanskrit teachers of Government Schools in different States for teaching Sanskrit. University has allocated to the extent of Rs.20.00 lakh for this Scheme.

(x) **Sanskrit Merit Scholarships** – University has allocated Rs.500.00 lakhs to 18208 students of traditional & modern stream from Class IX to Ph.D. level under the Schemes of Development of Sanskrit Education. From the year 2021-22 the Scholarship amount has been enhanced. Enhanced rates given under –

- 9th& 10th or equivalent courses - Rs. 5,000/- per year
- 11th& 12th or equivalent course- Rs. 6,000/- per year
- Graduation- Rs. 8,000/- per year
- Post Graduation- Rs. 10,000/- per year
- Ph.D – Rs. 35,000/- per year

(xi) **Samman Rashi to Sanskrit Pandits in Indigent Circumstances**- The University also provides financial assistance in the form of Samman Rashi at Rs.60,000/- per annum to the eminent Sanskrit Pandits above the age of 65 years who are in indigent circumstances. 205 Pandits are getting Samman Rashi under this programme.

(xii) **The Presidential Award Scheme** - Awards of Certificate of Honor for Sanskrit to 16 scholars including one international Award for NRI or Foreigner, 3 each for Arabic and Persian, one each for Pali and Prakrit for scholars of eminence over 60 years of age and 5 awards of Maharshi Badarayan Vyas Samman in Sanskrit and one each in Pali, Prakrit, Arabic and Persian for young scholars in the age group of 30-45 years are announced on the eve of Independence Day every year. In addition, 32 more awards in four classical languages (08 each) namely Classical Oriya, Classical Kannada, Classical Telugu and Classical

Malayalam are introduced from the year 2016 onwards. For each 04 classical languages as above, 03 Certificates of Honour are awarded to eminent scholars including two International Awards, one each for person of Indian and non Indian origin and Maharishi Badarayan Vyas Samman to other 05 young scholars. The awards are given away by the President of India in an Investiture Ceremony. The Certificate of Honour Award carries one-time monetary grant of Rs.5 lakh to the Scholars of eminence. The Maharshi Badarayan Vyas Samman carries one time monetary grant of Rs.1 lakh each.

- (xiii) **Ashtaadashi (18 Projects)** – Ministry of Education, Govt. of India, had constituted a thirteen (13) Member Committee under the Chairmanship of Shri N. Gopalaswamy, Chancellor, Rashtriya Sanskrit Vidyapeetha, Tirupati to suggest a long-term Vision and Roadmap for the development of Sanskrit Ten-year perspective Plan. Among major recommendations of the Committee, Central Sanskrit University has launched Ashtaadashi Scheme (18 projects) for much-required boost for the growth engine of Sanskrit. Under this scheme Institutions/Organizations/Universities/NGOs/ Colleges are getting benefits. Under this Scheme, University has allocated a grant of Rs. 200.00 Lakhs.
- (xiv) **Financial Assistance to Universities & Deemed Universities, etc.-** Financial Assistance to the extent of Rs. 10.00 lakh has been allocated during the year to NGOs and Deemed Sanskrit Universities/ Universities for various programmes/ activities for promotion and development of Sanskrit.

- (xv) **Pali & Prakrit Development Project** - Pali & Prakrit Development Project was started in 2009 on the initiative taken by Ministry of Education, Govt. of India. This Project has been included as regular scheme of Central Sanskrit University, Delhi. Activities of this project are undertaken at University's Headquarters, New Delhi and its campuses at Jaipur & Lucknow. In furtherance of the project, workshops and seminars were conducted. Self study material and works on Pali & Prakrit literature have been brought out. Notable works are also in press for publication. A provision of Rs. 65.00 lakh has been made for development of Pali & Prakrit during this year.

- (xvi) **National e-Data Bank of Sanskrit Literature** - In view of the rising trend of information technology, Central Sanskrit University has developed E-Books and Journals for development of Sanskrit. E-Books have been developed so that students/scholars can have access to these books at their comfort from their houses. These books facilitate Sanskrit learning as per the requirement of students/scholars. There are 551 Sanskrit Books which are rare, have been scanned. Besides this, there are 117 E-books and one E-journal which are available on the website. These books can have access from the URL www.sanskrit.nic.in. Sanskrit Varta Quarterly News Bulletin and Sanskrit Vimarsa [Half Yearly Research Journal] of the University are being published and uploaded as digital content. In addition financial assistance has been sanctioned for the projects (a) National e-Data Bank of Sanskrit Literature, (b) Major

& Minor Projects on various topics like Book Translations, Sanskrit Mobile Apps, Machine Translation and Big Book Project on Sanskrit etc..

(xvii) **Special provision for North Eastern Region (NER)**- The University is providing salary to teachers of voluntary Sanskrit Organizations, scholarship to students, grant-in-aid for Adarsh Sanskrit Mahavidyalaya and for organizing various Seminars, National Sanskrit Drama/Festival in NER. 20 Non-Formal Sanskrit Education centers have been sanctioned in NE Region. Scholarship amounting to Rs. 47.47 lakh has been allocated to 7381 students in NE Region.

(xviii) **Mukta Swadhyaya Peetham (Institute of Distance Education)**-Mukta Swadhyaya Peetham (The Institute of Distance Education) as recognized by the U.G.C., Distance Education Bureau is an institute under Central Sanskrit University. The study centres in campuses of the Central Sanskrit University are called Swadhyaya Kendras. It offers traditional programmes from Prak Shastri to Acharya level. Total 685 students were enrolled during the last year. Teaching is supported by training, meetings, workshops and orientation programmes.

OFFICIAL LANGUAGE

Introduction

Both the Departments in the Ministry give due attention to the implementation of the Annual Programme issued by the Department of Official Language, Ministry of Home Affairs. Both the Departments of the Ministry viz. Department of Higher Education and Department of School

Education and Literacy are notified under Rule 10(4) of Official Language Rules, 1976.

Implementation of official language in the Ministry is being done in accordance with the directions issued by the Department of Official Language, Ministry of Home Affairs from time to time as well as Annual Programme issued by that Department.

Offices notified during the year

During the period, 33 organizations under both the Departments of this Ministry have been notified under Rule 10(4) of Official Language Rules, 1976. It is mentioned that the number of organizations notified till date is 167.

Monitoring of implementation of Official Language Policy

- a) During the period the official language inspections of 37 organizations have been done by the Ministry. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of the offices under the purview of this Ministry.
- b) Departmental Official Language Implementation Committee has been re-constituted in the Ministry under the Chairmanship of Joint Secretary (OL). Meetings of this committee are being held regularly. Appropriate action is taken on the compliance of decisions taken in the meetings.
- c) In order to monitor the position of the use of official language Hindi in its Subordinates offices, Universities, Organizations etc., quarterly progress reports and minutes of the meetings of their Official Language Implementation Committees are obtained

and reviewed by the Ministry and remedial measures are suggested by the Ministry.

- d) All the formalities related to the reconstitution of the Hindi Advisory Committee under the chairmanship of the Hon'ble Education Minister have been completed.

Translation Work

In compliance with Section 3(3) of the Official Languages Act, 1963 English to Hindi translation of documents viz., Parliament Questions and Answers, Cabinet Notes, Demands for Grants, Annual Administrative Reports, Notifications, General Orders, Press Releases etc. to be sent to Parliament and Cabinet Secretariat was made.



Research Councils

Indian Council of Social Science Research (ICSSR), New Delhi

Indian Council of Social Science Research (ICSSR) was established in the year 1969 by the Government of India to promote research in social sciences in the country. It is the apex social science research body fully funded by the Government of India under the Ministry of Education (earlier Ministry of Human Resource Development). ICSSR funds social science research of the faculties/scholars working in universities, research institutes, institutes of national importance and colleges. It provides National, Senior, Post-Doctoral and Doctoral fellowships to the faculties and researchers, provides financial assistance to conduct research on issues of importance related to social sciences and related policy matters, to organise seminars, conferences and workshops, publication assistance to social science research journals, and also works for furtherance of collaborations among research and policy institutions in India and also abroad through impactful international collaborations.

The ICSSR provides maintenance and development grants to Research Institutes and fully funds its Regional Centers located in different parts of the country. The Council is at present supporting 24 Research Institutes, 6 Regional Centres and 5 Institutes are recognized under new category of ICSSR recognized institutes.

The International Collaboration Programme of ICSSR has been envisaged to promote academic

links among the social scientists in India and abroad. The ICSSR has bilateral and multilateral collaborations with premier government level social science organisations abroad. Financial assistance (partial/full) is provided to Indian social scientists/scholars for participation in international seminars/ conferences and data collection abroad. ICSSR promotes and provides financial support to organize national and international conferences/seminars in India.

The Council has already published, in addition to journals, a large number of books and monographs on issues of good significance. ICSSR also supports publication of papers and books resulting from its research projects, programmes, fellowships, seminars, conferences, joint projects etc. It also publishes survey of research in different social science disciplines such as Economics, Political Science, Sociology & Social Anthropology, Psychology and Geography. These surveys have been published by Oxford University Press. Total 35 Journals were provided publication support & 15 Associations were given grant for their development.

Apart from continuing fellowships and projects awarded in the previous years, the ICSSR has already awarded 492 Doctoral Fellowships, 185 Post-Doctoral Fellowships, 29 Senior Fellowships, 64 Training and Capacity Building Programmes, 12 Collaborative Research Projects, 438 National and International Seminars. Under the research projects Division, ICSSR has received 7160 applications for Research Programmes, Major (4141) and Minor (3019) research projects.

During F.Y. 2022-23, **Rs. 10442.71 lakhs** (up to 31st December 2022) was released to ICSSR, Delhi as Grant-in-Aid. The estimates on expected need have been submitted as and when required and asked.

Lecture series under Azadi Ka Amrit Mahotsava (AKAM)

The ICSSR, as part of the celebration of the 75th Year of Indian Independence has initiated a series of lectures to review the achievement of Independent India and the prospects for the future in various fields of social, economic, scientific and technological endeavour to be delivered by leaders in their respective fields under Azadi Ka Amrit Mahotsava (AKAM). Under this Lecture Series 5 Lectures were organized on these themes:

1. **First** lecture- “Seventy-five Years of Science in India and the Prospects for the next Decade.”
2. **Second** Lecture- “India’s Experience with Ensuring Social Justice & Inclusiveness and the Way Ahead.”
3. **Third** Lecture- “The Story of Indian Agriculture in the 75 Years of Independence and the Plans for the Amritakala.”
4. **Fourth** Lecture- “60 Years of Indian Space Programme and the Prospects for the next 10 years.”
5. **Fifth** Lecture - “Achievements of Independent India in Information Technology and Prospects for the Amrita Kala.”

Janajatiya Gaurav Diwas

The Government of India has declared 15th November (Birth Anniversary of Bhagawan Birsa Munda) as “Janajatiya Gaurav Diwas”. The ICSSR celebrated “Janajatiya Gaurav Diwas” on 15th November 2022. Shri Harsh Chouhan, Chairman, National Commission for Scheduled

Tribes delivered a talk on this occasion and highlighted the ‘Contribution of Janajati Heroes in Freedom Struggle’.

Indian Council of Historical Research (ICHR)

Indian Council of Historical of Research (ICHR) is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and scientific writing of history. The broad aims of the Council are to bring historian together, provide a forum for exchange of views between them, give a national direction to an objective and rational presentation interpretation of history, to sponsor historical research programmes and projects and to assist institutions and organizations engaged in historical research. It has a broad view of history so as to include in its fold the history of Science and Technology, Economy, Art, Literature, Philosophy, Epigraphy, Numismatics, Archaeology, Socio- Economic formation processes and allied subjects containing strong historical bias and contents.

Brief details of Programmes showing targets and achievements for the period 01.01.2022 to 31.12.2022:-

Sl. No.	Programme	Targets	Targets Achieved
1.	Research Projects	NA	31
2.	Senior Academic Fellowship	10	08
3.	Foreign Travel Grant	NA	05
4.	Publication Subsidy	NA	21
5.	Junior Research Fellowship	80	67
6.	Post –Doctoral Fellowship	10	09

Sl. No.	Programme	Targets	Targets Achieved
7.	Study-cum-Travel Grant	NA	56
8.	Seminar/Symposia/ Conferences, etc. by professional organizations of historians.	NA	62
9.	National Fellowship	03	03
10.	Gurukul Fellowship	02	Nil

**Including Backlog*

The Council is also executing various special projects of national and international importance such as:

- (i) Dictionary of Social, Economic and Administrative Terms in Indian Inscriptions.
- (ii) History of Science and Technology in India.
- (iii) Historical Encyclopedia of Towns and Villages in India.
- (iv) Translation of Foreign Sources on India.
- (v) The collection for source material for the history of the Yadavas-Documentation of Yadava inscriptions found in Western Region.
- (vi) Documentation of cultural heritage and setting up of museums corners in peripheral regions/ Villages of India.
- (vii) Environmental History of India.
- (viii) Documents on Economic History during British Rule in India, Northern and Western India in Late Nineteenth Century: Quality of Life.
- (ix) Survey, Collection, Documentation and Digitization of Archival Sources of North East India.

- (x) Comprehensive History of Bharat.
- (xi) Institutions and Organizations of History in Western India.
- (xii) Preparation of the Corpus of Kannada and Sanskrit Inscriptions of the Yadavas of Devagiri of the Deccan
- (xiii) Compilation and editing of the Rashtrakuta Inscriptions from South India into a Volume.

Out of Rs.36.40 crore total sanction grants, an amount of **Rs. 25.81 Crore** has been spent upto 31st December 2022.

Release of the book 'India: The Mother of Democracy':

Union Education & Skill Development Minister Shri Dharmendra Pradhan released the book 'India: The Mother of Democracy' prepared and published by Indian Council of Historical Research (ICHR) in New Delhi today. Prof. Raghuvendra Tanwar, Chairperson, ICHR, and Prof. Umesh Ashok Kadam, Member Secretary, ICHR were also present on the occasion. The book is an attempt to showcase the democratic ethos ingrained in India since the dawn of civilisation.

Speaking on the occasion the Minister said that the roots of democracy can be traced in India from as early as the 4th century. The stone inscriptions of Thanjavur are a living testimonial of the same. Evidences of societal systems that were at place during the Kalinga and Lichchhavi period also speak volumes about the democratic DNA of India. He highlighted that the Prime Minister Shri Narendra Modi in his address at the 76th United Nations General Assembly, said that India is not just the oldest democracy but also the mother of democracy.

The Minister said that the society that does not take pride in its civilisational prowess cannot think

and achieve big. He complimented ICHR and the scholars who have made an attempt to present an evidence-based account of the origins and ideals of Indian democracy for challenging the western narrative. He expressed his confidence that the book—India: The Mother of Democracy, will encourage healthy discussions on India's democratic legacy and inspire next generations to cherish our timeless ethos, he added.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research set up by the Ministry of Education, Government of India, was registered as a society in March 1977 under the Societies Act, 1860, but it actually started functioning in July 1981.

Objectives of the Council: The Council was set up by the Government of India with the following aims and objectives:

- (i) to review the progress of research in Philosophy from time to time;
- (ii) to sponsor or assist projects or programmes of research in Philosophy;
- (iii) to give financial support to institutions and organizations engaged in the conduct of research in Philosophy;
- (iv) to provide technical assistance or guidance for the formulation of research projects and programmes in Philosophy, by individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology;
- (v) to co-ordinate research activities in Philosophy and to encourage programme of interdisciplinary research;
- (vi) to organize, sponsor and assist seminars, special courses, study circles, working groups/parties, and conferences for

promoting research in Philosophy, and to establish institutes for the same purpose;

- (vii) to give grants for publication of digests, journals, periodicals and scholarly works devoted to research in Philosophy and also to undertake their publication;
- (viii) To institute and administer fellowships, scholarships and awards for research in Philosophy by students, teachers and others.

Grant from Government:

During the year 2021-22, the Ministry of Education allocated a grant of **Rs. 1874/- Lakhs**.

Fellowship Scheme:

During the period, the Council awarded 4 Senior Fellows (SF), 15 General Fellows/Post Doctoral Fellows (GF/PDF) and 60 Junior Research Fellows (JRF). Total number of Fellows continuing from previous years at present: National Fellows (NF)- 4, SF-8, GF/PDF-30 and JRF-115.

Seminar, Workshop etc.:

The Council organized/extended financial assistance for 49 Seminars/Conference/Symposia/workshops, 7 Philosophy Associations for their annual sessions, 3 International conferences/seminar and 5 Teachers Meets.

Projects:

The Council extended financial support for 28 research projects in the year from 1st January 2022 to 31st December 2022. 38 Research Projects in the year 2020-21 and 6 research projects of previous years 2019-20 and 2018-19 are continuing.

Lecture programmes:

Under the Lecture Programme, the Council organized 10 lectures programme on Swami Vivekananda, Saint Siromony Guru Ravidas ji

ka smata Darshan, Swaraj in Ideas under Azadi ke Amrit Mahostav. Financial support was provided to 59 colleges for organizing periodic lectures for promoting philosophy at local level. Financial support was also provided for the World Philosophy Day celebration to 40 Department of various Universities in the Country for organizing one day seminar/symposia/lecture etc. The Council also extended financial support to 40 and 45 universities/institutions respectively for celebrating Indian Philosophers Day and International Day of Yoga 2022. The Council organized 18 lecture programme under Azadi Ka Amrit 2022.

Publication:

The Council approved Publication Subsidy to 7 scholars, 1 monograph and 8 Manuscripts for publication. 1 Vol. of JICPR, the Journal of the ICPR and 1 periodical Journal were brought out up to December 2022. Reprint of around 29 ICPR published books are in process.

Activities in Academic Centre:

The Council organized 15 online/offline different academic programmes like Seminar, Webinars, Special Lecture. The exclusive philosophy reference library of the Council is having more than 37645 books, 60 print Journals and also has a membership of JSTOR.

Indian Institute of Advanced Study

The Indian Institute of Advanced Study Society was established on 6th October 1964, under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act 1957. Located at the Rashtrapati Nivas, Shimla, the Institute is devoted to higher levels of research, primarily in the areas of Humanities and Social Sciences. The academic community at the Institute consists mainly of Fellows in-residence, Visiting Professors, Visiting Scholars, and Associates

etc. who pursue their individual research and interact with each other, both formally and informally. The Institute's Memorandum of Association offers its perspective on research: (a) To establish, administer and manage the Indian Institute of Advanced Study which shall be a residential centre for free and creative enquiry into fundamental themes and problems of life and thoughts; (b) The areas of investigation should promote inter-disciplinary research; (c) The areas identified should have deep human significance.

Fellowship Programme:

Fellowship programme is the flagship programme of the Institute. National Fellows/Fellows/Tagore Fellows reside at the Institute and pursue research on their respective research projects.

Academic Programmes:

The following academic programmes were organized during the period under report:

1. **Rabindranath Tagore Memorial Lecture:** The 8th Rabindranath Tagore Memorial Lecture of the Institute and 65th Lecture under the series of Azadi ka Amrit Mahotsav was jointly organized by the Indian Institute of Advanced Study (IIAS), Shimla and Indira Gandhi National Open University, New Delhi (IGNOU) on 25th August 2022 (Thursday) at Baba Saheb Ambedkar Convention Centre, IGNOU, New Delhi. *Padam Vibhushan* Dr. Sonal Mansingh, Hon'ble Member of Parliament – Rajya Sabha, one of India's leading thinker delivered the 8th Rabindranath Tagore Memorial Lecture on "*The Many Faces of Woman: Ashta-Naayika & Tagore*" on 25th August 2022.
2. **Dr. Sarvepalli Radhakrishnan Memorial Lecture:** The 25th Dr. Sarvepalli Radhakrishnan Memorial Lecture was organised at the Institute on 14th October

2022. Hon'ble Judge of the Supreme Court of India, Mr. Justice P.S. Narasimha delivered the lecture on '*Constitutional Fraternity (Bandhutwam in the Working of our Constitution)*'.

3. **Weekly seminar by Fellows:** The Fellows regularly presented weekly seminars which are related to the themes of project being undertaken by fellows. During the period under report, Institute organized 33 weekly seminars.
4. **Special lectures by Visiting Professors and Visiting Scholars and Guest fellows:** The IAS organized 3 lectures delivered by the Visiting Professors, 6 lectures by the Visiting Scholars and 3 lectures by Guest Fellow of the Institute.
5. **Partition Horrors Remembrance Day:** As the Hon'ble Prime Minister Narendra Modi announced that 14th August will be observed as Partition Horrors Remembrance Day across the country to remember the "*Struggles and sacrifices of our people*", the Institute organised the *Remembrance of Partition Day* on 11th and 12th August 2022.
6. **Foundation Day Celebration:** The Institute organized its 57th Foundation Day on 20th October 2022. Dr. Subhas Sarkar, Hon'ble Minister for State for Education, Ministry of Education, Govt. of India was Chief Guest of the program and attended virtually through video conferencing/ hybrid mode.
7. **Publication:** During the period under report, the Institute published 07 books and 05 journals.

Library:

The Library has over the years built a robust collection of over 1,50,000 books, and 40,000

bound volumes of journals. Besides printed books and journals, its collection contains all forms of documents such as CD-ROMs, Online databases, manuscripts, rare books, microfilm and reports etc.

Funding:

The approved Budget Estimates for the Financial Year 2022-23 is Rs. 4177.35 lakh. The total unspent balance on 01.04.2022 was Rs. 994.63 lakh and GIA received during the year is Rs. 974.23 lakh. Therefore, the total fund available is Rs. 1968.86 lakh. The anticipated expenditure against GIA upto 31.12.2022 will be Rs. 1328.61 lakh.

Mahatma Gandhi National Council of Rural Education

Mahatma Gandhi National Council of Rural Education is promoting Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro planning for transformation of rural areas as per the National Education Policy (NEP) 2020.

MGNCRE intends to develop Rural Institutes into Regional Development Institutes and Rural Universities and design a variety of courses at tertiary level around emerging rural occupations. The Council has been promoting vocational training programmes and initiatives for self-reliance and field-oriented courses of rural institutes.

The Higher Education Institutions have connect with local governments, development agencies, gram sabhas and industry in order to develop synergic convergence of human resources which are relevant to rural India. In this task MGNCRE supports the study of rural economy through and for higher educational institutions in order to address the development needs and challenges through promotion of education in

rural management and participatory mechanisms basing on local resources and rural concerns. This task embodies adopting interdisciplinary approach and work with faculty members through workshops for addressing challenges of the rural livelihoods and entrepreneurship. The tasks of MGNCRE also include identifying relevant vocational education requirements in the state which can be met by the local district level higher educational institutions, supporting in preparation of manuals, text books, audio- visual resource material, conducting outreach activities on vocational education, networking with the sector skill councils, entrepreneurship development agencies including social enterprise, industry as well as service sector and higher educational institutions for offering relevant Rural Vocational Courses and Programs.

The Council's progress to date for FY 2022-23 -

- 50 Faculty Development Programs
- 13 National 2-Day Workshops
- 15 Workshops at SCERTs
- 154 Workshops on Social Entrepreneurship, Rural Entrepreneurship
- 728 Student Self Help Groups Formed
- 9 MoUs Signed- for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise
- 52 Posters on Student Entrepreneurship launched by District Collectors/ Magistrates across the country
- 428 Posters released in Universities and Colleges
- 500+ Institutional Visits for gauging Campus Sustainability are ongoing across all districts of the country

- Action Research Projects/Audio-Visual Recordings in progress/Text Books for Rural Management in progress

Faculty Development Programs:

MGNCRE has completed 50 6-day FDPs across the country. FDPs were conducted on “Management Development Program for Academic Leadership”, “Academic Rural Leadership”, Mentoring Skills and Facilitation Skills for Rural Higher Education Institutions”, and “Mentoring Social Responsibility and Facilitation for Community Engagement”.

Internship:

250 Interns are working under the Mahatma Gandhi National Internship Program in various states across the country, spanning 250 districts of 27 states, covering 2500 Higher Educational Institutions (HEIs).

Research & Flagship Program:

MGNCRE awarded 24 Major Research Projects and 25 Minor Research Projects which will help in constructive policy making. 20 PhD Research fellowships were awarded for studies on the concerns of Rural India. MGNCRE awarded 30 Action Research Projects.

Workshops:

MGNCRE conducted National Workshops on topics; Vocational Education, Experiential Learning and Skilling; and Rural Management and Rural Engagement; Curricular Reforms in Teacher Education through Experiential Learning, Skilling and Vocational Education; Vocational Education, Experiential Learning and Skilling on recasting D.Ed., B.Ed. and M.Ed. Curriculum in Teacher Education in the context of Multiple Entry and Multiple Exit model proposed by National Education Policy 2020; Integration/inclusion of Rural Management and

Rural Engagement into the Curriculum of Higher Education Institutions for the faculty of Social Work and Management of Higher Education.

Association of Indian Universities (AIU), New Delhi

Association of Indian Universities (AIU) is an apex Inter-University Organization established to bring all higher educational institutions in India on a common platform to pursue and promote the interest of Indian Higher Education. The Association, established in 1925, is growing resiliently and resolutely adding new and allied dimensions like Equivalence of Degrees/Qualifications of Foreign Universities, Research and Training, Sports, Cultural Activities, Promotion of Youth Affairs etc. into its ambit. The main objectives of AIU are (a) to serve as an Inter-University Organization; (b) to act as a bureau of information and to facilitate communication, coordination and mutual consultation amongst universities; (c) to act as a liaising platform among universities and the Government (Central as well as the State Governments) and to cooperate with other universities or bodies (national or international) in matters of common interest; (d) to act as the representative of universities of India; (e) to facilitate both Indian and foreign students by issuing academic equivalence to foreign qualifications to enable them to pursue higher education/employment.

Equivalence and Recognition of Qualifications:

AIU is the nodal agency for granting equivalence to the degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses and employment. The equivalence of foreign degrees is carried out by the Evaluation Division. The Division has automated the process of grant of equivalence of foreign degrees. Applications are now received online, processed online and equivalence certificate is issued online. The

highlights of activities of the Division during 01-01-2022 to 31-12-2022 are as follows: -

- Around **3142** Equivalence Certificates were issued to the student's online mode;
- Around **435** enquires were received from the Nationalized Banks pertaining to disbursement of Educational Loans to the students intending to join Foreign Universities and replied;
- Replies to about **1900** queries received from various agencies/ individuals/ universities /institutions were given;
- Email replies to about **9800** received from individuals/universities were given;
- More than **5,900** Telephonic enquiries were received and replied;
- Approximately **750** Visitors visited the Division to seek clarification with regards to equivalence of their qualifications / accreditation status of foreign universities etc. and were replied;

The AIU also accords equivalence to the Two-year Full Time Postgraduate Diploma in Management (PGDM) and 04 years Fellowship Programme in Management (FPM) awarded by the stand-alone institutions falling outside the purview of universities equating their PGDM with Master of Business Administration and PhD degree respectively of Indian University for the purpose of admission to higher studies.

Membership: As on date, a total of **910** universities are members of AIU. These include Central Universities, State Public Universities, State Private Universities, Deemed to be Universities and Institutions of National Importance. In addition, **14** International universities are also Associate members of AIU.

Annual and Zonal Meets of the Vice Chancellors/Directors: AIU has organized five

Zonal Vice Chancellors' Meets in the year 2022-23 and one Annual General Meet.

Youth Affairs: AIU organized East Zone Youth Festival at Kalinga Institute of Industrial Technology, Orissa during 23-27 December, 2022. To celebrate "Azadi Ka Amrit Mahotsav", Ministry of Tourism and Association of Indian Universities (AIU) have organized 12 episodes of the webinar on 'Dekho Apna Desh' including National Level Quiz programme from August 2021 to July 2022. A Study Tour of dynamic team of 50 students to Nagaland was organized

by the Ministry of Tourism in collaboration with Association of India Universities to the 9th International Tourism Mart during 27th - 30th November 2021.

Funding: Substantially financed by the annual subscription received from the member Universities, revenue generated through Publications and Equivalence of Qualifications, AIU received Grand-in-Aid of **Rs. 1.58 Crores** from the GOI, Ministry of Education during the period 1.1.2022 to 31.12.2022.



ICC & UNESCO

ICC Branch

International Cooperation Cell is actively engaged in strengthening relations with other countries through educational cooperation and collaboration by signing Educational Exchange Programme (EEP) / Memorandum of Understanding (MOU) / Memorandum of Cooperation (MOC) / Joint Declaration of Intent (JDI) / Letter of Intent (LOI) etc. in the field of education. In addition to above, schemes namely Study in India (SII), Scheme for Promotion of Academic and Research Collaboration (SPARC) are also handled in this Division. Some of the achievements during 2022-23 are as under:

STUDY IN INDIA

Study in India (SII) programme was launched on 18, April 2018 with the aim to increase the number of inbound foreign students to India and to make India a preferred education destination/hub. The programme involves partnership with 160 plus select Indian institutes/universities and focuses on 48 countries across South-East Asia, Middle East and Africa for branding Indian Education System. To attract foreign students, the programme also offers tuition fee waiver ranging from 100 percent to 25 percent to the meritorious students selected under SII programme. EdCIL (India) Limited, a CPSE under Ministry of Education (MoE), is the implementing agency of Study in India Programme. For granting scholarships to foreign students under SII, Performance Rating of Applicants through Global Aptitude Test for Indian Institutions (PRAGATII) examination is held. PRAGATII-2022 was conducted in the

month of July, 2022 across 136+ countries. More than 16,000 students appeared in the test. Around 4900 students have been admitted through SII for AY 2022-23.

Scheme for Promotion of Academic and Research Collaboration (SPARC)

It is an initiative of Ministry of Education to promote joint research and collaboration. The scheme became functional with effect from 28th October 2018. It aims at improving the research ecosystem of India's Higher Education Institutions by supporting joint research proposals and facilitating academic and research collaborations between Indian Institutions satisfying the criteria: (overall top-100 or category-wise top-100 in NIRF ranking or Central Universities and Institutes of National Importance) and the best foreign institutions satisfying the criteria: (top-800 overall and top-200 subject-wise institutions listed in QS World University Ranking) from 28 selected nations (USA, UK, Germany, Australia, Austria, Denmark, France, Canada, Italy, China & Hong Kong, Japan, Singapore, Russia, Israel, Switzerland, Sweden, Netherlands, South Africa, South Korea, New Zealand, Norway, Portugal, Taiwan, Belgium, Spain, Brazil, and Finland). The scheme envisages that culmination of joint research proposals would lead in the direction of solving problems of national and / or international relevance.

In 2019, for the Phase I of SPARC, total 394 Projects with a total budget of 25109.21 Lakhs were approved by the Apex Committee headed by Secretary (HE).

Outcomes of Phase I Proposals of SPARC (till 10th January, 2023)

- 350 foreign faculty members visited India to conduct Courses, Training Programmes, or Workshop, and 80 India faculty members visited abroad for the same purposes.
- 150 Indian Students have visited abroad for attending training courses and/or performing research work. Around 35 students from foreign institutions also visited India.
- More than 230 Workshops have been organized so far under the banner of SPARC, either in presence or via online-mode. More than 30,000 students and scholars attended these workshops.
- More than 80 monographs have been published so far.
- More than 550 tangible outcomes reported in forms of more than 350 journal publications and more than 200 publications in conference proceedings so far.
- 10 patents have been filed.
- Around 30 product developments and 20 process developments are in progress

In the second phase of SPARC, around 300 proposals have been approved.

G2G MOUs / EEPS / AGREEMENTS SIGNED IN 2022

1. An MoU on cooperation in the field of Higher Education was signed between India and Norway on 25th April 2022
2. An MoU was signed on mutual recognition of academic qualifications between the Government of the Republic of India and the Government of the United Kingdom of Great Britain and Northern Ireland on 21st July 2022.

G20 Education working Group and Education Ministers' Meeting Under India's Presidency

India will be hosting G20 India's Presidency starting from December, 2022. There would be G20 Education Working Group and Education Ministers' meeting under India's Presidency. The website link of G20 India's Presidency may be seen at <https://www.g20.org/en/>.

Themes:

- Ensuring Foundational Literacy and Numeracy especially in context of Blended Learning
- Making Tech-enabled Learning more Inclusive, Qualitative and Collaborative at every level
- Building Capacities, Promoting Life-Long Learning in context of Future of work
- Strengthening research and promoting innovation through richer collaboration

Dates of Education Working Group Meetings:

Sl. No.	Event	Date	Place
1.	Seminar on Role of Digital Technology in Education	31 January 2023	Chennai
2.	1 st Meeting of the G20 EdWG	1-2 February 2023	Chennai
3.	Seminar on 'Strengthening Research Collaboration'	15 th March 2023	Amritsar
4.	2 nd meeting of the G20 EdWG	16-17 March 2023	Amritsar

Sl. No.	Event	Date	Place
5.	Seminar on Building Capacities, promoting Life-Long Learning in context of Future of Work	24 April 2023	Bhubaneswar
6.	3 rd meeting of the G20 EdWG	25-27 April 2023	Bhubaneswar
7.	Seminar on Ensuring Foundational Literacy and Numeracy	19 June 2023	Pune
8.	4 th meeting of the G20 EdWG	20-21 st June 2023	Pune
9.	Meeting of G20 Education Ministers	22 nd June 2023	Pune

G20 1st Education Working Group (EWG) Meeting under India's Presidency (31 January- 2 February 2023)

The Ministry of Education is leading the engagements under G20 Education Working Group. Four meetings of the EdWG are planned between January 2023 to June 2023, with a meeting of G20 education Ministers in June 2023. The first meeting of the EdWG was held in Chennai from 31st January to 2nd February 2023.

Seminar & Exhibition on 'Role of digital technology in Education'

A full-day seminar and exhibition on 31st January 2023, **"The Role of Digital Technologies in Education"** at the Research Park, IIT Madras saw engaging presentations on some innovative approaches for bridging the digital divide, improving access to and building robust systems

for technological affordances. Panelists shared best practices, challenges and new ideas in the space of school and higher education as well as skill development. Discussions highlighted the increased uptake of emerging technologies with an emphasis on STEM, smooth access to knowledge, promotion of innovation and entrepreneurship with linkages to industry and mobility of the learners and faculty for exchange and development within the higher education space. Session on Skill development brought together varied perspectives on interlinking of domains (education and skilling) as well as sectors (industry and academia) for greater synergy. Panelists shared examples of existing policies and practices that responded to current demands and the future of work by advocating for enhancing digital capabilities of all stakeholders, inclusion of marginalized groups and designing curriculum in coordination with industry partners to ensure relevant skills are imparted.



A 50 stall exhibition showcasing various tech enabled initiatives being used in India as also in some of the G20 and invited countries was put up by IIT Madras. Saudi Arabia, UAE, China, UK, Netherlands, UNICEF also participated in the exhibition and put up their stalls. A stall of Indian Knowledge Systems showcasing an IKS game became very popular. The exhibition also had stalls showcasing some innovations of the IIT Research Park. The exhibition was kept open for the public till 2nd February 2023. Thousands of students visited the stalls on these days.

1st G20 EdWG Meeting:



The 1st G20 EdWG meetings were held on 01-02 February 2023. The welcome address was delivered by H.E Dr. L. Murugan, Hon'ble MoS Information & Broadcasting and Fisheries, Animal Husbandry & Dairying, GoI. The opening remarks for the sessions were delivered by Indian Chair Shri. K Sanjay Murthy, Secretary (Higher Education). This was followed by detailed deliberations on 4 priority areas identified by G20 Presidency i.e.

- (i) Ensuring Foundational Literacy and Numeracy, especially in the context of blended learning;
- (ii) Making technology-enabled learning more equitable, qualitative and collaborative;
- (iii) Building Capacities, Promoting Life-Long Learning in the Context of Future of Work;
- (iv) Strengthening Research and promoting innovation through richer collaborations.

All G20 members expressed commitment to enhance the representation of women and other underrepresented groups in the STEM fields and research fields in general as well.

In conclusion, the members were briefed about the structure of the outcome documents for the meeting i.e G20 EdWG Report and Compendium of Best Practices. The Indian Chair also shared a roadmap for consolidating key knowledge outcomes during the next three EdWG meetings in Amritsar, Bhubaneswar and

Pune in collaboration with leading global and national multilateral and academic entities.

Important Bilateral/Multilateral Meetings Held During 2022-23

1. Hon'ble Minister of Education, Skill Development & Entrepreneurship had a meeting with Dr. Maliki Osman, Minister in the Prime Minister's Office, Second Minister for Education and Foreign Affairs, Government of Singapore on 25th April 2022 at Shastri Bhawan, New Delhi to discuss educational relations between India and Singapore.
2. Under BRICS Education events, India also participated in the BRICS TVET Cooperation Alliance Conference (BRICS TCA Conference) and 1st BRICS TVET Institution President Forum hosted by China held on 27th and 28th April 2022 through video conferencing where more than 70 representatives from Education Ministries, TVET institutions, research institutes, industrial organizations and enterprises from BRICS nations participated.
3. Dr. Rajkumar Ranjan Singh, Hon'ble Minister of State, Education attended the BRICS Education Ministers' Meeting held on 26th May, 2022. The theme of the meeting was "High-Quality Partnership for a New Era of Global Development", bringing attention to three specific topics:
 - (i) enable education in the context of digital transformation;
 - (ii) link industry, innovation and TVET;
 - (iii) build a sustainable BRICS education future
4. Hon'ble Education Minister met US National Science Foundation Director Shri

Sethuraman Panchanathan in New Delhi on 9th August 2022, to discuss mutual areas of interest and India's plans for STEM studies under the National Education Policy 2020.

Hon'ble Education Minister invited NSF to increase its engagement with lesser known and hitherto unrepresented institutions like NITs, Central Universities and State Universities in addition to the premier institutions in the country. Referring to the education - skill continuum that is being created in accordance with NEP 2020, Hon'ble Minister also emphasized the necessity of bringing the skill sector within the ambit of such collaboration by reaching out to institutions like polytechnics, ITIs and community colleges. Mr. Panchanathan assured that NSA would reach out for collaboration with unrepresented institutions including those involved in skilling, so that talent in these places can also be nurtured.

5. A delegation led by Sh. Dharmendra Pradhan, Hon'ble Minister of Education and Skill Development of India visited Australia from 22-24th August 2022. During this visit Hon'ble Minister co-chaired the 6th meeting of Australia India Education Council (now Australia India Education and Skills Council) with Hon'ble Mr Jason Clare, Minister of Education, Australia. Hon'ble EM also visited Institutes for Skill Development, Universities in Sydney and Melbourne, and interacted with Vice Chancellors. Hon'ble EM also announced the establishment of the Australia Research and Collaboration Hub (ARCH) and an Australia-India Research Student Fellowships Program that will provide fellowships for 70 students and young researchers from India and Australia.



6. A delegation led by Hon'ble Education Minister participated in G20 Education Ministers Meeting held in Indonesia from 31st August to 2nd September, 2022.



7. On the sidelines of G20 Education Ministers' meeting, the following bilateral meetings were held by Hon'ble Education Minister with his counterparts:
 - i. Bilateral meeting with H.E Mr.Nadiem Anwar Makarim, Minister of Education, Culture, Research and Technology of Indonesia.
 - ii. Bilateral meeting with Dr. Bonginkosi E Nzimande, South African Minister for Higher Education, Science & Innovation

- iii. Bilateral meeting with Victor Godoy Viega, Brazilian Education Minister
 - iv. Bilateral Meeting with Dr. Maliki Bin Osman, Minister in PMO, 2nd Minister for Education and Foreign Affairs of Singapore
 - v. Bilateral meeting with Dr. Hamad M. Al-Sheikh, Education Minister of Saudi Arabia
 - vi. Bilateral meeting with Dr. Anne Aly, Minister of Early Childhood Care, Australia.
 - vii. Bilateral meeting with Dr. Ahmad Belhoul Al Falasi, Education Minister of UAE
8. The 6th meeting of **India-Norway Joint Working Group on Education** was hosted by India in New Delhi on 11th October 2022.

The Working Group was established to monitor and oversee the implementation of the MoU on collaboration in the field of Education signed between India and Norway on 24th April 2022.



Both sides reviewed the Indo-Norwegian Cooperation Programme developed under the ambit of India-Norway MoU upon cooperation in the field of Education signed in 2014 and agreed upon an ambitious target of starting the new phase of the programme early next year.

The discussion also covered issues like student/faculty mobility and possibility to expand collaboration in the field of skill development and vocational education.

9. Hon'ble Minister for Education and Skill Development Shri Dharmendra Pradhan held a meeting with the Finnish Minister of Education, Science and Culture HE Mr. Petri Honkonen, in New Delhi on 15th November, 2022. The Ministers discussed topical issues of education in the challenging post-covid times. They both noted that a determined approach is needed to bridge the learning gap of the most vulnerable children. The Ministers also discussed about the path breaking educational reforms currently underway in India. They also had fruitful discussions on making knowledge a priority pillar of the bilateral cooperation and deepen engagements in all areas of education, skill development and frontier research.
10. Hon'ble Minister of Education Shri Dharmendra Pradhan met with Professor Barney Glover AO, Vice-Chancellor and President, Western Sydney University on 21st November, 2022.
11. The bilateral meetings of Hon'ble Education Minister with his counterparts from Ghana, Tanzania (Zanzibar), Zimbabwe, Mauritius, Malawi, Lesotho were held on the sidelines of UNESCO-India-Africa (UIA) Hackathon from 24-25th November, 2022.

UNESCO BRANCH

Ministry of Education is the Nodal Ministry for cooperation with the activities of United Nations Educational, Scientific and Cultural Organization (UNESCO). Indian National Commission for Cooperation with UNESCO (INCCU) consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. Hon'ble Minister of Education is the President of the Commission and Secretary (Higher Education) is its Secretary General.

India's Contribution to UNESCO

India's regular contribution to UNESCO's budget for the year 2022 was 1.349% of the total budget of UNESCO. Government of India has contributed Rs. 25.20 Crores till now in the year 2022.

214th Session of the Executive Board:

India's National Statement was delivered by Amb/PRI at the 214th Session of the Executive Board. He highlighted that India has brought reforms in the field of Education through its National Education Policy (the NEP). The focus is on skill enhancement embodied in the 'Skill India Mission', to prepare our students for the skills needed in future. Under the National Apprenticeship Promotion Scheme, the youth are getting opportunities for skill development along with studies. They work while they earn. The National Digital Education Architecture (NDEAR) and the National Education Technology Forum (NETF) will play an important role in providing digital and technological framework across the country.

215th Session of the Executive Board

India's Ambassador/PR to UNESCO, Shri Vishal V Sharma delivered India's National Statement at the 215th Session of the Executive Board. He highlighted the vision of Hon'ble Prime Minister

Shri Narendra Modi invoking the 'Panchpran' (the Five pledges) to take the Country forward:

- (i) Resolve to make India a developed country.
- (ii) Remove any trace of a colonial mindset.
- (iii) Take pride in our heritage.
- (iv) Strengthen unity and solidarity
- (v) Fulfill one's Kartavya (Duty).

He also pointed out that the Central Avenue in New Delhi, for long known as 'Raj Path' (Kings Way), has been renamed as 'Kartavya Path' (Path of Duty). He also called India that is **Bharat** is an 'An-adi', 'Puratan' and 'Sanatan' Rashtra, and translated for the delegates that 'An-Adi' means one without a beginning, 'Puratan' means ancient, 'Sanatan' means eternal and 'Rashtra' is a nation.

Ambassador chaired the Finance and Administrative Commission of the Executive Board. And chaired multiple meetings with the UNESCO Secretariat including sectoral meetings wherein the ADGs for PAX, Science, Social and Human Sciences (SHS), Admin, Culture came individually with their teams to report and discuss with the Ambassador as Chair of the FA Commission.

Designation of Nilambur, Thrissur & Warrangal on UNESCO Global Network of Learning Cities

Nilambur and Thrissur in Kerala and Warangal in Telangana were designated on the UNESCO Global Network of Learning Cities. These are India's first entries to this list. The inclusion will foster sharing of ideas with other cities; provide already applied solutions to issues.

Current Scenario of the World Heritage Committee

The 21-member committee is presently chaired by Russia. Russia was to host the 45th Session of the World Heritage Committee from 19-30

June 2022 in Kazan. The session was however postponed and subsequent discussions to hold it in UNESCO headquarters in Paris also failed owing to stiff opposition from the European countries to the Russian Chairmanship. However, Russia is hosting an International Forum commemorating 50th Anniversary of UNESCO's World Heritage Convention also referred to as the '1972 Convention'. The Forum will be presided over by Foreign Minister Sergey Lavrov. The proposed International Forum by Russia is to compensate for the Committee meeting that it could not Chair in Kazan in June.

In November 2022, the Ambassador of Russia in his capacity as the chairperson of the World heritage Committee resigned from his position. This development brings an end to the logjam in the World Heritage Committee arising due to the ongoing Ukraine Crisis.

Nominations for various programmes and lists

a) Memory of the World Programme

“Manuscript of *N ya stra* by Bharat Muni (Sage Bharata)” was submitted for the 2022-2023 cycle of the Memory of the World Programme. “The First Summit Meeting of the Non-Aligned Movement Archives” was submitted for the 2022-2023 cycle of the Memory of the World International Register by Non-Aligned Movement like Egypt, Serbia, Algeria, Indonesia and India.

b) Intangible Cultural Heritage List

For Inscription on the Representative List of Humanity for Safeguarding of Intangible Cultural Heritage, “Garba of Gujarat” was nominated.

Other Significant Achievements:

- a) India intervened in the 211th EB under Agenda 38 in the historic debate on the

revision of the 1974 recommendations on Education and promoting the need to incorporate EQ & SQ aspects along with IQ. India further stated the same in the 212th EB that the focus of education has been materialistic, and that the time has come to make it more humanist and holistic, and stating that while augmentation of human knowledge has been appreciable, but what about the need to focus also on the evolution of human consciousness.

- b) National Institute of Open Schooling (NIOS) was awarded the UNESCO King Sejong Literacy Prize 2021 for its programme on ‘Enabling education of persons with disabilities (PWDs) through technology-enabled inclusive learning material, with specific focus on Indian Sign Language (ISL) based content’.
- c) Mother Tongue Based Multilingual Education programme of Kalinga Institute of Social Sciences, India was awarded UNESCO King Sejong Literacy Prize 2022. The programme aims to tackle the challenges of poor retention of indigenous students in elementary schools due to classroom language barriers and teachers’ incapacity to deal with multilingual and multicultural classrooms effectively. The programme is in a hybrid format with face-to-face and distance learning modules using low-tech solutions such as television, radio, and text messaging.

UNESCO MGIEP

Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's Category 1 Research Institute focused on Transforming Education towards SDG 4.7 through programmes that promote social and emotional learning, innovate digital pedagogies and empower youth. MGIEP was

formally opened in November 2012 and is based in New Delhi.

In June 2022, Prof. Bhagwati Prakash Sharma, former Vice-Chancellor, Gautam Buddha University, Greater Noida, Uttar Pradesh, was nominated as India's member to the Governing Board of MGIEP.

10th-Year Anniversary Celebrations of MGIEP

MGIEP celebrated its decennial anniversary from 5-7 December 2022, followed by the tenth Governing Board Meeting of MGIEP on 8-9 December in New Delhi. In the Governing Board meeting, Sh. Bhagwati Prakash Sharma, former Vice-Chancellor, Gautam Buddha University, Greater Noida, Uttar Pradesh, who was nominated by Government of India as governing board member of MGIEP, had been elected as the Chairman of Governing Board of MGIEP in place of Prof. J.S. Rajput whose term as Chairman has expired in December, 2022.

India's Contribution to UNESCO MGIEP

Under Article 3.1 of the Second Operational Agreement between Government of India and UNESCO, it is the financial obligation on the part of Government of India to provide a financial contribution of 17.5 million USD to MGIEP for five years starting from 1st January 2020, i.e. 3.5 million USD per year till 2024. The government of India has contributed Rs. 26.00 Crores till now in the year of 2022.

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February, 1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 3300 people from 58 nations including India, live together as one community and engage themselves in cultural, educational, scientific and

other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, and 1983. The Township is under the administrative control of the Ministry of Education since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville, the provision for the year 2022-23 being Rs.30.13 crore.

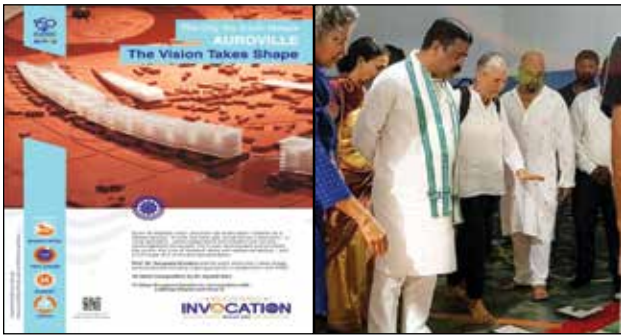
Sh. R.N. Ravi, Hon'ble Governor of Tamil Nadu is the Chairman and Dr. Tamilsai Soundararajan, Hon'ble Lt. Governor of Puducherry is one of the Members of the present Governing Board. Dr. Jayanti S. Ravi is the present Secretary of Auroville Foundation.

Celebrations of 150th Birth Anniversary of Sri Aurobindo in Auroville Foundation

The year 2022 marks the 150th birth Anniversary of Sri Aurobindo. For this occasion, Auroville Foundation had undertaken several programmes and held many events, exhibitions and programmes starting with a collective live-streamed Invocation of Sri Aurobindo's *Gayatri Mantra* on 15th August 2021 which was broadcast throughout the world. Together with this an exhibition of Sri Aurobindo's *Five Dreams* in different Indian and World languages was presented followed by webinars of the topic. Here are a few highlights of the main events:

- a) Exhibition of **Sri Aurobindo's Life** and work produced by the Sri Aurobindo Ashram, Pondicherry, which was distributed to all across India. This was put up at Kala Kendra, Bharat Nivas.

- b) Screening of **A Spiritual History of India – in the Light of Sri Aurobindo**, by Manoj Pavithran at Sri Aurobindo Auditorium.
- c) Launch of the **City Exhibition - A Vision Takes Shape**, a state of the art exhibition by Anupama Kundoo, on the model town that Sri Aurobindo and the Mother spoke and worked towards. This was inaugurated at India Space, Bharat Nivas, on 14th August 2022 and will be on view till August 2023.



Hon'ble Minister of Education, Shri Dharmendra Pradhan at the exhibition.

- d) Launch of the **Bilingual Tamil-English Exhibition** on Sri Aurobindo at Savitri Bhavan, Auroville and publications in translation. The exhibition material has been traveling to different schools and centres in Tamil Nadu for presentations and workshops put together by Shri Sivakumar under the guidance of the poet and scholar Ms. R Meenakshi.



At the launch of the exhibition, ongoing at Savitri Bhavan, Auroville

- e) **Usha and the Dawns to Come:** From the Vedas to Sri Aurobindo's Savitri. This dramatic and visually evocative creation by Aryamani, with Aurovilians and presented at the Matrimandir Gardens, in Auroville was a homage to Sri Aurobindo. The texts for this performance were selected from Sri Aurobindo's *Secret of the Vedas*, *The Hymns to the Mystic Fire*, *The Upanishads*, *Essays on the Gita* and his epic *Savitri*, creating an atmosphere conducive to an opening towards this eternal knowledge.



Open air performance at the Matrimandir Gardens, Auroville

- f) The **Cosmic Dance** based on Sri Aurobindo's *Sonnets* was created and choreographed by Devasmita Patnaik with Kolam paintings by Grace Gita delila was performed at the Sri Aurobindo Auditorium, Auroville.
- g) Hon'ble Prime Minister of India released a commemorative coin and postal stamp in honour of Sri Aurobindo and addressed a programme celebrating Sri Aurobindo's 150th birth anniversary via video conferencing in Kamban Kalai Sangam, Puducherry under the aegis of Azadi ka Amrit Mahotsav on 13th Dec 2022.



Commemorative coin and postal stamp in honour of Sri Aurobindo's 150th Birth Anniversary

Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute (SICI) is a unique bi-national organization, mandated by the governments of India and Canada to promote, facilitate and nurture academic linkages, collaborations & exchanges, research partnerships, and networks on bi-national corridors. Funded by the Ministry of Education, Government of India, it supports diverse disciplines including Social Sciences, Humanities, Science & Technology, Biotechnology, Agriculture, Arts, Literature, Culture, Law, Business, Economic Reform, etc. and covers all levels of higher education from undergraduate to post-doc and from faculty to collaborative research.

Addenda X to the MoU was signed on 15.7.2016, according to which the Government of India committed funds to the institute amounting to Rs.33.176 crores for five years from 1 April 2016 to 31 March 2021.

UNESCO-India- Africa Hackathon 2022

The UIA hackathon was successfully organized

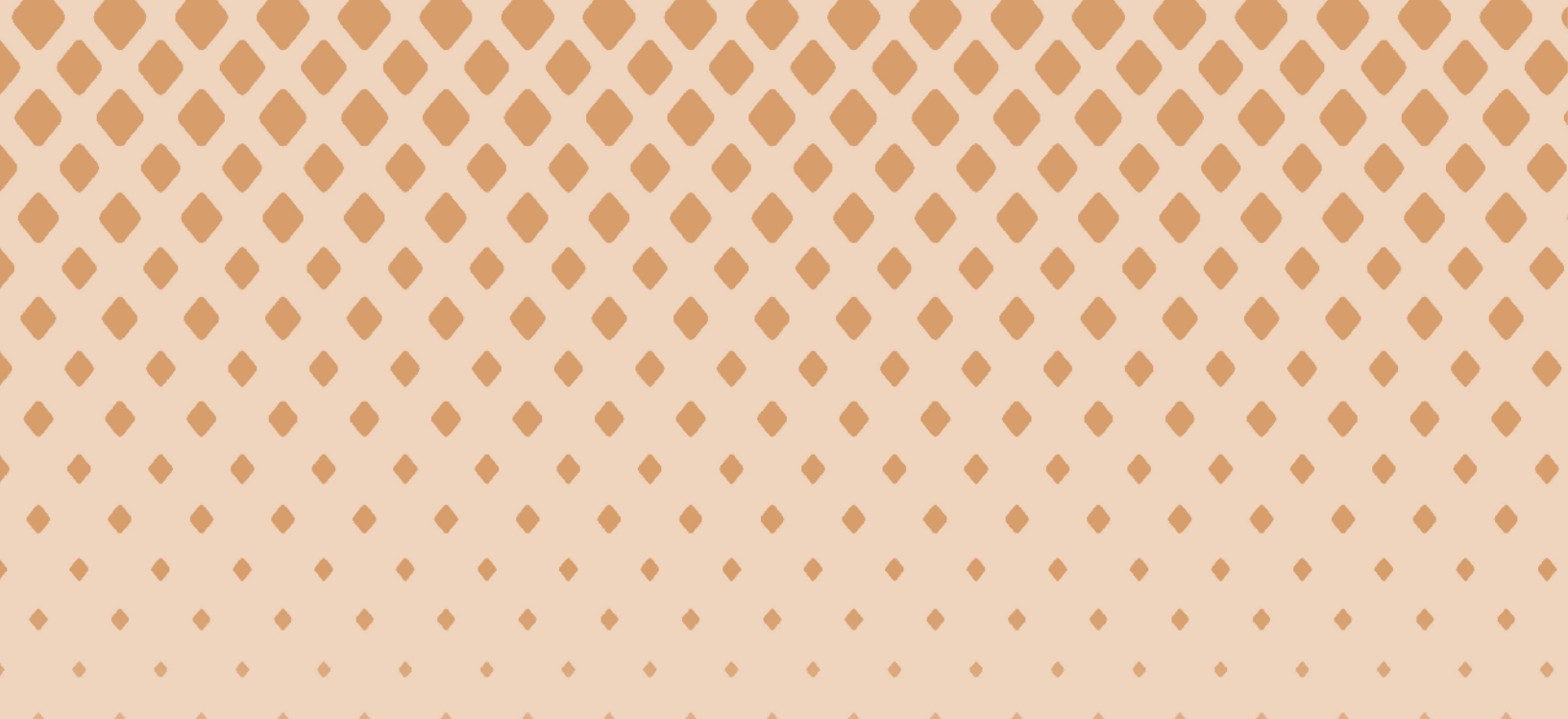
from 22nd -25th November 2022 at Gautam Buddha University. The hackathon was inaugurated by Hon'ble Chief Minister, UP, Shri. Yogi Adityanath, Greater Noida, UP. The prize distribution ceremony was granted by Hon'ble Vice-President of India, Shri Jagdeep Dhankhar, and Hon'ble Education Minister, Shri. Dharmendra Pradhan. The Hackathon saw the participation of 22 African Countries and India during the Grand Finale of the UIA Hackathon. A mix of 100 African and Indian student teams was formed and competed across 20 problem statements under the LIFE theme. 337 African Students and 224 Indian Students participated in the hackathon. 21 Winning Teams including 2 Joint Winners were awarded cash prizes of Rs. 60 Lakh. Multiple Bilateral meetings with African countries were organized during the hackathon by the Hon'ble Minister of Education and Minister of External Affairs, India. These fruitful meetings strengthen academic and educational engagements, and institutional mechanisms for Bilateral Meetings take various engagements forward with African Countries.





PART - II

**Department of School
Education & Literacy**



01

SAMAGRA SHIKSHA



Samagra Shiksha

Samagra Shiksha

The Centrally sponsored scheme of Samagra Shiksha of the Department of School Education and Literacy is an overarching programme for the school education sector extending from pre-school to class XII. The scheme treats school education as a continuum and is in accordance with Sustainable Development Goal for Education (SDG-4).

The Samagra Shiksha Scheme has been aligned with the recommendations of the National Education Policy: 2020 (NEP: 2020) and extended from 2021-22 to 2025-26. The scheme being an integrated scheme for school education also aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs and different academic abilities, thereby making them active participants in the learning process.

A brief of activities undertaken from 1st January 2022 to 31st December 2022 is as under:

1. **Samagra Shiksha Brochure** – Department of School Education & Literacy has brought out a brochure on ‘Samagra Shiksha Scheme’ in English and Hindi, highlighting the key programmatic and financial norms of the interventions for the various stakeholders that have been incorporated/modified/revised in consonance with the recommendations of the National Education Policy, 2020.
2. **Shiksha Shabdkosh** – Department of School Education & Literacy has brought out Shiksha Shabdkosh, a document on glossary of various terminologies in School Education and a compilation of all the terms which have been used in the context of school education. This document consists of terms relating to various themes such as Education Indicators, Access, Equity and Inclusiveness, Quality, Curriculum, Assessment, Teachers, Teacher Education, Digital Technology, Governance, Monitoring, Vocational Education, Skilling and various schemes of the Government of India. The aim of developing this Glossary is to help readers familiarize themselves with the key terms used in the School Education sector.
3. **Samagra Shiksha Framework for Implementation**– Department of School Education & Literacy has issued a Samagra Shiksha Framework, which gives the Key Performance Indicators (KPI) for each component and physical and financial details of implementation of each component of Samagra Shiksha. Samagra Shiksha is a vehicle for implementing NEP 2020 and this Framework acts as a guide for the States/UTs for implementing Samagra Shiksha in an efficient and effective manner.

Alignment of Samagra Shiksha with National Education Policy 2020

The revamped Samagra Shiksha Scheme has

been aligned with the recommendations of the National Education Policy: 2020 (NEP: 2020). During the year 2021-22, the focus will be on enhancing the qualitative outcomes as envisaged in NEP 2020 and increase the effectiveness of the implementation of the Scheme. For this purpose, Key Performance Indicators (KPIs) have been developed for each intervention so that qualitative assessment of each intervention can be made. The scheme being an integrated scheme for school education, also aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs and different academic abilities, thereby making them active participants in the learning process.

New interventions have been incorporated in the revamped Samagra Shiksha based on the recommendations of the National Education Policy 2020. These include:

- Provision of up to Rs. 500 per child for Teaching Learning Materials, indigenous toys and games, play-based activities per annum for pre-primary sections in Government Schools.
- National Mission on Foundational Literacy and Numeracy to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V - Provision of TLM upto Rs. 500 per child per annum, Rs. 150 per teacher for teacher manuals and resources, Rs. 10-20 lakh per district for assessment.
- Specific training modules under NISHTHA by NCERT to train Primary teachers on foundational Literacy and Numeracy.
- Training of Master Trainers and In-service teacher training for ECCE teachers.
- Strengthening of the infrastructure of schools from pre-primary to senior secondary, earlier pre-primary was excluded.
- Incinerator and sanitary pad vending machines in all girls' hostels.
- Addition of new subjects instead of Stream in existing senior secondary schools.
- Transport facility has been extended to secondary level @ upto Rs. 6000 per annum.
- For out-of-school children at 16 to 19 years of age, support will be provided to SC, ST, and disabled children, up to Rs. 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.
- Financial support for State Commission for Protection of Child Rights @ Rs. 50 per elementary school in the state, for the protection of child rights and safety.
- Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains will be introduced in the form of a Holistic Progress Card (HPC).
- Support for activities of PARAKH, the national assessment centre being set up at NCERT.
- Additional Sports grant of up to Rs. 25000 to schools in case at least 2 students of that school win a medal in Khelo India school games at the National level.
- Provision for Bagless days, school complexes, internships with local artisans, curriculum and pedagogical reforms etc., included.

- A new component Appointment of Language Teacher has been added in the scheme- components of training of teachers and bilingual books and teaching learning material added, besides support for salary of teachers.
- All Kasturba Gandhi Vikas Vidyalaya's (KGBV) to be upgraded to class XII.
- Enhanced financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of upto Rs. 40 lakh per annum (earlier Rs. 25 lakh per annum).
- Training for 3 months for inculcating self-defence skills to be renamed as 'Rani Laxmibai Atma Raksha Prashikshan' and the amount increased from Rs. 3000 to Rs. 5000 per month.
- A separate provision of stipend for Children With Special Needs (CWSN) girls @ Rs. 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.
- Provision of annual identification camps for CWSN at block level @Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSN.
- Provision for the Establishment of New SCERT has been included and new DIETs in districts created upto 31st March 2020 (earlier it was till 31st March 2017)
- Setting up of assessment cell preferably at SCERT to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.
- Provision for in-service teachers training from pre-primary to Class XII.
- The academic support of BRCs and CRCs extended for pre-primary and Secondary level also.
- Support under Vocational Education extended to Government aided schools also in addition to Government Schools and grant/number of job roles/sections linked to enrolment and demand.
- Provision of Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighbourhood. Provision of transport and assessment cost for schools serving as spokes.
- Provision of ICT labs, Smart classrooms including support for digital boards, smart classrooms, virtual classrooms and DTH channels have been provided.
- Child tracking provision included for students of Government and Government aided schools
- Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of Five years.
- Residential schools and hostels for children in difficult circumstances/areas renamed as Netaji Subhash Chandra Bose Awasiya Vidyalaya and to be provided the same financial and other support as KGBVs.

“2 Years National Education Policy (NEP, 2020) implementation” booklet:

National Education Policy (NEP), 2020 was approved and launched by the Union Cabinet on 29th July 2020. NEP-2020 has completed its two years on 29th July, 2022. In accordance with the path-breaking and multifarious provisions of the policy, the Department of School Education and Literacy has undertaken a wide range of interventions/initiatives across all levels of

school education in the last two years since the NEP 2020 was released.

To enumerate these initiatives, a “Two Years: NEP 2020 Implementation” booklet has been prepared as a collective contribution of all the Bureaus and autonomous organizations of the Department of School Education viz., Central Board of Secondary Education, National Council of Educational Research and Training, National Council for Teacher Education, National Institute of Open Schooling, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti.

In keeping with the conviction of the NEP 2020, and in accordance with the path-breaking and multifarious provisions of the policy, the Department of School Education and Literacy has undertaken a wide range of interventions/ initiatives across all levels of school education in the last two years since the NEP 2020 was released. All the significant initiatives along with many others have been documented in the “**2 Years National Education Policy (NEP,2020) implementation” booklet.**

The purpose of the booklet is to place before the school education ecosystem in states/UTs and all other school education stakeholders, the vast and multiple interventions in a nutshell, so that the details of implementation, benefits accrued, and the way forward, etc. can become a guiding light for adoption/ adaptation/learning experience for continuous transformation. The booklet can be accessed at https://dsel.education.gov.in/sites/default/files/infocus/Nep_2020.pdf

National Initiative for School Heads’ and Teachers’ Holistic Advancement (NISHTHA)

The Department of School Education and Literacy launched a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme called NISHTHA – National Initiative for School

Heads’ and Teachers’ Holistic Advancement on 21st August 2019. The aim of this integrated teacher training programme was to build the capacities of around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators. A total of 23,137 KRPs and SRPs and 16,99,931 School Heads and Teachers were trained under NISHTHA in 2019-20 in face-to-face mode.

Due to the COVID pandemic and in order to provide continuous learning opportunities to the teachers at the elementary level, NISHTHA Online was launched using DIKSHA platform in October 2020 to reach out to remaining elementary teachers and its further extension to all as well. For this purpose, NISHTHA Online was created by customizing Modules for Online delivery in the format compatible with DIKSHA Portal. It included multiple approaches for interaction i.e., Text Modules along with videos, Live Sessions by National Level Resource persons on DTH Swayam Prabha TV Channel and Interactive Voice Response System. In addition, Assessment was in-built in every Module and Online Certificates were automatically generated for participants after completion of the course.

NISHTHA online on DIKSHA platform covered 18 courses in 11 languages for elementary level teachers. Teachers were oriented on various aspects related to Learning Outcomes, Competency Based Learning and Testing, Learner-centered Pedagogy, School Safety and Security, Personal-social qualities, Inclusive Education, ICT in teaching-learning including Artificial Intelligence, Health and well-being including yoga, new Initiatives in School Education including library, eco club, youth club, kitchen garden, School Leadership qualities, Environmental Concerns, Pre-school, Pre-vocational Education and School Based Assessment in a joyful learning manner. Around

24 lakh teachers have completed NISHTHA online training at elementary level till June, 2021.

In 2021-22 and 2022-23, NISTHA has been extended to cover the following:

- **NISHTHA 2.0 (Secondary):** After training around 40 lakh elementary teachers, NISHTHA training has been extended to Secondary teachers, it has 68 modules including generic and subject specific modules and aims to cover around 10 lakh teachers.
- **NISHTHA 3.0 (Foundational Literacy and Numeracy):** Department of School Education and Literacy, Ministry of Education launched a National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) on 5th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade 3, by 2026-27. Special emphasis on capacity building of teachers. Specific NISHTHA 3.0 training modules on FLN has been development and launched by NCERT in which 33 states and UTs have joined. It aims to cover around 25 lakh teachers teaching at pre-primary to primary grade.
- **NISHTHA 4.0:** NISHTHA 4.0 was launched on 29th July, 2022 and it is designed for the master trainers of ECCE. The objective of the NISHTHA ECCE is to orient the master trainers, make them aware of pedagogical practices meant for the ECCE stage, ensure that all the teachers/Anganwadi workers follow the play and activity-based approach that will prepare children for class-1 and finally, provide strategies for the holistic development of young children through developmental goals. NISHTHA ECCE

has six courses: Significance of the Early Years; Planning a Play-Based Learning Environment; Play-based Activities for Holistic Development; Partnerships with Parents and Communities; School Readiness and Birth to Three years; and Early identification for intervention of special needs. As on date 16 states and UTs have initiated NISHTHA 4.0 and these States/UTs are A&N islands, Andhra Pradesh, Chandigarh, Chhattisgarh, Delhi, DNH and D&D Gujarat, Haryana, MP, Maharashtra, Manipur, Mizoram, Rajasthan, Sikkim, Nagaland and Puducherry.

Foundational Learning Study

National Education Policy (2020) gives paramount importance to the ability to read and write and perform basic operations with numbers at foundational level as it is an indispensable prerequisite for all future schooling and lifelong learning. Attaining foundational literacy and numeracy for all children has thus become a national mission, under the NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat. The FLN Mission aims to ensure that all the children by the end of Grade 3 achieve foundational learning standards by the year 2026-27. The guidelines of NIPUN Bharat specifically mention conducting a Foundational Learning Study (FLS), for benchmarking in Indian Languages with an objective to conduct a system-level diagnostic study that provides data on achievement levels across foundational skills in literacy and numeracy up to grade 3 for establishing a baseline and setting benchmarks under NIPUN Bharat Mission.

Accordingly, the Ministry of Education has conducted its first-ever large-scale study to assess foundational skills of students in grade 3

during March and April 2022 across all Indian States and Union Territories to understand the system-level preparedness and functioning. The study was led by National Council of Educational Research and Training (NCERT) under the guidance of Ministry of Education and in collaboration with UNICEF and state/UTs. The study was conducted in 20 languages covering nearly all medium of instruction in the country. It covered approximately 86,000 grade 3 students from 10,000 schools. The Study sample included state government schools, government-aided schools, private recognized, and central government schools. More than 18,000 teachers also participated in the research.

The specific objectives of the foundational learning study are as follows:

- **Assess Learning Outcomes:** To provide reliable and valid data about Grade 3 students to know what they are able to do in Foundational Literacy and Numeracy and the extent of Learning Outcomes being achieved.
- **Set Baseline for NIPUN Bharat:** To establish a baseline for the NIPUN Bharat Mission.
- **Set Benchmarks:** To establish Reading Proficiency benchmarks for fluency and comprehension for each of the 20 Indian languages being assessed and also establish proficiency benchmarks for numeracy.
- **Report on Sustainable Development Goal:** To provide data to report on SDG 4.1.1 indicators at the global level i.e., Proportion of children in grades 2/3 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

The FL study is a school-based performance assessment, wherein selected sample of children

from grade 3 was assessed by a test administrator in a one-on-one setting where each child responded to a set of questions administered orally. Several foundational literacy skills including oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension were assessed as part of the assessment. For foundational numeracy, number identification and comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling were assessed. The study is, thus, quite unique as it is the first time in the entire world that oral reading fluency with comprehension and numeracy benchmarks based on Global Proficiency Framework is set for 20 languages with the largest sample ever for one-on-one basis assessment. The results of the Foundational Learning Study were published on 6th September 2022 in the form of national, state and district reports. The reports can be accessed at: https://dsel.education.gov.in/fls_2022.

Learning Recovery Package 2022-23

A learning recovery package was issued as part of the Samagra Shiksha scheme in February 2022 aimed at learning recovery and delineated the action to be undertaken by each stakeholder, indicative annual calendar of activities, existing interventions that can be utilized and some additional components with funding as a onetime measure. Aside from the existing interventions under Samagra Shiksha, some additional components were identified for funding as a one-time measure. These additional components identified are:

- i. **Learning Enhancement Package (LEP) for all students:** The primary objective of the Learning Enhancement Package (LEP) is to help to continue learning as the first step towards the restoration of normal learning following this emergency

situation. This package will consist of various educational resources worksheets/ workbooks, 15-20 age-appropriate storybooks, supplementary materials for continuing the learning process for all children including children with special needs (CWSN). Since the availability of devices and the internet is still a major issue, workbooks, worksheets, activity material and additional books for higher classes become all the more important for the continuity of learning. States and UTs may prepare grade-wise material and ensure its delivery to the students. All children must be provided this package in the beginning of the academic session of 2022-23.

- ii. **Teacher Resource Package (TRP) under Innovation:** To continue with the hybrid mode of learning, the usage of tablets will enable teachers to use the resources and content on various digital portals and show them to the students. It will assist them to undertake NISHTHA and other online training. It will also help them to upload and monitor the various data/records, track the progress of each child and provide academic help to students during this pandemic.
- iii. **ICT facility to each BRCs under Innovation:** The initiative of ICT in School Education has tremendous potential for enhancing outreach and improving quality of education. ICT at BRC level will enable them to take up a substantial load of teacher capacity building with the help of face-to-face as well as online teaching-learning techniques, tools, content and resources aimed at improving the quality and efficiency of the teaching-learning process. The ICT labs available in these blocks will also be utilized as nodal

resource centres for the identification of CWSN so that parents will be able to reach the schools to get the benefits.

- iv. **Strengthening of CRCs - Mobility support to CRCs:** The Cluster Resource Centres are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school/student performance. During this pandemic, CRCs need to conduct periodic visits and supervision of schools/localities to observe the learning facilities. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuous professional upgradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools/locality of learning centres in case the schools are closed and provide onsite academic support under his/her jurisdiction.

Benefits: Majority of the States and UTs have availed these additional components which were provided as a one-time measure under the Learning Recovery Package for 2022-23 and the details are as provided below:

Learning Enhancement Package for all students in Government Schools	All States and UTs except the UT of Ladakh
Teacher Resource Package	33 States and UTs except Gujarat, Meghalaya and Nagaland
ICT facility for BRCs	All States and UTs except the UT of Lakshadweep
Strengthening of CRC for Mobility Support	All States and UTs except the UT of Lakshadweep

National Achievement Survey (NAS) 2021

Ministry of Education has been implementing a programme of sample-based National Achievement Survey (NAS) aimed at classes III, V, VIII and X with a cycle period of three years. NAS 2021 was held on 12th November covering about 34,01,158 students of 1.18 lakh schools from both rural and urban areas. The sample of the survey included Government Schools (Central Government and State Government); Government Aided Schools; and Private Unaided Schools. The subjects covered are Language, Mathematics & EVS for classes 3 & 5; Language, Mathematics, Science & Social Science for class 8; and Language, Mathematics, Science, Social Science and English for class 10.

The objective of NAS 2021 is to evaluate children's progress and learning competencies as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels. The mediums followed in the NAS 2017 have been retained in the NAS 2021 with 22 mediums of instruction covering Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odiya, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani, Nepali, Bhutia, and Lepcha.

This competency-based test was based on the Learning Outcomes which were incorporated in the Central Rules for the Right of Children to Free and Compulsory Education Act by the Government of India. The learning gaps identified are used to provide feedback to the districts in the States and UTs. Further, National, State/UT and District Report cards are released to enable analysis of results and remedial action at the appropriate levels.

The key findings of NAS 2021 are:

- Overall performance of grade-3 is 59%, grade-5 is 49%, Grade-8 is 45% and

Grade-10 is 38%, which shows there is a down-trending learning curve from class 3 to class 10

- Percentage of proficient children- 42% students of grade-3, 33 % students of grade-5, 27% students of grade-8 and 22% students of grade-10
- Performance in the Proficiency Levels of the students has been bifurcated in 4 categories- 'Below Basic', 'Basic,' 'Proficient' and 'Advanced': Grade-wise performance of students is as follows:

The National, State/UT and District reports can be accessed at: <https://nas.gov.in/report-card/2021>.

Post-NAS 2021 interventions have been taken up to support State/UT governments in developing long-term, mid-term and short-term interventions to improve learning levels and orient on differential planning based on NAS 2021 data. In addition, NCERT has also conducted post-NAS 21 regional workshops at many locations across the country in order to disseminate the findings of reports and assist states/UTs in planning strategies to bridge identified learning gaps as per NAS 21 data.

Right to Education (RTE):

- (i) **Amendments in RTE Act, 2009 in respect of National Education Policy (NEP) 2020:** Task 295 of the NEP states for amendment in RTE Act, 2009 in light of NEP, 2020. In this regard, an Expert Committee has been constituted on 18.10.2021 to re-examine certain sections of the RTE Act, 2009 in view of the recommendations of NEP 2020. In the first meeting held on 9th March 2022 under the chairpersonship of Hon'ble MoS (Education) decided to constitute three Sub-Committees under the chairmanship of State Education Ministers of Assam,

Karnataka and Madhya Pradesh on three main areas/themes viz. Universalization of education, curriculum and norms and standards at the school level.

- (ii) **Amendment to the Schedule to RTE Act, 2009:** In the exercise of the powers conferred by section 20 of the Right of Children to Free and Compulsory Education Act, 2009 amendment to the Schedule to the said RTE Act, 2009 was carried out. The notification was published vide notification No. S.O.4586(E) dated 29th September 2022.

Information and Communications Technology (ICT):

ICT and Smart Classrooms: ICT and Digital Initiatives component of Samagra Shiksha covers Government and Aided Schools having classes VI to XII. Under this component financial assistance is provided for establishing ICT labs and Smart Classrooms in schools. The non-recurring/recurring grant under 'ICT and Digital Initiatives' is available to the States and UTs for the following two options:

1. **Option I:** Under this option schools which have not availed the ICT facility earlier can either opt for ICT or smart classrooms as per their requirement and need. In case of more than 700 enrollment, an additional ICT lab can also be considered.
2. **Option II:** Under this option schools which have already availed the ICT facility earlier can avail smart classrooms as per the norms of the scheme.

Financial Provisions:

- **ICT Lab:** A non-recurring grant of up to Rs. 6.40 lakh per school and recurring grant of up to Rs. 2.40 lakh per school per annum for a period of 5 years.

- **Smart Classrooms:** The non-recurring grant for Smart Classrooms (2 smart classrooms per school) is Rs. 2.40 lakh and the recurring grant is Rs. 0.38 lakh (including E-Content and Digital Resources, Charges for Electricity. The state may also use Solar Power-Hybrid solar instead, to ensure Sustainability and Internet connectivity (Tele communications/ satellite communication/ OFC).

Till date, 120614 ICT Labs and 82120 Smart classrooms are sanctioned to States/UTs. During 2022-23, 8989 ICT Labs and 30792 Smart Classrooms are sanctioned to States/UTs.

Swachhata Activities:

i. Background about Swachh Vidyalaya Initiative (SVI) related activities:

The Prime Minister of India on 15th August 2014 announced that all schools in the country should have toilets with separate toilets for girls within a period of one year. The Ministry of Education in association with the State Governments, UT Administrations, Central Public Sector Undertakings (CPSUs) and Private Corporates had launched the Swachh Vidyalaya initiative in 2014 to provide separate toilets for boys and girls in all government schools within one year. Under this initiative, 4,17,796 toilets had been constructed/ reconstructed in 2,61,400 Government elementary and secondary schools till 15 August 2015, thereby completing the target.

ii. Promotion of SVI by institutionalizing Swachh Vidyalaya Puraskar:

The Ministry of Education (MoE) has instituted Swachh Vidyalaya Puraskar from 2016-2017 at District, State and

National level as a next step to Swachh Vidyalaya Initiative for institutionalizing a Swachhata ranking system for excellence in water, sanitation and hygiene in schools across the country.

iii. **Swachhata Action Plan:**

The scheme also provides for an annual recurring composite school grant varying upto Rs. 1,00,000/- per annum depending upon the number of students, for all government schools, out of which at least 10% is to be spent on activities related to Swachhata Action Plan (SAP) for hygiene and sanitation. Till date Rs.207.00 crore has been released to States and UTs for SAP Component under Samagra Shiksha for the year 2022-23.

Department of School Education & Literacy has requested all States and Union Territories to provide basic infrastructure including toilets and drinking water in all Government schools. Besides, initiatives have been taken for piped water supply to all schools and rainwater harvesting systems.

iv. **Swachhata Pakhwada: 1st-15th September (Cleanliness Fortnight)**

Department of School Education & Literacy, in coordination with State Governments and UT Administrations, has been observing **Swachhata Pakhwada** from the year 2016 from 1st – 15th September. The schools and students across all states and UTs have been participating wholeheartedly in the Swachhata Pakhwada every year.

Swachhata Pakhwada 2022: For Swachhata Pakhwada 2022, this Department has requested all the States / UTs to observe Swachhata Pakhwada, 2022 from 1st to 15th September 2022. The

day-wise action plan for Swachhata Pakhwada has also been suggested to the States/UTs for observing Swachhata Pakhwada, 2022. As per report furnished by States/UTs, 9,72,49,606 students of 7,50,151 schools, have participated in Swachhata Pakhwada, 2022.

“Library” component under Samagra Shiksha:

One of the major interventions for improving the quality of education under the Samagra Shiksha scheme includes provision for library and books across all levels of school education. It includes providing grant for libraries in government schools from class I to XII. The vision of this component is to develop school libraries as learning spaces that nurture lifelong readers and seekers of knowledge and promote reading ability through relevant, age-appropriate, diverse and engaging books and other reading material. Under the component ‘strengthening of existing schools’ of Samagra Shiksha, a provision has been made to provide library rooms in schools where library rooms are not available. Sanction of library rooms may be proposed in schools not having library rooms in the annual work plan and budget proposal of the States/UT for consideration. The proposal may include the cost for civil work, furniture, almirah, racks, fixing and fittings.

Under the scheme Samagra Shiksha, fund for library grant ranges from Rs. 5000/- to Rs. 20000/- based on the category of the school. The Guideline issued earlier with regard to utilization of Library Grant under Samagra Shiksha was largely limited to procurement. During the Year 2022-23, an outlay of Rs. 710.41 Crore has been estimated under Library Grant for Government Schools in States/UTs.

In the present guidelines, issued to all the States & UTs, emphasis is being given for the promotion

of reading as a whole apart from development of libraries, selection and procurement of library books. Further, the recommendations of New Education Policy, 2020 were also considered while framing the present guidelines.

“Sports grant” component under Samagra Shiksha:

The new integrated scheme Samagra Shiksha envisages school education as a continuum from pre-school to senior secondary level and aims to ensure inclusive and equitable quality education at all levels. The scheme includes the Sports and Physical Education component under which provision for grants for sports equipment for indoor and outdoor games in all government schools has been made.

Realizing the need for holistic development of children, under the Samagra Shiksha, Sports and Physical Education component has been introduced for the first time for the encouragement of Sports, Physical activities, Yoga, Co-curricular activities etc. A provision has been made for Government schools for grant for sports equipment at the rate of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools per annum. During the Year 2022-23, an outlay of Rs. 726.72 Crore has been approved under Sports Grant for Government Schools.

Ministry has issued guidelines to States and UTs to ensure the proper utilization of sports grant. These guidelines include an indicative list of age-appropriate sports equipment for government schools. Sport-specific equipment may also be chosen by the schools, based on availability of infrastructure in the school including availability of playfield etc. States and UTs have been advised to encourage schools to include traditional/regional games of the respective State/Region.

One responsible person/Physical Education Teacher (PET)/Teacher in charge in every school is to be given the responsibility to take care of the sports equipment and to maintain their stock position. Ministry is revising the guidelines as per the recommendations of NEP, 2020, final draft of the guidelines in line with NEP,2020 is under process.

Fit India Movement:

Hon’ble Prime Minister has launched the “Fit India Movement” on 29th August 2019 with a view to making physical fitness a way of life. Fit India Movement aims at behavioural changes- from sedentary lifestyle to physically active way of day-to-day living. Fit India would be a success only when it becomes a people’s movement. It is a movement to take the nation on a path of fitness and wellness. It provides a unique and exciting opportunity to work towards a healthier India. As part of the movement, individuals and organisations can undertake various efforts for their own health and well-being as well as for the health and well-being of fellow Indians.

Updated reports for the Activities Conducted in Year 2022 (till December 2022)

We have shared suggestive activities calendar for FIT India Movement with States/UTs/ Autonomous Bodies. As per report received from States/UTs/Autonomous Bodies, details of the participation are given below-

Month (2022)	Total Students Participated	Total Schools participated
March	2961714	81720
April	4049329	108028
May	1185120	34444
June	2304225	58232
July	4506793	99376
August	1165212	31540
September	88825	3608

FIT India Freedom Run 3.0

FIT INDIA FREEDOM RUN 3.0 was launched by Ministry of Youth Affairs and Sports. We have requested all the Schools under all States/UTs/Autonomous Bodies to participate in large numbers in this event. FIT India Freedom run was launched on 2nd October 2022 and culminated on 31st October 2022. Department of Sports has prepared a ranking system according to the resources available in the schools of Fit India Schools to make fit India a people's movement. Department of School Education and Literacy has written to all Principal Secretaries/Secretaries, School Education Department of States/UTs to attain Fit India 3- or 5-Star rating **444531 Schools** have awarded Fit India Flag, and **43074 Schools** have applied for 3 Stars Rating and **13008 Schools** have applied for 5 Stars rating.

I. FIT India School Week-

4th FIT India School Week is being celebrated from 15th November 2022 till 31st January 2023. Till 19th December 2022, total 117844 students participated in various activities.

II. FIT INDIA Quiz 2022 for schools has been launched by FIT India Team. In this, 1,74,473 students registered from 42,490 schools across 36 States/UTs in 2022.

Kasturba Gandhi Balika Vidyalayas (KGBVs):

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are

residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and reducing gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average. This provides the facility to have at least one residential school for girls from Classes VI-XII in every educationally backward block which does not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

Under Samagra Shiksha, the existing KGBVs at the upper primary level and Girls Hostels at the secondary level are being extended/converged to provide residential and schooling facilities to girls up to Class XII. The task of up-gradation of KGBVs was started in the year 2018-19 and by the end of the year 2022-23, a total of 357 KGBVs have been approved for up-gradation to Type-II (class 6-10) and 2010 KGBVs have been approved for up-gradation to Type III (class 6-12).

As on 30.09.22, taking into account the merger/convergence of KGBVs, the number of sanctioned KGBVs is 5646 with a capacity of 806528 girls. Out of these, 4988 KGBVs are operational with the enrolment of 669070 girls. Category-wise details of enrolment of girls are as under:

KGBVs Sanctioned	KGBVs functional	Girls Enrolled										Total Girls enrolled
		SC		ST		BPL		OBC		Muslims		
		No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	
5646	4988	182841	27.32	175366	26.21	46115	6.89	238708	35.68	26040	3.89	669070

(Source: Prabandh)

Self-Defence Training for Girls

In order to boost the physical and mental strength of girls and to equip them to face any unprecedented situation in school or thereafter, Department of School Education and Literacy is providing self defence training to girls of class VI to XII of Government Schools under “Rani Laxmi Bai Atma Raksha Prashikshan” of Samagra Shiksha. The training helps to empower girls to tackle risk of assault and boost their self-esteem & self-confidence. In the year 2022-23, 188005 elementary and 83031 secondary Government schools were approved for Self-Defence training in Schools.

GER of SCs/STs for the year 2021-22:

Year	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2021-22	100.1	109.7	103.3	79.6	84.9	80.9	57.6	61.5	52.0

(Source: UDISE-2021-22)

Community Mobilization and School Management Committee (SMC) & School Management and Development Committee (SMDC) Activities:

Community Mobilization:

Community mobilization is the process of engaging communities to identify community priorities, resources, needs and solutions in such a way as to promote representative participation, good governance, accountability and peaceful change. Community mobilization and close involvement of community members in implementation of Education is extremely critical as it fosters a ‘bottom-up approach’ not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the Government programmes by the community.

School Management Committee (SMC)/ School Management and Development Committee (SMDC):

Every School should constitute a School Management Committee (SMC/SMDC) which will include representative of local authorities, academicians, subject experts, officials, representative of disadvantaged groups, women and parents/guardians of students, in accordance with the RTE Act. The SMCs/SMDCs are expected to coexist with and leverage on the Parents-Teachers Associations. Meetings of SMC/SMDC should be planned and conducted on a regular basis. The SMC/SMDC may have two Sub Committees i.e., (i) School Building Committee and (ii) Academic Committee.

Functions of SMC/SMDC:

- **School Development Plan:** Schools will develop their School Development Plans (SDPs) with the involvement of their SMC/SMDCs as specified by the RTE Act. These Plans will then become the basis for the creation of School Cluster Development Plans (SCDP). The SDPs and SCDPs of all schools/schools clusters of all States/UTs shall be in the public domain. The SMC/SMDC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these Plans.
- **Capacity Development of SMCs/SMDCs:** SMC capacity to be built to give better student support, support in enrolment, attendance and performance, and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders.

- **Annual Training:** The Headmaster and the teachers in schools have to organize training of all the SMC/SMDC members on opening of the schools in every calendar year.
- **School safety:** Community mobilization funds may be utilized for making members of the community aware of the Safeguards required at the time of opening and running of schools to prevent any spread of Covid-19/other disasters and for ensuring safety and security of children.

Rashtriya Avishkar Abhiyan (RAA):

With the focus on connecting school-based knowledge to life outside the school, making learning of Science and Mathematics a joyful and meaningful activity and to bring focus on innovation and use of technology, Rashtriya Avishkar Abhiyan (RAA) has been initiated as a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children of the age group of 6 to 18 years. The NEP also underlines developing scientific temper as one of the purpose of the education system. The major objectives of the programme are:

- To enable children to become motivated and engaged in Science, Mathematics and Technology (SMT) through observation, experimentation, drawing inferences, model building, rational reasoning and testability.
- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology.
- To create a culture of thinking, inventing and doing; to promote inquiry-based learning in schools.
- To achieve learning levels appropriate to the class of study in Science and Mathematics.

- To encourage and nurture schools to be incubators of Innovation.

As per these objectives, State and UTs may plan specific initiatives for innovation and excellence in Science, Mathematics and Technology including Community Sensitisation and engagement, Improving School Science Facilities, Teacher Support Systems, Effective Classroom Transaction & Assessment and Nurturing Student Clubs and Competitions.

Scheme for Financial Assistance for Appointment of Language Teachers:

With effect from 2021-22, the erstwhile Centrally Sponsored Scheme of Financial Assistance for appointment of Language Teachers has been subsumed under the overarching Samagra Shiksha Scheme of the Department of School Education & Literacy.

(a) Appointment and training of language (Hindi) teachers in North Eastern and Non-Hindi Speaking State

Financial assistance as Honorarium for recruitment of Hindi Teachers shall be admissible to the North Eastern States and Non-Hindi speaking states for covering students of Classes I to XII. Assistance would be given up to ₹ 30, 000 per month not exceeding the amount of salary paid to regular language teachers in the respective States. Further, assistance of ₹ 150 per student for schools having provision of Hindi teachers, for provision of bilingual teaching learning material and books would be given.

(b) Appointment of language (Urdu) Teachers for teaching Urdu in States/ UTs

Financial assistance as Honorarium, shall be admissible to the States and UTs for Urdu teachers appointed by the State Governments/UT Administrations. Appoint-

ment of an Urdu teacher may be considered in a school where 15 or more students per class opt for it. Assistance would be given up to ₹ 30,000 per month not exceeding the amount of salary paid to regular language teachers in the respective States. Further, assistance of 150 per student for schools having provision of Urdu teachers for bilingual teaching learning material and books would be given.

Samagra Shiksha – Inclusive Education for CwSN Component:

The Centrally sponsored Samagra Shiksha Scheme covers children with special needs (CwSN) from pre-primary to senior secondary level across the country. The Scheme is regulated and governed by the provisions of the Right to Free and Compulsory Education Act, 2009 for elementary education of all children including CwSN.

There is a dedicated inclusive education component for the education of children with special needs as an integral part of Samagra Shiksha. Through the component, children with special needs are provided support via specific student-oriented interventions such as provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, and teaching-learning materials etc in order to appropriately address their unique educational requirements in general schools. Support is also provided for annual identification and assessment camps and stipend for girls with special needs. Further, individualized support is provided through therapeutic interventions at the block level. Samagra Shiksha supports CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

The scheme has been aligned with the recommendations of the National Education Policy, 2020 and accordingly the following

additional provisions have been incorporated for CwSN covered under Samagra Shiksha 2.0:-

- CwSN coverage from pre-primary level onwards.
- Separate support for girls' stipend apart from student-specific interventions from pre-primary to senior secondary levels.
- De-linked identification and assessment camps from student-oriented component.
- Support for equipping resource rooms at block level to address the individual and unique learning needs of CwSN.

The following provisions for children with special needs have been included under Samagra Shiksha, IE for CwSN component for the year **2022-23**:

- Samagra Shiksha is presently covering over 18 lakh children with special needs from pre-primary to class XII with an estimated outlay of Rs. 1392.79 crore.
- In order to encourage girls to enroll and complete their schooling, an outlay of Rs. 116.10 crore has been approved for stipend (Rs. 200/- month for 10 months) for 5.80 lakh girls with special needs. The stipend is disbursed through Direct Benefit Transfer (DBT).
- Aids and appliances for over 2 lakh eligible CwSN through convergence scheme(s) like ADIP approved with an outlay of Rs. 103.80 crore.
- The provision for home-based education covering 75,294 children with severe & multiple disabilities with an outlay of Rs. 20.94 crore for children till class XII under the scheme.
- Allocation for resource support through special educators has been made separately in order to appropriately address the learning needs of CwSN from elementary

to senior secondary level. The Department has sanctioned financial assistance of Rs. 716.60 crore for 33,109 special educators for the year 2022-23.

- For equipping resource rooms at block level, non-recurring support has been approved for 3,304 rooms with a financial outlay of Rs. 53.62 crore.

The focus of Samagra Shiksha is on providing inclusive education to children with special needs wherein, children regardless of their abilities/disabilities participate and learn together in the same class, thus creating an enabling educational environment for all students.

Foundational Literacy & Numeracy (FLN)

- Vidya Pravesh programme has been implemented in 33 States/UTs.
- Conducted 100 days Reading Campaign.
- Released booklet on “*Community Engagement in Foundational Learning: Initiatives and studies across countries*” on 18.05.2022.
- States and UTs have set up their Academic Task Force (ATFs) and District Task Force (DTFs) to provide academic guidance and support to the State and districts for better implementation of NIPUN Bharat Mission. Online training of ATF and DTF members for all States and Districts was held in 2 phases dated 10th-21st October 2022 and 1st-3rd November 2022. More than 60,000 participants across the nation participated in the training.
- A two days National Conference on Initiatives in Foundational Learning: Voices from the Ground (NCIFLVG) was organized by the Ministry of Education on 11th and 12th July 2022 as a celebration of one-year completion of NIPUN Bharat Mission and to understand the progress of the mission, good practices and challenges.

All the States and UTs participated in the conference.

- Updation of DIKSHA FLN portal, so far 1900 e-resources are available on DIKSHA FLN portal.
- State Steering Committee has been set up in 36 States and UTs, State Mission Director has been designated in 35 States/UTs.
- 31 States/UTs have set up their State Project Management Unit (SPMU).
- Tracking the progress of NIPUN Bharat Mission is being done through 22 Indicators which include both academic and administrative indicators. Academic indicators include development of teaching-learning material for teachers and children, implementation of Vidya Pravesh, NISHTHA FLN training of teachers, training of ATF members, etc. Administrative indicators include setting up of State and district steering committees and Project Management Units (PMUs), designation of State Mission Directors, identification of mentors and their mapping etc.
- Quarterly progress of NIPUN Bharat Mission implementation is continuously being reviewed by the Ministry to highlight issues, if any, or support required for achieving the targets set under Mission. In this regard, a ‘NIPUN Bharat Mission - Planning and Implementation Template’ has been created and shared with all the States/UTs to furnish the NIPUN Bharat Mission implementation plan and status report of its implementation. The States/UTs have started filling the required information as per the template.

Early Childhood Care & Education (ECCE)

- Launch of NISHTHA ECCE by the

Hon'ble Home Minister on the occasion of 2 years of Transformative reforms under NEP 2020, organized on 29th July 2022.

- A two days National online consultation programme to discuss the roadmap for quality pre-primary education held on 11th & 12th January 2022 with all the States & UTs.
- Developed annual ECCE implementation reporting format and shared with all the States and UTs for reporting.
- Shared the implementation plan of the National Curriculum Framework for Foundational Stage (NCFFS) with all the States & UTs, NCERT, KVS and CBSE.
- Ministry of Education officials represented India in the World Conference on ECCE (WCECCE) held in Tashkent from 14th-16th November 2022 (in person) and in Bangkok on 7th June 2022 (online).

Digital Education

National Curriculum Framework (NCF) aims to help change practices in education and not just ideas; indeed, since the word 'curriculum' encapsulates the overall experiences that a student has in school, 'practices' do not just refer to curricular content and pedagogy, but also include school environment and culture. It is this holistic overall transformation of the curriculum that will enable us to positively transform overall learning experiences for students as envisioned in NEP 2020. And the work on NCF -FS is ongoing and is expected to be completed by 2023. The NCF for Foundational Stage (NCFFS) has been developed by NCERT through an extensive consultative process with States & UTs upto grass root level and various institutions and organisations focusing on flexible, multilevel, play-based learning. It was released by Hon'ble Education Minister on 20th Oct 2022 and shall be accessed at https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

PM e-VIDYA – NDEAR (National Digital Education Architecture) is a key enabler of NEP 2020 and acts as a super-connector to cross-leverage ecosystem capabilities and catalyse innovation in education.” To ensure easy participation, rapid solutioning, and wide adoption of NDEAR-based education infrastructure, NDEAR Ecosystem Policy has been drafted. The aim of the policy is to enable all the ecosystem players to develop innovative, inclusive, and contextual solutions, as envisaged in NEP 2020, to address diverse needs and aspirations of the country in the education sector that can be used by all ecosystem players - Government (Centre & States/UTS), Civil Society and Market players.

Open Standards and Specifications for NDEAR briefly addresses the different types of education standards that are currently available and provides an entry-level view of education data standards that can be leveraged for NDEAR. The intent is to bring together a compendium of digital standards for education in order to provide a starting point for education stakeholders and not to be an exhaustive set of standards. It will help educators, policymakers, administrators, technical partners and future potential stakeholders in the education ecosystem to scale quality and innovation.

PM e-VIDYA –NDEAR Ecosystem Policy and Open Standards & Specifications was released on 11th Nov 2022 and the same shall be accessed at <https://www.ndear.gov.in/>

Vidyanjali:

Vidyanjali portal acts as a facilitator by connecting contributors directly to the schools. The effort is to bridge the knowledge/skill/human resource and infrastructure gap in the schools by tapping the potential available outside the government. This is not to substitute the government's responsibility but to complement, supplement and strengthen government efforts to reach the last mile in the best possible way.

With the help of Vidyanjali - alumni of educational institutions, serving and retired teachers, scientists, government/semi-government officials, retired armed forces personnel, self-employed and salaried professionals, homemakers, persons from the Indian diaspora and any other organisation/group or company may volunteer to participate in schools of their choice by sharing their knowledge and skills or by contributing assets/material/equipment.

Depending on the request raised by the schools, a Volunteer, based on his/her area of expertise/interest or assets & materials, expresses his/her interest to partially/ fully contribute to the schools' request. So far 3,94,988 schools have been onboarded and 1,14,163 volunteers have registered on the Vidyanjali portal. Volunteers have expressed interest in several areas such as subject assistance, mentoring of gifted children, teaching vocational skills, sponsoring projector, laptop and library for schools etc. With volunteers' active participation, the program has been successfully managed to impact 11,26,403 students across the country.

Aspirational District Programme:

The 'Transformation of Aspirational Districts Programme' aims to expeditiously improve the socio-economic status of 112 identified districts. The three core principles of the programme are - Convergence (of Central & State Schemes), Collaboration (among citizens and functionaries of Central & State Governments including district teams), and Competition among districts. Driven primarily by the States, this initiative focuses on the strengths of each district, and prioritizes the attainable outcomes for immediate improvement.

The education sector accounts for 30% of the overall index. 8 Key Performance Indicators have been identified focussing on learning outcomes (transition rate from primary to upper primary, and subsequently to secondary schooling, average scores in mathematics and languages

etc.), as well as infrastructure (toilet access for girls, drinking water, electricity supply) and institutional indicators (RTE mandated pupil-teacher ratio, timely availability of textbooks).

Ease of Doing Business:

In the process of various interventions required under Ease of Doing Business(EoDB), it has been made mandatory for all the autonomous institutions of Department of School Education & Literacy viz. NVS, KVS, NCERT, CBSE, NIOS, NCTE, NBB, to implement E-office. Also these autonomous bodies have initiated students and teacher-centric reforms by switching over to online admission, fee collection, transfer process, Digi-locker, availability of Teacher Learning Materials (TLM).

The reforms initiated by JNVs/KVs for online admission and fee collection will create awareness about digital activity among rural parents and students and will bring transparency in the process, thereby enabling eligible students to get a fair opportunity to study in JNVs/KVs. Reforms relating to online Staff grievance redressal will make the process faster and bring transparency in the system.

The online processes initiated by NIOS regarding examination, admission and fee collection has been very helpful to the students and also to the administrator as verification of data has become easier and online process will also help in resolving the queries of students in the shortest possible span of time. With the online availability of course material and e-resources in audio, video and Indian Sign Language formats for various courses by NIOS, the students will be able to access the material at any point of time at his/her convenience.

The reform process initiated by CBSE in the examinations will shift the leaning pattern of students from rote to context-based. It will shift the education system towards testing

understanding and help those students who find mathematics as a challenging subject. The reform relating to good examination environment for CWSN will enhance their enrolment. Another initiative of CBSE i.e. digi-locker for all the students for issuing certificates, mark sheets and other documents will save paper and make the system eco-friendly.

Since the EODB 2.0 has been initiated, the Department has issued an advisory to all the autonomous bodies to identify activities to be taken up under EODB 2.0

Ek Bharat Shreshtha Bharat (EBSB):

Ek Bharat Shreshtha Bharat programme was launched by Hon'ble Prime Minister on Ekta Diwas (31st October 2015) on the occasion of birth anniversary of Sardar Vallabhbhai Patel to foster national integration by a coordinated mutual engagement process between States, Union Territories, Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports, tourism and other forms of people-to-people exchanges.

The programme aims to actively enhance interaction between people of diverse cultures living in different States and UTs in India. Every State/UT is paired with another State/UT in India for interaction between people.

The Department of School Education and Literacy is also taking initiative under the “Ek Bharat Shreshtha Bharat (EBSB)” programme. An illustrative list of suggested activities in accordance with NEP 2020 has been drawn up by the Department and shared with States, UTs and concerned organizations for carrying out in all schools.

- In the year 2022, around **2.5** crore students participated in EBSB activities at school level
- **3.8 Lakh** EBSB clubs constituted so far in KVS/NVS/CBSE and other schools in States & UTs
- Over **8 crore** students in Kala Utsav Programme, Band Competition, National Integration Day, “Ek Bharat Shreshtha Bharat Parv”, Mother Tongue Day, Bhasha Sangam etc
- Over **86 Lakh** Students participated in National Unity Day- 2022 celebration under EBSB.
- **International mother tongue day-2022** was celebrated in all the schools virtually. Students from across the country participated in the celebration of Matribhasha Diwas.
- **Bhasha Sangam** programme has been held on 1st November 2021, through launch of a mobile app and 22 booklets (QR coded with audio and Indian Sign Language) with the aim of learning of 100 sentences in the 22 scheduled Indian languages to facilitate listening, comprehension and practice speaking of these languages. Around 6 Lakh KVS and NVS students took Sankalp to learn 100 sentences in the 22 scheduled Indian languages through mobile app of Bhasha Sangam.
- All States and Union Territories have been culturally mapped under EBSB.
- **240,73,728** students from classes I to X participated in the **Mandatory Art-Integrated Project**– CBSE program by submitting their reports.
- **431503** students from **1843** schools participated in **Expression Series on Art and Culture-CBSE** and **4315** entries have been received by the Board.
- Student visits to the paired State/UT Programme under Azadi ka Amrit Mahotsav is going on across the country. Total **432** school students from different States/UTs have visited their paired State/UT under the program.

STATISTICS

1. UDISE PLUS

Unified District Information System for Education Plus (UDISE+) has been launched by DOSEL to leverage the power of information technology to ensure reliable and real-time data collection on all parameters relating to school education. Under the erstwhile UDISE, about 1.5 million schools fed the data manually at the school level in a paper version of Data Capture Format (DCF) each year. To improve this system and reduce the time lag in data collection, compilation and generation of reports, the DOSEL has developed the UDISE+ from the reference year 2018-19. Online uploading of data has been made mandatory in UDISE+, with inbuilt validation checks and subsequent data verification at the Block, District and State level.

In February 2022 after the re-opening of schools, DoSEL released UDISE+ 2020-21 on 09.03.2022 and subsequently, on 03.11.2022, UDISE+ 2021-22 was released. The UDISE+ reports can be assessed online at <https://dashboard.udiseplus.gov.in/#/home>. Further, with the implementation of New Education Policy (NEP) 2020 and to identify and mainstream the dropout children back into the educational system, DoSEL has introduced student wise data collection system by modifying the existing Data Capture Format (DCF) with effect from 2022-23. Accordingly, a new section on collection of student-wise data has been incorporated and the data collection for the same is in progress.

2. Performance Grading Index (PGI)-State

The Performance Grading Index (PGI) developed by Department of School Education & Literacy (DoSEL) aims to assess the relative performance of all the State/UTs on a uniform scale to encourage State/UTs to perform better. The PGI-State has been conceptualized as a tool to catalyse transformational change in the field of school education and was introduced from 2018-19. The PGI- State motivates States and UTs to adopt best practices followed by the top-

performing State and it has five domains with seventy (70) indicators carrying a score of 1000. The PGI-State report for the year from 2017-18 to 2020-21 were released so far. The PGI reports can be viewed in the public domain at <https://pgi.udiseplus.gov.in/#/home>

3. Performance Grading Index District (PGI-D)

The Performance Grading Index for Districts (PGI-D) introduced by the Department of School Education and Literacy (DoSE&L) aims to provide insights into the status of school education in all the Districts, including key levels that drive their performance in critical areas and to catalyze transformational change in the field of school education. The PGI-D will help the many stakeholders in the school education system, including the students, parents, teachers, planners, educationalists and administrators who want to know the performance of their district vis-à-vis other districts. The indicator-wise PGI-D score shows the areas where a State needs to improve. PGI-D is expected to help the state education departments to identify the gaps if any, at the district level and improve their performance in a decentralized manner. The PGI-D would propel the States to strengthen data monitoring system at the district level.

The PGI-D structure comprises of total weightage of 600 points across 83 indicators, which are grouped under 6 categories viz., Outcomes, Effective Classroom Transaction, Infrastructure Facilities & Student Entitlements, School Safety & Child Protection, Digital Learning and Governance Process. PGI-D grades the districts into ten grades viz., the highest achievable Grade is called Daksh, which is for Districts scoring more than 90% of the total points in that category or overall. The lowest grade in PGI-D is called Akanshi-3 which is for scores upto 10% of the total points. The ultimate objective of PGI-D is to help the Districts prioritize areas for intervention in school education and thus improve to reach the highest grade. PGI-D is the tool to get insight into intra State comparison of progress of School education. PGI-D report for 2018-19 and 2019-

20 has been released so far and can be accessed at <https://pgi.udiseplus.gov.in/#/home>

4. Data Governance Quality Index (DGQI):

The NITI Aayog has developed DGQI platform in 2020 for assessing the data preparedness of the Ministries/ Departments in respect of Central Sector/Centrally Sponsored Schemes. For this, 74 Ministries/ Departments for 630 plus Central Sector Schemes/ Centrally Sponsored Schemes/ Non-Schematic Interventions have been selected to assess the evidence-based planning and use of technology by the Ministries. The DGQI assesses the Ministries/ Departments of Government of India on a uniform scale of 0 to 5. The DoSE&L score in DGQI 1.0 (2020) was 2.95 out of 5 which was further improved in DGQI 2.0 (2021) to 4.28 and was remarkably improved to 4.62 making it fifth best performer among all Ministries/ Departments.

5. Preparation of Sampling Design for Foundational Literacy & Numeracy (FLN) Study 2022:

Based on the recommendations of National Education Policy (NEP) 2020 to achieve universal Foundational Literacy and Numeracy by children of class 3, DoSE&L conducted a nationally representative large-scale survey of students of class 3 on reading proficiency in Language and Numeracy in India for the first time to set benchmark. For this study, Statistics Bureau of DoSEL has prepared a sampling frame for the selection of students and schools through a scientific sampling procedure namely Stratified Random Sampling covering 10580 schools and 104200 students in 36 States/ UTs in more than 20 languages.

6. Preparation of Sampling Design for Mid Term National Achievement Survey (NAS) of 10 LPD Districts:

As per the recommendations of National Education Policy (NEP) 2020, for a periodic assessment of children, children of 10 Low Performing Districts of class 3 and 5 were selected. For this purpose,

a sample-based National Achievement Survey (NAS) was carried out in November 2022. For this study, the sampling frame for selection of students and schools through scientific sampling procedure namely Stratified Random Sampling covering 403 schools of Class 3, 390 schools of Class 5 covering 8704 and 8677 students respectively in 10 States/UTs.

7. Designated as Nodal Department for Global Indices and Sustainable Development Goals (SDG 4):

Committee of Secretaries (CoS) chaired by Cabinet Secretary in February 2020 identified Department of School Education & Literacy as a Nodal Department for monitoring and supply of up-to-date data to the Publishing Agencies in respect of “Human Development Index (HDI)” and “Human Capital Index (HCI)”. Further, DoSEL is also the Line Ministry in respect of 15 other Global Indices where Education is one of the indicators. Within DoSEL, the Statistics Bureau has been designated as Nodal Division. With a view to improving India’s rank in various Global Indices with special reference to HDI & HCI, inter-ministerial committee chaired by Secretary, DoSEL with participating line ministries assessed India’s position in various indicators including methodological issues related to HCI & HDI. Based on the detailed analysis carried out in DoSEL, issues significantly affecting India’s ranking were taken up with Publishing Agencies and data source agency. DoSEL had also provided up-to-date data (up to 2021-22) to the data source agency and NITI Aayog and Cabinet Secretariat for regular review.

Sustainable Development Goal (SDG) Goal 4 represents Education in the SDG Charter and DoSEL has provided up-to-date information including benchmark setting after the COVID pandemic to UNESCO Institute for Statistics (UIS) on 15 indicators adopted by India. Further, India is one of the top countries which proactively set the benchmark for the years 2025 and 2030 post-completion of NAS 2021 and the latest UDISE+ data up to 2021-22.

02

**MAJOR SCHEMES OF DEPARTMENT OF
SCHOOL EDUCATION & LITERACY**

Major Schemes of Department of School Education & Literacy

Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme

1. Background

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on 15th August 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools'. The Union Cabinet Committee on Economic Affairs (CCEA) approved the continuation of Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) in Schools for the five-year period 2021-22 to 2025-26 with a financial outlay of ₹ 54061.73 crores from the Central Government and ₹ 31733.17 crore from State Governments and UT administrations. PM POSHAN Scheme covers all school children studying in BalVatika (just before class I) and I-VIII classes in Government and Government-aided schools.

2. Objectives of the Scheme

The objectives of the Pradhan Mantri Poshan Shakti Nirman Scheme are to address two of the pressing problems for the majority of children in India, viz. hunger and education by:

- i. Improving the nutritional status of children studying in classes I – VIII in Government and Government-Aided Schools and in Bal

Vatika (just before class I) in Govt Primary schools.

- ii. Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- iii. Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.

3. Rationale

- i. **Preventing classroom hunger:** Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. PM POSHAN Scheme can help children from families which cannot afford a lunch box or are staying far away from schools, to overcome "classroom hunger".
- ii. **Promoting school participation:** The PM POSHAN Scheme has a significant effect on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.
- iii. **Facilitating healthy growth of children:** PM POSHAN Scheme can also act as a regular source of "supplementary nutrition" for children to facilitate their healthy growth.

- iv. **Intrinsic educational value:** A well-organized PM POSHAN Scheme can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.
 - v. **Fostering social equality:** PM POSHAN Scheme can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, PM POSHAN Scheme can help to break the barriers of caste and class among school children. Engaging cooks from SC/ST communities is another way of teaching children to overcome caste prejudices.
 - vi. **Enhancing gender equity:** The gender gap in school participation tends to narrow, as PM POSHAN Scheme helps erode the barriers that prevent girls from going to school. The scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in PM POSHAN Scheme.
 - vii. **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. PM POSHAN Scheme can help address these and facilitate cognitive, emotional and social development.
4. **Coverage-** During the year 2022-23, 12.21 crore children studying in classes I-VIII in 10.84 lakh eligible schools in the country were covered under the scheme. The States/UTs-wise details are attached in **Appendix-I**

5. Norms for PM-POSHAN Scheme

- (i) **Calorific Value of Hot Cooked Meal-** For children of primary classes, a cooked PM POSHAN meal per child consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat to provide 450 calories of energy and 12 grams of protein. For children of upper primary classes, it consists of 150 grams of food grain (wheat/rice/nutri-rich cereals), 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat per child to provide 700 calories of energy and 20 grams of proteins.
- (ii) Cooking cost covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has increased by 7.5% in each of the last 5 years (except 7% in the year 2016-17). There was no increase in the cooking cost for the year 2017-18. The cooking cost increased by 5.35% in 2018-2019, 3.09 % during 2019-20 and 10.99% during 2020-21. While approving the continuation of the scheme, the CCEA approved the review of cooking cost by DoSEL by forming a committee of experts comprising of members drawn from NITI AYOJ, Department of Expenditure, National Institute of Nutrition, Office of Director General, Labour Bureau, Ministry of Labour, Secretaries of few State Governments, HoD/ Professor of Food & Nutrition Department of a Central University etc. Accordingly, with the approval of Hon'ble Shiksha Mantri, a National Level Expert Committee (NLEC) was constituted. Ministry of Finance, Deptt. of Expenditure has accepted the recommendation of National Level Expert Committee (NLEC)

regarding revision of Material cost under PM POSHAN Scheme. Accordingly, material cost enhanced @9.6% over and above the existing material cost for the year 2022-2023 w.e.f. 1st October 2022. The present cooking cost is Rs. 5.45 and Rs. 8.17 per child per day for primary and upper primary classes respectively

The cooking cost is shared between the

Centre and the NER States & 2 Himalayan States as well as UT with Legislature (Jammu & Kashmir) on 90:10 basis, 100% for UTs without legislature and with other States & UTs with legislature on 60:40 basis. The cooking cost norms during the previous years, current year and sharing pattern between the Centre and the States are as under:

Year	Stage	Total Cost Per meal (in Rs.)	Centre-State Sharing			
			Non-NER States(75:25)		NER States (90:10)	
2013-14	Primary	3.34	2.51	0.83	3.01	0.33
	U. Primary	5.00	3.75	1.25	4.5	0.50
2014-15	Primary	3.59	2.69	0.90	3.23	0.36
	U. Primary	5.38	4.04	1.34	4.84	0.54
Revised Funding pattern		UTs(100%) without Legislature	60:40(Non NER) and UTs with Legislature		NER & 3 Himalayan States (90:10)	
2015-16	Primary	3.86	2.32	1.54	3.47	0.39
	U. Primary	5.78	3.47	2.31	5.20	0.58
2016-17	Primary	4.13	2.48	1.65	3.72	0.41
	U. Primary	6.18	3.71	2.47	5.56	0.62
2017-18	Primary	4.13	2.48	1.65	3.72	0.41
	U. Primary	6.18	3.71	2.47	5.56	0.62
2018-19	Primary	4.35	2.61	1.74	3.91	0.44
	U. Primary	6.51	3.91	2.60	5.86	0.65
Funding Pattern		100% UTs without Legislature	60:40(Non NER) and UTs with Legislature (NCT of Delhi & Puducherry)		NER & 2 Himalayan States and J&K i. e. UT with Legislature (90:10)	
2019-20	Primary	4.48	2.69	1.79	4.03	0.45
	U. Primary	6.71	4.03	2.68	6.04	0.67
2020-21	Primary	4.97	2.98	1.99	4.47	0.50
	U. Primary	7.45	4.47	2.98	6.70	0.75
2021-22	Primary	4.97	2.98	1.99	4.47	0.50
	U. Primary	7.45	4.47	2.98	6.70	0.75
2022-23 (w.e.f 01.10.2022)	Primary	5.45	3.27	2.18	4.91	0.54
	U. Primary	8.17	4.90	3.27	7.35	0.82

- (iii) **Engagement of cook-cum-helper and their Honorarium:** One cook-cum-helper can be engaged for up to 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to a minimum honorarium of Rs.1,000 per month. The States are, however, free to give additional honorarium over and above the prescribed minimum to the cooks-cum-helpers from their own resources. 23 States and UTs are providing additional honorarium from their own resources over and above minimum mandatory State Share (**Appendix-II**). The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and 2 Himalayan States and J&K i.e. UT with Legislature on 90:10 basis, 100% for UTs and with other States & UTs with legislature on 60:40 basis. Programme Approval Board-PM POSHAN headed by Secretary, School Education & Literacy approved the engagement of 25.17 lakh cook-cum-helpers to States/UTs under the scheme during 2022-23. (**Appendix III**).
- (iv) **Construction of kitchen-cum-store:** The Central Assistance is being released to the States/UTs for the construction of Kitchen-cum-Store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having up to 100 children. For every addition of up to 100 children, an additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending on local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and

the NER States and 2 Himalayan States and UT with Legislature (J&K) on 90:10 basis, 100% for UTs and 60:40 with other States and UTs with Legislature (NCT of Delhi and Puducherry). Central Assistance of Rs.8441.51 crore was released to the States/UTs for the construction of 10,12,287 kitchen-cum-stores from 2006-07 to 2021-22 Out of this, 8,92,333 (88%) kitchen-cum-stores have been constructed. *States/UTs- wise details are in Appendix IV.*

- (v) **Transportation assistance in Special Category States:** Transportation assistance in the 10 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) and 2 UTs (viz. Jammu & Kashmir and Ladakh) is payable at par with the PDS rates prevalent in these States and UTs. For all other States/UTs, transportation of food grains is given at par with their PDS rates subject to a maximum of Rs.150/- per quintal.
- (vi) **Decentralization of payment of cost of food grains to the FCI to the district level:** The payment of the cost of food grains, which was centralized at the National level, has been decentralized with effect from 01.04.2010 to the district level to ensure greater stakeholding and role of the district authorities in ensuring prompt lifting of food grains and timely payment to FCI, which has resulted in reducing time lag in making payment to FCI.

Decentralised Procurement Scheme has been introduced in nine States and one Union Territory. Under this scheme, the States have been permitted to procure locally produced food grain for utilisation under PM-POSHAN Scheme.

6. Pattern of Central Assistance

Under the PM-POSHAN Scheme, the Central Government bears the entire cost of food grains, transportation costs, and Monitoring Management and Evaluation (MME).

The cooking cost and honorarium to cook-cum-helpers is shared between the Centre and the NE States & Himalayan States and UT with Legislature (J&K) on 90:10 basis, 100% for UTs without legislature, 60:40 with other States and UTs with Legislature (NCT of Delhi and Puducherry).

Similarly, the non-recurring central assistance for kitchen-cum-stores, procurement/replacement of kitchen devices and repair of ten years old kitchen devices is shared between the Centre and the NE States & Himalayan States on 90:10 basis, 100% for UTs and 60:40 with other States and UTs with Legislature (NCT of Delhi and Puducherry).

Procedure for release of funds: The recurring central assistance under the scheme was released in two installments in the ratio of 60% and 40% of the approval of Programme Approval Board – PM POSHAN. Till 2021-22, the first installment was bifurcated into two parts, i.e. ad-hoc release and balance of the first installment. The ad-hoc release was made @ 25% of the PAB approval for the number of children and working days in the month of April of each financial year in order to ensure uninterrupted implementation of the scheme without asking for any information on the unspent balance as on 1st April from the previous year's releases with the States. As per the instructions of Ministry of Finance regarding new procedure of release of funds under PFMS from 2022-23 onwards, there will be no ad-hoc release and no revalidation of funds. As the amount lying with the SNA at the closure of financial year may be used in the next Financial year without the need for any revalidation. However, if any amount of

the central funds released during the financial year is still remaining with the State treasury, which has not been transferred to the SNA, the same will be returned to the Consolidated Fund of India (CFI) through RBI Advice.

7. Implementation of the PM-POSHAN Scheme

- i. The overall responsibility for providing cooked and nutritious meal to eligible children lies with the State Governments and Union Territory Administrations. States/ UTs have to ensure that all logistic and administrative arrangements are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, through funding made available under the scheme and mobilization of additional resources through convergence with other developmental programmes of other departments or State/UT budgetary support. Drinking water and toilet facilities are to be created in convergence with Samagra Shiksha, Drinking Water Mission and Total Sanitation Programme.
- ii. Food grains allocation is made in advance and States/UTs have the flexibility to lift the quarterly allocation in one go. The FCI is responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centers in the case of North East Region. Every school/cooking agency is to maintain a buffer stock of food grains for one-month requirement.

8. Task of Cooking

- i. The Guidelines provide that, as far as possible, the responsibility of cooking/

supply of cooked meals should be assigned to local women's/mothers' Self-Help Group or local Youth Club affiliated to the Nehru Yuvak Kendras or a voluntary organization or by personnel engaged directly by the SMC/VEC/SMDC/PTA/Gram Panchayat/Municipality.

- ii. In urban areas, where there is a shortage of space for construction of the kitchen shed, use of centralized kitchen for a cluster of schools may be allowed. Cooking may be undertaken in a centralized kitchen and cooked hot meal may then be transported under hygienic conditions through a reliable transport system to various schools. There may be one or more such nodal kitchen(s) in an urban area, depending on the number of children and capacity of the service providers. States/UTs wise coverage of children under PM POSHAN Scheme by NGOs are given below:

Coverage of children and institutions during last 5 years

Year	Children (in crore)	Institutions (in lakh)
2017-18	12.33	11.34
2018-19	12.03	11.34
2019-20	11.98	11.20
2020-21	11.80	11.20
2021-22	12.21	10.84
2022-23	12.21	10.84

9. Quality of Hot Cooked Meal

- i. Quality of meal largely depends on the quality of food grains. FCI is held responsible for issue of food grains of best available quality, which will in any case be at least of Fair Average Quality (FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the PM-POSHAN

Programme. The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are lifted after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

- ii. The Central Government has issued detailed guidelines to ensure quality, safety and hygiene under the Scheme to all the States/UTs with request to take prompt action for setting up an effective Management Structure for the PM POSHAN Scheme at various levels; Mandatory tasting of the meal by 2-3 adults including at least one teacher before it is served to the children; Safe storage and supply of ingredients to schools; Procurement and supply of pulses and ingredients of branded and Ag-mark quality on the lines of Maharashtra;
- iii. Detailed Guidelines on Food Safety and Hygiene for School Level Kitchens under PM-POSHAN were issued on 13.02.2015. These guidelines cover safety aspects of procurement, storage, preparation, serving and waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food. Further, the above-mentioned guidelines on Food Safety and Hygiene have been revised in the comprehensive Guidelines on PM POSHAN Scheme issued on 21.12.2022.
- iv. Convening of District Level Committee meeting under the Chairmanship of senior most Member of Parliament from the district;
- v. **Management Information System (MIS):** Web-enabled PM POSHAN-MIS has been launched for effective online monitoring

of the Scheme. The portal captures information on important parameters like category wise Enrolment, Teacher (looking after PM POSHAN) details, Cook-cum-Helpers details with social composition, availability of Infrastructural facilities like Kitchen-cum-stores & Kitchen devices, mode of cooking, drinking water, toilet facilities etc. on annual basis. The States/UTs are also feeding monthly data into the portal, which helps in monitoring the critical components/ indicators of the PM-POSHAN such as no. of meals served, utilization of food grain & cooking cost, honorarium paid to Cook-cum-Helpers, school inspection details etc.

- vi. **Automated Monitoring System (AMS):** This department has put in place an Automated System of data collection for real-time monitoring of PM POSHAN Scheme. Such data (on number of meals served on that particular day and reasons if meals not served) is being captured from schools with no cost to school Head Master/Teacher. Under the Automated Monitoring System, States/UTs have set up a suitable system of data collection (i.e. Interactive Voice Response System (IVRS)/SMS/Mobile Application/Web Application) from schools on a daily basis and using it for purpose of monitoring and timely follow-up action. States/UTs are pushing data on specific fields in a predefined format on a real-time basis to the Central Server maintained by NIC. A central portal has been provided for analysis and display of data at the Central level. Based on the data collected, various drill-down reports are made available for real time monitoring of the scheme at National/State/District/Block level. Daily email alerts are sent to States/UTs regarding number of schools

that have reported data on that particular date and schools where meals have not been served.

- vii. **Contingency Plan for Medical Emergency:** The State/CSO/NGO should have a Contingency Plan for any untoward incident. The names and telephone numbers of the nearest hospitals, Primary Health Centre, Ambulance, Police, Fire-brigade should be displayed at prominent places.
- viii. **Grievance Redressal Mechanism** to address the grievances of the stakeholders.
- a) States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.
 - b) In addition to above, the States and UTs shall also develop dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible (like toll-free call facility etc.).

10. Monitoring Mechanisms

Department of School Education and Literacy, Ministry of Education has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the PM-POSHAN Scheme. The monitoring mechanism includes the following:

- i. **Arrangements for local level monitoring:** Representatives of Gram Panchayats/ Gram Sabhas, members of SMCs, VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the hot cooked

meal served to children, (ii) cleanliness in cooking and serving of the hot cooked meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity on a daily basis.

- ii. **Display of Information:** In order to ensure transparency and accountability, all schools and centers, where the programme is being implemented, are required to display the following information at a visible place in the campus for the notice of the general public:
 - a. Quantity of food grains received, date of receipt.
 - b. Quantity of food grains utilized
 - c. Other ingredients purchased, utilized
 - d. Number of children given meal.
 - e. Daily Menu
 - f. Roster of Community Members for supervision and monitoring.
- iii. **Block Level Committee:** A broad-based Steering-cum-Monitoring Committee also monitors the implementation of the Scheme at the block level.
- iv. **Inspections by State Government Officers:** Officers of the State Governments/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health etc. are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of the schools/special training centres are visited every quarter.
- v. **District Level Committee:** Besides a District Level Steering-cum-Monitoring

Committee, a District Level Committee under the Chairmanship of senior-most Hon'ble Member of Parliament (MP) of the district has been constituted to monitor the scheme on a quarterly basis.

- vi. **Periodic Returns:** The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GOI to provide information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilization of central assistance (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.,
- vii. **Grievance Redressal:** States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.
- viii. **State-level Monitoring:** States and UT Administrations are also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States/UTs have deployed independent institutions for the evaluation of the Scheme.
- ix. **National Level Monitoring:**
 - a. **Empowered Committee** on PM POSHAN has been set up under the Chairmanship of Hon'ble Minister, Ministry of Education for monitoring the access, safety, hygiene and quality aspects in the implementation of the scheme; Review mechanism is in place to ensure effective monitoring and evaluation of the scheme; Mechanism is in place for community participation in the scheme and its effective monitoring.

- b. Executive Council of the National Mission for Samagra Shiksha headed by the Hon'ble Minister, Ministry of Education also reviews PM-POSHAN Scheme.
 - c. National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary (SE&L), also monitors.
 - d. National Meetings with Education Secretaries and Regional Review Meetings are also held to monitor implementation of the Scheme.
- x. **Joint Review Mission** visited 5 States namely Andhra Pradesh, Bihar, Himachal Pradesh, Maharashtra and Uttar Pradesh during 2018-19. 12th Joint Review Mission was proposed to visit in Assam, Chhattisgarh, Karnataka, West Bengal and Puducherry during 2019-20. Due to COVID-19 pandemic across the country since schools were closed, therefore, Joint Review Mission visited in Chhattisgarh and Karnataka States only. During 2020-21 and 2021-22 could not visit in the States/UTs due to COVID-19 pandemic across the country since schools were closed. The 13th Joint Review Mission visited 3 States namely, Assam, Tamil Nadu and Telangana, and is to visit 5 States namely, Haryana, Jharkhand, Rajasthan, Tripura and Uttarakhand.
- xi. **Social Audit of PM-POSHAN Scheme and its Status**

“Social Audit” means the process in which people collectively monitor and evaluate the planning and implementation of a

programme or scheme. The social audit was conducted by Society for Social Audit Accountability and Transparency (SSAAT) in two districts viz. Khammam and Chittoor of undivided Andhra Pradesh during 2012-13. Encouraged by the outcome of the Social Audit in Andhra Pradesh, Department had issued detailed guidelines vide letter dated 3rd July 2014 for conducting of social audit under the Scheme. Since the inception of Social Audit under PM POSHAN Scheme, it is being conducted. For 2022-23, all States and UTs have proposed to conduct social audit in all districts. As of now during 2022-23, a total of 22030 schools have been audited in 172 districts. The Department has informed all States and UTs that under the provisions of Section 28 of the National Food Security Act, 2013, Social Audit of the scheme is mandatory. As per the PM POSHAN guidelines, it is mandatory to conduct Social Audit in **at least 2% of the schools** covered under the scheme or **20 schools**, whichever is **higher** in all districts and then scale up the auditing in the schools. The Department has requested all States and UTs during PAB meetings and at various other forums like Joint review Mission, Workshops, Field Visits etc. to mandatorily conduct social audit PM-POSHAN scheme in all schools on regular basis and to take corrective measures in case of deficiencies pointed out. The States were advised to utilize the resources of the Rural Development department or any other suitable agency for conducting social audit.

The current Status of the conduct of social audit in States & UTs during 2022-23 is as follows:

Status of Social Audit under PM POSHAN

Sl. No.	State/UT	Social Audit Proposed		Social Audit Completed	
		No of Districts	No of Schools	No of Districts	No of Schools
1	Andhra Pradesh	26	52	26	52
2	Arunachal Pradesh	26	400	In Progress	
3	Assam	33	868	In Progress	
4	Bihar	38	380	1	11
5	Chhattisgarh	29	5800	In Progress	
6	Gujarat	6	120	3	60
7	Goa	2	96	2	96
8	Haryana	22	14424	In Progress	
9	Himachal Pradesh	4	100	In Progress	
10	Jharkhand	24	7000	In Progress	
11	Karnataka	33	54178	33	17817
12	Kerala	14	24	Not yet Started.	
13	Manipur	0	0	0	0
14	Meghalaya	11	1683	In Progress	
15	Mizoram	4	80	0	0
16	Madhya Pradesh	52	111757	Not yet started	
17	Maharashtra	35	4298	15	1555
18	Nagaland	4	80	In Progress	
19	Odisha	30	3000	In Progress	
20	Punjab	23	920	Not yet started	
21	Rajasthan	33	1442	In Progress	
22	Sikkim	6	867	Not yet Started	
23	Tamil Nadu	38	100	In Progress	
24	Telangana	33	198	In Progress	
25	Tripura	8	160	In Progress	
26	Uttarakhand	13	30 Schools per Block	In Progress	
27	Uttar Pradesh	75	1500	66	1320
28	West Bengal	24	960	24	960
29	A& N Islands	3	10	Not Yet started	
30	Chandigarh	1	25	NA	
31	DNH and D&D	3	336	In Progress	
32	Delhi	13	200	Not yet started	
33	Jammu & Kashmir	20	21952	Not yet started	
34	Ladakh	2	827	2	159
35	Lakshadweep	1	30	Not yet started	
36	Puducherry	3	30	Not yet started	

- xii. **School Nutrition (Kitchen) Gardens:** Under the scheme School Nutrition (Kitchen) Gardens are being developed in almost all schools. School Nutrition (kitchen) Gardens are a wonderful way to use the schoolyard to reconnect the students to a natural world and make them aware about the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate with several subjects, such as math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility. School Nutrition (Kitchen) Gardens provide an opportunity for students to follow the same learning of gardening concepts and start in their own homes. The purpose of setting up such a Kitchen Garden in Schools is to give students a lifelong skill and to encourage them to go home and start their own garden, in whatever space is available using the knowledge learnt in School. About 4 lakh SNGs have been set up so far in the schools.

11. Impact of the Scheme

- (i) Many studies have shown that PM-POSHAN Scheme has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. The Office of the Supreme Court Commissioner undertakes extensive review of various welfare schemes through field visits. They have observed that the PM-POSHAN is widely acknowledged as one of the most successful entitlement schemes of the Government of India and has resulted in an increase in enrollment

and retention of children in elementary classes.

- (ii) **Monitoring and Evaluation of scheme-** In this context, it is pertinent to note that the NITI AAYOG has conducted independent 3rd party evaluation of PM-POSHAN Scheme during 2019-2020. The major findings are as under:

- i. The scheme is relevant to the Sustainable Development Goals (SDG) 2 and 4 as well as to the National Development Agenda of 'Inclusion in School Education'.
- ii. PM-POSHAN is one of the important meals of the day for students and in some cases the only meal for first half of the day.
- iii. The scheme is effective as it has well-defined, realistic targets based on beneficiary approach.
- iv. Nutritional level among students availing MDM is reported to have improved as attributed by Comprehensive National Nutrition Survey (2016-2018).
- v. It positively impacts and caters to the education sector needs and outcomes, especially at Primary and Upper Primary level.
- vi. The scheme is especially important to people from disadvantaged backgrounds (both socially and economically).

These findings are in sync with the earlier conducted 3rd party evaluation of the Scheme in 70 districts of 20 States and UTs conducted in 2017-18 in the leadership of National Institute of Nutrition (NIN). The major findings of the report are given below:

- i. 92% of the students attending schools were availing MDM;
- ii. 87% of students liked the taste of MDM;
- iii. 72% of Children opined that MDM helped them concentrate more in classroom studies;
- iv. 96% of parents opined that the MDM is beneficial to their children,
- v. More than 80% of parents stated MDM increased the enrolment & attendance, and improved the nutritional and health status of their children;
- vi. 96% of teachers mentioned that MDM improved the nutritional status of school children.
- vii. 92% of teachers stated that MDM increased enrolment & improved attendance.
- viii. 86% of teachers also opined that MDM helped in reducing the school dropout rates.

Recommendations:

- i. States which are already providing items like egg/milk/snacks etc. in addition to MDM at lunchtime, may provide them in the morning as breakfast.
- ii. To increase the micronutrient content of the MDM food, it is recommended to develop 'KITCHEN GARDENS'
- iii. Role of the teachers in MDM should be to supervise that the cook-cum-helpers prepare the meal, taste the meal before serving to children and also to ensure that the entire process of consuming of MDM

is completed in an orderly manner within the recess period.

- iv. Sharing of good practices through inter-State and inter-district visits.
- v. Capacity building of cook-cum-helpers.
- vi. Since the cook-cum-helpers are working more than half a day (4-5 hours/day), their honorarium may adequately be revised to function at fullest potential.
- vii. In order to develop database, anthropometric measurements of PM-POSHAN beneficiaries need to be collected periodically and monitored for PM-POSHAN impact and time trends in their nutritional status. The local Home Science Colleges and nutrition research institutes may be engaged for this purpose.
- viii. Only half of the schools were having contingency plan to act on emergencies like fire, medical etc., therefore, all the schools should have their own contingency plans.
- ix. Comprehensive impact evaluation of PM-POSHAN may be carried out.
- x. All the functionaries need to be oriented on health and nutrition, with special reference to the PM-POSHAN execution, monitoring, supervision and quality control.
- xi. Periodic third-party evaluation may be ensured.

12. Achievements

The BE for 2022-23 is Rs.10233.75 crore and RE is Rs.12800.00 crore. The year-wise achievements of physical and financial targets of the scheme during the last five years are given below:-

Coverage and expenditure trends

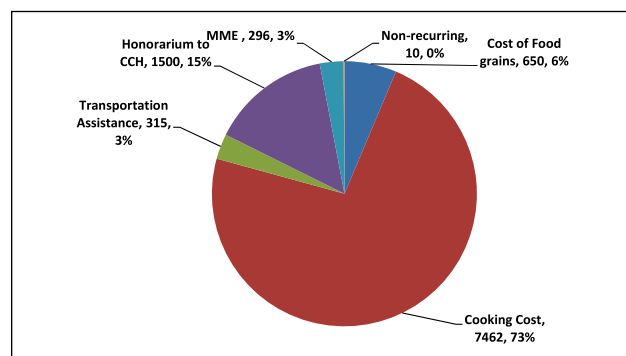
Components	2018-19	2019-20	2020-21	2021--22	2022-23
No. of Beneficiary (in crore)	12.03	11.98	11.80	12.21	10.36@
Food grains allocated (in lakh MTs)	26.94	26.90	34.45#	30.95	29.68
Budget allocation (Rs. in crore)	10500	11000	12900	10233.75	10233.75
Releases (Rs. in crore)	9518.08	9705.94	12882.11	10233.75	6758.84*

#Food Security Allowance provided

@PAB approval-2022-23

* as on 15.01.2023

13. Component-wise Revised Budget Allocation for the F.Y. 2022-23 is Rs. 10233.75 Crore:



14. Capacity Building of Cook-cum-Helpers through Training

Preparation of hygienic and wholesome meal under the PM-POSHAN Scheme is contingent upon the knowledge and skills of staff and cook-cum-helpers engaged for providing meals in the schools. The Self Help Groups and cook-cum-helpers who are the pillars of the PM-POSHAN Scheme, mainly come from the deprived sections of society, where they have limited information about nutrition, cooking processes, health and hygiene, preparation of raw grains and vegetables, recipes, serving skills etc. It is, therefore, essential that the capacity of the workforce at the field level is built on an ongoing basis. Ministry of Education has, accordingly, assigned the task of

conducting the training of cook-cum-helpers in collaboration with Hotel Management Institute, Food Craft Institutes and Food & Nutrition Institutes in the State Agricultural Universities.

15. Improvements in the scheme

In the last few years, the scheme has witnessed several improvements as indicated below:

- Annual increase in cooking cost linked to Inflation Index.
- Supply of fortified Rice at NFSA rate
- Revision of the transportation rate from Rs 75 per quintal, for non-special category of States to PDS rate (maximum of Rs.150 per quintal).
- Revision of Management, Monitoring and Evaluation (MME) rate from 2% to 3% of the total admissible recurring Central Assistance.
- The assistance for kitchen devices has been enhanced from flat rate of Rs 5,000 per school to Rs 10,000 – Rs 25,000 per school based on enrolment.
- A new component of Rs 10,000 for repair of more than 10-year-old kitchen-cum-store has been introduced.

- vii. Rs 50 crore have been allocated for fortification of food items in a systematic manner.
- viii. Delegation of the power of implementing the scheme with minor modifications from the existing guidelines to District Level Committee Chaired by the District Magistrate.
- ix. The States and UTs have been given flexibility to utilize, with the prior approval of Ministry of Education, 5% of their Annual Work Plan & Budget for new interventions.
- x. Concept of community participation in the form of Tithi Bhojan will be encouraged under which people from the community celebrate important days such as child birth, marriage, birthdays etc. by contributing to the PM-POSHAN Scheme.
- xi. Setting up a School Nutrition Garden (also called Kitchen Garden) seeks to achieve a similar goal as it is both a place and an activity where children learn the skill of growing their own food.
- xii. Cooking competitions at Block, District and State levels to promote innovative menus.

16. Notification of the PM-POSHAN Rules, 2015 under National Food Security Act 2013:

PM-POSHAN Rules, 2015 under National Food Security Act, 2013 have been notified in the Gazette of India on 30.09.2015. The salient features of the Rules are as under:-

- i. Every child within the age group of six to fourteen years, studying in classes I to VIII

who enrolls in Government, Government-aided, local bodies schools and madrasas and maqtabas shall be provided hot cooked meal containing 450 calories and 700 calories as well as 12 grams and 20 grams of protein for primary and upper primary classes respectively every day except school holiday

- ii. Headmaster or Headmistress of the school shall be empowered to utilize any fund in the school temporarily for the purpose of continuation of the PM-POSHAN Scheme in the school.
- iii. In order to ensure that the meal meets the nutritional standards and quality prescribed by the PM-POSHAN Rules, the Food and Drug Administration Department of the State may collect samples from randomly selected schools to ensure adherence to quality.

17. Provision of Food Security Allowance under PM-POSHAN Scheme during closure of schools due to COVID-19- Government of India had taken various measures to prevent the spread of COVID-19 and the whole country remained under lockdown. In these difficult crisis times, the poor and needy sections of the society with loss of livelihood and consequent inadequate reserves of food were severely affected and children bearing the brunt. Consequent undernourishment or malnourishment could lower their immunity against COVID-19. Thus, it became even more important to provide food, especially to the poor and needy children to meet their nutritional requirements and thereby to safeguard their immunity.

18. Additional items provided by the States & UTs under the Scheme:

S.No	State/UT	Name of Food Item	Frequency
1	Andhra Pradesh	Egg	5 days in a week
		Additional Menu	6 days in a week
		Chikki	3 days in a week
2	Arunachal Pradesh	-	-
3	Assam	-	-
4	Bihar	Egg	Once in week
5	Chhattisgarh	-	-
6	Goa	-	-
7	Gujarat	Oil	Daily
		Sukhadi	Once a week
		Milk (12 Districts & 26 Blocks)	5 days a week
8	Haryana	Milk	3 days In a Week
9	Himachal Pradesh	-	-
10	Jharkhand	Egg/Seasonal Fruit	2 days in a week i.e. Monday & Friday
11	Karnataka	Hot Flavored Milk	5 days in week
12	Kerala	Egg/banana	1 per week
		Milk	Twice per week
13	Madhya Pradesh	Milk	3 Days in a week
14	Maharashtra	Banana, Soya Biscuits, Rajgiraladu, Chikki	Weekly any one as per availability of funds
15	Manipur	-	-
16	Meghalaya	-	-
17	Mizoram	Vegetable, Fruits, Eggs, Milk	Once a week
18	Nagaland	Vegetables	Bi weekly
19	Orissa	Egg	Twice a week
20	Punjab	Sweet Kheer	Once in week
21	Rajasthan	Seasonal Fruits	Weekly
		Hot milk	Daily
22	Sikkim	Pulses, Vegetables, Oil & fats	Nil
23	Tamil Nadu	Egg/ Banana	Daily
24	Telangana	Egg	Thrice a week
25	Tripura	Nil	Nil
26	Uttar Pradesh	Seasonal Fresh Fruit	Once in week
27	Uttarakhand	Egg/Fruits/Milk/Gudpapdi/Ramdanakeladu	Once in week
28	West Bengal	Egg, Cheese, Mushroom	1 day/ Week
29	A&N Islands	Boiled Egg	Thrice in a week
		Rippened Banana	Twice in a week
30	Chandigarh	Nil	Nil
31	DD and DNH	Sukhdi, Lapsi	Alternate Days
32	Delhi	-	-
33	Jammu & Kashmir	-	-
34	Ladakh	EGG/Fruits/Milk/gudpapdi/ramdanakeladu	Once in a week
35	Lakshadweep	Egg, Fish, Chicken, Apple, Mango, Banana, Orange, Water melon	Two days/According to availability of items in Local market
36	Puducherry	Hot Milk	Daily
		Egg	twice in a week

SCHOLARSHIP SCHEME

National Means-cum-Merit Scholarship Scheme (NMMSS):

This is a 100% Central Sector funded Scheme launched in 2008 with the objective to award scholarships to meritorious students of economically weaker sections @ Rs. 12,000/- per annum per student to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. The students whose parental income from all sources is not more than Rs.3,50,000/- per annum are eligible to avail the scholarship. The scheme envisages award of 1,00,000 scholarships every year to the selected students of Class IX and their continuation/ renewal in classes X to XII for study in Government, Government-aided and Local body schools. Students of NVS, KVS and residential schools are not entitled for the scholarships. There is a defined quota on number of scholarships for different States/UTs and reservation is as per State Government norms. The selection of students for award of scholarships under the scheme is made through an examination conducted by the States/ UTs. The scheme is onboarded on the National Scholarship Portal and the selected students are paid scholarships through Direct Benefit Transfer into their bank accounts. The progress under the scheme during 2022-23 is given in Table.

Items	Target (No. of Beneficiaries)	Achievement till 16.01.2023	
		No. of Beneficiaries	Financial in Rs. Crs
Applications of 2022-23 (Fresh + Renewal) to be received	239492	114765 Remaining beneficiaries will be sanctioned scholarships by 31.03.2023.	140.12

NATIONAL AWARDS TO TEACHERS:

The National Awards to Teachers were first instituted in 1958 to recognize excellence and commitment of teachers in shaping the minds as well as future of the youth. From mid-60s, 5th September came to be the fixed date for the function on account of the birthday of Dr. Sarvepalli Radhakrishnan, former President of India. The award was established to accord public recognition to meritorious teachers working in elementary and secondary schools.

The guidelines of the National Awards to Teachers Scheme were revised in the year 2018. The basic premise was that the new scheme should be transparent, fair, and reward meritorious teachers so that they could be held as examples and inspiration for other teachers. The features of the new scheme are as under:

- In the revised guidelines there is a provision for online self-nominations from teachers which are invited on <https://nationalawardstoteachers.education.gov.in/>.
- All regular teachers are eligible and no minimum years of service is required. This enabled meritorious young teachers to apply.
- The numbers of awards have been rationalized to 45+2, as against the earlier 378, thereby restoring the prestige of the awards.
- In addition, 2 teachers under Special Category could be selected from differently abled teachers etc., if any.
- No State, UT or Organization has a quota in the final selection. This encouraged them to compete for the awards truly at National level.
- The final selection is done by an Independent Jury from amongst nominations received

from States/UTs and Organizations, thereby ensuring that the role of these agencies was not diluted under the new scheme.

- vii. The nominated teachers make a presentation before the Jury for final selection. This ensures that all of them are given an opportunity to share the work done by them.

The rationalized number of awards restored the prestige of the awards and with enhanced transparency, the sanctity of selection process of the teachers selected for National Awards to Teachers was taken seriously.

High quality films of one minute duration on the exemplary work done by each one of the

awardees are being made since 2018. The films are shot on location in the respective schools of the awardees, artistically and succinctly capturing the wide gamut of innovative activities like promotion of joyful learning through art & theatre resource mobilization from community, use of free educational apps & ICT, development of school nutrition garden etc.

For the year 2022, after the online self-nomination process followed by 3 tier selection process at District, State and National level, Hon'ble President of India conferred the awards to 45 Awardees on 5th September, 2022 in Vigyan Bhawan, New Delhi. A documentary film on each of the 45 Awardee Teachers was also shown during the live telecast of the program on Doordarshan.





03

ADULT EDUCATION



Adult Education

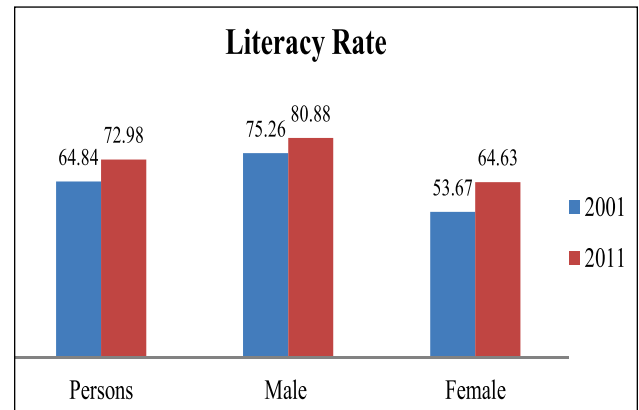
The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers that greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change.

As mentioned in the National Education Policy 2020, “Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.”

Literacy Profile

The literacy data in the country is collected through a decennial census operation conducted by Registrar General of India. The last Census was held in 2011. As per Census 2011, the literacy rate in the country, in the age group of 7 and above, is 72.98 percent. The literacy rate in 2001 was 64.84 percent, which improved to 72.98 percent in 2011. Interestingly, the literacy rate improved sharply among females by 10.96 percent points from 53.67 to 64.63 percent as compared to a rise of 5.62 percent points in the case of males from 75.26 to 80.88 percent.



Background

A centrally sponsored scheme of Adult Education & Skill Development “Saakshar Bharat” was launched on 8th September 2009, ‘International Literacy Day’. The programme aimed at achieving 80% national literacy level and reducing the gender gap (between males and females) of literacy to the level of 10 percentage points. The Scheme was extended till 31st March 2018.

The districts that had an adult female literacy rate of 50 percent or below, as per 2001 Census, were made eligible for coverage under the Saakshar Bharat scheme. In addition, all districts affected by extremist violence, irrespective of their literacy rate, were also eligible for coverage under the scheme. Accordingly, a total 410 districts including 35 left-wing extremism-affected districts were identified as eligible for coverage under the scheme. Out of the 410 districts eligible for coverage under the scheme, 404 districts in 26 States and 1 Union Territory covering about 1.64 lakh Gram Panchayats were covered.

Adults, who conformed to prescribed competency levels in reading, writing and numeracy, were certified as literate. Basic Literacy Assessment Tests were conducted through a system developed by the National Literacy Mission Authority (NLMA) in consultation with the National Institute of Open Schooling (NIOS). Bi-annual assessments were conducted every year on pre-decided dates in the month of August and March. Under the scheme, around 7.64 crore adult learners were certified as literate all over the country.

Scheme of Adult Education namely Padhna Likhna Abhiyan (PLA)

A centrally sponsored scheme of Adult Education, Padhna Likhna Abhiyan (PLA) was approved on 25.04.2020 during the Covid-19 pandemic.

The main objective of PLA was to impart Functional Literacy to 57 lakh non-literates of 15 years and above age group in the country during F.Y. 2020-21. However, due to COVID-19 pandemic situation, the States/UTs faced a lot of difficulties to implement the scheme, therefore, the tenure of PLA Scheme was extended by the Department of Expenditure, Ministry of Finance upto 31.03.2022 so that the States/UTs could achieve the target of learners assigned to them.

28 States/UTs of the country conducted Basic Literacy Assessment Test (BLAT)/Promotion process of learners up to 31.03.2022 and around 35.44 lakh learners appeared in the BLAT/Promotion process.

New Scheme of Adult Education: New India Literacy Programme (NILP)

Keeping in view the recommendations of NEP, 2020 and the mandates of Budget Announcement 2020-21 and UNESCO Sustainable Development Goal (SDG) 4.6, a centrally sponsored scheme “New India Literacy Programme” (NILP) or Navbharat saksharta karyakram has been approved by the Government of India with financial outlay of Rs.1037.90 crore (Central share: Rs.700.00 crore and State share: Rs.337.90 crore) for the financial years 2022-23 to 2026-27 for the non-literates of ages 15 and above.

The scheme has five components: (i) Foundational Literacy and Numeracy, (ii) Critical Life Skills, (iii) Vocational Skills Development, (iv) Basic Education, (v) Continuing Education.

NILP provides imparting of Foundational Literacy and Numeracy through Volunteerism in an online mode. The volunteers can be school students, pre-service students of Higher Education Institutions (HEIs), school teachers, Anganwadi and ASHA workers, NYKS, NSS, NCC volunteers, etc. School will be the unit for implementation of the scheme. The age cohorts of 15-35 will be saturated first, followed by ages 35 and above and priority will be given to girls and women, SC/ST/OBC/Minorities, etc.

The scheme will use ICT and online implementation through ‘Online Teaching Learning and Assessment System’ (OTLAS) on a mobile app developed for the scheme. The material and resources will be deliverable through digital modes, viz, TV, radio, cell phone-based free/open-source Apps/portals, etc. The content

for TLM is developed by a special cell called CNCL and will be hosted on Diksha platform through the mobile app. Assessment tests will be conducted in schools through open schools and e-certificates will be generated. Online MIS will be in place to track the progress and monitor the progress at national, state, district and school levels through online mode.

Project Approval Board (PAB) Meeting for 2022-23 was held on 4th May, 2022 regarding Annual Work Plan & Budget for FY 2022-23 on New India Literacy Programme (NILP). 34 States/UTs submitted the Annual Work Plan & Budget for FY 2022-23 in respect of New India Literacy Programme (NILP). The first instalment has been released for 14 States/UTs so far. Draft guidelines were issued to the States /UTs in December 2022.

Directorate of Adult Education

Activities during January to December 2022:

International Yoga Day Celebration

Directorate of Adult Education celebrated the 8th International Yoga Day on 21st June 2022 in its premise 10, Jamnagar House, New Delhi. The activities of day-long programme include ‘Yogaabhyaas’ (Yoga practice) followed by *Yoga Vyakhyan* (Lecture on Yogic practice). The day-long programme was attended by the officials of AE Bureau & DAE and Edcil-TSG Staff of AE Bureau. More than 40 people have benefited with this programme.



Celebration of Shikshak Parv 2022:

Shikshak Parv was celebrated from 5th-30th September 2022 to felicitate the educators’ policymakers & other stakeholders and to take National Education Policy 2020 forward. The Shikshak Parv was organized by Ministry of Education, in collaboration with CBSE, AICTE and Ministry of Skill Development and Entrepreneurship at Dr. Ambedkar International Centre Bhim Auditorium. The inaugural conclave was graced by Hon’ble Minister of State of Education, Smt. Annpurna Devi, Dr. Subhash Sarkar and Dr. Rajkumar Ranjan Singh.

The officers of Directorate of Adult Education Department of School Education & Literacy have been entrusted to organize the Parv along with the officials of DoSE&L, Ministry of Education. During the programmes book launch screening of film, success stories, and other achievements have been showcased.

International Literacy Day Celebration 2022

The National level function to celebrate 56th International Literacy Day was organized by National Literacy Mission Authority in collaboration with NIOS and NCL, NCERT on 8th September 2022 at Dr. Ambedkar International Centre Bhim Auditorium, as a part of Shikshak Parv 2022 held from 5th – 30th September 2022. There was discussed the theme ‘Transforming Literacy Learning Spaces’ as part of International Literacy Day, which aims to serve



as an opportunity to rethink the fundamental importance of literacy and learning spaces to build resilience and ensure quality, equitable, and inclusive education for all.

The programme was graced by Smt. Annapurna Devi, Hon'ble Minister of State for Education as the Chief Guest. Shri Vipin Kumar, Joint Secretary from the Department of School Education and Literacy, Ministry of Education, Prof. Dinesh Prasad Saklani, Director NCERT, and senior officials of the Ministry of Education,

scholars and students and media persons from across the country attended the programme directly and virtually. Ms. Susan Ferguson, Country Representative, UN Women and Dr. Basheerhamad Shadrach, Director, CEMCA (COL) and Ms. Joyce Poan, UNESCO Representative were also present amongst other. A documentary on *Saaksharata* was also screened during the function, besides sharing the success stories from the field. More than 700 stakeholders across the country attended the function.



Hindi Pakhwada

Hindi Pakhwada was celebrated from 14-28 September 2022 in Directorate of Adult Education with the objective to implement the Official Language: Hindi in our day-to-day official work.

During the Pakhwada several competitions such as essay writing, noting & drafting and Hindi calligraphy were organized. Besides these, a workshop was also organized on 21st September 2022.



Institutional Support to School Education

Jawahar Navodaya Vidyalayas (JNVs)

National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Society Registration Act XXI of 1860, with the objective to establish Navodaya Vidyalayas to provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family’s socio-economic condition. The schools are affiliated to Central Board of Secondary Education.

Navodaya Model of Education:

- Presence in the Remote Rural area.
- Residential setup and living with teachers.
- Low-cost operation with Modern education.
- Committed staff.
- Intensive interaction with students.
- Exposure in all life skills with concentration of personal effectiveness and human values.
- Students do almost all their personal activities.
- Quality performance in all exams and contests.
- Alumni-identifiable by the personal value they carry from school.
- Higher number of participation of Girls, SC, ST and children from Rural areas.

Procedure/Criteria for opening of a Jawahar Navodaya Vidyalaya:

The opening of a Jawahar Navodaya Vidyalaya is based on the proposal from the concerned State/ UT Governments offering about 30 acres of suitable land, free of cost. The State Government has also to provide sufficient temporary building and other infrastructures, free of rent, to accommodate 240 students and staff for three to four years or till such time the Samiti constructs its own buildings at the permanent site.

Status of sanctioned and functional JNVs:

Beginning from two Vidyalayas established during 1985-86, at Jhajjar (Haryana) and Amaravati (Maharashtra) 661 JNVs have so far been sanctioned by the Government in 27 States and 08 UTs, except Tamil Nadu State. Out of total of 661 JNVs sanctioned, 649 are functional in the country.

Admission of students in JNVs:

Admission in Jawahar Navodaya Vidyalaya is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education through online application. The Selection test is non-verbal and class neutral and is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the Jawahar Navodaya Vidyalaya has been opened are eligible to apply for admission. However, the district where JNV is opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for admission in the JNV, in case a new Vidyalaya has not been started in newly bifurcated district as yet. JNVs are co-educational and residential and from Class VI to Class XII. The admissions

are done for Class VI and IX through JNVST. The statistical figures for the students Registered for the JNVST and selected in the year 2022 are as under:

Class	Registered	Appeared	Selected
VI	28,42,814	19,32,847	4,67,14
IX	2,43,879	1,39,240	2,419

Reservation Policy for admitting students in the JNVs:

- (a) At least 75% seats in a district are filled by candidates selected from rural areas and the remaining seats are filled from urban areas of the district.
- (b) Reservation of seats in favour of children belonging to scheduled castes and scheduled Tribes is provided in proportion to their population in the concerned district provided that in no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.
- (c) 27% reservation is provided to the OBC students over and above the reservation for SCs and STs.
- (d) One-third of the total seats is filled up by girls.
- (e) There is a provision for reservation of 3 seats out of 80 seats for differently abled (Divyang) children.

It is implemented through automated software.

Enrolment of Students as on 31.12.2022

Number	Boys	Girls	Rural	Urban	Gen	OBC	SC	ST
292251	169432	122819	255062	37189	54363	105919	71977	59992
%	57.97	42.03	87.27	12.73	18.60	36.24	24.63	20.53

Recruitment

Recruitment is a continuous process as vacancy keeps on rising on account of resignation, death, establishment of new JNVs, allotment of streams, retirement etc. Concerted efforts are being made to fill up the vacancies. In order to ensure uniformity and transparency in the selection process Samiti has been adopting the following:

- Resorting to the “Centralized recruitment” process.
- Resorting to the Computer Based Test doing away with the conventional OMR Sheet/ Written Test.
- “Answer Sheet / Response Sheet” along with “Answer Key” is displayed on the website and objections, if any get resolved before publishing final result.
- Posting is given based on the choice exercised by the candidate subject to merit position and availability of vacancy.

Since the year 2017, **5122** number of teaching and **1207** number of non-teaching staff have been recruited which has resulted in reduction of vacancy position in NVS to minimum.

Currently, offers of promotion have been issued to **298** employees. Offers for appointment on Direct Recruitment basis have been issued to **547** candidates. Offers for appointment i.r.o. **691** vacancies have been planned to be issued during the month of January, 2023 under Mission Mode recruitment. Process of recruitment i.e. Skill Test for **762 vacancies** of Junior Secretariat Assistant has already over and final result is awaited from the agency. Further, Computer Based Test (CBT) for all notified posts under Direct Recruitment,

Special Recruitment Drive and LDE / LDCE has already been conducted during the month of December, 2022. List of candidates shortlisted for the post of TGT and Miscellaneous Category of Teachers under Direct/Special Recruitment Drive 2022-23 has been received from the agency

and further planning of interviews is going on.

PERFORMANCE OF JNVs:

The JNVs have been performing consistently well as is evident from the results declared by CBSE for the last many years:

A. CBSE EXAMINATION: 2022

CLASS – XII	
No. of JNVs	561
No. of students appeared	35725
No. of students Passed	35343
Pass Percent	98.93 %
First Division %	95.44 %
No. of students getting Centum	330 (0.92%)
No. of JNVs with 100 % Pass	388 (69.16%)
No. of Students with more than 90%	2535 (7.10%)
Average Score	76.10 %

CLASS – X	
No. of JNVs	625
No. of students appeared	45529
No. of students passed	45395
Pass Percent	99.71 %
First Division %	91.27%
No. of students getting Centum	965 (2.12%)
No. of JNVs with 100 % Pass	546 (87.36%)
No. of Students with more than 90%	7079 (15.55%)
Average Score	76.99 %

B. COMPETITIVE EXAMINATIONS: 2022

S. No.	Name of the Exam	No. of Students Appeared	No. of Students Qualified	Percentage of Students Qualified
01.	JEE Mains	7585	4296	56.64
02.	JEE Advance	3000	1010	33.67
03.	NEET	24807	19352	78.01

C. ADMISSION OF CHILDREN IN INTERNATIONAL UNIVERSITIES:

A new initiative has been taken by the Navodaya Vidyalayas Samiti to support children from economically weaker families for higher studies with the help of CSR support organized by KARTA Initiative Foundation, supported by TATA Trust and such other supporters. Following students have secured admission in International Universities in 2017, 2018, 2019, 2021 & 2022:

S. No.	University & Country	Number of Students					Total
		2017	2018	2019	2021	2022	
1	Imperial College London, UK	01	-	01	-	-	02
2	Edinburgh University, UK	01	01	-	02	02	06
3	Bristol University, UK	01	-	-	-	-	01
4	University College London, UK	01	-	-	-	01	02

S. No.	University & Country	Number of Students					Total
		2017	2018	2019	2021	2022	
5	McGill University, Canada	-	01	-	-	01	02
6	Oxford University, UK	-	-	02	-	-	02
7	Huron University, Canada	-	-	01	-	02	03
8	University of Toronto, Canada	-	-	01	-	02	03
9	Queen's University – Kingston, Canada	-	-	01	01	04	06
Total		4	2	6	3	12	27

Following students have secured admission in International Universities in 2022:

Sl. No.	Name of the Student	Name of the JNV	Name of the Course /University & Country
1.	Vatsala	JNV Haveri, Karnataka	Commerce at McGill University, Canada
2.	Dipti Dhawade	JNV Ahmednagar, Maharashtra	Maths and Computers at University College London, UK
3.	Manyata Kedar	JNV Ahmednagar, Maharashtra	Biomedical Sciences in University of Edinburgh, UK
4.	Sachin Mhasha	JNV Palghar, Maharashtra	Geology in University of Edinburgh, UK
5.	Shriraksha	JNV Udipi, Karnataka	Computer Science at University of Toronto, Canada
6.	Mohammed Shihan	JNV Chikmagalur, Karnataka	Biological Sciences at University of Toronto, Canada
7.	Rohini Wagh	JNV Jalna, Maharashtra.	Science at Queen's University, Canada
8.	Archana S.A.	JNV Haveri, Karnataka	Engineering at Queen's University, Canada
9.	Sindhu H D	JNV Shimoga, Karnataka	Liberal Arts at Queen's University, Canada
10.	Vikas H.K.	JNV Chikamagalur, Karnataka	Science at Queen's University, Canada
11.	Radhika J	JNV Shimoga, Karnataka	Management and Organisational Studies at Huron University, Canada
12.	Ajay Zire	JNV Palghar, Maharashtra	Psychology at Huron University, Canada

Selection of JNV Alumni in Civil Services:

Every year, around 25 to 30 students are selected in Civil Services through UPSC Examination. Year-wise details are as under:

Year	No. of NVS Alumni
2018	25
2019	24
2020	27
2021	28

The details of 28 alumni of Navodaya Vidyalaya Samiti selected for Civil Services through UPSC Examination – 2021 are as under:

S. No.	Alumni Qualified UPSC – 2021	JNV [Distt.]	State	All India Rank
1	Shri C. Yashwantha Kumar Reddy	Kadapa	Karnataka	15
2	Shri Mantri Mourya Bharadwaj	Visakhapatnam	Andhra Pradesh	28
3	Shri Ankit Kumar Chouksey	Narsinghpur	Madhya Pradesh	89
4	Shri Rameshwara Sudhkar Sabbanwad	Latur	Maharashtra	202
5	Shri Mayank Mishra	Rewa	Madhya Pradesh	228
6	Shri Manish Kumar	Latehar	Jharkhand	246
7	Shri Vidyasgar	Bhagalpur	Bihar	272
8	Ms. Kalpashree K. R.	Tumkur	Karnataka	291
9	Shri Jayvir Gadhvi	Kutch	Gujarat	341
10	Shri Vinay Kumar D. H.	Chitradurga	Karnataka	352
11	Shri Rajesh Kumar Mourya	Jaipur	Rajasthan	367
12	Shri Manoj Kumar Yadav	Faizabad	Uttar Pradesh	381
13	Ms. Pooja Soni	Panna	Madhya Pradesh	401
14	Shri Manjeet Kumar	Bhagalpur	Bihar	405
15	Ms. Divya	Mohinderagarh	Haryana	438
16	Shri Piyush Kumar Rai	Balia	Uttar Pradesh	448
17	Shri Kedar Nath Shukla	Mau	Uttar Pradesh	465
18	Shri Kumar Shanu	Araria	Bihar	505
19	Shri Atul Kumar Singh	Bahraich	Uttar Pradesh	510
20	Shri Anjeet Singh	Doda	Jammu & Kashmir [UT]	530
21	Shri Shubham Kumar Sharma	Damoh	Madhya Pradesh	556
22	Shri Ranjith Kumar Parvathi	Warangal	Telangana	574
23	Shri Prashant Suresh Dagale	Nashik	Maharashtra	583
24	Shri Chandra Shekhar Mehra	Narsinghpur	Madhya Pradesh	605
25	Ms. Ayushi Kalwar	Hailakandi	Assam	618
26	Shri Gagan Ghunawat	Dausa	Rajasthan	634
27	Shri Umesh Meena	Sawai Madhopur	Rajasthan	664
28	Shri Chetan Kumar B.	Haveri	Karnataka	669

Migration policy adopted by the Samiti for JNV Students:

One of the important features of the Navodaya Vidyalaya Scheme is exchange of students for year at the level of Class – IX, from one Jawahar Navodaya Vidyalaya in a particular linguistic region to another Jawahar Navodaya Vidyalaya

in a different linguistic region, to promote understanding of the diversity and plurality of India's culture and people.

NVS has been a pioneer in National Integration in line with the Ek Bharat Shrestha Bharat initiative of Govt. of India since inception of the organization during the Year 1985 – 86. Total

8019 students of Class – IX of all functioning JNV have been migrated during the current academic session i.e. 2022 – 23.

DIGITAL EDUCATION:

- ◆ All Jawahar Navodaya Vidyalayas have Computer Aided Education.
- ◆ At least 2 Multimedia Projectors have been provided in each of the 554 JNVs.
- ◆ All the 1173 existing classrooms of 99 Jawahar Navodaya Vidyalayas located in Minority Concentrated Areas, have been converted into Smart Classrooms under the project of “**Pradhan Mantri Jan Vikas Karyakram (PMJVK)**” of Ministry of Minority Affairs.
- ◆ 1100 existing classrooms of 550 JNVs (2 in each JNV) have also been converted into Smart Classrooms. Apart from this, 14 Smart Virtual Classrooms in 6 NLIs (one in each NLI) and in 4 Centers of Excellence (two in each CoE) have also been established.
- ◆ As on date, Smart Computer Labs have been established in 616 Jawahar Navodaya Vidyalayas under Corporate Social Responsibility (CSR) with requisite facility of Smart Board, Laptops / Tablets, Printer, Wi-fi, Router etc.
- ◆ All JNVs have at least 40 computers, FCSA for maintenance and guiding on ICT tools.
- ◆ The post of PGT (Computer Science) is sanctioned where the JNV is at Senior Secondary level.

Facilities for the students in the JNVs:

Education in the Jawahar Navodaya Vidyalayas, including boarding & lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare

from school to homes etc., are free for all students. However, a nominal fee @ Rs.600/- per month is being charged from students of class IX to XII as Vidyalaya Vikas Nidhi (VVN). In respect of the ward of Government employee, a fee of Rs.1500/- or the CEA received by the employee whichever is minimum per month is also being charged. However, VVN cannot be less than Rs. 600/-. Further, the students belonging to SC / ST categories, girls and children from the families Below Poverty Line (BPL) are exempted from payment of this fee. The average operational expenditure per student per annum for the year 2021-22 was Rs.1,17,135/-.

Training and Development

Training Infrastructure:

NVS conducts training through NLIs, Regional Offices and through External agencies. NVS at present has 7 training locations established as Navodaya Leadership Institutes (NLIs) at Noida, Amritsar, Udaipur, Goa, Rangareddy, Puri & Kamrup.

Navodaya Vidyalaya Samiti has started developing its own capacity building and training facilities in the organization. The trainings conducted in the last five years has increased. However, more emphasis was laid on quality of trainings and accordingly significant improvement in infrastructure was made.

- a. The trainings have been conducted in make shift arrangements using the resources as available in the schools where the training centers have temporarily been set up till 2014-15 in 5 places. In the last 5 years, **infrastructural facility for training has been developed in 7 places (Navodaya Leadership Institutes)**. This has helped in increasing the training capacity from 200 to 456 at a time.

- b. Manpower support for delivering quality training has been created in all 7 centers (NLIs) with **70 positions at various levels in the past 4 years.**
- c. Training has been made outcome based whereas skill testing is done at the start and end of the training to see their gain during the training/workshop. It is also followed with results of internal and external exam and linked to the training process.
- d. During the Year 2020 (01.01.2020 to 31.12.2020): Total 3197 Training Programmes have been conducted through which 56094 participants have been trained.
- e. During the Year 2021 (01.01.2021 to 31.12.2021), Total 134 Training Programmes have been conducted & total 18458 staff of Navodaya Vidyalaya Samiti (Teaching & Non-Teaching) have been trained.
- f. **During the Year 2022 (01.01.2022 to 31.12.2022), Total 162 Training Programmes** have been conducted & **total 7079** staff of Navodaya Vidyalaya Samiti (Teaching & Non-Teaching) have been trained.

National Education Policy 2020

Experiential Learning with flexible choices of subjects

- Art/Sports/Toy/Story Based Pedagogy integrated in classroom transactions.
- 2459 Teachers in different subjects trained in Integrated Pedagogy.
- Annual Pedagogical Plan for each JNV being prepared by Principals trained in collaboration with NIEPA.
- Choice of subjects is provided to the students

across all three streams (Humanities, Science & Commerce) in addition to Skill Subjects at Senior Secondary level.

- 10-day Bagless period for all students from class VI to XII.
- Constitution of topic-centered and project-based clubs (like Eco- club, Astronomy, Tourism, Science, Fine Arts, Performing Arts, Language /Literary Club etc.) and every student associated with clubs.
- Establishment of Science, Maths and Social Science parks in open areas for out-of-classroom experiential learning.

Transforming Assessment

- Transforming assessment from memorization-based to competency-based by including 50% competency-based questions in all internal assessments.
- Subject enrichment, Projects, portfolios, group work, Quizzes, etc. as part of school-based assessments.
- Preparation of model question papers for all subjects with the collaboration of CBSE, British Council, NCERT, etc. for each class.
- Subject teachers are preparing CCT-based items bank.
- To track the progress of the students, the provision of the capture of all assessments is being made through ERP solution (Shaladarpan)

Skill Integration in Education

- Exposure of skill courses to each child at different levels.
- Provision of five skill subjects each at middle & secondary level and provision of 12 skill subjects as per the choice of students at senior secondary level.

- Mapping of local industries with JNVs for internship/visits.
- 91 Skill Hub Initiative for dropout/out-of-school female candidates of neighbourhood communities.
- Coding, Artificial Intelligence and other contemporary skill courses introduced at different levels.
- Automotive Skill Labs being established in 25 JNVs.

Promotion of Indian languages, Art & culture

- Three language formula in all JNVs i.e. Regional language, English & Hindi for promotion of Indian Languages.
- 17 Regional languages are being taught as a part of three language formula in all JNVs.
- All Regional language teachers trained in collaboration with CIIL Mysore on Teaching, Testing, and Evaluation as per NEP 2020.
- 20% content of Art & Culture pertaining to the mother state of regional language integrated in third language teaching and assessment.
- The Art & Culture content of regional languages are being prepared bi-lingual.

Co-Curricular & Pace-Setting Activities

Besides providing opportunities for achieving academic excellence, Navodaya Vidyalayas also aim at giving their students opportunities for self-development & creative expression through sports & arts. Some of these activities organized in Jawahar Navodaya Vidyalayas are as under:

- **National Games & Sports Meet:** Sports & Games Meets are organized at three different levels in each region namely Cluster Meet, Regional Meet and National

Meet.

- **Scouts and Guides:** A total number of **17864 scouts** and **17893 guides** were on the roll of NVS as on 31.03.2022.
- **National Service Scheme (NSS) activities** are organized in Jawahar Navodaya Vidyalayas. Total **7915 students** were enrolled for NSS units of **112 JNVs** during the year 2021-22.
- **National Cadet Corps (NCC):** NCC activities are being carried out in **339 JNVs** with the assistance of NCC Directorate and the total number of cadets enrolled during the year 2022-23 stood at **22964**. Efforts are being taken for other JNVs also.
- **Museum Corner:** Under this program, the JNV students can visualize their cultural heritage and strengthen universal values. Museum corners have been established in all JNVs.
- **Multi-Gyms:** Activities in this programme aim to develop fitness and physical & neuro-muscular skills. Multi-gyms have been established in all JNVs.
- **Regional Science Congress:** Regional Science Congress is organized in JNVs with exhaustive activities to inculcate scientific temperament and to promote scientific talent amongst the students of JNVs.
- **Youth Parliament:** With a view to strengthening the roots of democracy, inculcate healthy habits of discipline, tolerance of the view of others and to enable the student community to know about the working of Parliament and legislature, the National Youth Parliament programme is conducted annually in consultation with Ministry of Parliamentary Affairs, Govt. of India.

- **Art in Education:** Different facets of Traditional and Contemporary Arts of the community with additional focus on indigenous Art forms have been introduced as part of Art in Education activities.

Special Academic Activities Carried out During the Year

Scientific Temperament and Science as Career

- Organization of **Science Exhibition at Cluster, Regional and National levels** for JNV students.
- Expansion of Vigyan Jyoti Knowledge Centers in JNVs.
- Participation in **National Children's Science Congress** programme of NCERT.
- Participation in Science and Mathematics **Olympiads** organized by Homi Bhabha Center for Science Education, TIFR, both for junior and senior students.
- Participation in **Vidyarthi Vigyan Manthan** programme.
- Creation of Science **clubs** in Jawahar Navodaya Vidyalayas.
- Interaction with Scientists in the Scientific Laboratories. Approximately, 800 students visit Scientific Laboratories every year. 40 institutes (under DST, DBT, DRDO, CSIR) have been supporting.
- Scientists are invited to the JNVs for interaction with the students.
- Student Residential program in JNCASR.
- Participation in Vigyan Prathibha – Direct interaction of scientists with students.

Enhancement of Creativity and Innovation

- Establishment of Atal Tinkering Labs (121 JNVs).

- Practice of Reasoning and Logical puzzles to develop reasoning ability.
- Robotics training is implemented with the help of Industry supports (Robo Shiksha Kendra).
- Training in designing with the association of industry: Auto Desk.

Exposure to Contemporary Areas /Subjects

- Financial Literacy training with the help of NSE.
- Disaster Management in association with NDRF.
- Training in contemporary learning skills in association with Tata Institute of Social Science – principals and teachers of JNVs of Chhattisgarh has been taken up. This program has the technical support from MIT, USA.

Ease of Doing Business

- Recruitment process has been made online and faceless till the appointments. The appointment letters are also downloaded by candidates using their login password.
- Process of application for the Class – VI entrance test “JNVST” has been made online leading to better access for the rural population to the application process. The number of candidates registered has increased from 18.80 lakhs in 2014 to 28.42 lakhs in 2022. **Faceless admission process has resulted in more transparency and least corruption.**
- Process of transfer has been made online which has resulted in increased transparency and timely completion of the process.

Entrepreneurial Skills

- Vocational Education is provided to the students of JNVs.

- Assembling own Solar Lamps by students in JNVs in association with, IIT Bombay.

Enhancement of Learning Experiences

- Standard Assessment Test at Class-VIII level is organized to ensure the depth of learning.
- Methodology of teaching science subjects through enhanced experiments under the guidance of Indian Institute of Science, Chitradurga (Karnataka).

Inclusive Education:

- **3146 divyang students** are enrolled in JNVs as on **31.12.2022**.
- Workshop with the help of Theatre schools is being organized.
- National Sports Meet, exclusively for divyang students is organized in NVS.

Value Orientation

Awakened Citizen's Programme is organized with the help of Ramakrishna Mission for teachers and students in all the functional JNVs.

- Students of JNVs participate in Digital Citizenship and Cyber Wellness Quiz.
- Yoga sessions are organized in Jawahar Navodaya Vidyalayas.

Guidance and Counselling

- Qualified counselors have been engaged on contractual basis in each JNV for providing psychological support for mental health and wellbeing.
- Teachers are deputed for 01-year guidance and counseling program of Regional Institute of Education, NCERT. **430 teachers** have been trained up to the Academic Session 2021 – 22.

- Training of teachers on counseling through NIMHANS – 50 counselors & 50 creative teachers have been trained.
- Master Trainer training through St. John's Research Institute, Bangalore.
- Counselling services are provided to students and parents through NVS toll-free number **1800-180-7992**.

JNV Students and Society:

- Participation of the students of the neighbouring schools in the co-curricular activities of the Jawahar Navodaya Vidyalayas.
- Programmes for the neighbouring schools are organized in JNVs on awareness of issues like conservation of nature, road safety, first aid, cleanliness, civic sense & democratic values and scientific temperament.
- Girl students of other schools are trained in JNVs under Vigyan Jyoti Programme.
- Participation and organization of academic and co-curricular contests with the neighbourhood schools.
- Coaching is provided to rural children for preparation of JNV Selection Test.
- Immunization camps, health check-up camps, first aid training camps, pollution control & cleanliness drive and literacy campaign etc. are organized in JNVs.
- Awareness campaigns on health & hygiene, safe drinking water, population education and balanced diet is conducted in Jawahar Navodaya Vidyalayas.

DST PROJECT FOR GIRL STUDENTS:

Navodaya Vidyalaya Samiti in collaboration with Department of Science and Technology

(DST) has established Vigyan Jyoti Knowledge Centers at **200 Jawahar Navodaya Vidyalayas** with an objective to promote more number of girl students to pursue Science as their career. Under this programme, support is provided to girl students of Classes from IX to XII of Jawahar Navodaya Vidyalaya and school systems in the neighboring area with the aim to give focused support in STEM, future prospective and career counselling. As per the composition, 50% JNV Girls + 50% other Girls are to be registered under this programme. Series of lectures in STEM, special need-based classes, student interface with women role models in Science, hands-on laboratory work, small projects, visit to Research & Development (R&D) labs, continuous interaction with scientists, parents counselling, etc. are conceived under this programme. The entire cost of support system including the monthly stipend to girl students covered is funded by the Department of Science and Technology, Ministry of Science and Technology, Govt. of India. **Total 17,816 girl students (11882 JNV Students + 5934 Non-JNV students)** have been registered under Vigyan Jyoti Programme.

ATAL INNOVATION MISSION (AIM):

NITI Aayog's flagship programme, Atal Innovation Mission (AIM) is Govt. of India's endeavor to promote a culture of innovation and entrepreneurship. Its objective is to serve as a platform for promotion of world class innovation hubs, grand challenges, start-up businesses and other self-employment activities, particularly in technology-driven areas.

AIM has established Atal Tinkering Labs (ATL) in **121 Jawahar Navodaya Vidyalayas**. The objective of this scheme to foster curiosity, creativity and imagination in young minds; and inculcate skills such as designed mind set, computational thinking, adaptive learning, physical computing, etc. Atal Tinkering Labs (ATL) is a work space where young minds can give shape to their ideas through hands on 'Do-It-Yourself' mode and learn / develop innovation skills.

INSPIRE MANAK AWARD:

Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India. Ku. Mahima, JNV Kabirdham was selected as a winner at National Level of INSPIRE MANAK Award 2021-22 for her project "Voting Machine for Disabled".

AZADI KA AMRIT MAHOTSAV:

As a part of commemoration of the 75th Anniversary of India's Independence - 'Azadi Ka Amrit Mahotsav' is inaugurated by Hon'ble Prime Minister on March 12th, 2021 through recreation of Dandi March. 05 Jawahar Navodaya Vidyalayas of Gujarat state, located in the surrounding areas of the Dandi March, participated in the event.

Details of activities undertaken in NVS under Azadi Ka Amrit Mahotsav during the current Academic Session 2022 – 23 are as under:

S. No.	Activities	Details of Participation
1.	8 th International Yoga Day	No. of JNVs Participated: 649 No. of Students & Staff Participated: 167890
2.	Eat Right Creativity Challenge	No. of JNVs Participated: 649 No. of Students participated in Poster Competition: 1708 No. of Students participated in Rangoli Competition: 1377 No. of Students participated in Bulletin Board Competition: 2766
3.	Quiz on Tourism of India	No. of JNVs registered & participated in the Quiz: 649 No. of Students participated on ZEE Portal: 79865
4.	Har Ghar AKAM Souvenir aur Stamps Celebration	No. of JNVs participated in Stamps making: 639 No. of students Participated: 67309 No. of Selected Students for making Stamps: 3195
5.	Janjatiya Gaurav Divas	No. of JNVs Participated: 625 No. of students participated in Debate Competition: 17304
6.	Swaraj Bharat Ke Sangram Ki Samagra Gatha	A 75-episode mega show by Doordarshan No. of JNVs watched/listened: 553 No. of students attended the show: 88936
7.	Azadi Quest – Online Game Series	Ministry of Information & Broadcasting, Govt. of India launched a series of Online Mobile Games No. of JNVs Installed the Game: 641 No. of Teachers installed the game as Educational App: 1178
8.	India @75 (Azadi Ka Amrit Mahotsav): Youth IDEATHON 2022	No. of JNVs registered: 623 No. of Students registered: 7255 No. of Mentors registered: 1246 No. of Mentors attended Online Workshop: 1203
9.	National School Band Competition	A total of 8 Entries (Pipe Band Group: 2 Boys & 2 Girls and Brass Band Group 2 Boys & 2 Girls) have been submitted online to the assigned web portal of CBSE.

FIT INDIA ACTIVITIES:

Month-wise activities are being conducted in Jawahar Navodaya Vidyalayas, under Fit India Programmes from March 2021 onwards as per the Calendar of Activities provided by the Ministry of Youth Affairs & Sports, Govt. of India.

- Fit India Quiz: State Level Finals:** In Fit India Quiz State Round, 12 teams from NVS participated. In the State Final Round, 03 NVS teams secured 2nd position whereas other 3 NVS teams secured 4th position in their respective states.
- Khelo India e-Khelo Pathshala:** Khelo India e-Khelo Pathshala, a sports-specific training programme is being organized for the Physical Education Teachers of all Jawahar Navodaya Vidyalayas, by the Khelo India Division of the Sports Authority of India (SAI). The programme is through physical mode for three sports disciplines viz. Table Tennis, Archery and Boxing. Total **724 Physical Education Teachers** of Jawahar Navodaya Vidyalayas have registered for this training programme.

ENVIRONMENTAL CONSERVATION

1. **Water Conservation:** Right from the inception of NVS water conservation and channelizing the used water to various secondary purposes has been high on the organizational planning. JNVs being pace-setting institutes have always been receptive and proactive to environmental friendly initiatives. Considering the location of JNVs across the country and student strength, various actions are proposed under the Jal Shakti Abhiyan for water conservation. **128** JNVs have taken steps for rainwater harvesting. In addition to it, “Samagra Shiksha, Jal Suraksha” campaign has also been launched in JNVs. Awareness is being brought among the students and other stakeholders through Eco-Clubs and their suggestions are being practiced in all JNVs by considering the need of the hour. This campaign targets to save at least one litre of water by each student every day.
2. **Recycle & Reuse of Waste Water:** Recycle & re-use of wastewater in Jawahar Navodaya Vidyalaya campus through eco-friendly treatment system has been implemented in **5** Jawahar Navodaya Vidyalayas and work is in progress in **17** other JNVs. The annual saving of water is expected around 42 million liters.
3. **Rain Water Harvesting:** Rainwater harvesting system has been implemented and is functional in **128** Jawahar Navodaya Vidyalayas. The annual average water saved per Jawahar Navodaya Vidyalaya is 50,000 liters and total annual water saving is expected around **6.4** Million liters.
4. **Solar Initiative:** Rooftop grid connected solar power project under the direction of MNRE has been implemented in **169** **Jawahar Navodaya Vidyalayas** with overall **power generation of 12.07 MW.**
5. Environment-based Education in Collaboration with India Council of Forestry Research & Education (**ICFRE**) **has been launched.**
6. Jawahar Navodaya Vidyalayas are participating in Centre for Science and Environment (CSE)’s initiative of green rating of Schools resulting in better awareness among students about conservation of nature and resources.
7. **Eco STP** introduced in 2018 in place of traditional Septic Tank.
8. **LED lights** being used in all Jawahar Navodaya Vidyalayas.
9. Environment-based Education in Collaboration with India Council of Forestry Research & Education (**ICFRE**) **has been launched.**
10. Jawahar Navodaya Vidyalayas are participating in Centre for Science and Environment (CSE)’s initiative of green rating of Schools resulting in better awareness among students about conservation of nature and resources.

Kendriya Vidyalayas (KVs)

The Scheme

The Scheme of Kendriya Vidyalayas (Central Schools) was approved in November 1962 by the Govt. of India on the recommendations of the Second Central Pay Commission to provide uninterrupted education to the wards of transferable Central Government employees. Consequently, Central School Organization was started as a unit of the Ministry of Education, Govt. of India. Initially, 20 Regimental Schools, then functioning at places having large concentration

of defence personnel, were taken over as Central Schools during the Academic Year 1963-64.

The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI of 1860) on 15th December 1965. The primary aim of the Sangathan is to provide, establish, endow, maintain, control and manage the Central Schools (Kendriya Vidyalayas) located all over India and abroad. The Government of India wholly finances the Sangathan.

Over the years, the number of Kendriya Vidyalayas steadily increased to **1252 as on 31.12.2022** including three KVs abroad (Kathmandu, Moscow, Tehran). **The number of KVs running in double shift are 70.** Out of **1252 KVs, 114 KVs** are functioning in the North East.

Salient Features of Kendriya Vidyalayas

In pursuance of the above objectives, the Kendriya Vidyalayas system has the following features and norms:

1. Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas.
2. All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE).
3. All Kendriya Vidyalayas are co-educational, composite schools.
4. Teaching of three languages – English, Hindi & Sanskrit from Classes VI to VIII is compulsory. In Classes IX and X, any two languages out of English, Hindi and Sanskrit can be opted. Sanskrit can also be taken as an elective subject at +2 stages.
5. Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits.

KVS ADMINISTRATION

The Hon'ble Minister of Education is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The Hon'ble Minister of State in the Ministry of Education is the Joint Chairman. The Commissioner is the Executive Head of the Sangathan. KVS has 25 Regional Offices. Each headed by a Deputy Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 5 functional ZIETs (Zonal Institute of Educational Training) each headed by a Director who is in the rank of Deputy Commissioner. Kendriya Vidyalayas are headed by a Principal/Principal Grade – II who manages the functioning of the school.

The distribution of **1248 KVs**, sector-wise is as under (as on **31.12.2022**)

Sl. No.	Sector	No. of KVs
1	Defence	350
2	Civil	748
3	Institutes of Higher Learning	38
4	Projects	113
5	Abroad	03
	Total	1252

Salient Features of Kendriya Vidyalayas

Admissions

Kendriya Vidyalayas were primarily established with the primary objective of providing uninterrupted education to the wards of transferable Central Govt. employees. Priority in admissions is therefore accorded to the children of Central Govt. employees, State Govt. employees and private employees in that order. Other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population if seats are available. In addition to

admission under RTE Act, 2009 reservation for Students belonging to SC, ST and OBC as per Govt. norms is provided. A total number of 14,28,619 students, 772215 Boys and 656404 Girls are studying in Kendriya Vidyalayas as on 30.11.2022. Since the academic session 2016-17, admission process of class I is being done through cloud-based software across the country. From the Academic Year 2022-23 onwards the entry age for admission in Class I has made to 6+ years (Previously 5+ Years) due to implementation of NEP 2020. Certain special provisions for admission over and above class strength in KVs have been withdrawn to maintain healthy pupil-teacher ratio as per recommendations of NEP 2020.

Balvatika introduced in Kendriya Vidyalayas on Pilot mode

In consonance with NEP 2020, Kendriya Vidyalaya Sangathan opened Balvatika Classes in 49 identified KVs on pilot mode from the current Academic Year. Admission to these Balvatika Classes have been done as per the priority and reservations given in the revised KVS admission guidelines 2022-23 as per the following age groups 3+, 4+ & 5+ for Balvatika classes I, II & III respectively. 5383 students have been admitted in Balvatika Classes in 49 Kendriya Vidyalayas as on 30.11.2022. NCERT-provided academic resources are being used for teaching-learning process. Play-based and joyful learning is being ensured in these classes.

Empowering the Girl Child Education

There is a provision of reservation in admission for single girl child in KVs: (i) 2 seats per section, in class I and (ii) 2 seats per class, in class VI onwards on the basis of the Priority category. These seats are available over and above the sanction class strength.

Education of SCs/STs and OBCs

15% seats for Scheduled Castes and 7.5% seats for Schedules Tribes and 27% seats for Other Backward Classes (OBC-NCL) are reserved in all fresh admissions in all Kendriya Vidyalayas.

Educational Development of Divyang (Differently Abled Students)

3% seats of total available seats for fresh admission are being horizontally reserved for Divyang (Differently Abled) children. Specially designed toilets and ramps have been mandatory in all the Kendriya Vidyalayas for facilitating comfortable stay of these children in the school. Teachers are being continuously oriented towards caring of students with physical as well as learning disabilities, during the in-service training programmes.

ACADEMIC PERFORMANCE

The performance of KVS during the last 5 years in Class X and Class XII examinations conducted by Central Board of Secondary Education is given in the Table below:

Year	2018		2019		2020		2021		2022	
Class	X	XII	X	XII	X	XII	X	XII	X	XII
KVS	95.94	97.78	99.47	98.54	99.23	98.62	100	99.99	96.62	97.08

Promotion of Science and Technology in Kendriya Vidyalayas

Atal Tinkering Labs

National Institute for Transforming India (NITI Aayog) New Delhi, Government of India has set up Atal Innovation Mission (AIM) to promote creativity and scientific temper among students. Under this programme, 335 Atal Tinkering Labs have been set up in Kendriya Vidyalayas across the country. Atal Tinkering Lab is envisaged to be a playground to play and learn science beyond school textbooks, through application-based self-learning, to help youth entrepreneurs to find solutions to community problems.

National Children's Science Congress

It is a flagship programme conducted by the Department of Science and Technology. In this **theme-based research project** carried out by the students under the supervision of a guide teacher, the participants (students in the age group 10-14 and 14+ -17) make oral and poster presentations and their projects are evaluated on their originality, practical applicability and benefits.

Theme for NCSC 2022-23 was **Science for Sustainable Living with** the following Sub-Themes:

- Eco System for Sustainable Living
- Appropriate Technology for Sustainable Living
- Social Innovation for Sustainable Living
- Design, Development and Modelling for Sustainable Living
- Traditional Knowledge System (TKS) for Sustainable Living

This year total 450 projects were invited for the participation at KVS National Level Competition held on 02.12.2022 to 04.12.2022 by KVS

Bangalore Region. 42 Projects (25 Junior and 17 Senior Group) have been selected for the National Level competition which has been scheduled from January 27-31, 2023 at Ahmedabad, Gujarat.

Inspire Award Manak Scheme:

Innovation in Science Pursuit for Inspired Research (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India. The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), being executed by DST with National Innovation Foundation – India (NIF), an autonomous body of DST, aims to motivate students in the age group of 10-15 years and studying in classes 6 to 10. The objective of the scheme is to target one million original ideas/innovations rooted in science and societal applications to foster a culture of creativity and innovative thinking among school children.

During the session 2022-23, 3671 students from Kendriya Vidyalayas across the country submitted their best ideas in INSPIRE Awards MANAK portal. 710 Students have been selected for District Level Exhibition & Project Competition (DLEPC).

Jigyasa:

An MoU between Kendriya Vidyalaya Sangathan (KVS) and Council of Scientific and Industrial Research (CSIR), New Delhi was signed on 06th July 2017. This Programme is named as JIGYASA. Students /teachers have participated in JIGYASA programme. Students actively participated in the programme.

The main objectives of JIGYASA programme are:

- Connect the CSIR Institutes with school students to develop 'Scientific Temper' in the young minds.

- Creating Scientific Temper is a mechanism wherein students' capabilities to use scientific methods which include questioning, observing physical reality, testing hypothesizing, analyzing and communicating are enhanced.
- This will help in nurturing scientific quotient of the students.
- KVS is collaborating with CSIR for connecting 38 Central Labs with Kendriya Vidyalayas to trigger curiosity and spirit of research

Promotion of Art, Values, Culture and Ethos in Kendriya Vidyalayas:

Azadi Ka Amrit Mahotsav:

Government of India is commemorating the 75th Anniversary of India's independence through a series of events under Azadi ka Amrit Mahotsav (AKAM). The Mahotsav was inaugurated with the flagging off of the 'Padyatra (Freedom March) from Sabarmati Ashram, Ahmedabad on 12th March 2021 and will end post a year of the 75th Anniversary on 15th August 2023. The events under AKAM will revolve around 5 pillars viz. Freedom Struggle, Ideas at 75, Achievements at 75, Actions at 75, and Resolve at 75. Kendriya Vidyalaya Sangathan (HQ) has organized a lot of activities throughout the year regarding 75th Anniversary of India's independence through a series of events under Azadi ka Amrit Mahotsav (AKAM). KVS prepared the Calendar of activities to conduct various activities under Azadi Ka Amrit Mahotsav. Activities have been conducted throughout the year to inculcate among students respect for India culture and ethos, respect and honour for the unsung heroes, massive contributions of freedom fighters and leaders. The following noted activities were conducted under Azadi Ka Amrit Mahotsav in this year:

1. Celebration of the Iconic Week from 17th- 21st January 2022 in all Kendriya Vidyalayas across the country. Activities like film show on freedom, Online quiz, Patriotic Poem recitation, Speech on Freedom fighters, Webinar on freedom fighters, Role play were conducted. In Kendriya Vidyalayas to inculcate values, ethos and patriotic spirit. 3,55,520 students took part activities conducted in the Iconic Week.
2. To honour our National Flag, Govt of India conducted Har Ghar Tiranga Programme under Azadi Ka Amrit Mahotsav. It envisages inspiring Indians everywhere to hoist the National Flag at their home. The idea behind this is to invoke the feeling of patriotism in the hearts of the citizen and promote awareness about our National Flag. KVs hoisted National Flag in school premises during Independence Week i.e 11th-17th August 2022. Creatives on Har Ghar Tiranga were shared on social media handles and encouraged the students during Morning Assembly to promote the Har Ghar Tiranga working in the organization to hoist the National Flag in their homes from 13-15th August 2022. 14,34,540 students, parents hoisted National Flag at their homes during the Independence Week. Imparted appropriate education and guidance to school students about the campaign. A special assembly session was organized in all Kendriya Vidyalayas with each day dedicated to a particular aspect of Tiranga from 11-15th August 2022 and communicated the objective of programme. All officials of Kendriya Vidyalaya Sangathan encouraged and took selfies with Flag and uploaded the same in the website i.e <https://harghartiranga.com> and also uploaded on

social media platforms. Activities such as Poster Making, Quiz, Essay Writing, Slogan Writing, Group Dance, Role Play competition, cultural events during the Independence week were conducted to promote patriotic feelings. Rallies/ Prabhat Pheris were undertaken by the Students and teachers with Tiranga in the vicinity and nearby localities by many KVs as a part of the campaign to spread awareness and patriotism in the public. Invited eminent Freedom Fighters in the Vidyalayas during the week to motivate students, awaking the sense of dignity in their heart. Patriotic movies were shown to all the students to develop patriotism within them.

3. KVS observed Rashtriya Ekta Diwas on 31.10.2022 to reinforce the commitment to strengthen the security, unity and integrity of our country by popularizing the event on social media handles and websites. The awareness about the campaign was created in Morning Assemblies in all Kendriya Vidyalayas throughout the country. Various contests were organized to educate students about Sardar Vallabhbhai Patel and his vision on Unity of the Nation. A Week Long programme has been observed in all Kendriya Vidyalayas across the country and abroad (Moscow, Kathmandu and Tehran) from 25-10-2022 to 31-10-2022 with full enthusiasm and pride fostering nationalism in young generation, invoking the feeling of patriotism by commemorating the Birth Anniversary of Sardar Vallabhbhai Patel. Activities like 'Run for Unity', special morning assemblies dedicated to Sardar Vallabhbhai Patel, poster making, quiz, essay writing, slogan writing, group dance, role play competitions and cultural events were conducted during the Week (from 25.10.2022 to 31.10.2022) to promote

the feeling of national integration. KVs also arranged 'Run for Unity' by students and teachers in the vicinity and nearby localities. More than 9 lakh students participated in various programmes related to Rashtriya Ekta Diwas.

4. **Janjatiya Gaurav Diwas:** Kendriya Vidyalaya Sangathan has organized the Janjatiya Gaurav Diwas on 15th November 2022 to commemorate the Birth Anniversary of Bhagwan Birsa Munda a renowned Tribal Leader and freedom fighter. 4,60,945 students, Teachers & other stakeholders participated in the activities such as debate, Speech, Poster making, Quiz, Group Dance, role play competition, cultural events to respect and acknowledge the contribution of Bhagwan Birsa Munda

Ek Bharat Shreshtha Bharat (EBSB):

The programme aims to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. The states carry out activities to promote a sustained and structured cultural connect in the areas of language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc. Modeled on the philosophy of **Sardar Vallabhbhai Patel** 'Ek Bharat Shreshtha Bharat' provides a platform to students and teachers to express their talent in performing and visual arts. All the 25 regions of KVS are paired with a State different from their own State. The students prepare projects/exhibits on the culture, customs, dress, agriculture, industry, economy, climate and topography etc. of the State allotted to them. This gives them **an opportunity to understand the Art and Culture of the paired States**, thus helping them imbibe mutual respect towards different cultures. The students compete at various levels- Vidyalaya/ Cluster and Region.

The following activities were undertaken by the students

1. **Webinar** on Culture, History and Tradition of Partnering State
2. **Bhasha Sangam** - Students speak, write and display 100 sentences in the language of the counterpart state
3. **Identification translation of similar proverbs** in the language of partnering state
4. **Bhasha Sikho Abhiyan**
5. **Pledge** (Swachhta/Single Use of Plastic/ Save Water in the language of partnering state
6. **Talking Hour** (News on Partnering States)
7. **Video Conferencing** with students of partnering state
8. **Story Telling** (folklore and stories of prominent writers of the state allotted
9. **Folk Dance** (of the counterpart state)
10. **Quiz** (Related to comprehensive knowledge about the counterpart state)
11. **Solo Song** (Folk song of the counterpart state)
12. **State project notebook** (on the partnering state)
13. **E-newsletter** (on the activities undertaken)
14. **On-the-Spot Painting-** Festivals/ Historical Events, any other feature of counterpart state.

In addition to the regular and monthly activities following programmes were conducted in Kendriya Vidyalayas to achieve the objectives of Ek Bharat Shrestha Bharat.

Bhasha Sangam initiative under Ek Bharat Shrestha Bharat programme was conducted with the objective of familiarizing every child with

simple sentences in all the 22 languages under schedule VIII of the Constitution of India, taking up at least one language on each working day, to enhance linguistic tolerance and promote national Integration. Students from All Kendriya Vidyalayas across the country participated in Sanklap under Bhasha Sangam to learn at least one language on each working day . **More than 5 lakh** students from Classes VI to XII took sanklap and learnt 100 Sentences of the language of paired state.

Celebration of “Matri bhasha Diwas (Mother Language Day): Matribhasha Diwas (Mother Language Day) was celebrated on 21 February 2022 in Kendriya Vidyalayas across the country to promote dissemination of mother language of all and create awareness of linguistic and cultural traditions and diversity across the world and to inspire solidarity amongst people of different cultures, speaking different languages. Activities like elocution, debate, singing, essay writing and painting competitions, music and dramatic performances, exhibitions etc. and other activities befitting the occasion were organized. 446520 students participated in these activities.

Bhartiya Bhasha Utsav was observed in a befitting manner in all Kendriya Vidyalaya across the country on 11th December 2022 on the occasion of Janma Jayanthi of “Subramania Bharati” a freedom fighter and social reformer from Tamil Nadu. Students, teachers and staff of KVs organized various activities such as exhibition, language stalls, food corners, wearing of ethnic costumes, My Language My Signature Campaign, activities on promotion of multilingualism, Tech Zone, Cultural events to mark the occasion of Janam Jayanthi of Subramania Bharti, a freedom fighter and social reformer from Tamil Nadu. More than 5 Lakh students and 45 thousand teachers and others staff members participated in various activities on Bhartiya Bhasha Utsav 2022

KALA UTSAV:

Kala Utsav is an initiative of the Department of School Education & Literacy, Ministry of Education to promote arts in education by nurturing and showcasing the artistic talent of school students in the country. National Level Competition of Kala Utsav was organized from 1st January to 12 January 2022 by NCERT through Virtual Mode. Three participants from Kendriya Vidyalaya Sangathan became winners of National Level Kala Utsav conducted by NCERT. Details of winners are given below :

S. No	Name of Student	Art Form	Position
1	Shivam Mishra	Vocal Music (Classical)	1 st Prize
2	Manjari Pravashini Rabha	Traditional Folk Instrumental	2 nd Prize
3	B Vaishnav	Classical Instrumental	3 rd Prize

During the session 2022-2023, KVS organized Regional and National Level competitions in the months of October & November for final selection of students for Participation in the National Level Competition organized by NCERT. 20 students from Kendriya Vidyalaya Sangathan have been selected for participation in Kala Utsav Competition at National level scheduled from January 3 -7, 2023 at RIE, Bhubaneswar, Odisha.

Awakened Citizen Programme:

An initiative of Ramakrishna Mission, the Awakened Citizen Programme (ACP) is designed to help in awakening teachers to unfold the infinite potential that exists within themselves and the students they teach. It is a 3-year graded programme for Upper Primary and Secondary students (Year-1: Discovery of values, Year-2: Deepening of values and Year-3: Practicing values proactively). The mission initially introduced in 400 schools of the KVS in the year 2017-18

has been rolled out in all Kendriya Vidyalayas. The enlightened and envisioned program aims at inculcating strength of character and humanitarian values in the students to transform them into enlightened citizens. Ramakrishna Mission organizes training for teachers for smooth and effective implementation of the programme. These trainings are conducted in all 25 Regions across the country. Awakening for children of primary classes has been introduced in 50 Kendriya Vidyalayas under pilot mode from the current academic year.

Swachhata: Swachhata Pakhwada 2022 was observed in all Kendriya Vidyalaya across the country from 1st to 15th September 2022 ensuring focus participation of students, teachers and all stakeholders to promote Covid-related preparedness among the school community in the immediate instance and to achieve cleanliness, sanitation and hygiene in schools in the long term. Day-wise activities were conducted by Kendriya Vidyalayas across the country. 14 lakh students participated in different activities conducted at Vidyalaya level like taking pledge, awareness campaign, school exhibition, handwash etc.

Swachh Vidyalaya Puraskar 2021-22 was launched on 12th January 2022 by Hon'ble Minister of State for Education Dr. Subhas Sarkar on the occasion of birth anniversary of Swami Vivekananda, which is celebrated as National Youth Day. The objective of Swachha Vidyalaya Puraskar(SVP) is to recognize, inspire and celebrate excellence in sanitation and hygiene practices in schools that have undertaken significant steps towards fulfilling the mandate of the Swachha Vidyalaya Campaign. Kendriya Vidyalayas across the country applied for the Awards online. 1142 Kendriya Vidyalaya have applied for Swachh Vidyalaya Puraskar 2021-22 as on 15.04.2022. Three Kendriya Vidyalayas have been awarded with Swachha Vidyalaya Puraskar in 2022

1	Kendriya Vidyalaya Lalitpur	Agra Region	Uttar Pradesh
2	Kendriya Vidyalaya Ramavarnapur	Ernakulam Region	Kerala
3	Kendriya Vidyalaya No 2 GCF	Jabalpur Region	Madhya Pradesh

Ban on Single-Use Plastics: The Prime Minister of India, on the occasion of Independence Day, 2019 urged the Nation to ban single-use plastics, in view of the environment and health hazards caused by it. Month-wise Action Plan has been disseminated to Kendriya Vidyalayas across the country. Programmes were taken up to bring awareness among students and discourage them use single-use plastics in their day-to-day life and work towards Plastic Free campuses. As per the report, more than 3 lakh students are participating in activities to eliminate Single Use Plastics in every month.

Promotion of Reading habits in Kendriya Vidyalayas:

100 days Reading Campaign: 100 days Reading Campaign for children studying from Balvatika to class VIII in January 2022 was made to lay the foundation for continuous and lifelong learning in children. The 14 weeks programme had a different set of activities related to reading for students of different age groups. Nearly 6 lakh students participated in the first week of April 2022 from Classes I to VIII in the ongoing Reading Campaign with the help of teachers, parents, and others.

Pariksha Pe Charcha: 5th Edition of Pariksha Pe Charcha was conducted on 1st April 2022 at Talkatora Stadium, New Delhi. Hon'ble Prime Minister of India has interacted with students, teachers and parents in this programme and has given them his valuable suggestions/ inputs to all stakeholders. The said programme was telecast live by the many TV Channels and YouTube

channel etc. This program was focused on some of the key questions on examination. KVs were requested to ensure maximum participation of students, teachers, staff & other stakeholders. KV students also witnessed the address of Hon'ble Prime Minister interaction from the Governor's house in some states. 9,69,836 students, 47,200 employee and 1,86,517 parents viewed the live programme of Pariksha Pe Charcha-2022. The interaction of Hon'ble Prime Minister of India with students, teachers and parents was inspiring, motivating thought-provoking for all.

Seema Darshan

Jal aur Thal Seema Darshan for KV students as part of vibrant border programme of MHA was conducted from 25/07/2022 to 31/07/2022 to Drass-Kargil (Ladkakh) and 25/07/2022 to 29/07/2022 to Nathu La (Sikkim).

Drass-Kargil (Boys) UT – Laddakh: A total of 25 students from KVs of ROs – Agra, Ranchi and Gurugram along with Escort Teachers participated in the programme.

Nathu-La (Indo-China Border) State-Sikkim: A total of 25 students from KVs of ROs– Raipur, Bhubaneswar and Ahmedabad along with Escort Teachers participated in the programme.

Under Jal aur Thal Seema Darshan Programme 2.0 all the students of KVS experienced and enjoyed the visit to Nathu-La, Sikkim and Drass-Kargil and learnt about history, culture, civilization and topology of both the states.

ICT FACILITIES

Kendriya Vidyalaya Sangathan is pace-setting organization and has taken various initiatives for enhancing quality of school education system in the country including various Audio/ Video device and application of Information and Communication Technology (ICT).

e-Classrooms - A total of 12347 nos. of e-classrooms have been established in Kendriya Vidyalayas since 2014-15. These e-Classrooms are equipped with Apple i-Pad, Streaming Device, Interactive Board/Pads, Visualizer, Desktop Computers and Multimedia Projectors.

One unit of Personalized Learning using Connected Classroom Solution has been set up in 265 Kendriya Vidyalayas including 12 double shift KVs (Total 277) under PMJVK Scheme of Ministry of Minority Affairs, Govt. of India. Each unit includes 40 Laptops and one Multimedia projector.

Apart from this 2310 nos. of e-learning solution has been set up in 238 Kendriya Vidyalayas in the minority concentrated areas under PMJVK Scheme of Ministry of Minority Affairs. Each unit of e-learning solution has been equipped with Interactive Tablet with Stylus Streaming device, Multimedia Projector, School Manager, mobile device management, learning management system and native apps, Books, mail calendar, notes etc.

DIGITAL LANGUAGE LAB- A total of 376 Digital Language Labs have been established to enhance communication skills of students at self-learning pace. The Digital Language Lab is platform for comprehensive and interactive Digital content, catering to the listening and speaking skills, put to use in a stimulating lab environment. It caters to four skills: **Listening, speaking, reading and writing**, It provides facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. This Digital Language Lab is a very helpful tool for practicing and assessing one's speech in English language.

E-Prajna (ई-प्रज्ञा)- To empower students with modern Technology to explore knowledge to the maximum extent with the devices like Touch-Tablets preloaded with e-content enable students

to learn fast, retain and express effectively and efficiently. Tablets promote

- Students to acquire basic skill of using modern electronic devices
- Reinforcement of subject content
- Learning at any time and at any place
- Peer learning, activity-based learning at own pace, joy-full learning, flip learning among students
- Facilitates teachers to give online assignment and assess the student's performance digitally.
- Teachers can customize teaching-learning program according to the level of individual students.

In pilot project (E-Prajna) 6447 Touch-Tablets preloaded with e-content have been procured and distributed among students of class - VIII and teachers of 25 Kendriya Vidyalayas (one in each Region) in the academic year 2017-18. The students, teachers have been trained. Informative session with parents have been organized.

Modernization of Science Labs:

An initiative to trigger interest among students to pursue scientific research by providing exposure to higher-order and technology-driven experiments. The existing Science Labs of 928 Kendriya Vidyalayas have been modernized in four phases.

No. of Kendriya Vidyalayas covered in Phase I	:	211
No. of Kendriya Vidyalayas coverd in Phase II	:	200
No. of Kendriya Vidyalayas covered in Phase-III	:	363
No. of Kendriya Vidyalayas covered in Phase-IV	:	154
		928

e-office- e-office has been implemented in KVS (HQ) under e-Governance project through NIC e-office which is aimed at:

- Establishing a paperless environment in government offices.
- Transforming the existing manual, paper-driven processes into electronic workflow.
- Organisation level common repository of user information for various services and applications
- Enhance transparency.
- To promote Inter/ Intra Government information sharing.
- Assure data security and data integrity.
- Unicode compliant support for local language.
- All 04 File, Knowledge, Leave and Tour Management System have been implemented.
- Now e-office have been extended upto Regional offices & ZIETs.

Online Admissions - Since the academic session 2016-17, Admission Process of Class I is being done through cloud-based software across the country. There were 8,54,830 registrations done for over 1 Lakh seat of class I and in session 2022-2023 making the whole process transparent, effective and hassle-free for stakeholders.

Online Class Room Observation: An online application for classroom observation and supervision has been developed and integrated with PIMS Portal for regular monitoring of teaching-learning process at all three levels in the Sangathan.

Application for foundational Literacy and Numeracy (FLN) Assessment: - The vision of NIPUN Mission “is to create an enabling

environment to ensure universal acquisition of foundational literacy and numeracy”. The overall aim of the mission is to achieve the desired learning outcomes by the end of grade 3. To achieve these targets, which is the core objective of this mission, the curricular transactions need to be planned and implemented. In order to succeed in this, KVS has developed a tool to record the assessment of attainment of Lakshyas of students at various stages based on qualitative observation in a stress-free environment. By knowing the abilities & progress of students at various stages, teachers can support the students to attain the Lakshyas listed in the NIPUN Bharat document.

An online application of recording assessment of attainment of Lakshyas of students of class-I has been developed/ integrated with PIMS portal. Online assessment for FLN commenced from the session 2021-22 and a total of 1,21,235 students of Class-I have been assessed. In this session progress of 2,27,861 students of Class-I and Class-II are being recorded through the portal.

ICT INFRASTRUCTURE IN KVS AS ON 31.12.2022

S. No.	ITEM	Number
1	Total no. of functional KVs	1252
2	Total no. of computers available in KVs	79,902
3	Total no. of students in KVs (as on 30.11.2022)	14,28,619
4	Student-Computer ratio	18:1
5	No. of KV with computer lab	1242 (99%)
6	No. of KVs having Internet Connectivity	1252 (100%)
7	No. of KVs having Broad Band Connectivity	1226 (98%)
8	No. of KVs having their own Websites	1252 (100%)

ACHIEVEMENTS AND ACTIVITIES IN SPORTS

1. **National Youth Day & National Youth Festival-** The Department of Youth affairs, Ministry of Youth Affairs & Sports has Organized National Youth Day & National Youth Festival (NYD & NYF) from 12 January to 16th January 2022. KVS has also celebrated the National Youth Day & National Youth Festival (NYD & NYF) in all KVs across the Country with processions (Prabhat Pheri), Speeches, Cultural Items, Youth conventions, Yogasanas, Drawing & Painting (Poster Making), Essay-writing, Recitations and Indigenous Sports events) by followed all safety measures and precautions of COVID-19 issued by the Government of India.

Region	Total no. of Vidyalayas participated (including 2 nd shift)	Total no. of Students participated	Total no. of Teachers/ Stakeholders participated	Total no. of Good qualities of photographs shared through google drive link.
25	1310	484611	39580	45

2. **Fit India School Week Celebration (Extended programme)-** Fit School Week Celebration was started 14th November to 12th December 2021 “Azadi ka Amrit Mahotsav” (AKAM), and it was extended till 31st January, 2022 as per the Instruction of Fit India Mission. Total **108920 students** participated from **439 KVs**.
3. **Fit India Mission Month Wise Calendar Activities, 2022–** The following activities were organized from January, 2022 to December 2022 in all KVs and Students/ Staff/Stakeholders participated from all KVs across the country.

- Walking minimum 5 km in the Historical places near the Border and writing historical reports on India’s Freedom Struggle.
- Third Week – Conducting Cyclothon including students, Staff, Parents and interested public of the Block where the Vidyalaya is situated.
- Fourth Week “**Azadi Ka Amrit Mahotsav**” India @ 75 Republic Day Celebration on 26th January 2022.
- Fitness Assessment by Teachers and Parents on Fit India through Mobile App.
- Participation in Fit India Quiz as audience, Essay writing competition.
- Daily Physical Activities like Yoga, Freehand Exercise/Playing Sports.
- Common Yoga Protocol, different yoga Asanas & Kriyas through Fit India Mobile App.
- Rhythmic Yoga on patriotic song.
- Sharing of stories on healthy lifestyle & Fit India Fitness Mobile App.
- Pranayam, Meditation/ Mindfulness activities every day.
- Yoga, Stretching, Hand Exercise in assembly to make fitness of students/ teachers a part of their lifestyle.
- Mind games like Chess, Sudoku, puzzles etc. to be encouraged among students.
- Common Yoga Protocol, different yoga asanas & Kriyas through Fit India Mobile App.

- Daily Yoga, Stretching, Hand exercise may be included in assembly to make fitness part of students /teachers' daily lifestyle
 - Shared run with friends/Family and challenge them on Fit India Mobile App.
 - Places associated with independence movement in States/UTs were selected for culmination/starting of Freedom Run.
 - During Morning assembly plays/role conducted on various historically important events.
 - Stories/talks/Essay competitions conducted on freedom fighter/ local heroes of freedom struggle at least once every week.
 - Fitness related activities for 5-6 days in a week.
- Inter and Intra Sports competitions organized in Vidyalayas
 - Motivation & awareness drive for parents and community regarding importance of fitness & activities related to fitness.
 - Students participated in Khelo India National Fitness Programme for school through Fit India Mobile App
4. **750 Million Suryanamskar Project** – All KVs, Students, Teachers and Staff participated in Suryanamaskar Project from 01st January to 21st February 2022. The Event was organized by National Yogasan Sports Federation (NYSF) under the Programme of “AZADI KA AMRIT MAHOTSAV” (AKAM) on the occasion of the 75th Anniversary of Independence Day of India. The details of participation of KVS are as follows:

Details of Vidyalayas /Students/ Staff registered			Participated/Performed		Certificate	
Total no. of KVs	Total no. of Students	Total no. of Staff	Total no. of Students who successfully performed the Surya Namaskar (273 counts)	Total no. of staff successfully performed the Surya Namaskar (273 counts)	Total no. of Students who received the certificates	Total no. of staff who received the certificates
1244	688924	29851	547125	25517	499714	22158

5. **Khelo India Foundational Training for TGT (P&HE)**- Six-week online Foundational Level Training Programme (FLTP) for Physical Education Teachers (PE) introduced by SAI LNCPE, Trivendram from -14th February to 25th March 2022 and it has been further

enhanced till 12.04.2022 by Director, Khelo India e- Pathashala to include various aspects of Sports Science to enable professional development of the Physical Education Teacher (PE). The details of participation of TGT (P&HE) from KVs across the country is given below:

Total no. of Vidyalayas in Region (including 2 nd Shift)	Total no. of TGT (PHE) registered for Programme	Total no. of TGT(PHE) got confirmation for onboard in current Batch (14 Feb – 25 th March 2022)	Total no. of TGT (PHE) completed course
1309	880	757	757

6. **Summer Coaching Camp of Sports & Games:-** Coaching Camp was organized in selected Sports disciplines for Students (Boys & Girls) by 08 Regions in their selected KVs. More than 5000 students participated in discipline such as Volleyball, Taekwondo, Judo, Yoga, Badminton, Cricket, Football, Chess, Kabaddi, Kho-Kho, Athletics, Hockey, Basketball, Handball, & Rope skipping.

7. **Yoga Protocol (Y-Break) for People at workplace:-** A short-duration Yoga Protocol (Y-Break) for all staff was observed with a view to refresh, de-stress and refocus them with enhanced efficiency and productivity. Direction were given to all the ROs, ZIETs to follow the protocol regularly. Employees followed Yoga Protocol (Y-Break) and practiced it during office hours.

8. **World Bicycle Day, 2022:-** KVS celebrated this mega event on 3rd June, 2022 in all KVs by organizing Bicycle Rally across the country. The details of participation are as below:

No. of Vidyalayas organized/ Participated	No. of Students participated			Total
	Boys	Girls	Stakeholder	
1013	13713	8324	4176	26213

9. **8th International Yoga Day :** IDY celebrated under the theme “**Yoga for Humanity**” with great enthusiasm on 21st June, 2022, Seven (07) days Yoga activities were organized in all KVs from 15 to 21 June, 2022. The detail of participation of students and various stake holders is as follows:

Total Participation in various activities		Total
Student (Boys & Girls)	Stake Holder (Teachers/ Staff/ Parents)	
2081190	197744	2278934

10. **75 Historical and Iconic Places** 03 each by 25 Regions across the country were selected for the mass participation / organization of Yoga demonstration on the occasion of 8th International Day of Yoga (IDY) on 21/06/2022.

KVS Participation at 75 Iconic /Historical places		
No. of participation (Boys & Girls)	No. of Stake holder (Staff & Parents)	Total
13196	4586	17782

11. **NATIONAL YOGA OLYMPIAD:-** Yoga Olympiad was organized at School/Cluster/ Regional level from 5th to 7th May 2022 for Boys and Girls of Class VI to VII and IX to XII. Selected students of KVS Delhi, Agra & Gurgaon Region participated in National Yoga Olympiad held from 18 to 20 June, 2022 at NCERT, New Delhi

12. **KVS Regional Sports and KVS National Subroto Cup Football Tournament:**

- KVS Regional Sports Football Meet for Boys & Girls (U-14 & 17 yrs.) organized in July 2022 in 25 Regions.
- 51st KVS National (Subroto Cup) Football Tournament for Boys & Girls (U- 14 & 17 yrs.) was organized by Chandigarh, Dehradun and Gurgaon Region w.e.f. 20th to 29th July 2022.

13. **8th Batch of Foundation Level Training Program (FLTP):** Online Training for Physical Education Teachers by Lakshmibai National College for Physical Education (LNCPE) w.e.f. 25.07.2022 to 30.08.2022 in which one TGT(P&HE) from each Region have been registered and attending the Programme.
14. **Celebration of Independence Day:-** KVS celebrated 75th year of Independence on 15th August 2022 under Azadi Ka Amrit Mahotsav in all KVs, ROs and ZIETs across the country.
15. **National Sports Day Celebration:-** National Sports Day was celebrated on 29th August 2022 to mark the tradition of Indian sports and as a tribute to hockey legend major Dhyan Chand by encouraging mass participation amongst the students, their parents and staff of school.
17. **51st KVS National Sports Meet, 2022-** KVS organized 51st KVS National Sports Meet/ Tournament in two phases.
- **Phase-I** was organized from 15th to 21st October 2022 at Agra (Agra Region), Bhopal, & Gwalior (Bhopal Region), New Delhi (Delhi Region), LPU Phugwara (Chandigarh Region) Gurgaon & Faridabad (Gurgaon Region). Approx. 7400 Students and Staff participated as players and officials from 25 Regions across the Country.
 - **Phase-II** was organized from 01st to 05th November 2022 at Noida (Agra Region), Gwalior(Bhopal Region), New Delhi (Delhi Region), LPU Phugwara (Chandigarh Region) Gurgaon & Faridabad (Gurgaon Region). Approx. 7500 Student and Staff participated as players and

No. of KVs organize programme	No. of Students participated		No. of Stakeholders (Teachers/ Staff/Parents)	Total No. of participations	No. of Medals distributed amongst children (Gold/ Silver/Bronze)	No. of trophies distributed amongst children
	Boys	Girls				
1247	171452	143216	26518	341186	49950	4602

16. **Fit India Freedom Run 3.0** was started from 02nd to 31st October, 2022 in all KVs, ROs, ZIETs and KVS (HQ) and Students, Staff, Teachers, officers and parents participated with full of enthusiasm.
18. **2nd Edition of Fit India Quiz 2022-23-** The second edition of Fit India Quiz was officials from 25 Regions across the Country.

Total No. of Vidyalaya's participated (including 2 nd shift)	Total No. of students participated (Boys & Girls)	Total No. of Stakeholders (teachers/staff/ parents) participated	Total Participation (Students + Stakeholders)	Total distance covered (Run/ walk) (in kms.)
1315	5322762	608759	5931521	8463202.37

launched by Hon'ble Minister of Youth Affairs and Sports on 29th August 2022 through YouTube Channel and Fit India FB Page. The Registration of KVs and nomination of Students have been done by 25 Regions:

Total no. of Vidyalayas in Region (including second shift)	Total no. of Vidyalays Registered	Total No. of team registered	No. of students registered from Region
1298	1200	2539	5692

19. **SAI LNCPE – A Webinar of International Society for Comparative Physical Education and Sport (ISCPES) on the theme “Quality of Physical Education”** for TGT(P&HE) and community coaches was organized by SAI LNCPE, Thiruvananthapuram through virtual mode on 18th November 2022. TGT(P&HE) attended programme as per their availability in the Vidyalayas.
20. **4th Edition of Fit India School Week Celebration 2022:** Activities organized in all KVs across the Country till 31 December, 2022. The details of participation is given below:

Programme celebrated till 31 Dec, 2022)	
Total no. of KVs participated	Total no. of students participated
1280	607618

Sr. No	Category	No. of Courses / Workshop	No. of Participants
1	In-service Courses II nd spell for Teachers (PGT/TGT/PRT/HM) for the session 2022-23	29	279
2	21 days In-service Courses for Teachers TGT (WE/Lib/P&HE/ AE) & PRT (Music) for the session 2021-22	9	393
3	No. of Workshop (ZIETs)	42	2376
4	No. of short-term Courses (ROs+ Knowledge Partners)	442	34206
5	NISHTHA Programme 3.0 (FLN Batch-2)	1	318

Training Programmes in KVS

KVS gives due emphasis on capacity building for all categories of its teachers for updating knowledge, teaching methodology and for taking up innovative practices. Being a pace-setting and proactive organization, KVS has always been the forerunner in adopting and implementing revolutionary trends in teaching-learning process. Thus, in a situation like the Covid-19 pandemic crisis it quickly modified and adapted its training programmes which were initially carried out in the offline mode to the online mode.

The In-service training programmes for 22 days which are mandatory for the career progression of the teachers were successfully conducted offline by ZIETs/ROs/Kendriya Vidyalayas. The programme was conducted in two spells of 12 and 10 days for all PGTs, TGTs, HMs and PRTs. Short-term Courses/ Workshops were organized at ZIETs as per their Annual Training Calender & also by ROs as per the need NISHTHA 3.0 programme was attended by Primary teachers.

Teachers/Principals/officers of KVS participated in workshop organized by ISTM, NCERT, NIEPA, and CBSE. As a step towards experiential learning HMs and PRTs are being trained in a phase manner to adopt Toy Based Pedagogy, Art Integrated Learning and Foundational Literacy & Numeracy in light of NEP 2020.

During session 2022-23 the numbers of courses/ workshops organized offline/on-line up from 01.04.2022 to 31.12.2022 are as under:

NEP 2020 related workshops are conducted by Knowledge Partners/In-house training from 01.04.2022 to 31.12.2022 is placed below:

1. Foundational Literacy & Numeracy through Homi Bhabha Centre for Science Education (HBCSE) & Azim Premji University (APU)
Workshop -11
Participants-1094
2. Toy based Pedagogy through Mahatma Gandhi International School
Workshop -27
Participants-1542
3. Vigyan Prathibha Workshops through Homi Bhabha Centre for Science Education. (HBCSE)
Workshop-03
Participants-227
4. Progression in Core Skills training through British Council Project in collaboration with CBSE.
Workshop-7
Participants-140

Guidance and Counselling

Kendriya Vidyalayas engages counsellors on contractual basis and also utilize the services of its teachers who have undergone professional training in guidance and Counselling from NCERT & RIEs, to help children in the all-round development of their personality and to assist them in coping with their social, emotional, psychological issues from time-to time. The counsellors also guide students to make informed educational and career choices. Total 294 teachers of Kendriya Vidyalayas have been trained and this year KVS has also sponsored 25 teachers from KVS for Diploma Course in Guidance and Counselling of NCERT for the year 2022-23.

FINANCE

KVS is fully funded by the Government of India. The budget sanctioned to KVS by the Government of India, Ministry of Education (Department of School Education & Literacy) under Non-Plan and Plan heads up to 2016-17 and thereafter the budget sanctioned to KVS by the Govt. of India, Ministry of Education under Revenue and Capital heads are as under:

Finance: Budget Sanctioned to KVS

(Rs. in crore)

Year	Non-Plan	Plan
2014-2015	2501.15	742.00
2015-2016	2403.47	875.00
2016-2017	2884.54	1102.71
	Revenue	Capital
2017-18	4323.01	674.24
2018-19	4775.40	231.35
2019-20	4868.10	143.90
2020-21	6162.68	275.00
2021-22	6300.00	500.00
BE-2022-23	6950.00	700.00
RE-2022-23	6811.50	700.50

Kendriya Vidyalayas in North East Region

There are 114 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 84975 (Boys 44647 and Girls 40328). Among 114 KVs in NE Region, 66 are in Civil, 22 are in Defence, 17 are in Project Sector and 09 are in Institutes of Higher Learning.

The pass percentage in class X & XII of CBSE in the North East States during 2020-21:

Sl.No.	States	Class X	Class XII
1	Arunachal Pradesh	99.73	100s
2	Assam	100	100
3	Manipur	100	100
4	Meghalaya	100	100
5	Mizoram	100	100
6	Nagaland	100	100
7	Sikkim	100	100
8	Tripura	100	100

Position of funds released for KVs located in NER including Sikkim by KVS is as under:-

(Rupees in Crore)

Year	Plan	Non-Plan
2014-2015	Rs. 47.03	Rs. 126.59
2015-2016	Rs. 87.50	Rs. 130.13
2016-2017	Rs. 110.20	Rs. 165.52
	Revenue	Capital
2017-18	113.44	80.29
2018-19	127.89	23.45
2019-20	416.35	13.32
2020-21	235.16	04.52
2021-22	172.40	40.00
2022-23	179.85	42.00

**Upto: 31.12.2022*

National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an apex resource organization established in 1961 by the Government of India to assist and advise the Central and the State Governments in the formulation and implementation of their policies

and programmes in the field of education, particularly school education and teacher education. It provides academic and technical support for qualitative improvement in school education and undertakes programmes related to educational research, development, training, extension, international cooperation, publication and dissemination of information.

National Curriculum Frameworks

After the implementation of National Education Policy 2020, the Council has been entrusted with the development of National Curriculum Frameworks viz., National Curriculum Frameworks for School Education, Teacher Education and Adult Education, Early Childhood Care and Education, Teacher Education and Adult Education. NCERT initiated the process of developing four NCFs by following bottom-up approach which will cover the 25 areas – Curriculum, Pedagogy, Cross-Cutting Themes and other important areas under NEP, 2020. The NCF Tech Platform was made live on 13th December 2021 and made live to all States/UTs. The council has conducted citizen-centric survey and 12 consultations in collaboration with Universities in which along with Vice Chancellor of university, faculty members and students, parents and members from civil society group also took part. Around 8000 participants participated in 12 consultations conducted across the country and provided feedback for ECCE, School Education, Teacher Education and Adult Education. NCERT has also conducted consultation with School Education Boards for getting inputs in the area of assessment and examination. The National Curriculum Framework for the Foundational Stage has been brought out and released on 20th October 2022 by the Ministry of Education. The syllabus for the foundational stage, which is aligned to the curricular goals, competencies and learning outcome laid down by NCF-FS has been developed.

NISHTHA “National Initiative for School Heads’ and Teachers’ Holistic Advancement”

NISHTHA – “National Initiative for School Heads’ and Teachers’ Holistic Advancement” is an integrated teacher training programme, launched in August 2019, to build the capacities of around 42 lakh elementary teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators. In view of the COVID pandemic, ‘NISHTHA-Online’ was launched in 2020 and the remaining training of NISHTHA at elementary level was conducted online on the DIKSHA platform using high quality professionally made e-content. The NISHTHA (Elementary) had coverage of 42 lakh teachers in face-to-face and distance mode. In 2021-22, NISHTHA has been extended to Foundational Literacy and Numeracy and secondary level, for pre-primary, primary and secondary level teachers with a focus on improvement in quality of teachers and learning outcomes of students. NISHTHA (Secondary) – online on DIKSHA for secondary/senior secondary level teachers was launched on 29th July, 2021. The training programme aims to cover around 10 Lakh Teachers and School Heads at Secondary Level across all the States and UTs. About 7.2 lakh teachers have been covered under NISHTHA (Secondary). NISHTHA (Foundational Literacy and Numeracy) in online mode on DIKSHA platform for teachers and school heads of pre-primary to class V was launched on 7th September, 2021. The NISHTHA FLN envisions covering nearly 25 Lakh Teachers and School Heads at Pre-Primary and Primary Level across all the States and UTs. A special package consisting of 12 online modules have been developed by NCERT for this purpose, as per the objectives of NIPUN Bharat Mission. The data further reveal that around 12 Lakh teachers have completed NISHTHA (FLN) courses. NISHTHA (ECCE) has been launched on 29th July, 2022.

Six courses for capacity building of Master Trainer’s on ECCE i.e., significance of the early years, Planning a play based activities for holistic development, Partnership with parents and communities, school Readiness and Birth to three years. Early identification for intervention of special needs has been developed and two courses are launched per month. Sixteen States have already started the training. The courses are launched in Hindi and English. The supervisors, CDPO, CRC and BRC will be the target group for this programme.

Manodarpan

Manodarpan is an initiative of the Ministry of Education (MoE) as part of “Atmanirbhar Bharat Abhiyan” which aims to provide psychosocial support to students, teachers and families for mental health and emotional well-being during the times of COVID-19 and beyond. It was inaugurated by the Hon’ble Minister for Education on 21st July, 2020. Under the initiative, a webpage was created on the website of the MoE (<https://manodarpan.education.gov.in/>) and a National Toll-free Helpline (8448440632) was set up to provide tele-counselling to students to address their mental health and psychosocial issues. To facilitate the work envisaged under *Manodarpan* Initiative, Manodarpan Cell was set up in NCERT comprising of Members of the Working Group constituted by MoE and faculty members of NCERT.

Manodarpan has been addressing the needs of students, teachers and families through its several activities. Some of the significant activities undertaken in 2022 are: to address various mental health and emotional well-being concerns of students, parents, and teachers, Live SAHYOG sessions (total 249) were held Mon-Fri (from 5:00-5:30 pm) and Webinars ‘Paricharcha’(total 49) were held every Friday (2:30 to 4:00 pm) across different regions. These are telecast on

PM e-Vidya channels and are also available on ‘NCERT Official’ YouTube Channel. *Toll-free tele-helpline (8448440632)* was setup to provide guidance and support to students, parents and teachers. In batches of about 80, the counsellors are providing voluntary services through IVRS from 8.00 am to 8.00 pm and are continuing. Guidelines for counsellors were developed for orienting them to extend support through the tele-helpline. The Mental Health and Well-being of School Students- A Survey was conducted between January-March, 2022 on 3,79,842 students of classes 6th to 12th from 36 States/UTs across different types of schools. To facilitate the process of data collection, a short orientation video was developed for School Heads and Teachers. The data was collected through Google form (bilingual-Hindi and English). The Survey Report was released by the MoE on 6th September 2022.

Also, a modular handbook on *Early Identification and Intervention for Mental Health Problems in School-Going Children*, which contains guidelines for early identification, detection, and intervention of mental health problems (stress/illness) in school-going children, for hands-on training of teachers, counsellors, and other stakeholders, was released on 6th September 2022. In addition, national conferences on ‘Mental health and well-being in schools and role of school administrators’, Comprehensive Mental Health Initiatives in Schools- Bridging the Gap, Evolving Best Practices for 21st Century Schools and Empowering Teachers for Promoting Mental Health and Well-being in Schools and orientation programmes for SCERT/ DEOs/CBSE/KVS/ NVS on Mental Health and Well-being of School Students- A Survey and Modular Handbook on ‘Early Identification and Intervention for Mental Health Problems in School -going Children’ and Understanding and Promoting Psychological Support for emotional and Behavioural

Emergencies in Schools for teachers, counsellors and allied stakeholders were organized.

Mantarang, a digital collation of activities undertaken under the Manodarpan initiative like mental health week celebration, voice of students, etc., and *Advisory* for students, parents, and teachers for the reopening of schools was updated for the Manodarpan webpage. *Directory* of counsellors was also prepared. To celebrate *Mental Health Week and International Mental Health Day (2022)* with the aim to generate awareness on the importance of mental health and well-being in students’ life, activities were suggested for schools to organize for students to participate. Three *Jingles* have been prepared for mental health advocacy and sent to MoE.

Digital Education

DIKSHA (<https://diksha.gov.in/>) an initiative of the Ministry of Education for digital online education has QR coded textbooks and various specialized e-Contents for Classes 1-12 and teachers in 33 Indian languages. On DIKSHA, 35 States and UTs have their own vertical along with those of NCERT, CBSE and NIOS. Several online courses are offered through DIKSHA to develop the skills of the teachers and school heads. NCERT has been offering NISHTHA (National Initiative for School Heads’ and Teachers’ Holistic Advancement) courses.

In 2022-23, DIKSHA was extended with verticals of Foundational Literacy and Numeracy (FLN), Virtual Labs, Vocational Education and Education for All. Moreover, State Resource Groups (SRGs) trainings have been conducted in the States/UTs in a phased manner regularly to develop the skills of using resources in DIKSHA as well as to develop quality digital content and distribute on DIKSHA.

NEP 2020 envisages equitable use of technology due to the recent rise in epidemics and pandemics

which necessitates alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. Hence, television and radio media may play an important role in providing alternative modes of quality education to all children of the country. The CIET, NCERT has the mandate to explore the possibilities of media and e-content to support students, teachers, and educators. Presently CIET is disseminating the video and audio programs for School students of all classes under PMeVidya (One Class, One Channel), ePathshala, SWAYAM and DIKSHA (One Nation, One Digital Platform) of MOE, Government of India. As a part of coherent access to digital content, the programs produced by CIET are transmitted through 12 DTH TV Channels and 230 Radio stations. CIET is also exploring possibilities for the transmission of programs on other platforms. In addition, existing as well as new audio and video programs are proposed to be packaged into thematic packages to meet the needs of different client groups. Audiobooks specifically targeted for visually challenged, ISL videos for the hearing impaired, language packages, curricular support packages in science, social science, psychology, literature, and FLN packages for students and teachers are planned. The CIET's material will also be tried out on some target groups for feedback and feed forward purposes. During the year 2022-23, 1541 audio programs and 681 video programs have been produced. Also, more than 1210 Live Sessions are conducted.

Virtual labs on DIKSHA (<https://diksha.gov.in/virtuallabs.html>) were launched on 29th July, 2022 to have equal access to quality practical and hands-on experience - based learning experiences for students. Laboratory work is pivotal to teaching-learning of Science and Mathematics. Though, there is no substitute to direct hands-on experiences of laboratory, virtual laboratory has the great potential to enhance

actual laboratory experiences. These e-Resources can help students in visualizing the concepts. Similarly, they can also assist teachers to improve the teaching strategies and provided a better learning environment for students to construct their knowledge. Virtual labs will also be utilised during various pre-service and in-service teacher education programmes organised by NCERT constituents and States/UTs/Autonomous bodies. 218 virtual labs are live on DIKSHA.

As envisaged by National Educational Policy (NEP 2020) about the use of disruptive and Immersive technologies like Augmented Reality, Virtual Reality, Mixed Reality and Artificial Intelligence in Education. Central Institute of Educational Technology, NCERT has taken a lead to develop and disseminate these technologies in School education. To further widening the scope of Augmented Reality and Virtual Reality resources, a programme on "Development of Curriculum based material of AR, VR, Simulation, Virtual labs for School Education has been undertaken approved. A new version of ePathshala AR has been developed. 29 simulations were updated on ePathshala AR App, 53 3D rendered videos uploaded and mapped with curricular content on DIKSHA portal and application. 37 new Augmented Reality simulations were developed in workshop mode at CIET. 60 scripts and storyboards were developed.

PM eVIDYA initiative was announced by the Hon'ble Finance Minister, Government of India on 17th May, 2020 as part of Atma Nirbhar Bharat Abhiyaan or Self-Reliant India Movement announced by the Hon'ble Prime Minister on 12th May 2020. As part of the Hon'ble Prime Minister's appeal for Aapda me Avsar in the difficult times of the pandemic and in order to attain the goals of Aatma Nirbhar Bharat Abhiyan, the Hon'ble Finance Minister exclusively mentioned that the aim of the initiative was to ensuring learning for all, with equity, so as to cover all students at

all levels of education and in all geographical locations, even in the remotest parts of the country. The 12 DTH TV Channels are running all across the country for the last 2 years. The channels are also available on Jio TV mobile app. In the budget announcement of 2022 the GoI has planned to start 200 more DTH TV channels to ensure quality education accessible to all the learners of the country in various languages of India. For the upcoming 200 channels for States/UTs preparations are being done at various levels (<https://ciet.nic.in/pages.php?id=pmevidya>).

NCERT also delivered e-Contents for students through 12 PM eVIDYA DTH TV channels (One Class, One Channel from classes I to XII), that delivers class-wise e-Contents on a 24x7 basis. These are linked to DIKSHA through QR codes. To enable coherence, the telecast/broadcast content is uploaded on DIKSHA, where this content is accessible any time, even after the live broadcast, along with additional digital resources. Learners can even scan the QR code on their TV screen and access contents on DIKSHA as part of coherent access to digital contents anytime and anywhere.

A total no. of more than 6,700 programs has been produced for PM eVIDYA 12 DTH TV Channels and the same has been uploaded on DIKSHA. LIVE telecast on PM eVIDYA DTH TV Channels: Class 1 to 10 Live programmes: 2,367 live interactive sessions of 30 minutes each have been telecast on class based channels (1 to 10). It covered about 1,163.5 hours of telecast. Class 11 & 12 Live programmes: 224 live interactive sessions of 60 minutes each have been telecast based on class based channels (11 & 12). It covered about 224 hours of telecast. The coverage of PM eVIDYA on DIKSHA is 100% in both, Hindi and English mediums. PM eVIDYA IVRS and E-mail-based Support: Till date 37,519 calls were received to enquire about telecast of educational programmes through PM

eVIDYA IVRS have been responded and 1,192 emails were received and responded. In order to start 200 more DTH TV channels for States/UTs/organizations, 2 phases of orientation and 3 phases of training have been carried out for 18 states/UTs for 101 participants. The 4th phase of training for southern states has been planned in February 2023. Radio broadcast of curricular and co-curricular programmes are also done through 398 Radio Stations (11 GyanVani FM Radio Stations, 255 Community Radio Stations) 132 All India Radio stations, Podcasts) on iRadio and JioSaavn Mobile apps. In order to facilitate creation and use of quality e-Content in the teaching-learning process at school level, an e-Content competition has been started. The existing All India Childrens' Educational Audio Video Festival was renamed and equipped with inclusion of other eContent and a competition will be organized every year. For the 2023 competition 538 registrations have been received till date. In order to create awareness and to enhance participation in the competition, letter for participation has been sent to officials of RIEs, SCERTs, SIETs, EMMRCs, etc.

Elementary Education

In the area of elementary education, the Council has developed the syllabus for the foundational stage, which was aligned to the curricular goals, competencies and learning outcome laid down by NCF-FS. A teacher handbook for *Balvatika* for 3-6 years, an activity book for *Balvatika* 3 (5-6 years old children) and textbooks for Class 1 and 2 for English, Hindi, Maths and Urdu has also been developed.

Regional conferences on Toy Based Pedagogy (TBP) across the Foundational and Preparatory Stage have been proposed by the Department of Elementary Education for the year 2022-23 to be organised in five RIEs covering all the States and UTs of the country. The objectives of the

regional conferences are to provide a platform to States and UTs to share their experiences on use of toys for active learning at the foundational and preparatory stage, to discuss the methods and strategies for integrating TBP in classroom processes and to promote and popularise use of local and DIY toys across foundational and preparatory stages of education. Three regional conferences have been conducted for the States and UTs of Northern, Eastern, and North-Eastern Region. Local artists doing exemplar work on TBP were invited to showcase how children and teachers along with parents and community can be engaged in making DIY toys and learn concepts in a more permanent way.

Resources related to Foundational Literacy and Numeracy viz., Info graphics for all three goals, worksheets and scripts for byte sized videos for goal two and three of NIPUN Bharat have been developed based on the learning outcomes of FLN framework. Development of concept books, story books, picture books, big books, alphabet books and accordion books in workshop mode is under process. Development of material for young children on various concepts like sign language, nature, colours, seasons, etc. are under progress. 15 concept books and picture books have been finalised, with illustrations under progress.

The Council coordinated a national webinar on Reading for Learning and Pleasure which was organized on 30th March, 2022 as part of the 100 days Reading campaign 'Padhe Bharat' which was launched by the Department of School Education and Literacy, Govt. of India from 1st January, 2022 to promote the habit of reading among children. There were three technical sessions in the webinar, The first session had two presentations- An Overview of latest researches in Reading and Reading Intervention: Research to practice. The second technical session had sessions on Read Aloud as an instructional Strategy/Promoting a

culture of reading and Rural Library Programme in Karnataka and the third session had three papers on Early Identification of Children with reading difficulties' and 'Beyond Windows and Mirrors, Curating diverse book collection for children' and 'Reading beyond the book: Using the arts as a catalyst for reading and engaging.

Infographics based on learning outcomes for developmental goals 1, 2 and 3 as specified under NIPUN Bharat guidelines for three years of Preschool and Classes 1-3 were developed in order to ensure clear and easy comprehension of the learning outcomes by the teachers, parents, guardians and all other stakeholders through visual representation. In all, 120 Info graphics for Goal 1, 48 for Goal 2 and 177 for Goal 3 were developed. The developed Info graphic were reviewed and finalised to be uploaded on the DIKSHA Portal. The metadata sheet based on the same was also developed for the purpose of referencing and to be uploaded on the DIKSHA Portal.

Vocational Education

Pandit Suderlal Sharma Central Institute of Vocational Education, Bhopal, a Constituent Unit of NCERT developed students' textbooks for identified job roles under the scheme of Vocationalisation of Secondary and Higher Secondary Education introduced by the MoE, Government of India. The learning outcomes-based curricula of the vocational subjects have been developed as per the National Occupation Standards (NOSs) for the job roles approved by the National Skill Qualifications Committee (NSQC) of the Ministry of Skill Development and Entrepreneurship (MoSDE). These vocational subjects are being offered along with the general education subjects from Grades 9 to 12 in 19 sectors, namely Agriculture, Apparel, Made-ups and Home Furnishing, Automotive,

Banking, Financial Services and Insurance, Beauty and Wellness, Construction, Electronic and Hardware, Food Processing, Healthcare, Information Technology-IT enabled Services, Media and Entertainment, Physical Education, Plumbing, Power, Private Security, Retail, Telecommunication, Tourism and Hospitality, and Transportation, Logistics and Warehousing.

In order to increase the outreach for the professional training of vocational teachers, the PSS Central Institute of Vocational Education (PSSCIVE), Bhopal has developed course material and digital resources, which include video films, activities, self-check exercises, self-assessment exercises, etc. to impart training to the Teachers on Pre-vocational Education and Vocational Education through the National Initiative for School Heads' and Teachers' Holistic Advancement – NISHTHA 5.0 (Kaushal) programme, which is a capacity building platform for improving quality of school education through integrated teacher training.

An Innovative Model of Vocational Education in Schools Project funded by the Ministry of Education, Government of India is being implemented in 10 schools across 06 States, namely, Tripura, Orissa, Madhya Pradesh, Rajasthan, Karnataka and Meghalaya and 4 Demonstration Multipurpose Schools of NCERT located in Ajmer, Bhopal, Bhubaneswar and Mysuru. The vocational subjects are being offered in the following sectors: (i) Agriculture, (ii) Automotive, (iii) Beauty and Wellness, (iv) Electronics and Hardware, (v) IT-IT enabled Services, (vi) Organised Retail, and (vii) Tourism and Hospitality. State of Art Labs with modern tools and equipment have been provided in these schools.

Employability skills, which include communication skills, planning and organising, information and communication technology

skills, self-management, entrepreneurship skills, and problem-solving skills form the core component of all the vocational curricula developed for Grades 9 to 12. The introduction of “Green skills” in the curriculum of employability skills has been appreciated by the VET stakeholders world over and the PSSCIVE has been awarded the “Green Skills Award” by the European Training Foundation for its contribution. The European Training Foundation is a European Union agency that helps transition and developing countries harness the potential of their human capital through the reform of education, training and labour market systems.

An Online Vocational Interest Inventory for Students of Grade 8 has been developed by a group of experts at PSSCIVE to help students identify their interests and the fields that match them. The inventory comprises items to be answered by the students of Grade 8 in terms of likes and dislikes for certain tasks or activities, which will help them to know their vocational interests and choose the vocation of their interest. Teachers and Counsellors can utilize the outcomes of the inventory to guide the students and to help them to choose their career path or vocation.

Capacity building and empowerment programmes for principals and teachers were organised by the PSSCIVE to ensure that teachers are able to enhance their knowledge and understanding of the vocational curriculum and delivery mechanism and also develop professional qualities. The teachers were able to make use of digital technologies and appropriate pedagogic techniques to ensure that the learning process of the students sitting at home continues and they are connected with real-life activities and stress-free situations at home. Under these programmes around 800 key functionaries, principals and teachers of different states/UTs were trained during 2022.

In order to address the need to scale the availability of quality vocational education through online content and tools, the Ministry of Education (MoE) has entrusted the task of developing Virtual Skill Labs to PSSCIVE. In total, 75 Virtual Skill Labs for vocational courses in 10 sectors have to be developed. These Virtual Skill Labs is a virtual environment that allows a student to perform activities through simulation, 3D animations, videos, etc. and pick up key components of a particular skill.

Adult Education

National Education Policy 2020 recommended that a National Centre for Literacy to be constituted in NCERT to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curriculum for literacy, numeracy, critical life skills, basic education, vocational skills, and beyond. Accordingly, a Cell for National Centre for Literacy (CNCL) was constituted in March 2021, with an objective to promote adult education and lifelong-learning. As per the mandate of NCERT, CNCL will work on the components of foundational literacy and numeracy. Further the CNCL is mandated to develop a National Curriculum Framework for Adult Education that should very clearly define learning outcomes for 21st century citizen not only for India but for all Indians to be global citizens. Government approved a new scheme "New India Literacy Programme (नव भारत साक्षरता कार्यक्रम) for the period FYs 2022-2027 to cover all the aspects of Adult Education to align with National Education Policy 2020 and Budget Announcements 2021-22. As a progressive step, it has also been decided that from now onwards that the term "Education For All" will be used in place of "Adult Education" by the Ministry in view of the fact that the terminology "Adult Education" is not incorporating appropriately all non-literates of 15 years and above age group.

Keeping the objectives in consideration, the CNCL, NCERT has developed Primers titled as "UJAAS", available in 4 volumes. The primers which have been developed cater to 13 themes reflecting the environment and surroundings of the learners. The selected themes correspond to the needs and experiences of the learners who are 15 years and above. These themes range from family and neighbourhood and extend to digital literacy. This will enable the learners to make use of the attained skills in various daily life situations helping them to boost their self-confidence and contribute to their. In addition, 237 worksheets and 211 assessment items have been developed on Foundational Literacy and Numeracy and uploaded on DIKSHA portal. As part of formative and summative assessment process, question bank and test papers have been developed. Also, training manual and the guidelines on NILP implementation have been developed for key resource persons of States/UTs. The Training manual includes 11 modules which will be used as a learning reference. DIKSHA vertical an online platform <https://diksha.gov.in/adult-education.html> has been developed by CIET and launched in public domain to upload the resource materials like Info-graphs, literacy worksheets, literacy assessment sheets, numeracy assessment sheets, etc.

Science Education

The Council has developed an online course for teachers teaching science at upper primary stage. The aim is to empower the large number of teachers who require strengthening of their content as well as pedagogic knowledge. A MOOC platform (<http://www.ncertx.in>) using the "Open edX" has been setup. The four quadrants highlighted in SWAYAM have been fully incorporated in this course in an integrated manner. In the year 2021-22, the on-line course started from 22 November, 2021 and ended on 17

September, 2022. Around 343 teachers across the country enrolled in this course. Further details are available at www.ncert.in or one can write to us at ncertx@gmail.com

In order to provide a forum for children to pursue their natural curiosity and inventiveness to quench their thirst for creativity and to popularize science among children and masses, NCERT organizes National Science Exhibition, every year. This year the 49th *Rashtriya Bal Vaigyanik Pradarshani* (RBVP)-2022 was organised by National Council of Educational Research and Training (NCERT), New Delhi in collaboration with Department of School Education, Govt. of Assam in Guwahati, Assam from 22nd to 27th November 2022. The theme of the RBVP-2022 was ‘Technology and toys’ with the six sub-themes: Eco-Friendly Material, Health and Cleanliness, Software and Apps, Transport, Environmental and Climate Changes and Mathematical Modelling. In the exhibition, 149 scientific exhibits were invited from 25 States, UTs & other organisations, in which 78 were from rural areas and 56 from urban areas.

National Achievement Survey (NAS) 2021

The National Achievement Survey (NAS) was administered on 12th November, 2021 covered more than 34 lakh children and 5 lakh teachers from 1,18,274 schools drawn from the 720 districts of all the States and UTs of the country. The analysis of the data generated through NAS 2021 provides the national average performance of Classes III, V, VIII and X. NAS 2021 Report was released on 25th May 2022. The National report, state report cards of all 37 State/UTs and the District reports of 720 districts are available in the public domain and can be accessed using the following link: <https://ncert.nic.in/NAS.php> or

<https://nas.gov.in/report-card/2021>

Foundational Learning Study (FLS) 2022

A large-scale assessment and benchmarking study for foundational learning titled Foundational Learning Study (FLS) was administered from 23rd to 26th March, 2022 across India. The aim of the study was to draw a first-hand understanding of the foundational learning levels of Grade 3 students. FLS was conducted in 20 languages which are being used as a medium of instruction in respective State/UTs covering - Assamese, Bengali, Bodo, English, Garo, Gujarati, Hindi, Kannada, Khasi, Konkani, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Tamil, Telugu, and Urdu. Foundational Learning Study covered approximately 86,000 grade 3 students from 10,000 schools. The Study sample included State government schools, government aided schools, private recognised and central government schools. More than 18,000 teachers participated in the research. Three questionnaires for school head teachers, teachers and students were also administered as a part of the study to obtain background information, vis-à-vis the learning levels of children. The report of FLS 2022 was released in September, 2022. The reporting has been done at the National, State and District (only for the Low Performing Districts) level. The link for FLS reports is https://dsel.education.gov.in/fls_2022 or <https://ncert.nic.in/fls.php>

Girls’ Education and Women Empowerment

NCERT works towards the mandate of girls’ education and women’s empowerment and constantly strives to bring about gender equality in education through research studies, development, and capacity building programmes. The Council is also working towards sensitizing teachers and other stakeholders to create a safe, conducive, and inclusive learning environment for transgender children in school. In the area of gender studies the projects viz., Impact Assessment Study of Select

Initiatives of Government of India for Gender Equality and Prevention of Child Sexual Abuse: Gender Inclusion in Syllabus and Core Essentials across all the Core Areas of National Curriculum Frameworks: and a National Evaluation Study of Kasturba Gandhi Balika Vidyalaya (KGBV-2022-23) are undertaken by the Council. Further, a training module on Integrating Transgender Concerns in Schooling Processes Integrating Transgender Concerns in Schooling Process has been disseminated to all the States/UTs for their comments and suggestions. In addition, Position Papers on ‘Gender Education’ and ‘Knowledge of India’ has been developed with the objective of developing four National Curriculum Frameworks in the areas of School Education, Early Childhood Care and Education, Teacher Education and Adult Education.

Ek Bharat Shreshtha Bharat (EBSB) Bhasha Sangam

Bhasha Sangam, under the umbrella programme ‘*Ek Bharat Shreshtha Bharat*’, aims at promoting languages and linguistic harmony in school through familiarizing learners with the 22 scheduled languages. As part of the activities of *Ek Bharat Shreshtha Bharat*, the *Bhasha Sangam* programme. The Council has developed 100 sentences in the 22 scheduled Indian languages for use by learners in school across the country along with the audio version and video of Indian Sign Language (ISL). The texts as well as the audio and video materials are presented in such a way that the students / any user first read the sentence in their languages followed by its translation into Hindi and English and its transliteration in roman script. The text (print) version with audio and video in Indian Sign Language have been uploaded on the DIKSHA portal diksha.gov.in & www.ncert.nic.in for use by students, teachers and parents across the country. A quiz on *Bhasha Sangam* has also been developed for students to participate and get a certificate. Brochure

on *Bhasha Sangam* and a book mark have also been developed and disseminated among states and national level school systems. The hundred sentences of the *Bhasha Sangam* have also been converted into Indian Sign Language (ISL) videos for the benefit children with special need as also for others.

Toy-based Pedagogy

Toy-based pedagogy makes children learn in a joyful manner taking care of their contexts and needs and also it is helpful in developing creativity and problem-solving skills in children across the stages. A Handbook on Toy-based pedagogy has been developed to provide guideline on integration of indigenous toys, puppets, games, etc., into the curriculum and pedagogy. This was launched by the Ministry of Education on the occasion of Shikshak Parv, 2022. An Expert Group has been constituted by the Ministry of Education on Toy-based Pedagogy. The Group has guided the development of Handbook on Toy-based pedagogy for Curriculum Developers, Teachers, and Teacher Educators.

This Handbook covers aspects related to integration of indigenous toys, puppets, games, etc. into the curriculum and pedagogy. A variety of toys and games have been mapped with competencies and learning outcomes under this guideline. This mapping has been done for all the four stages, viz., Foundational, Preparatory, Middle, and Secondary. Mapping toys and games with competencies is supported by exemplar activities for teachers. This Handbook explains pedagogic uses of indigenous toys and games in schools and homes. This guideline has been given in two parts- Part I includes concept and scope of Toy-based Pedagogy as well as characteristics of various types of toys and games. Part II includes images of variety of toys mapping them with competencies and learning outcomes for each of the four stage of school education as envisaged

in the NEP 2020. This Handbook provides directions for the integration of toy-based pedagogy in school curriculum across the stages in all the subject areas. This will promote joyful and stress-free learning among children. It will also be helpful in reducing curriculum burden.

National Role Play and Folk Dance Competition

Indian folk dances are simple dances, and performed to express joy and convey the messages. Folk dances are performed on every possible occasion. For example, folk dances are performed to celebrate the arrivals of seasons, birth of a child, a wedding and festivals. Men and women, boys and girls perform and dances exclusively, while in some performances dance together. On most occasions, dancers sing themselves, while being accompanied by artist on the instruments. The specific costumes are used for folk dance as per the need of the situation. The skill and the imaginations of the dances influence the performances. Since 2011, the NCERT is organizing National Folk Dance Competition (NFCD) for student of class VIII-IX of Govt. and Govt. aided Schools.

During the year 2022-23, 30 States and UTs, and 4 RIEs of NCERT participated in the programme. The theme of the Role Play and Folk Dance Competition was on Equal Opportunity of Boys and Girls, Role of Joint Family in child's Development, Protection for environment (Refuse, Reduce, Reuse and Recycle), Prevention of substance abuse, Healthy Relationships during Adolescence.

National Yoga Olympiad

The 'National Yoga Olympiad' was organized by the NCERT for all government and government-aided school students in June 2022. Participants from block, district, State to national level competed on five yogic practices: *Asanas*,

Pranayam, *Kriya*, *Dhyana* and *Bandha* and *Mudra*. The theme of the Olympiad was 'Yoga for humanity' in which a total of 383 students along with their 88 teachers from 21 States/UTs participated. National Yoga Olympiad was organized from 18 to 20th June, 2022. Children from twenty-seven States/UTs and four RIEs participated. The total number of students participated in the programme was 613 students along with their escort teachers. The National level Yoga Olympiad was graced by Shri Dharmendra Pradhan, Hon'ble Minister of Education and Minister of Skill Development and Entrepreneurship and Dr. Subhas Sarkar, Hon'ble Minister of State for Education.

On the occasion of the International Yoga Day, a National Quiz was conducted to encourage students of the middle and the secondary stages to participate in Yoga activities on a regular basis for overall physical and mental wellbeing. The objective of the quiz was to create awareness on yogic practices, develop an understanding about the advantages of various *Asanas* as preventive and promotional aspects of overall health care. It would also help in instilling human values that would strengthen peace and harmony among all. The theme of the National Quiz competition was 'Yoga for humanity' conducted on June 21st 2022 and was open till July 20th 2022. In all, Quiz was played in English by 838 participants and 206 in Hindi.

Kala Utsav

The annual *Kala Utsav* is an initiative of the Department of School Education and Literacy, Ministry of Education (MoE), Government of India to recognize the importance of aesthetics and artistic experiences for school students, which plays a major role in creating awareness about India's rich cultural heritage and its vibrant diversity. The programme was launched by the Hon'ble Prime Minister in 2015, to promote arts

in education, by nurturing and showcasing the artistic talent of school students in the country. This *Utsav* provides students including children with special needs an opportunity to understand and celebrate cultural diversity at the school, district, state and national levels. Sharing the stage collectively by boys, girls, students from disadvantaged groups and students with special needs will be a precursor in breaking many existing stereotypes. During the year 2022-23, *Kala Utsav* will be held in Regional Institute of Education, Bhubaneswar from 3rd to 7th January 2023.

Holistic Progress Card

NCERT has conducted a series of meetings for development of Holistic Progress Card as envisaged in National Education Policy 2020 (NEP 2020). The final draft of HPC for *foundational and preparatory stage* was prepared and shared with the representatives from SCERTs

National Talent Search Scheme

The National Talent Search Scheme is a flagship programme of the NCERT. It is being conducted since 1963. The purpose of the scheme is to identify and nurture the students selected through two tier process every year. The NTSS help talented students by providing financial assistance in the form of monthly scholarship and also conducts nurture programme for them.

The Council conducts nurturance programmes for NTS Awardees mainly focuses on providing awareness and opportunities to the awardees to excel in the academic area of their interests by way of creating conducive situation for the growth and development. These programmes are mainly conducted for the awardees who are in Class 11th or 12th. During the year 2022-23, six nurturance programmes are being conducted in collaboration with institutes of high repute such as IITs, IISERs, NITs, TISS, etc.

Pre-service courses

Regular pre-service courses are being conducted in the Regional Institutes of Education of NCERT situated at Ajmer, Bhopal, Bhubaneswar, Mysuru and NERIE, Umiam. (i) Four-year integrated B.Sc.B.Ed., (ii) Two-year M.Sc.(Life Science) Ed. (iii) Four-year integrated B.A.B.Ed., (iv) Two-year B.Ed., (v) Two-year M.Ed. (vi) One-year M. Phil. in Education and (vii) Pre-Ph.D. course in education and one-year Diploma Course in Guidance and Counselling are conducted at the centres. As components of the pre-service course activities like multicultural placement, internship-in-teaching, working with community and field work were organized for students. The RIEs also have facilities for Ph.D. programme and RIE, Bhubaneswar is also recognised as a nodal centre for research in the field of education and for Pre-Ph.D. course in Education.

International Relations

The International Relations Division (IRD), NCERT carries out various activities to promote international cooperation to facilitate exchange of information between NCERT and agencies and institutions abroad, signing of MoUs between NCERT and willing agencies/ institutions abroad. The Division hosts visiting delegations from abroad and facilitates cooperation in the areas of formulation of national education policies, development of national curriculum frameworks, organisation of pre-service and in-service teacher education programmes, formulation and implementation of programmes for vocational education, educational technology and facilitates the participation of faculty from the NCERT in international seminars, etc. The major activities for the year 2022 include, virtual signing of an MoU between NCERT and the National Agency of Education (EDUFI), Finland, carrying out activities under the existing MoUs between NCERT and educational institutions, promoting

bilateral cooperation and work on significant national activities.

The approved MoU was signed between NCERT and the National Agency of Education (EDUFI), Finland on 11th March, 2022. The virtual signing ceremony was attended by 6 senior academicians from the National Agency of Education (EDUFI), Finland including the Director of EDUFI, and 8 members from NCERT including the Director and the Joint Director, NCERT.



Prof. Dinesh Prasad Saklani, Director, NCERT, holding the signed MoU between NCERT and the National Agency of Education (EDUFI), Finland

The Memorandum of Understanding (MoU) between NCERT and the Academy of Korean Studies (AKS), Seoul was signed on 15th June 2017 and the need for its renewal was agreed upon by both NCERT and AKS. In this context, a formal proposal for the extension of the MoU between NCERT and AKS was sent by Director, NCERT to MoE. The consent for renewal was granted and the MoU between NCERT and AKS extended till 14th June 2027.

As per the provisions of the signed MoU between NCERT and MIE, Mauritius, the 1st Joint Working Committee between NCERT and MIE was held which was attended by six members from MIE including the acting Director, Head of Departments, (Teacher Education, Special Needs Education, and School of Education) and other senior faculty from Centre of Open and Distance Learning and nine members, including the Joint

Director and In-Charge Director, Joint Director, Central Institute of Educational Technology (CIET) and Heads of various departments of NCERT. During the JWC presentations were made by academics from both the countries in the four sessions on: (i) ICT & Educational Technology, (ii) Teacher Education, (iii) Inclusive Education and (iv) Early Childhood Care and Education.

The First Joint Working Committee (JWC) meeting, after the signing of the Memorandum of Understanding (MoU) between the Finnish National Agency for Education (EDUFI), Finland and the National Council of Educational Research and Training (NCERT), India was held in Helsinki, Finland from November 21-23 November, 2022. The meeting of the working group called the Joint Working Committee consisting of EDUFI the NCERT as well as GINTL (Global Innovation Network of Teaching and Learning, funded by Ministry of Education and Culture), Finland was conducted in hybrid mode. It consisted of a delegation of 20 experts from India and Finland.



First JWC between NCERT and EDUFI, Helsinki, Finland in Hybrid mode.

The 6th Joint Working Committee (JWC) meeting, under the MoU between the Academy of Korean Studies (AKS), Republic of Korea (RoK) and the National Council of Educational Research and Training (NCERT), India was held in AKS, Seoul, from 31st October - 4th November 2022

in face to face mode. The meeting was attended by the delegation from the NCERT comprising Prof. Dinesh Prasad Saklani, Director, Prof. Sridhar Srivastava, Joint Director, Prof. Anupam Ahuja, Head, International Relations Division, Prof. Indu Kumar, CIET, Prof. Vinay Swarup Mehrotra, PSSCIVE and Ms. Purabi Pattanaik, Senior Consultant, Ministry of Education, Government of India. The delegation also visited schools and institutions during their stay in the Republic of Korea.



*6th Joint Working Committee Meeting in AKS, Seoul
on 31st October 2022*

A virtual workshop on COVID Protocol was held on 24th January 2022 for 110 teachers and Principals of Demonstration Multipurpose Schools (DMS) in the four RIEs (RIE, Bhopal, Ajmer, Mysuru and Bhubaneswar). This virtual workshop was led by Dr. Kim Young Saing and his team, from the Korea Research Institute for Vocational Education and Training (KRIVET) and included sessions covering discussions on preventive measures and adherence to norms against COVID-19. Dr. Hoon -Sang Lee a senior medical practitioner of international repute also participated as a medical expert. Discussions were also held on conducting online classes for all children in school with a focus on effective teaching and evaluation practices that can be adopted during the Pandemic. The Question and Answer session was led by Dr. Kim, Young-Saing, and Mr. Yong, Cho, school Principal.

An international student exchange programme between schools in India and Korea was planned in virtual mode. It was initiated in the form of a proposal by Incheon and Busan Education Office, Seoul, Republic of Korea, sent to the Swami Vivekananda Cultural Centre, Embassy of India, Seoul. The Embassy of India, Seoul, requested NCERT to plan and coordinate the exchange programme between schools in India and in Korea. The aim was to initiate greater familiarity and appreciation of Indian and Korean cultures among the students from both countries. It was decided mutually that the programme will be supported by CIET and will be held in the Demonstration Multipurpose Schools (DMS) of the four RIEs in Bhopal, Ajmer, Bhubaneswar and Mysuru).

NCERT organized a one-day workshop with a team from GINTL consisting of Mr. Graham Burns and Mr. Juha Hautenan from JAMK, Finland in NIE followed by a four day workshop in PSSCIVE, Bhopal . During this workshop, discussions were held on the ongoing Indo-Finnish Project for *Teacher Education in Vocational Education and Training between Global Innovation Network for Teaching and Learning (GINTL)* and PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit of NCERT. The workshop also included planning for the upcoming Joint Working Committee Meeting between NCERT, between the Finnish National Agency of Education (EDUFI).

A ten member delegation from GINTL, Finland visited NCERT on 19th September 2022 as part of the activities under the MoU signed between NCERT and EDUFI, Finland. The aim of the visit was to understand the functions and ongoing activities of NCERT and meet relevant professionals working in the field of early childhood care and education, teacher education, educational leadership, technology education,

sustainability education and curriculum development. Discussions were also held to discuss and execute plans for the upcoming first Joint Working Group Meeting and further the collaboration under the MoU. Also, G20 Quiz has been launched and uploaded on 6th December 2022 on MyGov platform for students from National and state school systems.

An online training programme titled “*Communicative English for Work Professionals*” for nine master trainers at Hoang Le Kha Gifted High, Tay Ninh Province, Vietnam was organised to enhance the English language proficiency of teachers in terms of functional communication in different academic and professional contexts. This bilateral activity was undertaken on the request of the Consul General of India, Ho Chi Minh City, Vietnam.



Opening Ceremony of Online Training Programme on English Language with Vietnam

Publications

The NCERT continues with the publication of school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, source books on assessment, and exemplar problems in mathematics, research reports/monographs and educational journals. The NCERT textbooks are freely adopted by States under their nationalised textbooks programme. They are also widely accepted in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar

Navodaya Vidyalayas, Tibetan Schools and many State government schools.

Based on the NCF-2005, the required textbooks in English, Hindi and Urdu versions for Classes I to XII have been brought out by the Publication Division of NCERT and are made available across the country through a large network of wholesale agents from respective Regional Publication-cum-Distribution Centers (RPDCs). The textbooks from Classes I to XII are also available for sale at the NCERT Sales Counters located at NCERT Headquarters, Sri Aurobindo Marg, the Sales Counters of RPDCs and RIEs located at Ajmer, Bhopal, Bhubaneswar, Mysuru and Umiam (Meghalaya). The Urdu publications of NCERT are distributed through Urdu Academy, Government of NCT of Delhi. NCERT also caters to the individual and institutional needs by post on orders received through online portal. The NCERT is making efforts to widen its network for distributing the textbooks through its outlets and also by engaging a large number of vendors spread in different parts of the country. A web Portal (www.ncertbooks.ncert.gov.in) has been developed where the concerned schools and vendors can register their requirements and arrangements have been made to supply the books to them at discounted rates. This enables hassle-free access to NCERT textbooks. In addition, all the NCERT textbooks are also available on the NCERT website www.ncert.nic.in for immediate downloading and use across the country. The Council publishes about six crore copies of various NCERT publications in English, Hindi and Urdu which includes textbooks, supplementary reading material, teachers handbooks, source books on assessment, research reports and six educational journals, etc. Apart from this, 405 publications were released by the Council during the period. NCERT has brought out the 46 new titles, *18 Issues of Educational Journals, Purv prathamik pathyacharya, Seekhne ka pratifal (Madhyamik*

sttar), Purv madhyamik shiksha ek parichay, Musalsal aur jamey taaiyyun-e-qadr rehnuma usool, Teacher's self-assessment guidelines and rubrics, Learning Outcomes at the Elementary Stage, etc. Apart from this the NCERT has also undertaken the work of rationalization of content of 233 textbooks.

National Council for Teacher Education (NCTE)

1. NCTE organised webinars on 'Role of Teachers in Independence of India' as a part of AKAM celebrations during the 'Iconic week', between 17.01.22 to 22.02.2022, in Eastern, Western, Northern and Southern Regional Office where Educationists, Academicians, Teachers Educators, Teachers & Students of Teacher Education fraternity from all over the country have participated.
2. NCTE celebrated 73rd Independence Day of the Republic of India on 26th January 2022 by unfurling of Indian flag by the Member Secretary, NCTE.
3. NCTE celebrated the International Mother Language Day on 21.02.2022 to promote awareness of Linguistic and Cultural Diversity of India and to promote multilingualism. A number of Officers/officials attended the programme. Some of the officers/officials attended the function with their traditional dress.
4. NCTE organised an Open House Discussion on National Education Policy 2020 with emphasis on NPST at North Eastern Hill University (NEHU), Shilong on 15th February, 2022 in hybrid mode. The event in University was attended by the Vice-Chancellor, NEHU and the Member Secretary, NCTE.
5. (a) A one day meeting of the Expert Committee constituted by the Ministry of Education on ITEP Curriculum was held on 10th February, 2022 at NCTE (HQ), New Delhi.
(b) Another two day meeting of the Expert Committee constituted by the Ministry of Education on ITEP Curriculum was held at IISC, Bangalore 22.02.2022 and 23.02.2022.
6. Meeting of Inter-Ministerial Committee constituted by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment to look into the suggestions made by Javed Abidi Foundation to make digital education inclusive of persons with disabilities was attended by the Member Secretary, NCTE on 25th February 2022.
7. A meeting was attended by Member Secretary, NCTE to finalise the Performance Grading Index (PGI) and perform regulation on teacher education in States & UTs and overall quality teacher education in the country in line with NEP, 2020.
8. A meeting of the "Expert group regarding conference of Chief Secretaries of the States" was organized on 2nd March, 2022 to finalize the inputs of abridge note related to Teacher Education.
9. The Chairperson, NCTE released NCTE new publication "Rajbhasha Patrika (Prathhmanak)" -2022 on 8th March, 2022.
10. NCTE celebrated International Women Day on 8th March, 2022 focussing attention on issues such as gender equality, violence, abuse against women, women empowerment and gender sensitization.

Dr. Sunil Dabas, Padam Shri awardee & Coach of the National Women Kabbadi Team of India was the Chief Guest of the function. A number of officers/officials of NCTE attended the programme. Cultural programme was also organized with the participation from officers/officials of NCTE.

11. Students of IITE, Gandhinagar, Gujarat visited NCTE office on 14.03.2022 for their internship programme. Brief presentations was given by the NEP Cell of NCTE on presently ongoing tasks viz. NPST, NMM, ITEP and inclusive Education. The students & faculty of IITE also visited different wings of NCTE office to have a glimpse on functioning of NCTE office. This was the first time students were visiting NCTE.
12. Chairperson & Member Secretary, NCTE both participated in Pariksha Pe Charcha 2022 on 01.04.2022 by Hon'ble Prime Minister Shri Narendra Modi followed by a discussion on 'National Education Policy 2020: Physical Education and Yogic Sciences' at Uttarakhand Sanskrit University, Haridwar, Uttarakhand. The university offers certificate courses, diplomas, undergraduate education, postgraduate education, doctoral programmes and Master of Philosophy Courses in various disciplines. The visit to the Institution was of immense benefit in implementation of these field experiences in Teacher Education sector in line with NEP 2020.
13. An Expert Committee constituted under the Chairpersonship of Member Secretary NCTE to look into the recommendations made by Javed Abidi Foundation before the Hon'ble Supreme Court in the matter of W.P (C) No. 600/2021 and suggest recommendations to provide Inclusive

Digital Education in compliance of the directions of the 1st Inter- Ministerial Meeting in this regard, submitted its recommendations to the Secretary DEPwD on 5th April, 2022.

14. The Hon'ble Supreme Court of India, *vide* its Order dated 01.04.2022 in SLP No. 5479/2022, denied to grant stay on filing the Performance Appraisal Report (PAR) by the Teacher Education Institutions and ordered that the TEIs would have to file PAR for the academic session 2020-21 by 2nd April, 2022. This was a big boost to the efforts of NCTE in monitoring the quality of the TEIs.
15. 54th (Emergent) meeting of the General Body of the Council was conducted on 27.04.2021 in virtual mode in which the matter regarding Performance Appraisal Report (PAR) and status of TEIs running 4 year Integrated B.Sc.B.Ed/ B.A.B.Ed. course with the recognition/ approval of Regional Committee of NCTE and further action on applications for the said course pending in RCs at various stages were considered. With regard to 4 year Integrated B.Sc.B.Ed/ B.A.B.Ed. course, the GB decided as under:
 - I. **4 year Integrated B.Sc.B.Ed/ B.A.B.Ed. course**
 - a. The institutions wherein the Regional Committees have granted recognition for the 4-year Integrated B.Sc.B.Ed./B.A.B.Ed. programme, their recognition shall remain valid. They would be allowed to enroll students subject to the condition that they shall transition to the new 4 year ITEP curriculum in accordance with NCTE Amended Regulations 2021 dated 22.10.2021 before start of academic session 2023-24.

- b. The Norms and Standards prescribed in Appendix 13 of NCTE Regulations for 4-year integrated B.Sc.B.Ed./B.A.B.Ed. programme has been omitted by the NCTE Regulations 2021. Therefore, the application pending before the RCs for the said course shall not be processed further. Hence, all such pending applications before RCs at any stage of processing may be returned along with the processing fee in original to the concerned institution.
- c. In the cases where the applications for 4-year Integrated B.Sc.B.Ed./B.A.B.Ed. programme have been processed/ re-opened as per the directions of the Hon'ble Court (s), the concerned Regional Committee shall file a review / appeal before the Hon'ble Court(s) alongwith stay application against the order passed by the Hon'ble High Court for processing of application for 4-year integrated B.Sc.B.Ed./B.A.B.Ed. programme, keeping in view the above decision taken by the General Body regarding pending applications of 4-year integrated B.Sc.B.Ed./B.A.B.Ed. programme

II. Performance Appraisal Report (PAR)

The TEIs which have not filed PAR for the academic session 2020-21 in compliance with Hon'ble Supreme Court's deadline of 2nd April, 2022, the academic session 2022-23 shall be declared as a zero academic year for fresh intake.

16. The NCTE vide its Public Notice dated 01.05.2022, in reference to the Sub-regulation 5 of the NCTE Regulations,

2014, as amended from time to time, NCTE invited online applications for Academic Session 2023-24 for Integrated Teacher Education Programmes (ITEP) on pilot basis from Central Govt. and State Govt. Institutions during the period from 01.05.2022 to 31.05.2022. Region-wise details of the applications received are as follows :-

S. No.	Region	No. of applications received
1.	Eastern Regional Committee	82
2.	Northern Regional Committee	41
3.	Southern Regional Committee	34
4.	Western Regional Committee	38

17. In the light of NEP, 2020 and the decision of the General Body of the Council taken in its 53rd meeting held on 10th September, 2021 vide agenda No. 7 regarding **Online VT**, the amendments in the NCTE (Regulation, Norms and Procedures), 2014 notified on 28.11.2014 was published in the Gazette of India on 05.05.2022. The features used in this online module such as geotagging, georeferencing and near-zero physical human interface will make the system efficient, transparent, cost-effective, accountable and fool-proof which will be greatly helpful in identifying and closing down sub-standard TEIs/HEIs running in the country. Whole of the inspection process will be online and recorded and is also in line with the inspections done by AICTE.
18. Chairperson and Member Secretary, NCTE alongwith the NCTE team participated in the 'International Summer

School Programme' organized by Dr. B. R. Ambedkar University, Delhi in collaboration with Ludwigsburg University of Education, Germany on 02nd May 2022.

19. Member Secretary, NCTE alongwith Officers of NCTE held a meeting with the Vice-chancellor, IGNOU on 20.5.2022 at IGNOU, New Delhi and discussed the issues related with conducting B.Ed. course through ODL & Online mode, eligibility for Entry Qualification, Enhancement of intake, Credit transfer (SWAYAM), sharing of OERs and Norms & Standards for ITEP (ODL).
20. NCTE celebrated the 8th International Yoga Day 2022 from 1st June - 21st June, 2022 with the theme 'Yoga for Humanity' by organizing a series of activities like quiz competition, poster competition, slogan writing and Yoga asana competition. There was active participation of all officers/officials of NCTE.
21. The Member Secretary, NCTE attended the United Nations Educational, Scientific and Cultural Organisation (UNESCO) meeting on behalf of the Ministry of Education, Govt. of India on the agenda 'Action Track 3: Teachers, teaching and the teaching profession on 14th June 2022. The discussion was focused on empowering teachers with adequate quality skills and autonomy. Further deliberation was made on the condition and challenges of teachers in general.
22. The Member Secretary, NCTE attended the Inter-ministerial committee meeting held under the Chairpersonship of Secretary, DEPwD, Ministry of Social Justice and Empowerment on 15th June 2022 to look into the suggestions made

by the Javed Abidi Foundation to make digital education inclusive in focus towards persons with disabilities vide order of the Hon'ble Supreme Court. The report of a sub-committee formed under the Chairpersonship of Member Secretary, NCTE on Inclusive Digital Education in compliance with the Inter-ministerial meeting as per the recommendations of the Javed Abidi Foundation was presented by her and well appreciated. Other organizations such as UGC, AICTE, etc. were asked to submit reports with similar clarity.

23. The Member Secretary, NCTE attended UNESCO's 2nd formal meeting of the Bureau of the Eighth Session of the Conference of Parties (COP8) to the International Convention Against Doping in Sports and the 3rd formal meeting of the Approval Committee Fund for the Elimination of Doping in Sports on 21st and 22nd June at Hotel Leela Palace, New Delhi, India. The interaction points include the collaboration of institutes and boards for the implementation of value education including UNESCO Value Education through sports in Indian schools and institutes, to promote the purpose of the Convention, and mobilization of resources. In this meeting, the Member Secretary, NCTE, suggested adding anti-doping guidelines in the sports laws segment of physical education courses in particular and all teacher education curricula in general.
24. A Brain-Storming Session was organised by NCTE to bring out a road map for designing and developing the 4-Year Teacher Education Programme for Sanskrit was held in virtual mode on 23rd June, 2022. under the Chairmanship of

Prof. Dinesh Prasad Saklani, Chairperson NCTE. Member Secretary, NCTE in her address highlighted the importance of the Sanskrit Language with reference to Para 22.15 of NEP 2020 and laid emphasis on developing a 4 Year Integrated Teacher Education Programme in Sanskrit in line with NEP 2020.

25. The Chairperson, Member Secretary, NCTE, and team participated in the National Conference on Yoga organized by NCTE in collaboration with Gurukul Kangri University on 16 July 2022, on the theme – **“Significance of Yoga Education for the development of teachers and teacher education”**.
26. The Chairperson, NCTE and the Member Secretary, NCTE along with the team attended the 6th CII School Summit on 22 July 2022 under the theme – “Education for All Through Innovative Teaching and Learning”. NCTE is a government partner to CII and helps in visualizing the mandates of NEP 2020 in the school education of the country.
27. **Launch of NMM and NPST in pilot mode on 29 July 2022.**

The National Council for Teacher Education (NCTE) has prepared a guiding document on the National Mission for Mentoring titled “Bluebook on Mentoring” in alignment with para 5.11 of NEP 2020.

NMM and NPST were launched in pilot mode by Member Secretary, NCTE in 30 schools (15 KVS, 10 JNV, and 5 CBSE) and 75 schools (25 KVS, 25 JNV, and 25 CBSE Private) respectively, across the country on 29 July 2022 on the second anniversary of NEP 2020. The program was attended by all officers/officials of NCTE.

28. **GIS Mapping of all TEIs.**

Digital Interventions for analysis of Performance Appraisal Report (PAR) data filed was developed by the In-house team of NCTE to streamline the teacher education institutes (TEIs) across the country which aims to assess the preparedness of the TEIs on the scales of norms and standards as prescribed by NCTE from time to time. This new digital intervention has successfully enabled the

Geographic Information System (GIS) mapping of 11,000 TEIs bringing a positive change to the Teacher Education system in the country and enabling NCTE to make a detailed analysis of all TEIs for further analysis.

A Mobile App named ‘NCTE-PAR’ was also made by the in-house IT team of NCTE fetching the above data directly to the PAR portal on NCTE website.

29. The 55th General Body Meeting of NCTE was held on 14th July, 2022 (Virtual Mode). The GB of NCTE, in the meeting while approving the Annual Report 2021-22 appreciated the extensive academic work done by NCTE in the last one year.

30. **Non-compliance of Filing PAR for the Academic Session 2020-2021**

Four Regional Committees of NCTE took the matter of Non-Compliance of Filing PAR for academic session 2020-21 in its Meeting held in the month of July and decided to initiate necessary course of action for Non-compliance of PAR within the preview of the Act & Regulation.

In terms of above decision of RCs following action has been initiated:

- a) Institutions which have not filed PAR, has been identified and the

information in the proforma within 21 days has been sought from the Affiliating Universities/SCERTs of these institutions enabling RCs to take appropriate measures as are provided under NCTE Act/Regulations.

- b) The scrutiny of the TEIs filling PAR to take the measures within the purview of the act and regulation has been initiated and GIS mapping being completed for 11000 TEIs who have filled PAR.
- c) In pursuance of PAR notification dt. 02.04.2022, total 35 TEIs has been withdrawn by respective RCs.

Noncompliance of Filing PAR for the Academic Session 2020-2021 has been factorized in closing down the TEIs also.

- 31. The Member Secretary, NCTE on 4 August 2022 attended the meeting of the Inter-Ministerial Committee and informed about the issuance of Comprehensive Accessibility guidelines for Teacher Education Institutions. These guidelines were prepared by an expert sub-committee, constituted under the chairperson of Ms. Kesang Y. Sherpa, Member Secretary, NCTE on 14 March 2022 considering the recommendations made by the Javed Abidi Foundation before the Hon'ble Supreme Court. These guidelines have been submitted to the Inter-ministerial Committee on the recommendations of Javed Abidi Foundation and also uploaded to the NCTE website for dissemination and further necessary action.
- 32. Orientation Program of the Principals of KVS, NVS, CBSE schools on the Pilot Study of the NPST Draft was conducted in virtual mode on 08th August 2022

wherein Member Secretary (NCTE) Joint Commissioner, (NVS), Joint Secretary (CBSE) and Joint Commissioner (KVS) took part along with Principals of the 75 schools selected for the pilot.

- 33. NCTE family celebrated the 76th Independence Day on 15th August, 2022 by hoisting the National Flag in the office premises at Dwarka.
- 34. National Council of Teacher Education (NCTE) celebrated its 28th Foundation Day in New Delhi on 17.8.2022. Additional Secretary, Ministry of Education Smt. L. S. Changsan was the Guest of Honor on the occasion. Chairperson NCTE, Prof. Dinesh Prasad Saklani; Member Secretary NCTE, Ms. Kesang Y. Sherpa and senior officials of Ministry of Education attend the event.
- 35. The 6th meeting of the 1-year B.Ed. Curriculum Committee was held on 26th August 2022 for discussion, deliberation and finalization of the Draft Report on Curriculum Framework & Syllabus of 1-year B.Ed.
- 36. The Audit of NCTE Annual Accounts for the FY 2021-22 was conducted by CAG Team during 27.07.2022 to 02.08.2022.
- 37. Chairperson and Member Secretary, NCTE participated in a one-day Consultation Workshop on National Curriculum Framework on 3 September 2022 organized by IGNOU in collaboration with NCERT. Member Secretary highlighted the major initiatives taken by NCTE in line with NEP 2020 and the role of NCF in the effective implementation of NEP 2020.
- 38. On 5th September, 2022 NCTE celebrated Teachers Day. Member Secretary launched the NMM Bluebook on the 15 Open House Discussions which were held across the

- country as a part of bottom up approach.
39. The Chairperson and Member Secretary, NCTE participated in the National Awards to Teachers 2022 interaction session with Shri Dharmendra Pradhan, Hon'ble Minister of Education on 5 September 2022 at Banquet Hall, Ashok Hotel. The discussion was held on various important mandates of NEP 2020 in the field of teacher education.
40. On 21st September, 2022, 52 delegates from Children's University, Gandhinagar, Gujarat visited NCTE to develop a deep insight and understanding regarding its programmes, projects and functioning.
41. The Member Secretary, NCTE along with the expert committee attended online inspection for the assessment of NCERT for "deemed university" under de-novo status on 22 September 2022. The expert committee deliberated on possibilities for NCERT to be a Deemed University.
42. राष्ट्रीय अध्यापक शिक्षा परिषद्, नई दिल्ली में 14 से 28 सितम्बर तक हिन्दी पखवाड़े का आयोजन किया गया। पखवाड़े के दौरान आशुभाषण, हिन्दी प्रश्नोत्तरी (क्विज), हिन्दी टिप्पण व प्रारूप लेखन, हिन्दी श्रुतलेखन, हिन्दी निबंध लेखन तथा स्व-रचित कविता पाठ/गीत गायन प्रतियोगिताओं का आयोजन किया गया। प्रतियोगिताओं में सभी अधिकारियों एवं कर्मचारियों ने उत्साह से भाग लिया।
43. **Regarding NPST**
- A WhatsApp group formed with the school level coordinators and Principals of 25 JNV, 25 KV, and 25 CBSE schools.
 - Two meetings with the working group conducted in hybrid mode for development of tools.
- A preliminary survey designed and shared with the registered teachers by NCTE as a baseline test.
44. **Regarding NMM**
- Selection of Nodal Officers for effective coordination & experts for Mentor selection and Validation from KVS, JNV, and CBSE for the pilot study has been done.
 - NCTE Launched the booklet of Open House Discussions on NMM.
 - Developing and sharing of modalities with stakeholders for the 2-days orientation programme on NMM in pilot mode has been done.
 - Meeting has been conducted for developing the Plan of Action for the 2 days Orientation programme.
 - Created the Abridged version of the draft Bluebook booklet for the Orientation Programme.
45. The National Council for Teacher Education (Recognition Norms and Procedures) (Second Amendment) Regulations, 2022 dated 11.10.2022 has been published in the Gazette of India, Extraordinary, Part III, Section 4, *vide* Notification **File No: NCTE-Regl 022/5/2021-O/o DS (Regulation) HQ**, dated the 19th October, 2022 whereby the qualifications of the faculty has been laid down **in case the faculty is from the Indian Institute of Technology, National Institute of Technology, Indian Institute of Science and Indian Institute of Science Education and Research.**
46. **Launch of National Curriculum Framework (NCF) for Foundational Stages and Balvatikas.**

The Chairperson and Member Secretary, NCTE attended the launching ceremony of the National Curriculum Framework for Foundational Stages and Balvatikas by Shri Dharmendra Pradhan, Hon'ble Minister of Education and Minister of Skill Development & Entrepreneurship, GoI on 20.10.2022 at Rang Bhawan, All India Radio, New Delhi. The NCF for foundational stages and balvatikas will provide stimulating experiences for child's development in all dimensions – cognitive, social-emotional, and physical. The NCF will also enable the achievement of Foundational Literacy and Numeracy (FLN) for all children particularly between the age group of 3-8 yrs.

47. **NDEAR Vidya Samiksha Kendra Review Meet-** Member Secretary, NCTE along with the IT team of NCTE participated in the “NDEAR review meet” held on 21.10.2022 (10:30 AM - 12:15 PM) at Vidya Samiksha Kendra, CIET-NCERT under the chairpersonship of Smt. Anita Karwal, Secretary - DoSE&L, Ministry of Education, Govt. of India for orienting current developments about NDEAR and Vidya Samiksha Kendra (VSK). A Live walkthrough of the analytical dashboard conducted by the NDEAR-DIKSHA PMU on possible use cases for leveraging data for improving quality outcomes was immensely beneficial in providing quality solutions to all stakeholders and successfully implementing the various NEP 2020 mandates given to NCTE.
48. **Special Campaign 2.0-** As a part of the DARPG drive and Special Campaign 2.0, Member Secretary inspected the office premises on 03.10. 2022 and 18.10.2022 to ensure cleanliness and efficient office management. During the campaign

dependencies were identified and were disposed off.

Best practices of Special Campaign 2.0 –

3.1 Commencement of Online Inspection – A Novel Initiative

NCTE conducts inspections under Sections 13,14 &15 of the NCTE Act 1993. These inspections were being carried out by the Visiting Teams (VTs) by physically visiting the Teacher Education Institutions (TEIs). For enhancing transparency, probity, accountability and ease of doing business, amendments were made in the NCTE Regulations. Consequently, **NCTE has commenced online inspections from October 2022.**

New tech-based solutions have been used in this online module such as geotagging, georeferencing and near-zero physical human interface. For mapping of the TEIs and geotagging them, a mobile application ‘*NCTE-Inspection GIS*’ has been developed by NCTE which is being used during the inspections. The revised 3 member VT comprises of 2 Academicians and an Architect. The selection of VT members is done through an online random selection mechanism from among a panel of experts. The online inspection ensures that the details of VT members and TEI to be inspected is known to both the parties only an hour before the start of the actual online inspection. The VT report has to be submitted online by the VT members on the portal within 24 hours of the completion

of the inspection. The entire online inspection is recorded. The online inspection has brought about a paradigm transformation in the way inspections have been traditionally conducted. This has enabled ease of doing business and resulted in Ease of Processes. Vide this NCTE has introduced the number of days incurred in the inspection process from 90 days to 7 days. This novel initiative has made the system more efficient, transparent, cost-effective, accountable and fool proof. This will be immensely helpful in identifying and closing-down the sub-standard TEIs running in the country.

3.2 Disposal of CPGRAMS in record time

CPGRAMS is an important online public service delivery mechanism for the redressal of public grievances. To accord due importance to this function, CPGRAMS has been taken up as a priority area by NCTE in the last two years. A Desk Officer has been specifically appointed to attend to CPGRAMS.

49. The 'Vigilance Awareness Week' 2022 was observed in the NCTE from 31st October to 6th November, 2022 on the theme "**Corruption free India for a developed Nation** – "भ्रष्टाचार मुक्त भारत – विकसित भारत" to encourage the fight against corruption and to implement the policy of zero tolerance against corruption. Officers and staff of the NCTE have taken the integrity pledge on 31.10.2022.
50. "National Unity Day" was observed on 31.10.22 to celebrate the birthday of Sardar Vallabh Bhai Patel. Officer and staff of the

NCTE took the pledge for working for the Unity of the Nation.

51. Signing of MoU on National Mission for Mentoring (NMM).

On 3rd November 2022 (Tuesday), a MoU was signed between NCTE and Shikshalokam for a collaborative effort in implementing National Mission for Mentoring on non-financial basis. NMM, a major initiative of NEP 2020 underlines the importance of short and long-term mentoring/professional support to teachers and teacher educators. It brings an opportunity to leverage cross-learning amongst different individuals leading to their continuous professional development.

52. The Chairperson, Prof. Dinesh Prasad Saklani, and Ms. Kesang Y. Sherpa, MS, NCTE launched the NMM Mobile App on 11 November 2022. The Mobile App will facilitate Mentor-Mentee interaction and is NDEAR compliance.

53. As a part of celebration of Samvidhan Divas (Constitution Day) on 26th November all officers and staff read the Preamble of the Constitution through Hybrid Mode.

National Institute of Open Schooling (NIOS)

Programmatic Reforms

- **Agnipath** – NIOS has been entrusted to enhance the academic qualification of Agniveers under Agnipath Yojna and design and develop courses at Secondary and Senior Secondary level. An MoU will be signed with each of the Tri services to facilitate the education of Agniveers to complete class 10 and 12.
- **Tejasvini project** - The five day Training programme for Academic Coaches

under Tejaswini Project was organized by NIOS HQ ,Co-ordinated by Regional Centre Ranchi in 17 Districts - Ramgarh, Godda, Pakur, Dumka, Deoghar, Bokaro, Dhanbad, Latehar, Jamtara, Koderma, Chatra, Palamu, Simdega, Lohardaga, East Singhbhum, Saraikella Kharsawan & Khunti (Jharkhand).

The objectives of this Training programme was-

To Create awareness among academic coaches about the NIOS & Tejaswini project:- About 600 Academic Coaches have been trained during October and November 2022 about the process of admission and benefits of NIOS specially for the AGYW of the Tejaswini project & functions of NIOS, & other components related to the syllabus of class 8th and 10th, Examination & Question paper pattern, Sample question paper with answer writing method, Teaching Methods, Roles & responsibilities of Academic coaches. Training was imparted in subjects such as- Hindi, English, Math, Social Science, Science, Home Science, Yoga, Painting, Data Entry Operations, Cutting Tailoring & Dress Making, Economics.

- **OBE Programme** – The Self Learning Material under OBE (Adult) Programme has already been developed in various subjects at all three levels. The Academic Department has initiated the development of Graded Curriculum and Self Learning Material in following subjects at Level A, B and C:

- **Level A** – Hindi, English, Environmental Studies, Mathematics and Basic Computer Skills
- **Level B** – Hindi, English, Environmental Studies, Mathematics and Basic Computer Skills

- **Level C** - Hindi, English, Mathematics, Basic Computer Skills Science and Social Science

The graded SLM is being developed from Class 1 to Class 8 on the basis of the recommendations of New Education Policy – 2020. The efforts are being made to make it learner centric, interesting and interactive. Integration of Indian Knowledge System will be an important feature of these courses. The graded SLM will also reduce the content load at any specific level. The curricula in all subjects have been developed and writing of lessons is in progress.

- **Development of New Courses:** The NIOS is developing new courses at Secondary and Senior Secondary levels as per the requirement from the field.

NIOS has developed following courses-

- Folk Art at Secondary Level
- Sindhi Language at Sr. Secondary level

Ongoing course are:

- i. Secondary Course-
 - Logistic and supply chain management
 - Warehousing principles and inventory management
- ii. Sr. Secondary Course-
 - Natyakala
 - Transportation and Warehouse management
 - Inventory management
 - Basics of transportation
 - Krishi

- **Bhartiya Jnana Parampara**
 NIOS has launched new courses pertaining to ‘Bhartiya Jnana Parampara’ (**Indian Knowledge Tradition**) for OBE, Secondary and Sr. Secondary levels for reviving the Vedic Education. Courses have been introduced at Secondary and Senior Secondary Level in Veda Adhyayan, Sanskrit Vyakran, Bharatiya Darshan and Sanskrit Sahitya in Sanskrit and Hindi medium. Recently, fifteen Courses have been introduced at Elementary level under Open Basic Education Programme at Level A, B and C. All these courses have been developed in Sanskrit and translated into Hindi and English. Sanskrit Sahitya has been translated into English medium at secondary and senior secondary level. New courses at Secondary and Senior Secondary level which are under development are – Natyakala and JyotishShashtra.
- **Indian Diaspora Studies Centre at NIOS**
 NIOS has established Indian Diaspora Studies Centre with the spirit of forging cultural bonds and recognizing the role of diaspora in promotion of Indian culture abroad. It helps in promotion of civilizational values of Peace, plurality and universal fraternity in the spirit of ‘Vasudhaiv Kutumbakam’. The Indian Diaspora Studies Centre has been established at NIOS to work towards acquainting and strengthening the varied Indian Diaspora with the glorious culture and traditions of India in light of Bhartiya Jnana Prampara (Indian Knowledge Tradition).

TECH-BASED ACHIEVEMENTS

1. **Launch of NIOS Digital Library- DEEP**
 The E-Library of NIOS- ‘DEEP’ (Digital

Education and E Resource Platform) was launched on 8 March, 2022 on International Women’s day by the Hon’ble Minister of State for Education, Govt. of India Mrs Annapurna Devi.

This E-Library will enable learners to gain access to manifold information documents including study material of 75 different academic subjects, six thousand e -Books, two thousand five hundred Magazines, Journals and periodicals. Reference Books including dictionaries encyclopedias, and directories will be available. Video lectures and access points for educational TV Channels will be available. Text to speech facility is also available on the platform.

Muti-dimensional e-contents available on a single platform at E-Library of NIOS shall support fight against knowledge scarcity among the students and all the users who want to quench the thirst for knowledge. E-Library is designed for easy information retrieval required at a point of study.

2. **Content on DIKSHA**

DIKSHA is a unique initiative of the Ministry of Education, Govt. of India where quality education resource material in digital format can be accessed. NIOS is an active contributor to DIKSHA Portal and has uploaded digital learning materials of 21 courses at Secondary and 32 courses at Senior Secondary levels. Special e-content for visually and hearing-impaired students is also available on the platform.

3. **QR Code integration and digitalization of Self Learning Material**

NIOS has introduced the QR (Quick Response) Code and digitization of 22 subjects at Secondary level and 32 subjects at Senior Secondary level. QR code comes with several advantages that make it

important for the printed learning material to attract and reach out to more readers. QR Codes contain text, links (to websites, videos, files), and much more.

4. Live Sessions on E-vidya Programme

NIOS conducts 3 hours daily live sessions in various courses at secondary and senior secondary levels on e-vidya channel No. 10 and 12. In 2022, 690 live sessions were conducted for academic subjects. These live sessions have been designed as Personal Contact Programme (PCP) for learners for all subjects. Live programmes in Sign Language on various subjects at the secondary level were also conducted for providing learning assistance for hearing impaired and hard of hearing learners.

Innovation in Curriculum Transaction

1. Development of e-contents for education of learners with special needs

NIOS aims to reach a large number of learners with the flexibilities and unique set of facilities especially for the learners with special needs. NIOS has devised numerous strategies to make sign language learning resources available to deaf learners through the use of technology.

Total 875 videos in Indian Sign Language medium have been developed in different subjects at secondary and senior secondary level. In the year 2022, more than 200 videos in Indian Sign Language have been added to the repositories of Indian Sign language videos. These videos have been uploaded on NIOS YouTube channel and website.

Talking books in 46 subjects at secondary and senior secondary level have been developed for the visually impaired learners.

Initiatives with Reference to NEP-2020

1. National Symposium on ‘Assimilating Indian Knowledge System in MainSystem in Mainstream Education: Mandate of NEP 2020

National Institute of Open Schooling (NIOS) organized a two-day National Symposium on ‘Assimilating Indian Knowledge System in Mainstream Education: Mandate of NEP 2020 in collaboration with Vidya Bharati Institute of Higher Education on 5th -6th May 2022 at Kalyan Singh Auditorium, NOIDA.

In this two day symposium, renowned Padmashree Shri Chamu Krishna Shastri (Trustee Secretary, Sanskrit Promotion Foundation), Prof. Kapil Kapoor, Shri Govind Mohanta (Rashtriya Sangathan Mantri, Vidya Bharti), Shri. Avneesh Bhatnagar (Rashtriya Sangathan Mantri, Vidya Bharti), Prof. Saroj Sharma, Chairperson NIOS and many Academicians and educationists and officials of Vidya Bharati Ucca Shiksha Sansthan participated directly and through virtual medium.

The Symposium discussed the philosophical backgrounds of the Indian system of knowledge, its rich intellectual traditions and ways of sharing these with the present generation in school education, especially in writing textbook.

Collaboration

1. Signing of MOU with Himalayan Council of Nalanda Buddhist Tradition (IHCNBT)”— An MoU was signed between NIOS and Indian Himalayan Council of Nalanda Buddhist Tradition (IHCNBT), Ministry of Culture, Govt. of India for ‘Introduction of New Course in

Bhoti Language and Bodh Darshan” at Leh, UT of Laddakh on 27th May, 2022 in the presence of Prof. Saroj Sharma, Chairperson NIOS and representatives of Indian Himalayan Council of Nalanda Buddhist Tradition (IHCNBT).

2. **Renewal of MoU with NCPSSL-** NIOS in collaboration with NCPSSL is developing Self Learning Material at different levels. An MoU was renewed for another three years for development of SLM and promotion of Sindhi language.

Other Initiatives

1. **Celebration of International Literacy Day, 8th September 2022**

On behalf of the Department of School Education and Literacy, Government of India, to mark the fourth day of Shikshak Parv, the International Literacy Day was organised by NIOS, led by Chairperson, Prof. Saroj Sharma, in collaboration with NCERT, on 8th September, 2022 at Dr. Ambedkar International Centre, New Delhi. The programme was graced by Smt. Annapurna Devi, Hon’ble Minister of State for Education as the Chief Guest, Shri Vipin Kumar, Joint Secretary from the Department of School Education and Literacy, Ministry of Education, Prof. Dinesh Saklani, Director NCERT, all heads of departments and officers of both the institutions, all regional directors of NIOS, scholars and students and media persons from across the country were involved directly and virtually. Ms. Susan Ferguson, Country Representative, UN Women and Dr. Basheerhamad Shadrach, Director, CEMCA (COL) were also present amongst other dignitaries.

The following programmes/initiatives were launched/screened during the programme:

- A documentary on *Saaksharata* about the uniqueness of NIOS’s OBE Programme.
- Experience sharing from some neo-literates.
- Launch of the NIOS’ Out of School Children Portal



- Release of the Inclusive Education Policy and Gender Green Teacher Programme
- Release of advocacy material comprising of jingles and a short documentary on OBE Programme.

2. **Development of Inclusive Education Policy for Open Schooling 2022**

In the follow-up to National Education Policy 2020, NIOS, in collaboration with UN Women, has developed the policy on Inclusive Education to guide open schooling systems to actively identify and remove all hurdles to learning due to diversity across people and contexts. The approach to policy draws its sustenance from the Rights of People with Disabilities Act 2016 and National Education Policy 2020. Through a wide range of policy recommendations, IEP will attempt to ensure that learning opportunities are neither dependent on nor constrained by

any disability, sex of the person, gender, and subsequent marginalization.

3. **National Conference of State Open Schools**

National Institute of Open Schooling (NIOS) organised a National Conference for State Open Schools on 22-23 December, 2022 at Vivekanand Kendra, Kanyakumari, Tamilnadu. This programme was organised milestone for the implementation of National Education Policy-2020. On the occasion of the inaugural session of this two days conference, Hon'ble Dr. Kiran Bedi, Former Lieutenant Governor of Puducherry graced the occasion as the Chief Guest and Sh. Laxminarayan Panigrahy, Head, Eastern Region, Vivekananda Kendra, Dr. V. Theiva Prakash, Independent Director, Food Corporation of India, Sh. Bhanudas Dhakras, General Secretary, Vivekananda Kendra was the Guests of Honour of the inaugural session. All HODs of NIOS and officers, Chairman and representatives of various State Open Schools of the country, Media Persons and Officers of NIOS Regional Centre, Chennai also participated in the programme.

These two days gave a platform for significant deliberations on the implementation of National Education Policy – 2020 and ways to reach out of school children through Open and Distance Learning System.

There were 5 additional sessions other than inaugural and closing sessions. These are – Overview of open schooling in India, Role of Open Schooling in implementation of NEP-2020, Development of Curriculum, SLM, MOOCs, Organising Student Support Services, Open Basic Education, Role of NIOS in strengthening of SOS,

Innovation in Academics (NIOS)- DEEP, QR Code, Mobile app, Aptitude Testing, Virtual Open Schools, Skilling for Atmnirbhar Bharat and Assessment and Evaluation practices.

Expansion of Open and Distance Learning, effective coordination between NIOS and State Open Schools, strengthening of established SOS and capacity development of their personnel, guiding to establish new SOS, quality assurance in Open School Education and planning for resource sharing and effective coordination etc were the main objectives of this National Conference. It gave an opportunity to spread the light of education across the country and also help to mainstream the children who are out of school and dropouts.

4. **Celebration of International Day of the Sign Languages on 23rd September, 2022**

The National Institute of Open Schooling (NIOS) celebrated International Day of Sign Languages 2022 as part of 'International Week of the Deaf' on 23rd September 2022 with the theme, "Sign Languages Unite Us". On this occasion different activities have been observed as part of the celebrations - a panel discussion was organised followed by a couple of videos for learning cum awareness with some basic daily use words and on initiative of NIOS for deaf learners in Indian Sign Language that is available on the web portal of NIOS. The officials of NIOS at headquarter NOIDA participated in the celebration in person and a large number of participants across the country from regional centres, study centres and learners joined through social media channels on YouTube and through online meeting.



5. Participation of NIOS in PCF 10

Commonwealth of Learning (COL) in collaboration with Athabasca University, Canada hosted the 10th Pan-Commonwealth Forum (PCF10) which was held in Calgary, Canada from September 14-16, 2022. The programme is designed to explore applications of open and distance learning in widening educational access, bridging the digital divide, and advancing the social and economic development of communities and nations at large. NIOS Academic and Vocational faculty have been nominated by the Competent Authority to attend or participate in this PCF- 10.

6. Release of 'International Journal of Open Schooling' (IJOS)

NIOS has come up with its new publication on open schooling i.e., International Journal of Open Schooling (IJOS). IJOS is an international, peer reviewed journal. It aspires to publish high-quality original research papers, articles, review articles, and case studies, in the various fields of Distance Learning, Open Education, E-learning, Integrated education and Hybrid learning, which have not been published or considered for publication elsewhere.

The Advisory Editorial Board of the Journal comprises of heads/representatives

of open schools and eminent persons having experience and expertise in open schooling and research. All manuscripts are subject to a double-blind review process. The papers deemed suitable are sent to independent expert reviewers to assess the quality of the paper. The final decision regarding acceptance or rejection of articles/ paper rests with the Editorial Board of IJOS.

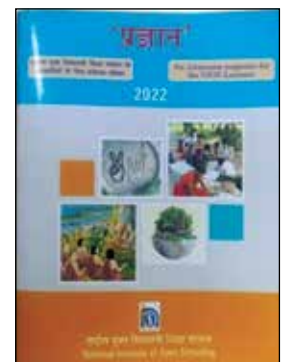
The Journal is available for dissemination to all academic institutions worldwide and all those who are interested in the subject of open and distance learning and e-learning with a special focus on open schooling.

The Journal is available in hard copies as well as in the form of e-Journals.



7. Release of NIOS Magazine 'Pragyan'

NIOS celebrated its 33rd Foundation Day on 23rd November, 2022. Dr. Subhas Sarkar, Minister of State for Education, Govt. of India was the Chief Guest of the programme. On this occasion 'Pragyan', the bilingual magazine of NIOS was released by the chief guest. The NIOS has launched the magazine with objective to



introduce the activities of NIOS to its learners and also make them aware about various useful informative topics.

Integration of Academic with Vocational courses: Vocational Courses have been integrated with academic subjects as per the NEP 2020 guidelines, so that every NIOS learner has exposure to skill education besides the general education. In both Secondary and Senior Secondary level vocational courses have been integrated. This has had a positive impact on vocational admissions and the learners have opted for different vocational courses as shown in table below:

Code	Sub Name	Enrol
Vocational Secondary		
256	Bakery and Confectionery	831
605	Cutting and Tailoring	689
606	Dress Making	332
608	Basic Computing	15100
612	Beauty Culture and Hair Care	622
613	Desk Top Publishing	524
614	Yoga	11173
628	Indian Embroidery	160
640	Beauty Therapy	223
641	Hair Care and Styling	317
642	Hand and Foot Care	259
Vocational Sr.Secondary		
356	House - Keeping	1317
357	Catering Management	440
358	Food Processing	849
360	Hotel Front Office Operations	354
363	Preservation of Fruits and Vegetables	631
622	Web Designing and Development	333
631	Computer & Office Applications	4324
632	Data Entry Operations	23815
651	IT Essentials: PC Hardware and Software	171
660	Web Development	113
661	CRM Domestic Voice	41
663	Computer Hardware Assembly & Mtc.	232
667	Yoga Assistant	5588
	Total	68438

NCVET Recognition: NIOS has got the Letter of Intent for awarding body status from National Council for Vocational Education and Training (NCVET) for assessment and certification under the dual category. NCVET recognition will ensure better recognition of vocational certificates and better job chances. Qualification Files for three job roles Self Employed Caterer, Drinking Water Purifier System Technician and Assistant Organic Grower has been sent by Vocational Education Department, NIOS to NCVET for approval.

NSQF aligned courses: As per the MSDE guidelines, 32 courses have already been made NSQF aligned and the rest of the courses are in the process. This would ensure uniform learning and uniform outcome based competency amongst the learners. The following courses have been developed/updated as per NSQF guidelines: Vermi-Composting, Basic Computing and Advanced Certificate in Cutting and Tailoring.

Fee Relaxation:

The admission fee of Vocational Courses under Vocational Education has been revised for providing concession to the learners from exempted category such as SC/ST/Ex-Ser/PWD and Female learners with an objective to promote Vocational education and Skill training. For the female learners about 20% admission fee concession of the NIOS share is given and for the exempted categories i.e. SC/ST/Ex-Ser/PWD about 33% of admission fee concession is provided.

Job Fair: The National Institute of Open Schooling organized a job fair on January 20, 2023 at its campus located in Sector 62, Noida. Twelve companies from apparel, automobile, healthcare, IT (BPO), finance and insurance sectors and 300 candidates participated in the fair for recruitment. The job fair was inaugurated by Hon'ble Chairperson of NIOS, Prof. Saroj Sharma in the presence of Heads of all departments of NIOS. In this job fair, candidates were interviewed by various company and job offers were given.

रोजगार मेला / Job Fair

योग्यता: Eligibility

- एनआईओ के निम्न वर्गों के छात्र
Recruitment openings for NIOS Learners
- माध्यमिक स्तर पर / उपनगर विभाग
Certificate/Diploma in Vocational Courses
- माध्यमिक स्तर पर के लिए 12वीं-12वीं
18"12" with Vocational Courses
- 18 वर्ष से अधिक आयु: Age 18 years and above

परी के क्षेत्र - Current Job Openings

- स्वास्थ्य और व्यक्तिगत: Health & Personal
- सूचना और विश्लेषण: Information & Analytics
- टी/टीआई: IT/ITIS

Invited Companies

- Health Care at Home (Dahat) | Fortis Home Healthcare
- Sara Textiles Ltd. | Ghayo Power Limited
- DISTO | Ashish Keyboard and many more...

www.nios.ac.in
18/01/2023

पंजीकरण शुल्क: Registration Fee ₹ 100/-

दिनांक: 20 जनवरी 2023
Time: 11:00 AM to 2:30 PM
स्थान: NIOS, Bhubaneswar, A-24, 25, Sector-12, INDIA-751 028
(Bhubaneswar Metro Station Electronic City)
Full Time No. : 1818 136 8383
Contact No. : 8128 488425



Mukta Kaushal Kendras (MKK): NIOS intends to take up skilling of tribal girls, rural/semi-urban girls & women, in various states by establishing a Mukta Kaushal Kendra (MKK) in about eight regions such as *Bankura (West Bengal)*, *Kodarma (Jharkhand)*, *Mehsana (Gujarat)*, *Bhubaneswar (Odisha)*, *Kamrup Rural (Assam)*, *Anantnag (Jammu & Kashmir)*, *Bastar (Chhattisgarh)* and *Bengaluru (Karnataka)* in the country.

The first MKK has been inaugurated in Odisha on 23rd January 2023 at two places i.e. Bhubaneswar and Deobandh (Keonjhar dist). Training on courses such as Cutting & Tailoring and Basic Computing would be provided in these centres. The training is being provided to the learners free of cost so as to empower the female learners of the district by enhancing their economic and social status.

SKILL DEVELOPMENT CENTER AT NIOS REGIONAL CENTRE, AMETHI

NIOS provides education and skills especially for the disabled, socially and geographically disadvantaged sections, working youth, rural women and scheduled castes/scheduled tribes. NIOS has set up a Skill Development Center in Amethi to train SC/ST/ BPL categories girls / women for free. The main objective of this training is to train SC/ST/BPL girls / women in the business of Cutting and sewing, as well as provide them with awareness about entrepreneurship, functional Hindi and GST. This is a step towards the empowerment of women in this area.



TRAINING OF HANDICRAFT ARTISANS:

Training of 300 Handicraft Artisans has been completed in the area of Indian Embroidery in the districts of Varanasi, Jaunpur and Chandauli under collaborative project with Ministry of Textiles.



SWAYAM: For the SWAYAM platform, NIOS offers many vocational courses in various areas for the learners as MOOCs. They are – Bee Keeping, Beauty Therapy, Yoga Teachers Training Programme, CRM Domestic Voice, Panchakarma Assistant, Hair Care & Styling, Mushroom Production and Community Health. New MOOCs program on Hand and Foot Care, Poultry Farming, Basic Computing and Automotive Service Technician are also under development. The learners are assisted throughout their learning process with the integrated video

tutorials, assessments, projects etc.

Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of progressive India and the glorious history of its people, culture and achievements. This Mahotsav is dedicated to the people of India who have not only been instrumental in bringing India thus far in its evolutionary journey but also hold within them the power and potential to enable Prime Minister Modi's vision of activating India 2.0, fuelled by the spirit of Atmanirbhar Bharat.



Azadi ka Amrit Mahotsav is an embodiment of all that is progressive about India's socio-cultural, political and economic identity. The official journey of "Azadi ka Amrit Mahotsav" commences on 12th March, 2021 which starts a 75 week countdown to our 75th anniversary of Independence and will end post a year on 15th August, 2023.

NIOS spearheading the prestigious initiative of Government of India, Azadi Ka Amrit Mahotsav. As part of the initiative, NIOS under the abled guidance of the esteemed Honorable Chairperson, celebrated the multifarious activities to rejuvenate the glorious history of India and its people. The details of activities are as under:-

January 2022

1. All India posters making competition among school children during 20th Dec, 2021 to 20th January, 2022.
2. On the occasion of Republic day NIOS (26.01.2022) has felicitated the winners (NIOS learners) through virtual mode of Essay writing and speech competitions conducted by NIOS Regional Centres.

March 2022

A message to all learners of NIOS to participate a mental health survey taken up for learners of classes 6th to 12th across different regions of the country.

May 2022

Essay Competition on the theme of Fundamental duties of Indian Citizens.

June 2022

1. Webinar on post-COVID health management.
2. Participation of NIOS learners in *Jhankriti 2022* – Sanskriti Ki Jhankaar – Virtual

Classical Arts Competition under the AKAM.

July 2022

Quiz competition on freedom struggle of India

August 2022

Essay competition on peace and non-violence.

September 2022

Poster-making competition – on sovereignty, freedom and independence

October 2022

1. General public awareness regarding India's contribution to INTERPOL, a quiz competition was conducted among the learners of the NIOS.
2. Organized the stamps Design Competition from 1st to 31st October, 2022 under the Har Ghar AKAM Souvenir Aur Stamps' Celebrations.

December 2022

1. Art and craft making tricolor candles, Badges, Book Marks, flowers, flag etc.
2. Commemorating Veer Bal Diwas to honor the martyrdom of Baba Fateh Singh and Zorawar Singh, the Sahibzade of 10th Guru Gobind Singh Ji on 26th December, 2022.

Activities conducted under Ek Bharat Shrestha Bharat (EBSB)

The "Ek Bharat Shrestha Bharat (EBSB)" programme was launched by Hon'ble Prime Minister on Ekta Diwas (31st October 2015) on the occasion of the birth anniversary of Sardar Vallabhbhai Patel to foster national integration through a co-ordinated mutual engagement process between States, Union Territories,

Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports, tourism and other forms of people-to-people exchanges.

NIOS is spearheading the prestigious initiative of Government of India, Ek Bharat Shreshtha Bharat. As part of the initiative, NIOS under the guidance of the esteemed Honorable Chairperson, various activities were conducted under the Ek Bharat Shreshtha Bharat programme for the learners of NIOS to celebrate the unity in diversity of our nation and to promote the spirit of national integration. The details of multifarious activities are as follows:-

Sl. No.	Month	Name of Activity/ Event under EBSB
Activities conducted by NIOS HQrs		
1	Jan 2022	Live TV Telecast on PM e_vidya Channel of NIOS-Indian Language
2	Feb 2022	Community Radio Programme on “Matra Bhasha Diwas”
3	March 2022	Audio Lecture on “Modern versus traditional agricultural techniques”
4	April 2022	Video Lecture on “ Diverse Cuisine, Music and Dance”
Activities conducted by NIOS Regional Centres by involving AIs/AVIs		
5	May 2022	Make a 2-minute video in which tell about 5 historical places of pairing states and upload it at AKAM APP which is available at NIOS website
6	June 2022	Essay Writing Competition: Write a short article about Pairing State freedom fighters.
7	July 2022	Scrap Book/Digital photo collage making on paired states.

Sl. No.	Month	Name of Activity/ Event under EBSB
8	August 2022	Essay writing competition about festivals and customs of paired states.
9	September 2022	Video conferencing with learners of paired states
10	Bi-Annual Public Examination October/ November 2022	
11	December 2022	Speech /Quiz competition about freedom fighter of the pairing state who contributed significantly in the freedom struggle of India

1. Unique Features & Flexibility of the NIOS Examination System

- NIOS conducts two public examinations in a year in March-April and October-November as per the Bye-Laws Governing Examination and Certification – 2012 (revised and amended upto 2021) at the schools affiliated to Central and State Boards including study centres without disturbing their academic schedule.
- Freedom to learners for appearing in one or more subjects in examination as per their convenience and preparation.
- The Learner can take upto seven subjects including two additional subjects either at the time of admission or during the course of study. upto a period of 5 years of admission. For certification the learners has to take minimum five subjects including at least one language.

- The learners who are studying or already certified can take part admission in one or two subjects but not more than four subjects.
- Credit accumulation of the pass subjects.
- Nine chances to appear in Public Examinations over a period of five years of admission validity period.
- Transfer of Credit (TOC) of two subjects passed from other specified Boards of School Education and upto four subjects in the case of ex-NIOS learners.
- In order to ensure holistic development of Learners, numbers of Vocational Education courses are offered in combination with Academic subjects.
- Secondary Course available in 11 Regional medium and Sr. Secondary course available in 5 Regional medium. Freedom to write answers in examination in any of the 22 scheduled languages of India even if not opted for that medium during admission.
- Provision for Improvement of Marks.
- In addition, NIOS conducts 'On Demand Examination' (ODE) round the year at the HQ, Regional Centres and about 93 KVs across India except during the public examination. The learners can register online by selecting the subject and date of examination to appear in ODE as and when they are ready to appear in the examination.

2. Conduct of Public Examinations during 2022

- During the year 2022 Evaluation and assessment of around 5.53 Lakhs learners was carried out through two public examinations conducted and several "On Demand Examinations".



- In pursuance to the order NRC/ NCTE/NIOS/Recognition/372nd Emergent meeting/2022/218774 dated 27/07/2022 of NCTE and NIOS Notification dated 02/08/2022, the result of 1.67 Lakhs D.El.Ed (Online) in-service teachers having NC tag was declared on 26/08/2022.
- The Examination Centres are identified and finalized through a transparent online system as per the Guidelines for fixation of Exam Centres.

3. Basic Literacy Programme (BLP) under Padhna Likhna Abhiyan (PLA)

- The Padhna Likhna Abhiyan (PLA), a centrally sponsored scheme of the Department of School Education and Literacy (SE&L), Ministry of Education for imparting functional literacy to adult neo-literates by achieving self reliance in Reading, Writing and Arithmetic (Numeracy).

However, the Guidelines for Assessment under Padhna Likhna Abhiyan (PLA) has been prepared by NIOS in collaboration with Directorate of Adult Education, MoE.

- For assessment and certification, NIOS has been identified as the Nodal agency by NLMA. Due to COVID-19 pandemic the assessment could not take place.
- NIOS, in collaboration with NLMA, already conducted assessment of neo-literates in during 2010 to 2018 all over India for more than 10.07 crores neo-literates out of which 7.63 crores were declared successful and certified establishing the largest literacy programme ever.
- New India Literacy Programme (NILP) Launched in April 2022 with a objectives to achieves foundational literacy and numeracy by 2027. The first Exams shall be held tentatively in March 2023.

4. Digital Literacy Assessment under Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA)

- Making one person in every family digitally literate is one of the integral components of the Prime Minister's vision of Digital India.
- Ministry of Electronics & Information Technology (MEITY), Government of India, launched a new Scheme titled (PMGDISHA) in June 2017 as an extension of National Digital Literacy Mission (NDLM).

- The scheme is aimed at empowering the citizens in rural areas (one in every eligible household) by training them to operate computer or digital access devices like Tablets, smart phones etc. and hence enable them to use the information technology and related applications especially Digital Payments.



- The online assessment & certification is done by NIOS as one of the Nodal Agencies by MEITY through online remote proctoring facility. During the year 2021-22, the assessment was on hold due to lockdown from March 2020 till 16th November 2020.
- Till September, 2022, total no. of 1,50,3885 learners were successfully assessed and certified by NIOS.

5. ASHA (Accredited Social Health Activists) Certification Programme

- National Rural Health Mission introduced Community Health Volunteers - ASHA (Accredited Social Health Activists) as its core component to address health care need of rural population. ASHAs are women residents of villages nominated by Gram Panchayat

and work in close collaboration with Primary/Community Health Centres and District Hospitals.

- The ASHA certification provides the legal and administrative framework to ASHA to make her eligible as well as responsible to provide a range of health services to community.
- To achieve the objective of Certification of about 9 Lakhs ASHA, a tripartite MoU has been signed by Ministry of Health and Family Welfare (MoHFW) with National Institute of Open Schooling (NIOS), and National Health Systems Resource Centre (NHSRC). The mandate of NIOS was development of training modules, monitoring of the training, conduct/monitoring of practical and theory examination and Certification.



- So far, a total no of 72,190 ASHAs candidates appeared out of which

60,791 have been certified till April 2022 in ASHA Certification exam all over India (In 19 States and 1 Union Territory)

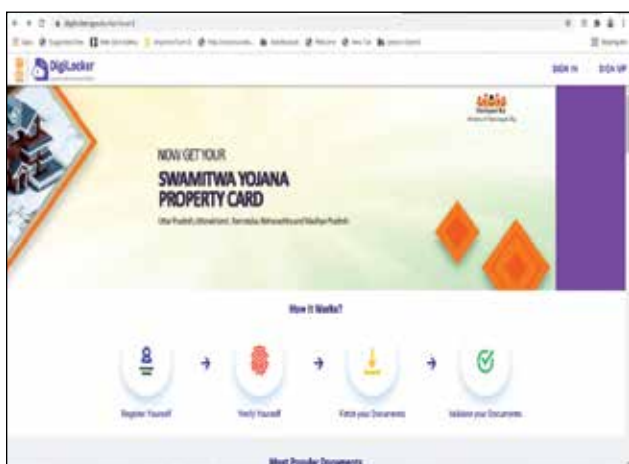
- In addition, a total of 232 State trainers and 1,006 District Trainers were certified by NIOS.

6. New Initiatives

- **Online System** was developed for the following for transparency and accuracy of data resulting in no printing and dispatch of examination materials saving huge quantities of papers:
 - Online submission of Practical Awards by the study centres for both Formative and Summative Practical from their dashboards on the NIOS portal.
 - Online submission of Application introduced for fixation of examination centres by schools with facility of uploading the relevant documents and computerised allocation of learners in the examination centres, using geo-mapping and split mapping concepts. This has enhanced transparency in the system.
 - Online download of attendance sheet and list of candidates by the examination centres for conduct of examination with facility of online marking of attendance.
 - Online (encrypted) Question Papers was provided on the day of examinations through Dashboard to Examination Centres for the conduct of April and October-2022 Public Examinations.

- NIOS initiated the process to shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.

7. **Digilocker:** NIOS has implemented Digilocker in the year 2015 for all of its registered learners for Secondary and Senior Secondary courses, Vocational courses and Open Basic Education programs. In the recent exams all the result documents (Marks Statement-cum-certificate, Transfer-cum-Migration Certificate) are provided to each learner through Digilocker. Presently about 40 lakh NIOS learners are benefitted through Digilocker.



Initiatives /Achievements

For providing learning support to the students of Academic, Vocational course, Indian Sign language, NIOS has made arrangements for :

- Live telecast of Personal Contact Programmes (PCPs) of 3 hours i.e. 2.00 pm to 5.00 pm on the PM e-Vidya DTH Channels # 10 & 12 of NIOS.
- The live Interactive TV PCPs can be **watched on YouTube Live Channel (Nioslivevideo)** as well.

- During the period from January to December, 2022 - 561 Live PCPs and 233 video programmes were produced and telecast on the PM e-Vidya DTH Channels # 10 & 12.
- The video programmes are also re-purposed for uploading on the SWAYAM portal, as a part of NIOS MOOCs.
- Additionally, 14 short duration video programmes/promos were produced. While most of these videos were meant for advocacy and publicity of various NIOS programmes and activities. Short promo videos were also produced to publicise G.O.I initiatives as the “Har Ghar Tiranga” campaign etc.

Similarly, the Audio Personal Contact programmes (PCPs) and audio programmes are being conducted from the NIOS Audio Studio and via telephone by invited experts for the benefit of NIOS learners. The Audio PCPs and programmes are being disseminated through:

- Broadcast on NIOS Community Radio Station (CRS) - RadioVahini. During the period from January to December, 2022 – 183 Live programmes and 55 recorded audio programmes were broadcast.
- Web streaming on the NIOS Mukta Vidya Vani (MVV) service. During the period under consideration – 384 Live programmes and 311 recorded programmes were webstreamed on MVV.
- Both the Radio Vahini and MVV are transmitting audio PCPs and programmes throughout the year 24 x 7.
- The programmes are also available on the YouTube Live Channel @ NIOSRadioVahini.
- NIOS has developed a mobile App with the name ‘Radio Vahini’ for learners to

access all its Audio programmes on any smart device.

Video coverage and still photography of important event/workshop/meetings organised by NIOS are uploaded on Shagun Platform of Ministry of Education and NIOS website as well.

During the period under consideration – media nit carried out 51 video coverage & 77 still photos of important events, seminars, workshops etc organized by NIOS.

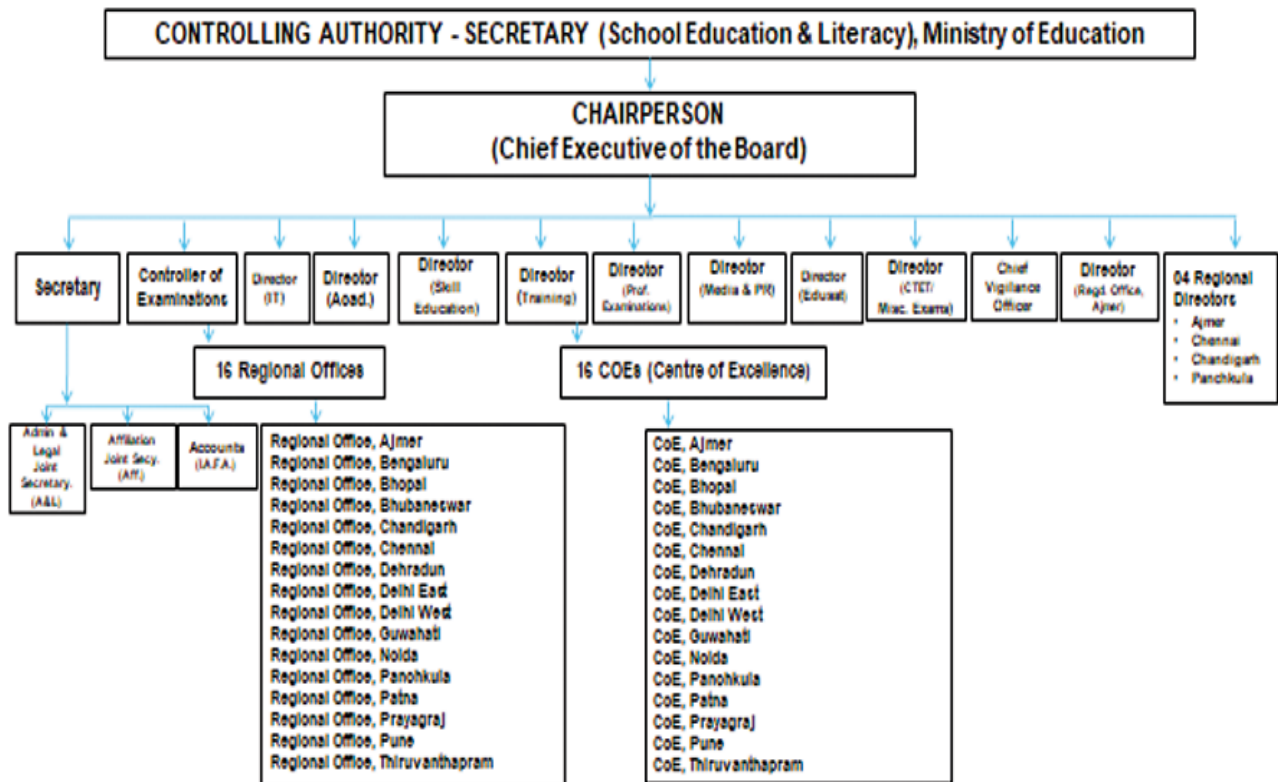
Central Board of Secondary Education (CBSE)

CBSE is a national board of School Education in India under the aegis of the Ministry of Education and Secretary (School Education and Literacy) as the Controlling Authority. The board caters to

a heterogeneous category of schools from Private /Independent to Government and Government aided affiliated schools in India and in 25 other countries. The board is given the mandate;

- To develop Curriculum and syllabi for the purpose of Board Examinations
- To conduct Board Examination for Secondary and senior Secondary Schools and such other examinations as it may consider fit subject to the approval of the Controlling Authority
- To develop standards for ensuring quality in the affiliated schools
- To undertake professional development of teachers and organize student enrichment activities

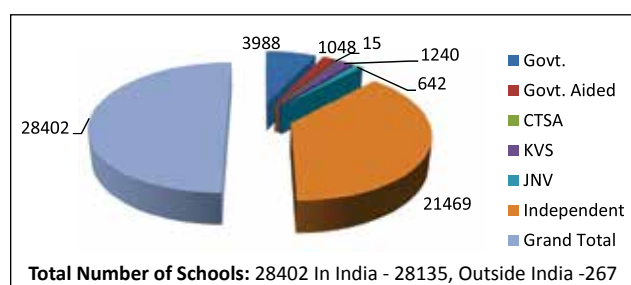
ORGANOGRAM



CBSE has set up 16 Regional Offices and 16 Centers of Excellence to meet the, administrative, academic, training and exam related requirements of stakeholders across the country . The growing demand for CBSE affiliation, has necessitated that more Regional Offices are set up in the country.17th Regional Office was approved to be opened on Vijayawada, Andhra Pradesh in 2022.

The jurisdiction of Regional Office, Vijayawada will be for the affiliated schools in the state of Andhra Pradesh and Telangana.

Affiliation Unit



Fresh affiliation was granted to 1932 schools, whereas the status of 533 schools was upgraded to Secondary/ Senior Secondary level and 4676 schools were granted extension of affiliation for further period of five years.

The Online School Management and Monitoring System (OSAMS) was re-engineered as School Re-engineered Automated Affiliation System (SARAS) and was upgraded from version 2.0 to 3.0 from 14.10.2022 onwards. CBSE took proactive measures to ensure that the new affiliation process is transparent, completely online, more accountable, and reduces compliance burden facilitating ease-of-doing-business by time bound disposal of affiliation processes.

A detailed manual and guidelines were issued on the minimum infrastructure requirement for Labs, composite science lab, Mathematics and Computer labs, Library and Sports facilities, and requirement of adequate facilities for Children

with Special Needs in CBSE affiliated schools, in consonance with its Bye-Laws.

Academic Unit

Launch of Structured Assessment for Analyzing Learning (SAFAL) for Grades 3, 5 and 8

CBSE launched Structured Assessment for Analyzing Learning (SAFAL), a competency-based assessment for Grades 3, 5 and 8 to assess the progress of foundational skills and basic learning outcomes/competencies among students. SAFAL, as a diagnostic assessment, will provide developmental feedback to schools and teachers to improve teaching-learning without additional examination pressure on students. It has been designed to help students, parents, and teachers to track learning progress throughout the school years and not just in Grades 10 and 12. SAFAL results will not be used in any manner by schools for promotion of students to the next grade. SAFAL will be conducted on a pilot basis in CBSE schools for students in Grades 5 and 8 during 2023-24, in key curricular areas of Language, Mathematics, and EVS/Science.

Holistic Progress Card

Under Transforming Assessment for Student Development, NEP 2020 recommends preparation of Holistic Progress Card to provide a 360-degree, multidimensional report of progress that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains. Subsequent to extensive deliberations, consultations and research on the subject, the CBSE committee on HPC developed the Prototype of HPC (for classes 1 to 3) for piloting. The prototype has been reviewed by NCERT, UNICEF and experts from the field of ECCE. It has also been vetted by CBSE School Principals from a range of schools from Rural, Semi-urban,

Urban schools as well as the Kendriya Vidyalayas and presented before the National Focus Group on 6th April, 2022.

The Pilot for the HPC started in April 2022 in one section each of classes 1 to 3 covering 74 CBSE schools across the country. These include 25 KVs, 16 Government and 33 Private independent schools, including rural and urban schools. Principals and Teachers nominated by the schools participated in the training for the same. Implementation Guide for Teachers, Training Manual and videos and other resource material on HPC were shared with the schools. Sample task-based lesson plan, and suggestive mapping of DGs, Competencies and LOs were also prepared and shared with pilot schools.

CBSE HPC portal has been prepared in-house for facilitating schools to access digital version of HPC and is available for the schools involved in the pilot. Feedback tool and observation tool for Principals and teachers is under finalization for collecting baseline and midline data for the report preparation by CBSE. Frame work preparation for classes 9 to 12 will be taken up as a follow up of these initiatives.

Foundational Literacy and Numeracy

CBSE has developed online and blended teacher training modules and content as exemplar for CBSE affiliated schools for implementing the objectives of the FLN mission. Eight modules under three MOOCs have been prepared on FLN, and so far, around 102182 teachers have registered for training and 62060 teachers have been trained on these modules. A microsite has been created which can be accessed at <http://cbseacademic.nic.in/fln/>. A question bank of 500 competency-based questions for each class from classes 1 to 5 is available at the CBSE FLN microsite. Sessions on NIPUN Bharat Guidelines have also been conducted for CBSE schools.

A Foundational Reading Course including reading assessment has been developed with the support of Pratham Education Foundation and integrated for 'English Language' on CBSE FLN micro site. CBSE engaged experts of 12 Indian languages for the review and enrichment of the material which has been successfully reviewed in 10 Indian languages. A question bank of 500 competency-based questions for grades 1 to 5 is available at CBSE FLN microsite.

The Board is in the process of formally adopting National Curriculum Framework for foundational stages 2022 from the academic year 2023-24. Detailed guidelines in this regard will be notified to schools before the beginning of the session 2023-24.

Launch of School Quality Assurance and Assessment Framework of CBSE (SQAA)

CBSE has been mandated to act as Standards Setting Authority (SSA) for Kendriya Vidyalayas, Navodaya Vidyalayas, and other type of Schools run by the Central Ministries/Organisations/Departments and frame parameters against which these schools can be assessed for quality interventions. The quality assessment framework launched will enable schools to evaluate themselves against the defined standards and embed transformational change. It will provide the schools with qualitative benchmarks around which they can charter their own self-improvement. Standards have been prepared in different 7 areas of school functioning Curriculum, Pedagogy and Assessment (40% weighting), Infrastructure (10%W), Human Resources (10%W), Inclusive Practices (10%W), Management & Governance (10%W), Leadership (10%W), Beneficiary Satisfaction (10%W).

Progress So far

- Conducted Pilot Study in 204 different schools representing KVs, JNVs,

government, rural area and urban area schools.

- For successful implementation, IT platform was developed on DIKSHA.
- Detailed guidelines were developed in the form of Playbook for the implementation of the framework along with resources and processes.
- 25 principals each from KVS and NVS were trained in three different comprehensive training programs of nine days each on the framework.
- A group of Principals were trained as mentors for providing support to the schools.

Student enrichment activities during the year: Azadi Ka Amrit Mahotsav Celebrations 2022-23:

As part of the ongoing Azadi Ka Amrit Mahotsav (AKAM) celebrations, for the session 2022-23, a number of students -enrichment activities were conducted by the Board based on the theme India @2047.

Sl. No.	Name of Activity	Participation/ Target Population
1	Expression Series on Yoga for Fitness	307693 students
2	Aryabhata Ganit Challenge	5,34,694 Students
3	Expression Series Quarter 2 - On Tourism in India	222922 students
4	CBSE Reading Challenge	3.6 Lakh students
5	Heritage India Quiz on Azadi ka Amrut Mahotsava	8053 Students
6	Expression Series Quarter 3 on My India @2047	331480 Students participated

Sl. No.	Name of Activity	Participation/ Target Population
7	SAHODAYA Conference on the theme: Education 4.0- Reinventing Education for 2030 and beyond	820 Principals
8	Science Exhibition on the theme Technology and Toys	Participation of approximately 3200 teams in the regional exhibitions
9	CBSE Sports and Games Competition	Approximately 4 Lakh students

Adolescent Peer Educators Leadership in Life Skills, Health and Wellbeing Program

CBSE initiated the Adolescent Peer Educators Leadership Program for enriching Life Skills, Holistic Health and Wellbeing of students in collaboration with Expressions India. With the conceptual framework of physical, mental and interpersonal development, certain overarching themes were identified for taking forward the first phase of implementation of this initiative through a series of orientation programs. Schools nominate four senior students (Peer Educators) - two each from class IX and XI to participate in the comprehensive orientation program and one Teacher and the School Counsellor/ Wellness Teacher to support the 4 peer educators. 4369 students and 2554 teachers from 1297 schools have been trained so far.

CBSE National Adolescent Summit on Life Skills, Mental Health, Safety, Wellbeing 2022

A three-day CBSE National Adolescent Summit on Life Skills, Mental Health, Safety, Wellbeing 2022 was organized from 15th to 17th December 2022 in collaboration with Expressions India. About 800 Students and Teachers from 156 schools (government and public schools) from across the country participated in the 3-day summit.

CBSE Reading Challenge

With a focus on promoting Reading Literacy among the learners, CBSE organized the fourth edition of the CBSE Reading Challenge for students of classes 6th to 10th for English and Hindi languages.

This challenge was available on the CBSE platform during October November 2022. Students from class 6th to 10th were engaged in this enrichment activity and were provided a wide variety of authentic reading passages such as movie reviews, posters, quotations, cartoons, blogs, Instagram posts etc.; and innovative, engaging questions were posed in MCQ format.

While 3.6 lakh participated in the first round, 25,000 students participated in the second round.

Veer Gatha

In order to disseminate the details of acts of bravery and the life stories of the brave hearts among the students, Department of School Education & Literacy and the Ministry of Defence organized the Project Veer Gatha 2.0 from 6th October to 30th November 2022. The schools submitted best selected projects/entries on gallantry award winners prepared by the students. After the regional level evaluation 25 best projects will be selected jointly from CBSE schools and State/UTs. These will be awarded by the Ministry of Defence (MoD) and Ministry of Education (MoE) on 25th January, 2023. A total of 37193 entries were received from CBSE schools in which 17,64,345 students participated during the session 2022-23.

CBSE Budding Authors Program

The Budding Authors Program was launched on the 23rd of August 2022 to give a further boost to the habit of regular reading and promote writing. The program provided students a platform to engage in reading of different types of stories,

explore their creativity, learn to write effectively and take pride in their work as they write short stories and get a chance to see them published.

Approximately 7309 students registered for the program, and the Board received around 2,000 short stories (1840 in English and 228 in Hindi). The evaluation of the entries would start from January 2023.

CBSE-CVC Essay Writing Competition

CBSE, in collaboration with Central Vigilance Commission, organized an Essay Writing Competition from 3 rd to 11 th October, 2022 for students of Classes 10 th to 12 th in CBSE affiliated schools all over the country. No. of Students participated	765951
No. of Schools Registered in the Competition	10246
No. of Districts involved	664
No. of States / UT involved	36

There were three stages of the competition. The first level evaluation was conducted by schools. The best entries uploaded by schools were evaluated at Regional level. The best entries selected at regional level were evaluated at the national level. Subsequent to the national level evaluation, the best 05 entries were selected and awarded by Hon'ble Prime Minister of India on 3rd November 2022 at Vigyan Bhawan.

Resource books in Mathematics and Science for Classes 9-10

These workbooks, focusing on key mathematical/scientific competencies, have been developed by CBSE in collaboration with ThinkTac.

The workbooks present a series of questions organized as themes, mapped to concepts from the curriculum of the respective class. Each theme has multiple case studies describing a real-

life situation. The questions following the cases require students to recall and apply concepts learnt in the curriculum. Implicit in it is the ability to interpret mathematical/ scientific data and draw inferences. The workbooks are designed to help learners develop the ability to translate a real-life problem as a mathematical problem, recall and apply mathematical/ scientific processes and tools, interpret the mathematical results and draw inferences. These are available at the link: <https://cbseacademic.nic.in/manual.html>

Competency Focused Education

CBSE has adopted the Learning Outcomes given by NCERT to implement Competency Based Education (CBE). Experiential Learning pedagogy has been mandated by the Board as a necessary requirement for implementing CBE. CBSE has also initiated Centre of Excellence in Assessment (CEA). Multiple resources have been prepared for facilitating the implementation of CBE in CBSE Schools. A microsite CBE resources is available at the link <https://cbseacademic.nic.in/cbe/>

Competency-Focused Items Booklets

These booklets contain competency-based items, aligned to NCERT Curriculum and designed specifically to test conceptual understanding and application of concepts, keeping in mind the learning outcomes that are important for students to understand and master, items are a mix of subjective questions and Multiple-Choice Questions (MCQs). The purpose of these item booklets is to provide samples of high-quality competency-based items to teachers to get an understanding and to encourage them to create more such items. Students can also use this document to understand different kinds of questions and practice specific concepts and competencies. The booklets are available at <https://cbseacademic.nic.in/manual.html>

Training Unit

CBSE has established 16 Centers of Excellence (COEs) with focus on in-service training of teachers in schools affiliated to the Board. Continuous Professional Development (CPD) is core to maintaining quality education in schools. Each teacher in CBSE affiliated schools is expected to participate in at least 25 hours of training programs conducted by CBSE in a year. The training is imparted under two categories; generic and subject specific. There are 23 training courses aligned with Class X and XII subjects and 22 generic courses.

Generic Courses

S.No	Capacity Building Programs (CBP)
1.	Adolescent Education Program
2.	Art Integration
3.	Career Guidance
4.	Classroom Management
5.	Critical & Creative Thinking
6.	Cyber Safety & Security
7.	Environmental Studies (Elementary Classes)
8.	Ethics & Integrity
9.	Experiential Learning
10.	Gender Sensitivity in Schools
11.	Happy Classrooms
12.	Inclusive Education
13.	Leading Transformation
14.	Learning outcomes & Pedagogies
15.	Life skills (Basic)
16.	Life skills (Advance)
17.	National Education Policy 2020
18.	School Libraries
19.	Strengthening Assessment & Evaluation Practices
20.	Stress Management
21.	Values Education
22.	School Health and Wellness

Online Training Sessions during COVID

As an alternate to physical training online training were considered as an alternative arrangement for the training of teachers to avoid disruption. 7556 Online sessions of one hour duration were conducted during the report period. Likewise, 1259 offline capacity building programs were conducted by 16 CoEs which were attended by 68,694 Teachers.

National Conference on Inclusive Education

A National Conference on Inclusive Education was organized at Jammu in October 2022 on Inclusive Education, focusing on appropriate general education classes high quality instructions, interventions and support for special students to enable them to cope up with the core curriculum. 409 principals/teachers registered for this conference and 28 participants presented their papers on various sub themes of the conference.

Special Training Drives for State Government Schools affiliated with CBSE Recently, all 124 Secondary and Senior Secondary Government schools of Ladakh UT have been affiliated with CBSE. Similarly, 1000 Government schools of Andhra Pradesh joined the CBSE. In order to cope up with the changes during transition phase, special training drive was undertaken for these schools in collaboration with respective education departments of concerned States/UT. These programs were held between April and December 2022. Many others States/UTs have approached CBSE to conduct such programs

Launching of Training MIS Portal - Prashikshan Triveni

The National Education Policy, (NEP) 2020 recommends that every school should ensure participation of all its teachers in at least 50 hours of Continuous Professional Development (CPD) Program. With more than one million

teachers engaged in CBSE Affiliated schools, monitoring and managing data of 50 hours of Continuous Professional Development (CPD) of each teacher and for the effective monitoring and retrieval of information related to training activities on day- to-day basis, a dedicated MIS Portal “Prashikshan Triveni” was launched on 15 December 2022 with URL: <https://cbseit.in/cbse/2022/ET/frmListing>.

Examinations Unit

The examination for 2021-2022 was conducted in two Terms : Term-I and Term-II.

Details of Board Exams 2022

- No. of Registered Candidates: 35,53,549
- No. of Subjects offered: Class X-75, Class XII- 114
- Days of Examination: 51 days
- No. of Exam Centre: 7405
- No. of Rooms used: 197419
- Staff engaged in Examinations duties: 405944
- No. of Evaluation Centres (CNS): 1857
- No. of Independent Head Examiners (IHE): 98

Rationalized Syllabus:

CBSE rationalized the syllabus by 30% because of the loss of transactional time on account of Covid during the session. This was then equally distributed in the two term examinations to facilitate more focused learning and reducing examination related stress among the students.

Weightage of Term-I and Term-II Examinations

After widespread discussion with all the stakeholders, the board decided on 30% and 70%

weightage to be given to theory papers of Term I and II respectively of both schemes. Equal weightage was given to practical exams of both Terms.

Senior Secondary School Examinations (Class XII Result 2022)

Duration of Examination	26 April 2022 to 15 June 2022
Date of Result Declaration	22 July 2022

Overall Pass Percentage (Full Subjects)					
Year	Registered	Appeared	Passed	Pass%	
2019	1218393	1205484	1005427	83.40	
2020	1203595	1192961	1059080	88.78	
2021	1369745	1304561	1296318	99.37	
2022	1444341	1435366	1330662	92.71	
Gender wise Pass % (Full Subjects)					
GENDER	2019	2020	2021	2022	Girls performed better than Boys by 3.29 %
Girls	88.70	92.15	99.67	94.54	
Boys	79.40	86.19	99.13	91.25	
Transgender	83.33	86.19	100	100.00	

Institution-wise Comparative Performance 2022 (Full Subjects)					
	Institutions	Pass % 2019	Pass % 2020	Pass % 2021	Pass % 2022
1	JNV	96.62	98.70	99.94	98.93
2	CTSA	96.06	98.23	100	97.96
3	KV	98.54	98.62	100	97.04
4	GOVT AIDED	88.49	91.56	99.48	94.81
5	GOVT	87.17	94.94	99.72	93.38
6	INDEPENDENT	82.59	88.22	99.22	92.20

Performance of CWSN candidates (Full Subjects)				
YEAR	REGISTERED	APPEARED	PASSED	PASS%
2019	3386	3260	2942	90.25
2020	2536	2475	2269	91.68
2021	3925	3925	3909	99.59
2022	4511	4395	4092	93.11

Number of Candidates placed in Compartment (Full Subjects)		
Year	Number of Candidates	Percentage
2019	99207	8.23
2020	87651	7.35
2021	6149	0.47
2022	67743	4.72

Secondary School Examinations (Class X Result 2022)

Duration of Examination	26 April 2022 to 24 May 2022
Date of Result Declaration	22 July 2022

Total number of Schools and Exam centers (Full Subjects)		
Year	Number of Schools	Number of Exam Centers
2019	19298	4974
2020	20387	5377
2021	21467	--
2022	22731	7405

Overall Pass Percentage (Full Subjects)				
Year	Registered	Appeared	Passed	Pass%
2019	1774299	1761078	1604428	91.10
2020	1885885	1873015	1713121	91.46
2021	2113767	2097128	2076997	99.04
2022	2109208	2093978	1976668	94.40

Gender wise Pass % (Full Subjects)					
GENDER	2019	2020	2021	2022	Girls performed better than Boys by 1.41%
Girls	92.45	93.31	99.24	95.21	
Boys	90.14	90.14	98.89	93.80	
Transgender	94.74	78.95	100	90.00	

Institution-wise Comparative Performance 2022 (Full Subjects)					
	Institutions	Pass %2019	Pass %2020	Pass %2021	Pass %2022
1	JNV	98.57	98.66	99.99	99.71
2	INDEPENDENT	94.15	92.81	99.57	96.86
3	KV	99.47	99.23	100	96.61
4	CTSA	91.82	93.67	100	91.27
5	GOVT	71.91	80.91	96.03	80.68
6	GOVT AIDED	76.95	77.82	95.88	76.73

Performance of CWSN candidates (Full Subjects)				
YEAR	REGISTERED	APPEARED	PASSED	PASS%
2019	5352	5233	5023	95.99
2020	5984	5867	5540	94.43
2021	5387	5387	5357	99.44
2022	6284	6053	5655	93.42

Number of Candidates placed in Compartment (Full Subjects)		
Year	Number of Candidates	Percentage
2019	138705	7.88
2020	150198	8.02
2021	17636	0.84
2022	107689	5.14

Compartment Examination 2022

- The Compartment Examination for Class XII was conducted on a single day on 23rd August, 2022 and for Class X examinations were conducted from 23rd August, 2022 to 29th August, 2022. The results were declared within the stipulated time.
- Candidates who were not satisfied with their result were given the opportunity for verification of marks, facility to obtain the photocopy of their evaluated answer sheet and re-evaluation of their answer(s).

IT Unit

1) SARAS– Schools Affiliation Re-Engineered Automation System R-3.0

Keeping in view the recommendations of the NEP 2020 and in consonance of “Ease of Doing Business (EoDB)”, the e-Affiliation system of the Board has been reengineered/restructured as SARAS. The same was first implemented in Mar 2021. However, after re-engineering, version (3.0) has been implemented in October 2022 with several new features. This has also been integrated with National Single Window System (NSWS) of Ministry of Commerce and Industry, Government of India.

2) Pariksh Sangam–

A one stop comprehensive digital platform named ‘Pariksha Sangam’ was developed

and launched for all examination related activities catering to all stakeholders of examinations such as Schools, Regional Offices & Head Office as per their roles and requirements ease. This portal has consolidation of all IT Systems, material pertaining to exam, Single source of truthful data & workflow based data management.

3) Scribe Management System for CWSN Students

Every Year, CWSN students approach the Board, just before the conduct of examination to seek the facilities/exemptions as per the Board’s rules. For availing these facilities an online system has been developed and implemented for quick approval.

4) Online workflow-based ‘Centralized Admission Master Correction (CAMC)’ System

This online system has been developed for correction in pre-examination data of class X and XII. These corrections are done by the schools and approved by ROs through workflow-based system.

5) Portal for Training of Evaluators

A Portal has been developed with help of CDAC for comprehensive training of evaluators based on previous evaluations and setting up standards for evaluation.

6) **Integrated Payment System (IPS) for Examinations & Affiliation**

In order to ensure genuine disbursement, an Online Normative Payment System “(IPS) Integrated Payment System” has been developed and implemented. It has been implemented for disbursement of remuneration to all Exams functionaries including Centre Payments, Centre Superintendent, Invigilators, Head Examiners, External Examiners, CNS, Evaluators & Support staff and also extended for payments to inspection/review committees’ members.

7) **Use of Advanced data analytics/data forensic** to ensure fairness in CBSE administered examinations CBSE used advanced data analytics to detect cases/centres while there was a high probability of recourse to unfair means during examinations. On the basis of such analysis, examination centres were identified where the data indicated the existence of possible malpractices during the conduct of examinations. Appropriate measures were taken by CBSE to strengthen the reliability of the examinations and to deter any such malpractices in the future. This was successfully implemented in Term-1 board exams.

8) **Merge Mark sheets** immediately after declaration of Compartment Results 2022. As a pioneering effort, CBSE has been providing Digital Academic Documents to examinees immediately after declaration of results. For compartment candidates for the first time Merged Mark sheets were also provided immediately after declaration of compartment results.

9) **Strengthening of Parinam Mnjusha -**
A CBSE Academic Repository Parinam

Manjusha is first of its kind online repository as single source of result data developed and implemented by IT Department, CBSE and integrated with NeGD’s Digi Locker. Result data of Board examinees of the last twenty-two years (2001-2022) & CTET examinees of five years (2018-2022) is available for download of academic documents by students and just-in-time verification by Admissions and Counseling bodies, Higher Education Institutions, and Employers. There are further plans to upload legacy results from 1975 onwards in this repository. This facility eliminates the hardship of students in need of original documents which takes longer in physical access mode.

10) **Security PIN based activation** for students’ DigiLocker accounts

In order to further strengthen security and privacy of students’ data, 6-digit Security PIN based activation for students’ DigiLocker accounts has been introduced. After activation of DigiLocker accounts, students can access their Digital Academic Documents under the ‘Issued Documents’ section.

11) **Achievements and Accolades**

- Digital India Awards 2022 (Gold)– CBSE bagged this prestigious award which was given by Hon’ble President of India, Smt. Droupadi Murmu.
- CBSE also received the Technology Sabha Excellence Award 2022 from Indian Express supported by various Central/State Governments departments & PSUs for BlockChain Implementation in CBSE results.
- ‘Data Centre Champions 2022’ Award was also given to CBSE

by Indian Express supported by various Central/State Governments departments & PSUs.

Skill Education Unit

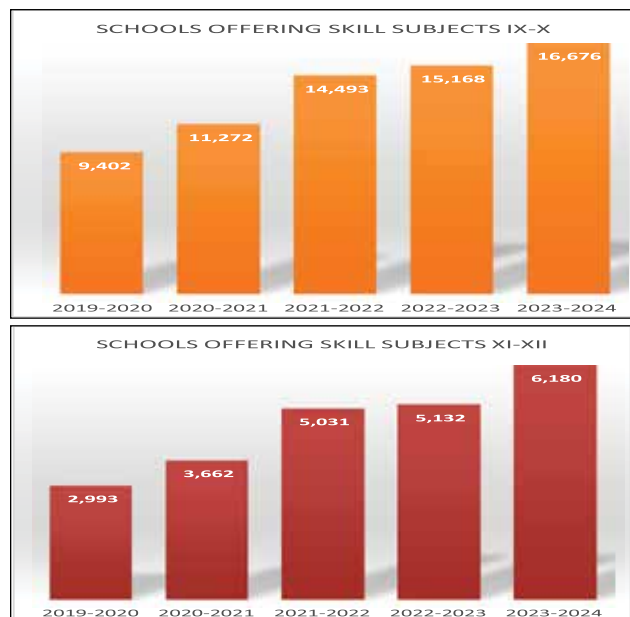
➤ Skill Courses Offered and Enrollment Data

CBSE offers 11 Skill Modules of 12 hours at middle school level, 19 Skill Subjects at Secondary level and 39 Skill Subjects at Senior Secondary level.

Enrollment for the session 2022-2023 :

SECONDARY CLASSES	
⇒ Class IX –	16,676 schools; 12,95,618 candidates
⇒ Class X –	15,168 schools; 10,70,274 candidates
SENIOR SECONDARY CLASSES	
⇒ Class XI –	6,180 schools; 2,01,772 candidates
⇒ Class XII –	5,132 schools; 1,65,682 candidates

Growth in schools and Candidates offering Skill Subjects in the last five years:



Promotion of Skill Education

Career guidance

- A compendium of career and education pathways was prepared for the CBSE

students passing class XII with Skill subjects.

- CBSE in association with Lifology Foundation organized National Guidance Festival for students & parents of class VIII-XII to provide information on future careers and skill sets.

Skill Expo cum awareness workshops – Three Skill Expo cum awareness workshops were organized with specific emphasis on Beauty and Wellness, Apparel, Fashion Studies, Textile Design, Computer Applications and Typography which were attended by 4500+ participants.

Collaboration with leading Industries- In its efforts to provide exposure and adopt emerging technologies in schools, CBSE partnered with industries and domain experts to organise several activities.

- With Google India to conduct training on ‘**Be Internet Awesome**’, a program for safeguarding learners and facilitators while exploring the online world.
- Awareness program With ARM School Program (ASP) on “**Engaging and Inspiring the learners in Computing through Project-Based Learning**”. This Session introduced the participants to Physical Computing and how to apply it through Project Based Learning.
- Series of webinars were held in collaboration with NASSCOM for ‘**Upskilling of Teachers on New Age Technologies**’ with an overview of self-paced learning module available on Future Skills Prime platform.
- CBSE in association with Meta launched Skill Modules for students of Classes VI-VIII on ‘**Digital Citizenship**’ and ‘**AR/VR**’. Training of teachers is also being done regularly on these topics.

- Regular teacher trainings were conducted In collaboration with **Intel and IBM** for teachers teaching AI in classes 9- 12

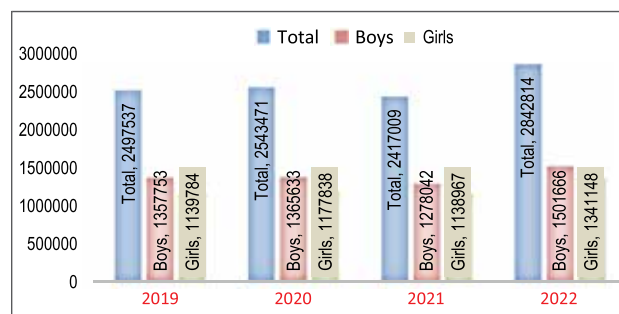
Other Initiatives and Collaborations

- CBSE, in collaboration with Jeevitam is conducting Training Program on **‘Financial Literacy and Digital Tools’** for teachers across the country. The training module is based on the guidelines issued by National Centre for Financial Education and the trainers are duly certified by SEBI/ competent authority.
- Innovation Cell (MIC), in the Ministry of Education in coordination with All India Council for Technical Education (AICTE), launched **Smart India Hackathon (SIH) 2022** to enable students to get hands-on experience as problem solvers and innovators. Skill Module on **‘Design Thinking and Innovation’** has also been prepared in collaboration with MIC and Indian Institute of Design, Mumbai.
- CBSE conducted the **‘School Innovation Ambassador Training Program’** In collaboration with the AICTE, Innovation Cell of the MoE and Ministry of Tribal Affairs where teachers were trained as Innovation Ambassadors. Innovation Cells shall also be set up in schools.
- CBSE-Intel AI Global Impact Festival 2022** was conducted for the next generation technologists and teachers, academia, and government partners to showcase AI innovation and impact.
- CBSE in collaboration with Microsoft organized **‘CBSE Coding Challenge 2022’** to provide a platform for students to learn about various prevailing real-life issues and work out an innovative solution to address the problems related to the themes using coding skills.

- Industry Engagement & Technology Exposure Program** was conducted with Microsoft on pilot basis for students. Over 2500+ students have benefited from this exposure.

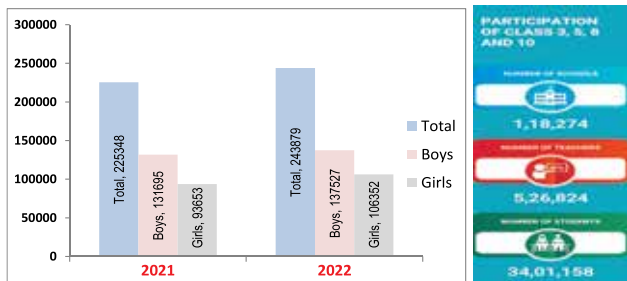
Professional Exams Unit

- Jawahar Navodaya Vidyalaya Selection Test - 2022 for Class VI.** Jawahar Navodaya Vidyalayas are centrally funded schools run and managed by the Navodaya Vidyalaya Samiti (NVS) of the Ministry of Education, Govt. of India. Admission in JNV is made on the basis of a national level test called JNVST. CBSE provides confidential support services for this high-volume test which is OMR based MCQ type. The Test comprises of Mental Ability, Arithmetic and Language. JNVST-2022 was held on 30th April 2022 at 12362 centres in 650 districts of 35 States/UTs. 2842814 candidates were registered and 46674 candidates selected as per the modalities.



- JNV Lateral Entry Test – 2022 for Class IX.** In order to optimally utilize the infrastructure and staff facilities available in JNVs, vacant seats in Class-IX are filled up through Lateral Entry Test. CBSE provides confidential support services for the test which is OMR based MCQ type. It is based on Class 8 Syllabus and comprises of English, Hindi, Mathematics and General Science. It was held on 9th

April 2022 at 969 exam centres in 532 Districts of 27 States & 8 UTs. 243879 candidates (106352 Girls, 137527 Boys, 09 Transgenders) were registered and 2419 candidates selected as per selection modalities.



3. National Achievement Survey:

The Ministry of Education has been implementing a rolling program of sample-based NAS targeted for Grade 3,5,8 and 10 with a cycle of three years. Post conduct, the survey responses were analyzed and reports were released in the form of National Report, State Report Card, and District Report Card. These reports can be accessed from <https://nas.gov.in/>

It provides crucial inputs on learning achievement levels of students in State Government, Government Aided, Private, Unaided & Central Government schools. The findings are useful in understanding the interdependence of assessment, pedagogical processes and learning outcomes and thereby enabling to plan suitable remedial interventions.



Central Teacher Eligibility Test (CTET) Unit

The 16th Edition of CTET was conducted in online mode during December, 2022 and will continue in January, 2023 on different dates. The

total number of applications received for Paper I were– 17,05,371 and Paper II – 15,40,267.

CBSE will also be conducting the recruitment examination of various teaching positions in Navodaya Vidyalaya Samiti and Teaching & Non-Teaching positions in Kendriya Vidyalaya Sangathan through CTET Unit.

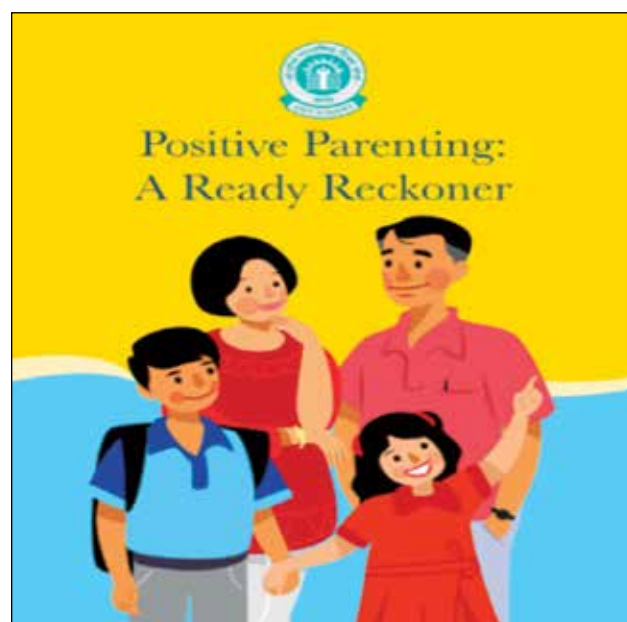
Media & PR Unit

Communication & Outreach

CBSE is proactive on Social media Platforms like YouTube, Twitter, Facebook and Instagram. Important Board decisions, information is shared with students, schools and public on Social Media. **The Board today has approximately 8117K followers on Twitter, 17K on Facebook, 27K on Instagram and 42K subscribers on YouTube.**

CBSE Psychological Counseling: The flagship Program Enters 25th Year

The Board has been providing free psychological counseling continuously since **1998** with the purpose of providing support to class X and XII students of CBSE-affiliated schools during the examination and at the time of result declaration.



The results were declared in the month of July and accordingly, the tele-counseling was held till September 2022. 92 Principals and Counselors participated from India and other countries in the world such as Nepal, Moscow, Saudi Arabia, America, Japan, United Arab Emirates, Kuwait, Qatar, Oman and Singapore to resolve issues and guide the students and parents.

RTI and Public Grievances Redress

With effective monitoring and regular follows ups, the average response time to settle Public Grievances has been significantly shortened to less than the stipulated time line of 45 days. An Online seminar was organized for the CPIOs/ Link PIOs/ AA's at 16 CBSE Regional offices and various units of Headquarter for regular improvement. A special drive was conducted for the new staff about the relevance and importance of RTI and Public Grievances during the period.

राजभाषा विभाग

प्रचार-प्रसार तथा कार्यान्वयन

सीबीएसई में संघ सरकार की राज भाषा नीति, अधिनियमों, नियमों और गृह मंत्रालय, राज भाषा विभाग द्वारा समय-समय जारी लिए गए वार्षिक कार्यक्रम में तय लक्ष्यों के कार्यान्वयन तथा अनुपालन का विशेष ध्यान रखा जाता है जिससे आधि कारिक कार्य राज भाषा में हो ।

1. राजभाषाई निरीक्षण

माननीय संसदीय राजभाषा समिति द्वारा बोर्ड मुख्यालय का राजभाषाई निरीक्षण 27.05.2022 को सफलतापूर्वक सम्पन्न हुआ ।

माननीय संसदीय राजभाषा समिति द्वारा बोर्ड मुख्यालय के अधीनस्थ क्षेत्रीय कार्यालय पुणे का राजभाषाई निरीक्षण 12 जुलाई 2022 को सफलतापूर्वक सम्पन्न हुआ ।

बोर्ड मुख्यालय द्वारा वार्षिक कार्यक्रम में दिए गए लक्ष्य अनुसार बोर्ड मुख्यालय की आन्तरिक शाखाओं और अधीनस्थ कार्यालयों का 25% निरीक्षण कार्य पूरा किया गया ।

2. **बोर्ड मुख्यालय कार्यालय द्वारा राजभाषा अधिनियम 1963 की धारा 3.3** के अंतर्गत सभी कागजात द्विभाषी जारी करके धारा 3.3 और हिंदी में प्राप्त पत्रों के उत्तर हिंदी में देकर राजभाषा नियम 5 का अनुपालन किया गया है ।
3. **हिंदी भाषा व टंकण प्रशिक्षण:** बोर्ड मुख्यालय द्वारा अधीनस्थ क्षेत्रीय कार्यालय के **32 कर्मचारियों** को भी हिंदी शिक्षण योजना/केंद्रीय हिंदी प्रशिक्षण संस्थान के हिंदी टंकण प्रशिक्षण कार्यक्रम के लिए नामित किया गया । साथ ही, बोर्ड कार्यालय के **09 कर्मिकों** को हिंदी भाषा पारंगत कार्यक्रम के लिए नामित किया गया ।
4. **राजभाषा प्रोत्साहन योजना** के तहत हिंदी में अधिकतम कार्य करने वाले कर्मिकों को इस वर्ष पुरस्कार राशि रु 5000, 3000 और 2000 के तहत 08 पुरस्कार दिए गए हैं ।
5. **हिंदी कार्यक्रम आयोजन :**
 - क) **हिंदी पखवाड़ा 2022—** के दौरान विभिन्न प्रतियोगिताओं का आयोजन किया गया जिसमें कुल 141 प्रतिभागियों ने भाग लिया ।
 - ख) **हिंदी बैठक व कार्यशालाओं का आयोजन:** सभी अधिकारियों को राजभाषा नीति से परिचित कराने के लिए नियमित रूप से हिंदी कार्यशालाओं का आयोजन (प्रत्येक तिमाही एक) आयोजित की गई ताकि वे अपनी राजभाषा संबंधी जिम्मेदारियों का प्रभावी ढंग से निर्वहन कर सकें साथ ही वर्ष में 4 हिंदी बैठके आयोजित की गई ।
 - ग) **वेबिनार:** राजभाषा प्रोत्साहन स्वरूप बोर्ड के प्रशिक्षण एकक द्वारा हिंदी साहित्यकार श्री प्रेमचंद, श्री जयशंकर प्रसाद और

श्री मैथिलीशरण गुप्त जी की पुण्यतिथि पर दिनांक 08.10.2022, 15.11.2022 व 12.12.2022 को 03 अखिल भारतीय वेबिनार आयोजित किए गए ।

- घ) **राजभाषा पुरस्कार** सीबीएसई क्षेत्रीय कार्यालया अजमेर को नगर राजभाषा समिति द्वारा समस्त कार्यो को हिन्दी राजभाषा में सुचारु रूप से करने हेतु प्रथम पुरस्कार दिया गया जिसमे ट्रॉफी एवं प्रमाणपत्र शामिल था ।

National Bal Bhawan (NBB)

National Bal Bhavan, is an autonomous body under the Department of School Education and Literacy, Ministry of Education, Govt. of India. This institution is providing non-formal education centre for children between the age group of 5 to 16 years. It was established in 1956, keeping in mind the dream of unmasking learning through thinking, imagination, creative and entertaining activities for children. National Bal Bhavan has taken the form of a movement with 141 affiliated Bal Bhavans and Bal Kendras across the country. Apart from this, a rural Jawahar Bal Bhavan in Mandi village, Delhi and other 43 Bal Kendras are also working in Delhi.

Functions:

- To formulate, implement policies and programmes for nurturing and enhancing and sustaining creativity through various non formal non techniques revolving around learning by doing activities, workshops, seminars, camps and conferences etc.
- To monitor the functioning of National Bal Bhavan, Jawahar Bal Bhavan Mandi, 50 Bal Bhavan Kendras in Delhi and processing project proposals from affiliated Bal Bhavans and Bal Bhavan

Kendras across the country and fund devolution accordingly.

- To have collaborative programmes with other govt./semi govt. agencies in the interest of children.
- To organize national level camps, seminars, and conferences in Delhi and other places on various themes for children and adults.
- To process invitations for cultural exchange programmes received from different countries and involving Bal Bhavan children from across the country.

Programme Highlights from January, 2022 till December, 2022

Enrolment for the year 2022-23 till November, 2022

National Bal Bhavan	-	1995
Jawahar Bal Bhavan, Mandi	-	1109
Bal Bhavan Kendras, Delhi	-	5020

Workshops

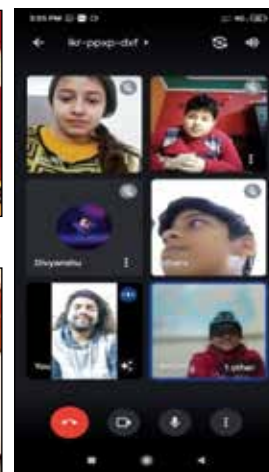
Around 200 workshops were conducted from January to November, 2022 like Performing Art, Integrated, Computer , Photography, Creative Writing, Storytelling, Environment, Calligraphy, Odissi Dance, Drone Technology etc.



Environment Workshop



Museum Workshop



Folk Music Workshop

Main Programmes of National Bal Bhavan

- Summer Fiesta organised from 20 May to 21 June, 2022 in which about 1500 children participated daily and enhance their skill and creativity through various innovative activities and workshops.
- National Bal Bhavan celebrated International Yoga Day on 21st June, 2022 in view fit India Movement.



Summer Fiesta

- National Children Assembly and Integration Camp organized from 14 to 16 November, 2022 in which children from 58 State Bal Bhavan's / Kendras across the country participated with lots of joy and enthusiasm.
- The Students of different 21 Air Force Schools across the country stayed in National Bal Bhavan from 12th to 30th September, 2022 in three batches and participated in different innovative workshops organised by National Bal Bhavan.
- Various festivals were celebrated at National Bal Bhavan like Lohri, Makar Sankranti, Holi, Diwali, Christmas Day etc.



National Children's Assembly and Integration Camp, 2022



Air Force School Students

Several Activities / Programme were organised at Jawahar Bal Bhavan Mandi like 'The Golden Jubilee' Celebration of Mandi Divas, Republic Day Celebration, Matribhasha Diwas, Basant Panchami, National Science Day, etc.

Several activities were organised at 43 Bal Bhavan Kendras of Delhi like art & craft, painting, dance and music, Handicraft, physical activities etc.



Regular activities/programmes of National Bal Bhavan

- Amod Divas programme organized on 01.01.2022 (virtually) on the arrival of New Year.

- Basant Panchmi celebrated on 5th February 2022.
- Meet on 26th February 2022
- Two days programme organized on the occasion of Earth Day from 22 – 23 April, 2022.
- A Painting Competition organized on World No Tobacco Day on 31st May, 2022.



- On the occasion of World Environment Day, plants sampling in the campus of National Bal Bhavan followed by an environment rally.
- Visit of first sub-committee of the Committee of Parliamentary on Official Language of Central Government offices located at Delhi from 14th to 21st October, 2022.
- Celebrated World Computer Literacy Day on 2nd December, 2022.

Ministry of Education initiated programmes

- Iconic week celebration under 75th Azadi Ka Amrit Mahotsav from 14th to 21st January, 2022.
- Several activities were conducted under 75th Azadi Ka Amrit Mahotsav.
- Observed silence for two minutes on Martyrs Day on 30th January, 2022.

- Activities under International Matribhasha Divas conducted virtually on 21st February, 2022.
- Hindi workshop organised on 22nd March, 2022.
- 40 Children of National Bal Bhavan were participated in Pariksha Pe Charcha at Talkatora Stadium on 01.04.2022.
- 8th International Yoga Day organised on 21st June, 2022.
- Swachhata Campaign organised at National Bal Bhavan from 26th July to 9th August, 2022.
- All staff of NBB took E-pledge for ‘Say Yes to Life, No to drugs’ on 3rd August, 2022.



Collage painting on AKAM

- Har Ghar Tiranga Campaign was observed from 13th to 15th August, 2022 on the occasion of 75th Azadi Ka Amrit Mahotsav.
- Hindi Pakhawara organised from 16th September, to 29th September, 2022.
- Celebrated Vigilance Awareness week from 31st October, to 6th November, 2022 and Different activities were conducted on the theme like taking integrity pledge, Painting Competition, Vocal Music, Museum activity etc.
- Pledge taking ceremony and unity run organised on the occasion of Unity Day.
- Celebrated Constitution Day on 26th November, 2022, the preamble of Indian Constitution read by NBB staff and a song learnt and sung by NBB staff on this occasion.
- Celebrated ‘International Day for the Elimination of Violence against Women’ on 25th November, 2022 and organised different activities on Implementation of Sexual Harassment of Women at Workplace (Prevention, Prohibition and redressal) Act, 2013 during ‘Women Pakhwada’ from 25th November to 10th December, 2022.



Activity during celebration of Vigilance Awareness Week



Activity for Har Ghar Tiranga



Unity Run



Holi celebration

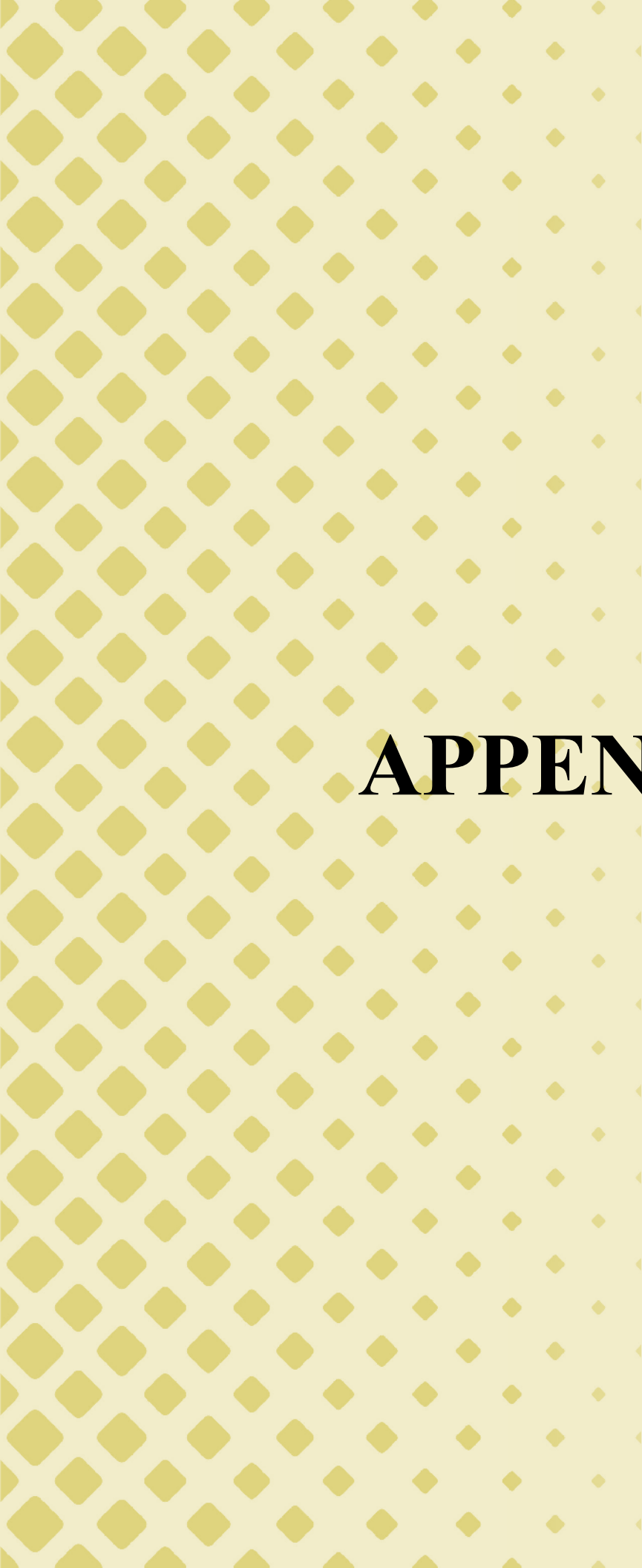


National Science Day



Matribhasha Diwas





APPENDIX



Coverage of institutions and number of children enrolled

S. No.	States/ UTs	Enrolment			Institution		
		Primary	Upper Primary	Total	Primary	Upper Primary	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	2222448	1329042	3551490	34898	10282	45180
2	Arunachal Pradesh	114142	59224	173366	1671	1158	2829
3	Assam	2804753	1554404	4359157	38889	13067	51956
4	Bihar	11780859	6190587	17971446	39363	30970	70333
5	Chhattisgarh	1908765	1124263	3033028	31610	13721	45331
6	Goa	94702	65925	160627	1022	447	1469
7	Gujarat	3376772	1876965	5253737	12698	19847	32545
8	Haryana	1146665	619327	1765992	8688	5742	14430
9	Himachal pradesh	306639	212850	519489	10729	4783	15512
10	Jharkhand	2704739	1472999	4177738	21685	13905	35590
11	Karnataka	3000276	1820256	4820532	21024	33150	54174
12	Kerala	1856982	1133267	2990249	6739	5586	12325
13	Madhya Pradesh	4145261	2478433	6623694	80994	30763	111757
14	Maharashtra	5995405	4054364	10049769	46481	39237	85718
15	Manipur	130521	39235	169756	2298	989	3287
16	Meghalaya	396669	202135	598804	7938	3288	11226
17	Mizoram	98594	44877	143471	1408	1087	2495
18	Nagaland	109578	35553	145131	1043	950	1993
19	Orissa	2730680	1733761	4464441	27739	23407	51146
20	Punjab	1122216	728997	1851213	12978	6751	19729
21	Rajasthan	4419867	2502608	6922475	32321	35006	67327
22	Sikkim	28431	21244	49675	481	386	867
23	Tamil Nadu	2641063	1923088	4564151	27073	16117	43190
24	Telangana	1122390	668357	1790747	18728	8652	27380
25	Tripura	258395	156037	414432	4345	2130	6475
26	Uttar Pradesh	13704128	6361235	20065363	87854	54142	141996
27	Uttarakhand	440077	271685	711762	11673	5233	16906
28	West Bengal	7328203	4530992	11859195	67699	16246	83945
29	A&N Islands	15583	12339	27922	183	150	333
30	Chandigarh	54180	41422	95602	7	115	122
31	D&NH & Daman&Diu	42863	26094	68957	208	156	364
32	Delhi	1021263	787414	1808677	1814	1241	3055
33	Jammu & Kashmir	546181	298421	844602	12554	9398	21952
34	Ladakh	10834	5085	15919	355	462	817
35	Lakshadweep	5236	2652	7888	16	15	31
36	Puducherry	33059	22552	55611	236	190	426
	Total	77718419	44407689	122126108	675442	408769	1084211

Honorarium to Cooks-cum-Helpers

S. No	States/UTs	Cooks-cum-Helpers - Honorarium Per Month (in Rs)	Additional Honorarium per month to cook-cum-helpers (in Rs)
1	Andhra Pradesh	3000	2000
2	Arunachal Pradesh	2000	1000
3	Assam	1500	500
4	Bihar	1650	650
5	Chhattisgarh	1500	500
6	Goa	1000	0
7	Gujarat	1600	600
8	Haryana	7000	8000
9	Himachal Pradesh	2600	1600
10	Jharkhand	2000	1000
11	Karnataka	3300	2300
12	Kerala	13350	12350
13	Madhya Pradesh	2000	1000
14	Maharashtra	1500	500
15	Manipur	1000	0
16	Meghalaya	1000	0
17	Mizoram	1500	500
18	Nagaland	1000	0
19	Odisha	1400	400
20	Punjab	3000	2000
21	Rajasthan	1452	452
22	Sikkim	1000	0
23	Tamil Nadu	4700-13100	12100
24	Telangana	1000	0
25	Tripura	1500	500
26	Uttar Pradesh	1500	500
27	Uttarakhand	3000	2000
28	West Bengal	1500	500
29	A&N Islands	1000	0
30	Chandigarh	3300	2300
31	D&N and D & Diu	4724	3724
32	Delhi	1000	0
33	Jammu & Kashmir	1000	0
34	Ladakh	1000	0
35	Lakshadweep	11009	0
36	Puducherry	21762	20762



Cooks-cum-Helpers approval for 2022-23

S. No.	States/UTs	No. of Cooks-cum-Helpers - PAB Approval
1	Andhra Pradesh	88296
2	Arunachal Pradesh	5999
3	Assam	118998
4	Bihar	245316
5	Chhattisgarh	93420
6	Goa	2579
7	Gujarat	96329
8	Haryana	30246
9	Himachal pradesh	21532
10	Jharkhand	79286
11	Karnataka	121816
12	Kerala	17673
13	Madhya Pradesh	212418
14	Maharashtra	175201
15	Manipur	7487
16	Meghalaya	18776
17	Mizoram	4894
18	Nagaland	4623
19	Odisha	112090
20	Punjab	49449
21	Rajasthan	109922
22	Sikkim	1891
23	Tamil Nadu	128130
24	Telangana	54232
25	Tripura	11252
26	Uttar Pradesh	374167
27	Uttarakhand	26970
28	West Bengal	248799
29	A&N Islands	721
30	Chandigarh	900
31	D&N H & Daman Diu	1190
32	Delhi	17662
33	Jammu & Kashmir	32394
34	Ladakh	889
35	Lakshadweep	110
36	Puducherry	1031
	Total	2516688



Physical Progress on Construction of Kitchen-Cum-Stores

Sl. No.	State/UT	No. of Kitchen-cum-stores sanctioned during 2006-07 to 2021-22	Physical Progress of Kitchen cum stores upto 31.03.2022					
			Constructed		In Progress		Not yet started	
			No.	%	No.	%	No.	%
1	Andhra Pradesh	44875	19324	43%	0	0%	25551	56%
2	Arunachal Pra	4085	4085	100%	0	0%	0	0%
3	Assam	56795	51222	90%	451	1%	5122	9%
4	Bihar	66550	58363	88%	474	1%	7713	12%
5	Chhattisgarh	47266	45813	97%	1453	3%	0	0%
6	Goa	0	0	0%	0	0%	0	0%
7	Gujarat	25077	25077	100%	0	0%	0	3%
8	Haryana	11483	10942	95%	125	1%	416	6%
9	Himachal Pradesh	14959	14959	100%	0	0%	0	1%
10	Jammu & Kashmir	10998	6791	62%	0	0%	4207	40%
11	Jharkhand	39001	32070	82%	0	0%	6931	21%
12	Karnataka	40477	39305	97%	57	0%	1115	3%
13	Kerala	5481	5481	100%	0	0%	0	55%
14	Madhya Pradesh	103401	98583	95%	494	0%	4324	5%
15	Maharashtra	71783	62276	87%	0	0%	9507	16%
16	Manipur	3479	1509	43%	1457	42%	513	0%
17	Meghalaya	9758	9758	100%	0	0%	0	3%
18	Mizoram	2541	2541	100%	0	0%	0	1%
19	Nagaland	2223	2223	100%	0	0%	0	0%
20	Odisha	69152	69152	100%	0	0%	0	0%
21	Punjab	18969	18969	100%	0	0%	0	0%
22	Rajasthan	77298	50595	65%	2711	4%	23992	29%
23	Sikkim	948	948	100%	0	0%	0	0%
24	Tamil Nadu	28470	28136	99%	37	0%	297	1%
25	Telangana	30408	17483	57%	3698	12%	9227	30%
26	Tripura	5304	5304	100%	0	0%		0%
27	Uttar Pradesh	122572	113103	92%	0	0%	9469	8%
28	Uttarakhand	15933	15778	99%	0	0%	155	1%
29	West Bengal	81656	81656	100%	0	0%	0	0%
30	A&N Islands	331	169	51%	0	0%	162	34%
31	Chandigarh	10	7	70%	3	30%	0	30%
32	D&N H, D & Diu	82	82	100%	0	0%	0	0%
33	Delhi	0	0	0%	0	0%	0	0%
34	Ladakh	817	327				490	
35	Lakshadweep	0	0	0%	0	0%	0	0%
36	Puducherry	105	102	97%	3	3%	0	0%
	Total	1012287	892333	88%	10963	1%	108991	11%

*Tripura has constructed 261 more kitchen-cum-store than sanctioned.



PART - III

**Common Activities of
Department of Higher
Education
and
Department of School
Education and Literacy**





**EDUCATION OF SCHEDULED CASTES &
SCHEDULED TRIBES**

Education of Scheduled Castes & Scheduled Tribes

Educational development plays a vital role in the socio-economic betterment of the weaker sections of society which includes Scheduled Castes, Scheduled Tribes and Persons with Disabilities. The Government of India has taken several measures to promote the interests of the weaker sections of society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

National Policy on Education

The National Policy on Education (NPE), 1986, as revised in 1992, a path-breaking policy document, articulates the Government of India's unequivocal commitment, that 'Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women.. ..This will be an act of faith and social engineering.... The removal of women's literacy and obstacles inhibiting their services, setting time targets and effective monitoring...'

National Education Policy 2020 (NEP 2020)

To mark the completion of two years of National Education Policy 2020 on 29.07.2022, Union Home & Cooperation Minister launched a slew of new initiatives related to education and skill development. The initiatives launched covered the entire spectrum of education and skill development verticals including areas like digital education, innovation, synergising education

and skill development, teacher training and assessment. Some of the initiatives launched included: Establishment of IKS-MIC program for technology demonstration; Introduction of 75 Bharateeya games in schools; Launch of Kalashala initiative in 750 schools to promote and support local arts; Setting-up of virtual labs; NDEAR Compliant Vidya Sameeksha Kendra; Vidya Amrit Portal; National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA); ECCE; School Innovation Policy; Public Consultation Survey for NCF.

The 7th meeting of the Governing Council of NITI Aayog was held on 7th August 2022 under the Chairmanship of Hon'ble Prime Minister. One of the action points emerging out of the 7th meeting of the Governing Council of NITI Aayog, is that there should be regular monitoring at the senior level and with a clear time-bound roadmap for the implementation of NEP.

Development Action Plan for Scheduled Caste and Development Action Plan for Scheduled Tribes (DAPSC & DAPST)

The earlier system of Planning has been discontinued and there has been merger of plan and non-plan expenditure with effect from 2017-18. Based on the population, NITI Aayog circulated New Guidelines for earmarking of funds by each Ministry/Department of Government of India for the specific schemes. The proposed percentage allocation as per the New Guidelines issued by NITI Aayog for DAPSC and DAPST for MOE is given below:

Department	DAPSC	DAPST
School Education and Literacy	20%	10.7%
Higher Education	16.60%	8.60%

“The percentage allocation for SC and ST i.e. 16.60% and 8.60% respectively as prescribed by NITI Aayog is being followed by the Department of Higher Education under the Scheme Component. The Equity Support is exempted

from SC/ST allocation. Similarly, under the Department of School Education and Literacy, the percentage allocation for SC and ST has been kept as 20% and 10.7% respectively, under the Scheme Component. The SC/ST allocation has also been made in Non-Scheme Components of both the Departments, to maintain the overall allocation of SC/ST at the level of last year’s allocation.”

(Rs. In Crore)

Department of Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimate	Expenditure	Budget Estimates	Revised Estimate	Expenditure	Budget Estimates	Revised Estimate	Expenditure
Scheme Component	9079.43	5211	3920.35	1508	880.06	440.67	785	456.23	208.3
Percentage				16.61%	16.88%		8.65%	8.76%	
Other than Scheme Component	29271.22	30820.57	30086.03	2335	2455.05	2481.57	1178.45	1233.18	1251.57
Percentage				7.98%	7.97%		4.03%	4.00%	
Total Higher Education	38350.65	36031.57	34006.38	3843	3335.11	2922.24	1963.45	1689.41	1459.87

(Rs. In Crore)

Department of Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimate	Expenditure [#]	Budget Estimates	Revised Estimate	Expenditure [#]	Budget Estimates	Revised Estimate	Expenditure [#]
Scheme Component	7454.97	4774.79	3076.86	1239	807.05	511.86	642	425.01	270.95
Percentage				16.62%	16.90%		8.61%	8.90%	
Other than Scheme Component	33373.38	36053.56	25344.02	2650	3081.95	2042.12	1344	1560.99	985.72
Percentage				7.94%	8.55%		4.03%	4.33%	
Total Higher Education	40828.35	40828.35	28420.88	3889	3889	2553.98	1986	1986	1256.67

as on 31.12.2022

(Rs. In Crore)

D/o SE&L	Total			SCSP			TSP		
	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure	Budget Estimates	Revised Estimates	Expenditure
Scheme Component	43648.66	40862.70	35860.18	8747.68	8067.48	6283.16	4898.40	4415.68	3806.99
Percentage				20.04%	19.74%		11.22%	10.81%	
Other than Scheme Component	11225.00	11107.25	10961.33	673.00	661.00	661.00	399.00	393.00	393.00
Percentage				6.00%	5.95%		3.55%	3.54%	
Total D/o SE&L	54873.66	51969.95	46821.51	9420.68	8728.48	6944.16	5297.40	4808.68	4199.99

(Rs. In Crore)

D/o SE&L	Total			SCSP			TSP		
	Budget Estimates	Revised Estimates	Expenditure as on 31.12.2022	Budget Estimates	Revised Estimates	Expenditure as on 31.12.2022	Budget Estimates	Revised Estimates	Expenditure as on 31.12.2022
Scheme Component	51052.37	46153.48	26649.61	10221.95	9119.72	5367.07	5631.66	5046.37	3413.92
Percentage				20.02%	19.75%		11.03%	10.93%	
Other than Scheme Component	12397.00	12899.30	9142.44	772.00	870.76	579.00	462.00	510.41	346.50
Percentage				6.22%	6.75%		3.72%	3.95%	
Total D/o SE&L	63449.37	59052.78	35792.05	10993.95	9990.48	5367.07	6093.66	6150.21	3760.42

HIGHER EDUCATION

As far as the percentage representation of SCs and STs in higher education is concerned, the Gross Enrolment Ratio of SCs has shown an increase

of approximately 4.2 percent points from 2014-15 to 2020-21. The Gross Enrolment Ratio of STs has shown an increase of approximately 5.4 percent points from 2014-15 to 2020-21.

GER in Higher Education (18-23 Years) *

Year	GER of All Category Students	GER of SC Students	GER of ST Students
2014-15	23.7	18.9	13.5
2015-16	23.7	19.5	13.8
2016-17	24.1	20.3	14.8
2017-18	24.6	21.0	15.3
2018-19	24.9	22.0	16.4
2019-20	25.6	22.3	17.0
2020-21	27.3	23.1	18.9

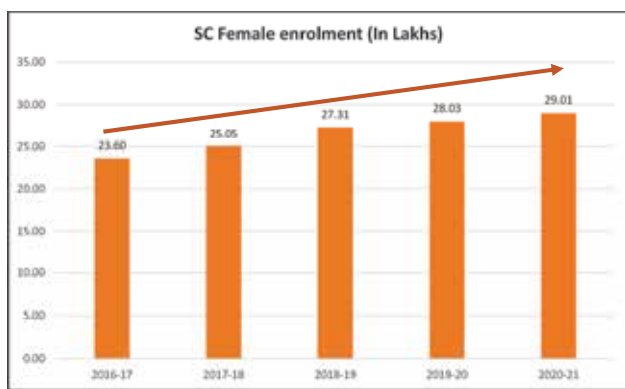
Source: All India Survey on Higher Education, MoE

* Gross Enrolment Ratio (GER) in higher education for the age group (18-23) in All India Survey on Higher Education (AISHE) Report, 2020-21 has been calculated on the basis of population projection of 2011 Census data whereas GER in AISHE, 2019-20 report it was based on population projection of 2001 Census data.

The Central Education Institutions Act, 2006, 15% and 7.5% reservation in admission is reserved for SCs, and STs respectively, which encourage SC and ST students to continue Higher Education and make it mandatory on the part of the Institutions to enroll a certain percentage of SC and ST students in their intake. Efforts are taken for continued implementation of the act.

The enrolment of SC students is 58.95 Lakh in 2020-21 as compared to 46.06 Lakh in 2014-15, reflecting an increase of 28%. There has been significant increase of 38% in enrolment of female SC students since 2014-15; the enrolment of female SC students has increased to 29.01 Lakh in 2020-21 as compared to 21.02 Lakh in 2014-15.

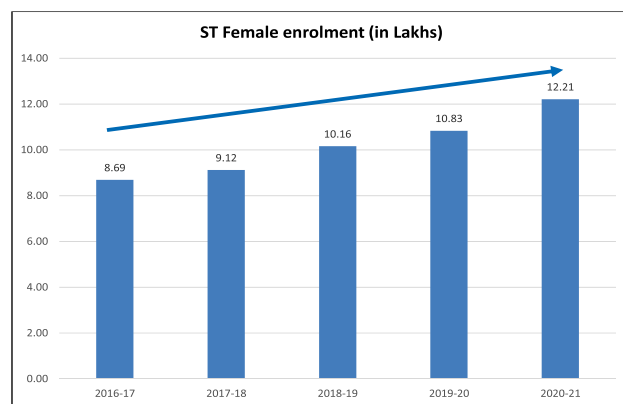
SC Female enrolment between the year 2016-17 and 2020-21



*Source: AISHE

The enrolment of ST students has increased to 24.1 Lakh in 2020-21 from 16.41 Lakh in 2014-15. This is an appreciable increase of 47%. The average annual enrolment of ST students has increased to around 1 Lakh during the period 2014-15 to 2020-21, from around 75,000 during the period 2007-08 to 2014-15. Huge increase of 63.4% is observed in the enrolment of female ST students during the period 2014-15 to 2020-21. The female ST enrolment has increased to 12.21 lakh in 2020-21 from only 7.5 Lakh in 2014-15.

ST Female enrolment between the year 2016-17 and 2020-21.



*Source: AISHE

The University Grants Commission is making continuous and special efforts for ensuring facilities for Scheduled Castes and Scheduled Tribes at the level of higher education in the light of suggestions made by the Government of India and the Commission for Scheduled Castes/Tribes from time to time. These measures include reservation of seats in various courses offered by the Universities & Colleges, reservation in recruitment to teaching and Non-teaching posts, provision of seats in Hostels, Scholarships, fellowships, remedial courses, special assistance to colleges in Tribal areas etc.

The UGC has forwarded the central Educational Institutions (Reservations in Admission) Amendment Act, 2012 to all Universities vide letter No.F. 1-5/2006 (SCT) dated 19.12.2012 for compliance and necessary action as per the Gazette Notification no. 31 of 2012.

The AICTE has also undertaken measures for grievance redressal. These regulations help the organizations to promote equity in higher education and to deal with grievances of non-compliance with the established equity standards for the same. Moreover, these regulations and legislations will directly play a role in improving the rate of enrolment of the weaker sections of society in higher education.

To improve access to higher education institutes, centrally funded higher educational institutions are established in the unserved areas. The Rashtriya Uchchatar Shiksha Abhiyan and other schemes such as Community College, Development Assistant to universities/colleges by UGC and opening of IGNOU's study centers in educationally backward districts are all creating an impact on the socio-economic development of the weaker sections of the society.

Apart from these, several other programmes/schemes have also been launched which also equally lay emphasis on education development of students belonging to SCs / STs and PwDs, which includes various students support initiatives such as Scholarships, Remedial coaching classes, opening of Equal Opportunity Cells in the Universities, Rajiv Gandhi Fellowships, Post Graduate Scholarship for Professional Courses, Post doctoral Fellowship, Remedial coaching for NET/SLET, Preparatory classes for IITs, Interest subsidy on Education Loan, hostel facilities for students, especially for girls etc.

Several schemes for skill development have also been formulated to directly address the problem of unemployment. The National Skill Qualification Framework is set up to enable easy movement of the student between technical education, vocational courses and the job field. Other schemes such as National Scheme for Apprenticeship Training, Scheme of Community Colleges focus on practical training and creating a synergy between community, colleges and the job field.

Programmes / Schemes for SCs/STs

Programmes/Schemes implemented by Department of Higher Education

i. Central Scheme of Scholarship for College and University Students:-

Objective: Under the scheme, financial assistance

is provided for pursuing higher education leading to grant of graduate/postgraduate degree under regular mode of education to eligible poor and meritorious students.

Eligibility:- Students who are in the top 20th percentile of successful candidates in class XII and have family income of up to Rs. 4.5 lakh per annum, are eligible to apply.

Scope: 82,000 fresh scholarships, are available every year (41,000 for boys and 41,000 for girls) and are distributed amongst the State Education Boards based on State's population in the age group of 18-25 years.

Scholarship Rate: The rate of scholarship is Rs. 12,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth years.

Direct Benefit Transfer (DBT):- The scheme is covered under the DBT w.e.f. 1.1.2013. The scholarship is disbursed directly into the bank account of the beneficiaries.

Online Portal: CSSS is on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass-out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal. This year portal has been opened in the month of August 2021 and the last date for applying for fresh/renewal beneficiaries was 15.01.2022

Reservation: Central Reservation Policy is followed under the scheme. 15% seats are earmarked for SCs, 7.5% for STs, 27 % for OBCs and 5% horizontal reservation for Persons with Disabilities (PwDs) in all the categories.

New Initiatives

i. The parental income ceiling has been reduced from Rs. 8 lakh per annum to

Rs. 4.5 lakh per annum to capture lower-income families.

- ii. To attract more no. of meritorious students the rate of scholarship has been increased from Rs. 10,000/- pa to Rs.12,000/- pa for undergraduate courses..
- iii. NIC has implemented Aadhaar vault through which Aadhaar number is captured for fresh/renewal registration purpose.
- iv. Demographic and Aadhaar authentication of State Nodal Officer (SNO) and Institutional Nodal Officer (INO) is integrated in NSP, where SNOs and INOs are authenticated through Aadhaar number.

Status of the scholarships provided and fund disbursed to SC/ST category beneficiaries for the year 2022 (01.01.2022 to 31.12.2022) is as follows:

CSSS (01.01.2022 to 31.12.2022)					
No. of beneficiaries (fresh+ renewal)			Amount disbursed (in cr.)		
SC	ST	Total	SC	ST	Total
28937	6069	35006	32.73	6.88	39.61

ii. Special Scholarship Scheme for Jammu & Kashmir and Ladakh:-

Objective: The Special Scholarship Scheme for Jammu & Kashmir and Ladakh (SSS for J&K and Ladakh) aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Eligibility: Students of Jammu & Kashmir and Ladakh having family income of up to Rs. 8.0 lakh p.a. and having passed Class XII/Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted

seats through centralized counseling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship.

Scope: 5000 fresh scholarships are provided every year (2070 for General Degree Courses, 2830 for Professional Courses and 100 for Medical Courses). There is a provision for interchangeability of slots, subject to shortfall in the number of General degree subject to savings accruing from any shortfall in the number of students opting for General Degree courses.

Scholarship Rate: Scholarship is provided towards tuition fee and maintenance allowance. The rate of scholarship towards tuition fee for General Degree courses is Rs. 30,000 p.a., for Professional courses Rs. 1.25 lakh p.a. and for Medical studies Rs. 3.0 lakh p.a. Fixed maintenance allowance of Rs. 1.0 lakh p.a. is provided to all students under the scheme. Inter-Ministerial Committee oversees the implementation and monitoring of the scheme.

Reservation: Reservation Policy as prescribed by the UT of J&K is adopted under the scheme i.e. 8% earmarked for Scheduled Castes, 10% for Scheduled Tribes and 22% for Socially and Economically Backward Classes (SEBC).

Direct Benefit Transfer (DBT): The scheme is covered under the DBT wherein the scholarship is disbursed directly into the bank account of beneficiaries.

Online Portal:- The students are required to apply online on the AICTE web portal – www.aicte-jk-scholarship.in/.

New initiatives:

- (i) Impact study to be conducted by NIT, Srinagar to study the socio-economic

impacts of the scheme on the beneficiaries and their families has been initiated.

- (ii) All aspiring students were informed during the Awareness Workshop conducted by AICTE about the CUET Examination Process and necessary changes were made in the Portal to include CUET information. The students were also informed about the de-duplication process conducted by the NSP for the SSS Students and undertaking was also taken from the students in the application form submitted by the student that they are not the recipient of any other scholarship scheme.
- (iii) To include the variety of General Courses in the on-line counselling process conducted by the AICTE, the Council has sent letters to Veterinary Council of India and Indian Council for Agriculture Research for providing supernumerary seats to be offered under the scheme

The status of the scholarships provided and funds disbursed to SC/ST category beneficiaries for the year 2022 (01.01.2022 to 31.12.2022) is as follows:-

SSS for J&K and L (01.01.2022 to 31.12.2022)					
No. of beneficiaries (fresh+ renewal)			Amount disbursed (in cr.)		
SC	ST	Total	SC	ST	Total
1164	1188	2352	20.25	12.00	32.25

Central Sector Interest Subsidy and Credit Guarantee Scheme (CSIS):-

Objective: The objective of the Scheme is to ensure that no one from the Economically Weaker Sections (EWS), including minorities, SCs/STs, women and disabled, is denied access to professional higher education only for the reason that he or she is poor.

Eligibility: Students enrolled in professional/technical courses from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional/technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs) are eligible. Those professional institutions/programmes which do not come under the ambit of NAAC or NBA require approval of the respective regulatory body. The interest subsidy is admissible only once either for Under Graduation or Post Graduation or integrated courses.

Scope: The Scheme is intended to cover all those students belonging to EWS, with an annual parental/ family income up to Rs. 4.5 lakh per year.

Benefits: Under the Scheme, full interest subsidy is provided during the moratorium period (course period plus one year), on educational loan up to Rs.7.5 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this Scheme.

DBT: Disbursement of interest subsidy claim is done through Direct Benefit Transfer (DBT) mode into the student's Education Loan account.

Online Portal: Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims.

The status of the no. of claims settled and fund disbursed to SC/ST category beneficiaries for the year 2022 (01.01.2022 to 31.12.2022) is as under:

CSIS (01.01.2022 to 31.12.2022)					
No. of claims			Amount disbursed (in cr.)		
SC	ST	Total	SC	ST	Total
24,577	5,764	30,341	39.31	9.96	49.28

iii. **Rashtriya Uchcharat Shiksha Abhiyan (RUSA):**

Rashtriya Uchcharat Shiksha Abhiyan (RUSA) is an overarching scheme operated in a mission mode for funding the state universities and colleges in order to achieve the aims of equity, access and excellence. The objective of the Scheme is to improve access of higher education in States, especially by focusing on Aspirational Districts, unserved and underserved districts. RUSA supports infrastructural developments which focus on creation of capital assets in the nature of non-divisible infrastructure/resources and are not direct beneficiary oriented. Funds released under the scheme include funds released under the heads of accounts: Special Component Plan for Scheduled Castes and Tribal Area Sub Plan.

iv. **Tribal Universities:**

Setting up of Central University is an on-going process. The Central Government has already established two Central Tribal Universities namely the **Indira Gandhi National Tribal University, M.P** and **Central Tribal University of Andhra Pradesh, AP** with a view to providing avenues of higher education and research facilities primarily for the tribal population of the country. Besides, the Andhra Pradesh reorganization Act, 2014 inter-alia mandates for the establishment of a new Central Tribal University in Telangana. This University will be functional after the enactment by the Parliament. Further, there are several Central Universities in different States which also fulfil the aspirations of higher education of tribal youth of the region.

A Tribal University not only increases

access and improves the quality of higher education in the State but also facilitates and promotes avenues of higher education and advances knowledge by emphasising instructional and research facilities in tribal art, culture, tradition, language, medicinal systems, customs, forest-based economic activities, flora, fauna and advancement in technologies to the tribal population in the State.

v. **Babasaheb Bhim Rao Ambedkar University:**

A Central University in Lucknow was established on 10th Jan 1996. In essence, all the academic, research, and out-reach programmes of BBAU, including the University's Act and Statutes, are inspired by Dr. Ambedkar's basic philosophy of making education the tool for a holistic socio-cultural transformation that first addresses the aspirations of the most deprived section of our society. The reservation policy to be followed for admission in Academic Session 2023-24 "for the purposes of admission to all courses of study in the university, 50% of the seats shall be reserved for SC/ ST students" and 10% seats shall be reserved for Economically Weaker Sections (EWSs) in the University.

Programmes/Schemes implemented by University Grants Commission (UGC)

1. **UGC's Post-Doctoral Fellowships/ Research Fellowships/Post Graduate Scholarships/Under Graduate Scholarships for SCs/STs (NE Region)**

- (i) National Fellowship for Higher Education of SC students:- There is a provision to award 2000 fellowships per year under the 'National Fellowship for Scheduled

Caste Students' for conducting research through M.Phil / Ph.D under the university system of India. Seventy five and twenty five percent of fellowships are earmarked for subjects covered under UGC-NET and Joint CSIR-UGC Test respectively. The awardees are selected from the candidates who had applied for Junior Research Fellowship (JRF) and Eligibility for Assistant Professor in the UGC-NET or Joint CSIR-UGC Test but could qualify for Eligibility for Assistant Professor Only. One thousand fellowships are allocated through June UGC-NET and Joint CSIR-UGC Test and the other 1000 through these examinations of the December cycle. Accordingly, the result of National Fellowship for Scheduled Caste Students is prepared by employing a rational statistical methodology. The scheme has been transferred to the Ministry concerned w.e.f. 01-10-2022. The amount released to 3132 beneficiaries during the financial year 2022-23 up to September 2022 is Rs. 69.24 crore.

- (ii) **National Fellowship for Higher Education of ST students:-** The scheme has already been transferred to the concerned Ministry since the year 2017.
- (iii) **Post-Graduate Scholarships for Professional courses to SC/ST Students:** Keeping in view the social background of the candidates from deprived sections of society, the scheme is being implemented since 2011-12 to provide them

an opportunity to undertake post-graduate level studies in professional courses. The tenure of the scholarship is for two/three years, depending upon the duration of Degree course.

Pattern of financial assistance

M.Tech. students	@ Rs 78,000/-p.a.
Other professional courses	@ Rs 47,000/-p.a.

The scheme is on-boarded on National Scholarship Portal since 2017. During 2022, the selection for the year 2021-22 was made. A total of 895 students were selected for the scholarship under this scheme. Currently, the selection process for the AY2022-23 is underway. During 2022, an amount of Rs. 9.38 cr. was released to 1204 students.

- (iv) **Post-Doctoral Fellowship for SC/ST Candidates:** The objective of the Scheme is to provide fellowship to SC/ST candidates, who have obtained a doctorate degree and have published research work to their credit for doing advanced research in their chosen areas. An amount of Rs. 3.50 crore was disbursed to 78 beneficiaries in 2022.

2. **Coaching for SC/ST/OBC (non-creamy layer) & Minorities:** UGC has been contributing towards social equity and social economic mobility of the underprivileged section of society through following special coaching schemes in Universities/Colleges.

- (i) **Remedial coaching for SCs/STs/OBCs (Non-creamy layer) & Minorities Community students:** Remedial Coaching for the benefit of Undergraduate (UG) / Post-

graduate (PG) students with a view to improve & strengthen their knowledge, academic skills and linguistic proficiency in various subjects and to improve overall performance in the examination.

Financial assistance for the above scheme is as under: Ceiling of the grant for university

Non-Recurring Rs. 5.00 Lakhs
(One time)

Recurring Rs. 7.00 Lakhs
per annum

The ceiling of the grant for college

Non-Recurring Rs. 5.00 Lakhs
(One time)

Recurring Rs.2.00 Lakhs per
annum

- (ii) **Coaching for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities:** Coaching for NET/SET with the objective to prepare SC/ST/OBC and Minority Community candidates for National Eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.

Financial assistance for each of the above scheme is as under: Ceiling of the grant for university

Non-Recurring Rs. 5.00 Lakh
(One time)

Recurring Rs. 7.00 Lakhs
per annum

Ceiling of the grant for college

Non-Recurring Rs.3.50 Lakhs
(one time)

Recurring Rs.1.50 Lakhs per
annum

- (iii) **Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students:** In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students. The Centres are provided due assistance to undertake the academic activities.

Financial assistance for the above scheme is as under: Ceiling of the grant for university

Non-Recurring Rs. 5.00 lakh
(One time)

Recurring Rs. 7.00 lakhs per
annum

Ceiling of the grant for college

Non-Recurring Rs. 5.00 lakh
(One time)

Recurring Rs.2.00 lakhs per
annum

3. **Residential Coaching Academics of SC/ST/Minorities:**

The UGC has provided financial support under the scheme of Residential Coaching Academy in five universities i.e. Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar, Jamia Millia Islamia and Jamia Hamdard for establishment of Residential Coaching Academies for Minorities, Women/SCs/STs.

The main objective of the Residential Academy for Minorities/SC/ST and Women is to provide equal opportunities to all sections of society for equitable growth which entails affirmative action for Minorities, SC/STs and women by providing Coaching programme to the student, with Hostel facilities with free of cost/nominal fee, without tuition fee of the above category for coaching for entry into Central/State Governments private sector Jobs and entry into IIITs/Medical Colleges.

4. **Equal Opportunity Cells in Universities/Colleges:**

To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC had planned to establish Equal Opportunity Cell (EOC) in Colleges and Universities to oversee the effective implementation of policies and programmes for these groups and to provide guidance and counseling in academic, financial, social and other matters.

Eligibility: Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University:
Rs.2.00 lakh per plan

Ceiling of the grant for College:

Post Graduate Rs.75, 000/- per annum

Under Graduate Rs.55, 000/- per annum

5. **Establishment of Centers in Universities for study of Social Exclusion and Inclusive Policy:**

Social exclusion not only generates

tension, violence and disruption but also perpetuates inequality and deprivation in society. In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of getting advantages of development. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. The consequences of macroeconomic factors such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities. The primary space where 'exclusion' can be studied, understood, and first transcended, is our universities, which can and must act as a beacon for society. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teachings-cum-research Centers in Universities to pursue these themes.

Objectives:

- (i) Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity/religion;
- (ii) Developing understanding of the nature and dynamics of discrimination and exclusion;
- (iii) Contextualizing and problematizing discrimination, exclusion and inclusion;
- (iv) Developing an understanding of discrimination at an empirical level;
- (v) Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions:

- (i) Teaching Courses at the M.A and M.Phil levels, leading eventuality to full-fledged M.A and even M.Phil programmes in Social Exclusion Studies.
- (ii) Undertaking M.Phil and Ph. D. supervision.
- (iii) Undertaking empirical studies with a theoretical perspective and building time series data bank for comparative studies and policy/programmes evaluation.
- (iv) Carrying out detailed rigorous analyses based on the socio-economic data generated by government agencies.
- (v) Organizing conferences, seminars and symposia on the theme of Social Exclusion.
- (vi) Publishing regularly the research findings of the faculty and students.
- (vii) Organizing public lectures on the subject by eminent scholars,
- (viii) Reaching out to scholars, especially young scholars, in other universities and colleges through an active programme of inviting Visiting Faculty.
- (ix) Establishing links with Civil Society Organizations engaged in combating Social Exclusion.
- (x) Conducting short-term Orientation courses for political leaders, Parliamentarians, government officials, trade unionists and media personalities. The UGC provides financial assistance on a 100% basis to the selected universities for proper functioning of the Centres for recurring & non-recurring items.

UGC has established 32 centers in different universities to support research on the issue of social exclusion, which has theoretical as well as policy importance. An amount of Rs. 4.52 Crore has been released to Five Centers during 2020-21.

6. **Establishment of Special Cells for Scheduled Castes and Scheduled Tribes in Universities:** Establishment of SC/ST Cell in each of the institutions is mandated as per instructions of the Govt. of India vide letter no. 43011/153/2010-Est.(Res) dated 04.01.2013. Further, UGC vide its D.O. letter No. F.1-5/2006(SCT) dated 8th June 2015 requested all Central Universities and UGC funded deemed to be Universities to comply the instructions of DoPT for setting up of special Reservation Cell for enforcement of orders of reservations in Posts and services and other related works. The Commission in its 535th meeting held on 27th September 2018 resolved to establish an SC/ST cell in newly established centrally funded universities where the SC/ST Cell does not exist. For the establishment of Cell, the Commission has approved the non-teaching positions.
7. **Guidelines for implementation of Tribal Sub Plan (TSP) and Scheduled Caste Sub Plan (SCSP) in University Grants Commission were released** after approval by the 529th Commission Meeting of UGC dated 8th February 2018. Ministry of HRD allocates earmarked funds for SCSP and TSP to the extent of 15% and 7.5%, as a consequential step UGC should monitor that funds to the extent earmarked for SCSP and TSP are not diverted elsewhere. For this purpose, separate sanction letter are issued for SCSP and TSP funds. UGC obtains utilization certificate in respect of each of the three components viz General category, SCSP and TSP indicating inter

alia the funds utilized during the year and unspent balance is carried forward in the next financial year.

8. **Prevention in Caste discrimination: UGC has advised all the Universities/Colleges that:-**

1. The official/faculty members should desist from any act of discrimination against SC/ST students on ground of their social origin.
2. The University/Institute/College may develop a page on their website for lodging such complaints of caste discrimination by SC/ST students and also place a complaint register in the Registrar/Principal office for the purpose. If any such incident comes to the notice of the authorities, action should be taken against the erring officials/faculty member promptly.
3. The University/College should ensure that no official/faculty member indulges in any kind of discrimination against any community or category.
4. The University may constitute a committee to look into the discrimination complaint received from SC/ST/OBC students/Teachers and Non-teaching staff.

9. **Reservation for Scheduled Castes/Scheduled Tribes in the matter of appointment to teaching posts in Universities/Colleges:** With Reference to the Hon'ble Allahabad High Court in its order CMWP No. 43260 of 16 dated 07.04.2017 and later upheld by the Hon'ble Supreme Court in its judgment dated 21.07.2017 passed in SLP(C) No. 16515/2017, the UGC examined the issue relating to all aspects referred to in the 10

judgments on the matter of reservation in teaching positions and submitted its recommendations to MHRD for its consideration and appropriate action. The issue is mainly the practice of treating the entire University as a unit of reservation. Inter-Ministerial Committee unanimously recommended that (1) in case of reservation for SC/ST, all the Universities, Deemed to be Universities, Colleges and other Grants-in-Aid institutions and centers shall prepare the roster system keeping the Department /subject as a unit for all level of teachers as applicable (ii) the roster department wise/subject wise, shall be applied to the total number of posts in each of the categories (e.g. professor, Associate professor, Assistant Professor) within the Department/Subject.M/HRD vide. its OM No. 1-7/2017-CU.V dated 22.02.2018 has conveyed its concurrence to amend the UGC guidelines of 2006 with a request to intimate all the Universities accordingly and prepare a fresh roster within one month. Accordingly, the UGC vide its letter F.1- 5/2006(SCT) dated 5th March 2018 circulated the above decision to all the Universities.

The matter of switching over from "University as a unit" to "Department as a unit" may reduce the representation of reserved category candidates considerably was discussed by the Honorable Chairman of the Parliamentary Committee on the welfare of SCs and STs and M/HRD constituted Inter-Ministerial Committee and decided to file SLP before the Hon'ble Supreme Court of India by UGC and MHRD separately. Accordingly, UGC and M/HRD filled SLP, before the Hon'ble Supreme Court of India. On January 22nd, 2019 the Hon'ble Supreme Court dismissed SLP.

Further, the UGC has forwarded a copy of the Ministry of Education (Department of Higher Education) letter No. F.38-11/2018-CU.V dated 7.3.2019 along with Notification No. 1013 dated 7.3.2019 to all grant-in aid Universities regarding the Central Educational Institutions (Reservation in Teacher's Cadre) ordinance, 2019. Notification dated 7.3.2019:- In the exercise of powers conferred under sub-section (1) of section 3 of the Central Educational Institutions (Reservation in Teacher's Cadre) Ordinance, 2019 (Ordinance 13 of 2019), the Central Government hereby specifies that there shall be reservation of posts in direct recruitment out of sanctioned strength in teachers' cadre in Central Education Institutions in the manner specified in Office Memorandum, No. 36012/2/96-Estt.(Res.) of the Department of Personnel and Training, Ministry of Personnel, Public Grievances and Pensions, dated 2nd July 1997 to the extent as follows, namely:-

- a. Fifteen percent for Scheduled Castes,
- b. Seven and one-half percent for Scheduled Tribes, and
- c. Twenty-seven percent for Socially and Educationally Backward Classes.

10. **'Ishan Uday' Special Scholarship Scheme for North Eastern Region:**

The Ministry of Education and the University Grants Commission have taken special interest with regard to the promotion of higher education in the NER. To improve the GER, promote higher education and encourage children belonging to the economically weaker sections of the NE region, the scheme was launched in the academic session 2014-

15. Before launching the scheme the UGC undertook wide-ranging consultations with State Governments and Central & State Universities of the NE region, the Ministry of HRD, the Ministry of Development of the North Eastern Region, the North Eastern Council, Shillong and other stakeholders.

Under the scheme, there is provision of providing financial assistance in the form of scholarship to 10000 students every year. The students with domicile of NER, who have passed Class XII or equivalent exam from a school situated within NER through any recognized Board of Education and have secured admission in general degree course, technical and professional courses including medical and para-medical courses (Integrated courses included) in Universities/Colleges/Institutions recognized by UGC, Institutions of National Importance/Institutions recognized by other Statutory councils within as well as outside the States of NER. For availing scholarship under this scheme, the income of the parents of the student should not exceed Rs.4.5 lakh per annum.

Pattern of financial assistance

Sl. No.	Particulars	Rate of Scholarship w.e.f. 01.12.2014	Tenure of Scholarship
1.	General Degree courses	@ Rs.54,000/- per annum	Full duration of the UG programme.
2.	Technical & Professional courses (including Medical & Para medical courses)	@ Rs.78,000/- per annum	

State-wise distribution of slots for the award of scholarship under the scheme of “Ishan Uday” Special Scholarship Scheme for North Eastern Region is as under:

S.No.	STATE	Slots
1	Arunachal Pradesh	303
2	Assam	6837
3	Manipur	597
4	Meghalaya	650
5	Mizoram	239
6	Nagaland	435
7	Sikkim	134
8	Tripura	805
	Total:	10000

The scheme is on-boarded on National Scholarship Portal since 2017. A total of 10000 students are selected every year. During 2022, the selection for AY 2021-22 was made. Currently, the selection process for the AY 2022-23 is underway. In 2022, an amount of Rs. 141.51 cr. was released to 25,000 students.

Programmes/Schemes implemented by All India Council for Technical Education (AICTE)

AICTE through its various schemes is providing financial and technical support to SC/ST Students pursuing technical courses in AICTE approved Institutions either as a Scheme or as beneficiaries under a Scheme.

AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES)

Considering the accommodation problem being faced by SC/ST students taking admissions in good engineering colleges, a scheme for providing financial assistance for construction of hostels for men and women was launched. It is being operated with the name AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social-experience (CAFES) from the year 2020-

21, with CAFES-SC/ST now as a variant within the Scheme.

Financial support of up to Rs. 3.25 Crore is given to Government/ Government-aided engineering colleges for construction of hostels for students/ researchers belonging to SC/ST category. In addition, for establishment of Gym, indoor sports facilities and creating a library (including installation of 10 Desktop PCs) for preparation of test for competitive examination/ higher education- funding of Rs. 5 lakh, 10 lakh and 10 lakh respectively is being provided from the year 2020-21. The Table below gives an overview of beneficiaries since the launch of the Scheme.

S. No.	Status of project	Number
1	Institutes which have received all instalments and Completed/settled hostels	55
2	Institutes which refunded 1 st instalment along with interest	15
3	Institutes which have received 1 st instalment released/ hostel under construction	13
4	Institutes received 2 nd instalment released/ hostel under construction	32
	Total	115

Total grant released till date for these hostels, from 2012-13 onwards is Rs. 179.90 crore.

Skill and Personality Development Program (SPDP) Centre for SC/ST Students

The scheme supports establishment of SPDP Centre in institutes, to empower the SC and ST students by providing special skill training apart from regular study. The training is provided through modules on communication, personality development and proficiency in English language. Thus, it boosts the confidence of SC and ST students and provides them with better career opportunities, so that their employability for

industry increases. Maximum limit of funding to the institute under this Scheme is Rs. 25 lakh, to be spent within 3 years.

47 institutes were supported with financial assistance of Rs. 279.02 lakh during the year 2019-20; 29 with Rs. 132.82 lakh during the year 2020-21 and Rs. 441.83 lakh has been released to 90 institutes during F.Y. 2021-22 under the Scheme. An amount of Rs. 112.06 Lakh is released to 36 institutions till December 2022 during F.Y. 2022-23.

Year	No. of Beneficiary	Fund Released (including 2 nd & 3 rd Instalment) (in lakh)
2014-15	3	49.51
2016-17	30	515.57
2017-18	70	644.75
2018-19	26	239.31
2019-20	47	279.02
2020-21	29	132.82
2021-22	90	441.83
2022-23	36	112.06

The Scheme has been discontinued from the F.Y. 2020-21 and no new projects are sanctioned. Funds are released to the ongoing projects for their completion.

AICTE- Pragati Scholarship Scheme for Girl Students:-

AICTE awards Pragati Scholarship to girl students, with an aim to give young women the opportunity to pursue education and prepare a successful future by empowering women through technical education. The scheme launched on National Educational Day (11th November) in 2014 has the following salient features:

- The candidates should be admitted to either 1st year or 2nd year (through lateral entry) of the Degree or Diploma programme in any of the AICTE-approved institutes.

- Two girl child per family whose annual income should be less than Rs. 8 lakh
- 10,000 (5000 for Diploma and 5000 for Degree) distributed across 23 States/UTs and for the remaining 13 States/UTs (e.g. NER, J&K, etc.) all eligible girl students will get the scholarship.
- Amount of Scholarship: Rs 50,000 per annum
- Reservation-15% for SC, 7.5% for ST and 27% for OBC students.

The Table below gives an account of SC/ ST beneficiaries in the preceding Financial Years.

Year	SC		ST	
	Beneficiaries	Amount (Rs.)	Beneficiaries	Amount (Rs.)
2015-16	7	140000	2	40000
2016-17	221	4786017	64	1415870
2017-18	444	9637901	127	3101877
2018-19	621	13914171	149	3629050
2019-20	1017	23101490	179	4048573
2020-21	1640	37945542	391	8986948
2021-22	2212	100818557	777	36263370
2022-23	1374	68700000	546	27300000
Total	7536	259043678	2235	84785688

PG Scholarship Scheme

In order to ensure the development of technical education in India, AICTE offers a monthly scholarship of Rs. 12,400 to GATE/GPAT-qualified students through its Post Graduate Scholarship Scheme. PG Scholarship is awarded to students admitted in Master of Engineering, Master of Technology, Master of Architecture and Master of Pharmacy courses in AICTE approved Institutions and AICTE approved universities/ Departments. During the year 2021-22, 3322 PG students belong to SC and 906 from ST category benefited from this scheme. The Table below

gives an account of SC and ST beneficiaries in the preceding Financial Years.

Years	SC		ST	
	Beneficiaries	Amount (in Crore)	Beneficiaries	Amount (in Crore)
2015-16	5955	55.37	964	8.96
2016-17	4906	44.03	770	6.77
2017-18	4403	45.12	725	7.35
2018-19	4416	44.00	817	7.55
2019-20	3965	37.37	808	7.80
2020-21	3074	32.30	791	7.89
2021-22	3322	34.73	906	8.22

AICTE Doctoral Fellow (ADF) Scheme

The ADF Scheme operated as National Doctoral Fellowship (NDF) till 2019-20, was launched from the academic year 2018-19 for admitting full-time meritorious students for the Ph.D. programme in research institutes identified by AICTE. The objectives of the Scheme are to promote research culture in AICTE-approved institutions; to nurture talents for technical research; and, to promote collaborative research between institutes and industries leading to start-ups.

Selected candidates are entitled to a monthly fellowship of Rs. 31,000/- in the first two years and Rs. 35,000 in the third, besides house rent allowance as per Government norms. In addition, Rs.15000/- is given as an annual contingency grant to a Fellow. The fellowship is for a period of 3 years and is extendable by 6 months in two spells, in special cases.

During the year 2021-22, 121 Scholars from SC and 20 from ST received the fellowship. The Table gives an account of SC/ST beneficiaries since the rolling out of the Scheme.

Years	SC		ST	
	Beneficiaries	Amount (in Crore)	Beneficiaries	Amount (in Crore)
2018-19	29	0.68	3	0.07
2019-20	76	2.42	15	0.44
2020-21	82	3.38	14	0.63
2021-22	121	4.80	20	0.84

Benefits for SC/ST Students provided by IITs

- Reservations of seats as per the Government of India norms are followed for admission to various courses.
- Relaxation of upper age limit upto 5 years is granted to SC/ST candidates for admission through JEE.
- In case the seats reserved for SC/ST/PwD candidates are not filled completely, a limited number of candidates are admitted to a one-year Preparatory Course on the basis of further relaxation of admission criteria. Selection for this course is made from the Joint Entrance Examination list of SC/ST students who did not qualify for admission. Upon successfully completing the preparatory course at the IIT, they would be eligible to join the B.Tech Programme and they will not require to write the JEE again.
- All SC/ST students are exempted from payment of tuition fee in UG courses.
- Most of the IITs are giving Travelling Allowance to SC/ST students (II class train fare / ordinary bus fare) from the place of residence to Institute to join the B.Tech programme.
- SC/ST students whose parental income is less than 4.5 lac per annum are offered scholarship which includes pocket money of Rs. 250/- per month and free messing on basic menu. Free Book Bank facility for a semester is provided to SC/ST students.

- g) Relaxation for reserved categories in cut-off marks prescribed for General Category.
- h) The application fees for entrance examinations have been lowered to reserved categories.
- i) In order to help the students to practice well for NEET (UG) and JEE (Main) entrance examinations, National Testing Agency(NTA), has launched a Mobile App “National Test Abhyas” to facilitate candidates’ access to high-quality mock tests online free of cost.
- j) Another initiative of the Government called Indian Institute of Technology – Professor

Assisted Learning (IIT-PAL) provides video content in Biology, Chemistry, Mathematics and Physics prepared by IIT Professors for Class XI and Class XII students aspiring to join IITs and other institutions. The content is available free of cost on dedicated DTH channels of SWAYAMPRAKASHA.

Benefits for SC/ST Students provided by IIMs.

Reservation of seats as per the Government of India norms is followed for admission to various courses. A total number of 1082 SC students and 429 ST students took admission in the IIMs for the 2022-24 Batch.

Percentage % representation of SCs/ STs in Centrally Funded Higher Education Institutions (CFHEI)

CFHEI	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
IIMs	14.58	8.07	14.60	6.86	14.34	6.80	14.95	6.29	15.01	4.96	14.88	5.90

Benefits given to SC/ST students by IISERs & IISc:

- i. Reservation of seats for SC/ST students as per the government of India norms is followed for admission to various courses at all IISERs & IISc.
- ii. All IISERs & IISc are extending the tuition fee waiver benefit to all the students belonging to SC/ST students.
- iii. All possible assistance is being provided to SC/ST students for availing scholarships from the Central/State govt./Other funding agencies.

Average percentage representation of SC/ST students in IISERs & IISc

Name of institute	2020-21	2021-22
IISERs	SC- 11.52% ST- 03.94%	SC- 13.64% ST- 05.26%
IISc	SC- 13.48% ST- 04.32%	SC- 12.24% ST- 03.78%

Benefits for SC/ST Students provided by IIITs:

- i. Reservation of seats as per the Government of India norms is followed for admission in various courses;
- ii. All SC/ST students are exempted from payment of tuition fee in Centrally Funded IIITs.
- iii. Eligible Students are also granted scholarships of Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs and Ministry of Minority Affairs and also of the Department of Disabilities.

Percentage (%) representation (Enrolment) of SCs/STs Students in Centrally Funded Higher Education Institutions (CFHEI)

Sl. No.	Institute Name	2020-21		2021-22	
		SC	ST	SC	ST
1.	IIIT Allahabad	13.17	5.21	12.28	4.94
2.	IIITM Gwalior	14.86	5.99	14.68	5.94

Sl. No.	Institute Name	2020-21		2021-22	
		SC	ST	SC	ST
3.	IIITD&M Jabalpur	14.44	5.91	14.48	6.97
4.	IIITD&M Kancheepuram	15.01	5.73	14.11	6.58
5.	IIITD&M Kurnool	15.4	7.7	18.0	8.5

Benefits for SC/ST Students provided by NITs:

The National Institute of Technology (NITs) and Indian Institute of Engineering Science and Technology (IEST), Shibpur (West Bengal) are Centrally Funded autonomous Technical Institutions and have been declared 'Institutes of National Importance' under the National Institutes of Technology, Science Education and Research Act, 2007 enacted on 15th August 2007.

The admission to undergraduate programmes of NITs and IEST Shibpur are based on the ranks secured by the students in the Joint Entrance Examination (Main) and subsequent counselling conducted by the Joint Seat Allocation Authority (JoSSA). The reservation policy as prescribed by the Government of India in the Central Educational Institutions (Reservation in Admission) Act, 2006 is followed while allocating seats to the students in these 32 Institutes.

The SC/ST/PwD category of students are getting complete tuition fee waiver at undergraduate level from the academic year 2016-17. The fee waiver has also been extended to SC/ST/PH M.Tech students in NITs and IEST.

Benefits for SC/ST students provided by IGNOU:-

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 to provide access to quality education to all segments of society through Open and

Distance Learning (ODL) mode. The University offers innovative and need-based programmes at different levels. The University democratises education by making it inclusive and reaching out to the disadvantaged and marginalized segments of society in all parts of the country at affordable costs. IGNOU has been steadily expanding opportunities for lifelong higher education by adopting a flexible and innovative learning approach that encourages learners to move from education to work and vice-versa, well suited to the diverse requirements of the country, and also needed to harness the human resources in full potential and leverage the demographic dividends. The University has made remarkable achievements in providing quality distance and online learning with excellent infrastructure facilities through its students support network.

The university establishes Learner Support Centres (LSCs) in areas densely populated with SC/ST population. The University has established at least one Regional Centre (middle layer of the student support network) in each state of the North East Region of the nation. These states are highly populated with ST Population. The Regional Centres situated in these regions regularly participate in local melas, festivals and visit schools and colleges for helping youths from SC and ST Communities in selecting courses/ programs as per their academic, professional and vocational requirements.

The University enrolled 12, 37,736 students in the reported period out of which 18.5% were from SC/ST category. Students from SC/ST categories with family income not exceeding 2.5 lakhs per annual are provided financial assistance in selected academic programmes (BA-General, B.Sc. General and B.Com. General) to utilize SCSP and TSP grants received from Ministry of Education. About 50 thousand SC/ST students have availed the financial assistance in the reported period.

School Education

Literacy rate at the national level has increased from 64.9% (Census 2001) to 73% (Census 2011). While the literacy rate at the national level has improved 10 percentage points; the literacy rate for SC and ST communities has increased by 12 percentage points. At the national level, the

enrolment share of SC children (18.82%) is more than their share in the population (16.60%) as per census 2011 and an increasing trend can be seen over the years. The enrolment share of ST children (9.88%) at national level is more than their share in the population (8.60%) as per census 2011 and an increasing trend can be seen over the years.

Gross Enrolment Ratio of SCs/STs

Years	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2014-15	99.78	112.80	108.80	75.78	82.00	72.16	46.43	48.36	35.54
2015-16	100.20	113.30	107.70	77.20	83.69	73.47	48.32	49.65	38.82
2016-17	97.68	108.80	104.70	76.42	82.52	72.25	43.77	44.74	35.65
2017-18	97.22	107.20	106.00	76.43	82.15	75.70	48.13	49.13	41.04
2018-19	96.10	105.30	105.00	76.90	82.74	78.19	50.14	51.34	43.94
2019-20	97.78	107.09	102.08	77.90	83.02	76.72	51.42	52.89	42.89
2020-21	99.1	108.6	102.7	79.8	84.8	78.6	53.8	56.1	45.2
2021-22	100.1	109.7	103.4	79.6	84.9	78.1	57.6	61.5	52.0

Source:- U-DISE & UDISE+ report

Samagra Shiksha:

- (i) The Right of Children to Free and Compulsory Education (RTE) Act, 2009, represents the consequential legislation to Article 21-A inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002. Article 21-A states that the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine. RTE Act, 2009 provides every child of the age of 6-14 years, the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education.
- (ii) Earlier the provisions of RTE Act, 2009 were implemented through erstwhile scheme of Sarva Shiksha Abhiyan (SSA), which has been subsumed along with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) into

the integrated scheme of Samagra Shiksha. Now, the provisions of RTE Act, 2009 are implemented through Samagra Shiksha from 2018-19. It has now been aligned with the recommendations of the National Education Policy (NEP) 2020. It aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

- (iii) Section 2(d) of the RTE Act, 2009 defines "child belonging to disadvantaged group" means a child with disability or a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor,

as may be specified by the appropriate Government, by notification. As defined in Section 2(a) of the RTE Act, 2009, the Central Government is the appropriate Government only in relation to a school established, owned or controlled by the Central Government, or the Union Territory, having no legislature. In other cases, State and UT Governments are the appropriate Governments, in relation to a school established within the territory of a State or a UT having legislature, respectively.

- (iv) Further, Section 12(1) & (2) read with sections 2(d) & (e) of the RTE Act, 2009, stipulate the duties of the appropriate Government as well as responsibilities of schools and teachers to ensure access to education for all “child belonging to disadvantage group” and ‘Weaker Section”, including Child children of scheduled castes and tribes. Further, since 2021-22, financial assistance upto ₹ 2000 per annum is being provided for supporting OoSC of age group of 16-19 years, belonging to socio economically disadvantaged groups, for completing their education through NIOS/SIOS, for accessing course materials and certification.
- (v) Bridging gender and social gaps at all levels of school education is one of the major objectives of the SamagraShiksha Scheme.

Consequently, the SamagraShiksha Scheme aims to reach out to SC, ST, communities. Steps being taken for SC/ST children under Samagra Shiksha:

- i. Opening of schools in the neighbourhood as defined by the State.
- ii. Provision of free text-books up to Class VIII
- iii. Uniforms up to Class VIII
- iv. Teachers’ sensitization programmes
- v. Residential schools and hostels

Special projects for Social equity:

Under SamagraShiksha, State Specific projects for varied interventions under Equity component are emphasized for enhancing access, retention and quality by promoting enrolment drives, motivational camps, gender sensitization modules etc. The benefits under this intervention are accorded to SC, ST, communities.

Financial Outlay for Free Uniform: 2021-22 & 2022-23

Under SamagraShiksha, RTE entitlements cover provision of giving two sets of uniform for all girls, and children belonging to SC/ST/BPL families in Government schools, up to class VIII at an average cost of Rs. 600/- per child per annum. The details of financial outlay for last two years are as follows:

Year	2021-22		2022-23	
	Physical	Financial (in lakh)	Physical	Financial (in lakh)
All Girls	47836650	281199.44	43993680	258145.19
ST Boys	6374936	37587.61	6133100	36155.40
SC Boys	11572181	68090.22	10475443	61451.57
BPL Boys	17716978	104941.95	18636952	110468.09
Uniform (Winter Clothes)	13327	133.27	13344	133.44
Others *	-	-	763	4.58
Total	83514072	491952.49	79253282	466358.26

Source: Prabandh Portal Data Generated on 14 February 2023, *others cater to BPL boys from Meghalaya state

Note: All girls including SC/ST girls are provided two sets of free uniform.

Financial Outlay for Free Text Books: 2021-22 & 2022-23

Under SamagraShiksha, there is a provision for free textbooks as RTE entitlement to all children

in Government/local body and Government aided schools, including Madarsas desirous of introducing the State curriculum at an average cost of Rs. 250/- per child at the primary level and Rs. 400/- per child at upper primary level.

Particular	Budget Approved (2021-22)		Budget Approved (2022-23)	
	Physical	Financial (in lakh)	Physical	Financial (in lakh)
Textbooks (Class I-II)	23298266	56219.79	23058457	57080.24
Braille Books (Class I-II)	6429	16.01	6088	15.18
Large Print Books (Class I-II)	19542	48.45	13147	32.68
Textbooks (Class III-V)	36020338	86592.09	36763157	90918.64
Braille Books (Class III-V)	10786	26.77	10090	25.10
Large Print Books(Class III-V)	41730	101.96	30770	76.24
Textbooks (Class VI-VIII)	37741592	142828.08	39162227	152303.39
Braille Books (Class VI-VIII)	9995	39.41	10326	40.95
Large Print Books(Class VI-VIII)	47347	183.33	37439	145.76
Total	97196025	286055.88	99091701	300638.19

Source: Prabandh Portal Data Generated on 14 February 2023

*All students including SC/ST students from Class 1 to 8 are provided free textbooks.

GER of SCs/STs for the year 2020-21 & 2021-22:

Year	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary(XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2020-21	99.09	108.6	102.7	79.77	84.8	78.6	53.79	56.1	45.2
2021-22	100.1	109.7	103.3	79.6	90.4	80.9	57.6	61.5	52.0

(Source: UDISE-2020-21 & 2021-22)

Kasturba Gandhi Balika Vidyalayas (KGBVs):

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate

is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

As on 30.09.2022, taking into account the merger/convergence of KGBVs, the number of sanctioned KGBVs is 5646 with a capacity of 806528 girls. Out of these, 4988 KGBVs are operational with the enrolment of 669070 girls. Out of the enrolment of 669070 girls, 182841 are SC girls, 175366 are ST girls, 238708 are OBC

girls, 26040 are Muslims girls and 46115 are BPL category girls.

(Source: Prabandh)

Under Samagra Shiksha, the existing KGBVs at the upper primary level and Girls Hostels at the secondary level are being extended/converged to provide residential and schooling facilities to girls up to Class-XII. The task of up-gradation of KGBVs was started in the year 2018-19 and by the end of the year 2022-23, a total of 357 KGBVs have been approved for up-gradation to Type-II (class 6-10) and 2010 KGBVs have been approved for up-gradation to Type III (class 6-12).

National Means-cum-Merit Scholarship Scheme (NMMSS)

Objective:

The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' was launched in May, 2008 with the objective to award scholarships to meritorious students of economically weaker sections @ Rs. 6000/- per annum (Rs. 500/- per month) per student to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. The rate of scholarship has been enhanced from Rs. 6000/- to Rs. 12000/- per year with effect from 1st April, 2017.

Scheme Brief:

The students whose parental income from all sources is not more than Rs. 3,50,000/- per annum are eligible to avail the scholarship. The scheme envisages award of 1,00,000 scholarships every year to the selected students of Class IX and their continuation/renewal in classes X to XII for study in a State Government, Government-aided and Local body schools under the scheme. Students of NVS, KVS and residential schools are not entitled for the scholarships. There is quota of scholarships for different States/UTs. There is reservation as per State Government norms. The selection of students for award of scholarships under the scheme is made through an examination conducted by the State Governments and the list of eligible students is provided by the respective State Government/UTs. 100% funds are provided by the Central Government for the Scheme. In order to enhance the accuracy and streamline the process of application verification and disbursement of scholarships under NSP. Scholarships are disbursed by the State Bank of India directly by electronic transfer into the accounts of students through Public Financial Management System (PFMS).

Budget allocated in the financial year (since 2018-19 to 2022-23 as on dated 07.02.2023) for the Ministry/Department under ST/SC Components:

Scheme Name- National Means-cum-Merit Scholarship Scheme (NMMSS)

S. No.	Financial Year	Budget Allocated (As per RE) (Rs. in crore)	ST Actuals (Rs. in crore)	Number of ST beneficiaries	Budget Allocated (As per RE) (Rs. in crore)	SC Actuals (Rs. in crore)	Number of SC beneficiaries
1	2018-19	32.07	13.82	12186	59.95	54.10	59314
2	2019-20	34.90	31.71	27495	68.14	70.39*	60438
3	2020-21	30.50	26.80	22562	65.00	70.34*	58307
4	2021-22	10.50	19.75*	16460	35.50	57.74*	48116
5	2022-23 as on date 07.02.2023	16.00	11.94	10879	51.00	32.50	27785

*Actual Expenditure is exceeding the budget allocation due to the expenditure from General Head of the Scheme after exhaustion of SC/ST Head.

S. No.	Financial Year	Budget Allocated (As per RE) (Rs. in crore)	ST Actuals (Rs. in crore)	Number of ST beneficiaries	Budget Allocated (As per RE) (Rs. in crore)	SC Actuals (Rs. in crore)	Number of SC beneficiaries
1	2018-19	32.07	13.82	12186	59.95	54.10	59314
2	2019-20	34.90	31.71	27495	68.14	70.39*	60438
3	2020-21	30.50	26.80	22562	65.00	70.34*	58307
4	2021-22	10.50	19.75*	16460	35.50	57.74*	48116
5	2022-23 as on 07.02.2023	16.00	11.94	10879	51.00	32.50	27785

Navodaya Vidyalaya Samiti (NVS):

Some of the special facilities provided to the SC/ST students in JNVs as per the Navodaya Vidyalaya Scheme, RTE Act or other provisions of Govt. of India are as under:

- 10 additional second JNVs for Scheduled Caste (SC) concentrated districts and 10 additional second JNVs for ST concentrated district have been sanctioned during the year 2008. List of such additional second JNVs established in SC/ST Concentrated districts is given below.
- Reservation of seats in favour of children belonging to Scheduled Castes and Scheduled Tribes is provided in proportion to their population in the concerned district provided that in no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable

and over and above the candidates selected under open merit.

- In Jawahar Navodaya Vidyalayas, free of cost education including free boarding & lodging as well as expenses on uniform, textbooks, bedding items, stationery, daily use items, examination fee and expenditure on journey (TA/DA) to participants in official activities etc., are provided to the Scheduled Castes (SC) & Scheduled Tribes (ST) students.
- Ample opportunities like co-curricular activities, outdoor activities, Games & Sports, NCC, NSS and Scout & Guide are also being provided for overall development of the students belonging to Scheduled Castes (SC) & Scheduled Tribes (ST) categories.

Enrolment of the SC/ST Students in JNVs

Category wise Enrolment figure of students in Jawahar Navodaya Vidyalayas as on 31.12.2022 is as follows:

Number	Boys	Girls	Rural	Urban	General	OBC	SC	ST
292251	169432	122819	255062	37189	54363	105919	71977	59992
%	57.97	42.03	87.27	12.73	18.60	36.24	24.63	20.53

Additional Second JNVs Sanctioned in Scheduled Caste (SC) Concentrated Districts, During the Year 2008:

S. No.	State / UT	District / JNV Name
1.	Madhya Pradesh	Ujjain
2.	Jammu & Kashmir [UT]	Jammu
3.	Punjab	Amritsar
4.	Andhra Pradesh	Prakasam
5.	Karnataka	Gulbarga
6.	Rajasthan	Sriganganagar
7.	Uttar Pradesh	Sitapur
8.	Bihar	Gaya
9.	Jharkhand	Palamu
10.	West Bengal	South 24 Parganas

Additional Second JNVs Sanctioned in Scheduled Tribe (ST) Concentrated Districts, During the Year 2008:

S. No.	State / UT	District / JNV Name
1.	Chhattisgarh	Sukma (Erstwhile Dantewada)
2.	Madhya Pradesh	Jhabua
3.	Odisha	Malkangiri
4.	Andhra Pradesh	East Godavari (Erstwhile Khammam)
5.	Rajasthan	Banswara
6.	Jharkhand	Pakur
7.	Gujarat	Dahod
8.	Maharashtra	Nandurbar
9.	Assam	Karbi Anglong
10.	Meghalaya	East Khasi Hills

For the larger benefit of person with disability and SCs/STs candidates in the field of Teacher Education, the Provision of reservation and relaxation in the marks for admission is applicable as per the rule of Central Govt./State Govt. in NCTE.

Kendriya Vidyalayas (Central Schools):

The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI) of 1860 on 15th December 1965. The primary aim of the Sangathan is to provide, establish, endow maintain, control and manage the Kendriya Vidyalayas located all over India and abroad. The Government of India wholly finances the Sangathan.

15% seats for Scheduled Caste and 7.5% seats for Scheduled Tribes are reserved in all fresh admissions in all Kendriya Vidyalayas. Those SC/ST students who are admitted under RTE quota are exempted from payment of fee. All the SC/ST students are exempted from payment of tuition fee upto class XII. As on 30.11.2022, 289652 scheduled caste and 91066 Scheduled tribe students are enrolled in Kendriya Vidyalayas.

National Council for Teacher Education (NCTE):

There is a provision in the eligibility criteria for admission in the teacher education courses, that the reservation and relaxation for SC/ST/OBC PWD & other categories shall be as per the rules of central Govt./ State Govt. whichever is applicable.

As per the above said notification, a teacher with D.Ed. (Special Education) & B.Ed. (Special Education) qualification for appointment as a teacher to teach classes I to V and classes VI to VIII respectively shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

As per the above said notification, a teacher with D.Ed. (Special Education) & B.Ed. (Special Education) qualification for appointment as a teacher to teach classes I to V and classes VI to VIII respectively shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

National Council of Educational Research and Training (NCERT):

1. Digital Education Initiatives

1. Digital Education Initiatives under PM e-VIDYA are primarily meant for *Quality Education for All* which is the prime objective of the National Education Policy 2020 (NEP 2020). PM e-VIDYA initiative is unfolded through its 6 components namely

- a. **12 PM eVIDYA DTH TV for School Education as *One Class One Channel*** for classes 1-12 which is soon going to be expanded to 200 more channels for States/UTs enabling the dissemination of e-Content in other Indian languages
- b. **DIKSHA- Digital Infrastructure for Knowledge Sharing as *One Nation One Digital Platform*** integrated with PM e-VIDYA
- c. **SWAYAM MOOCs for School Education**
- d. **Community Radio and Podcast** for extensive use of radio, community radio and podcast for dissemination of audio eContent through 400 Radio Stations (132 All India Radio Stations, 11 Gyan Vani FM Stations and 257 Community Radio Stations)
- e. **e-Content for DIVYANG** ensuring inclusive education for Children with Special Needs (CWSN)
- f. **Online Coaching for Competitive Exams-IIT-PAL and E-Abhays for IIT-JEE exams.** PM e-VIDYA is thus a comprehensive initiative that aims to unify all efforts related to digital/online/on-air education.

PM e-VIDYA is designed to ensure the objectives of the foundational pillars of NEP 2020, i.e., access, affordability, equity, quality and accountability. Therefore, the initiative is inherently inclusive and aimed to facilitate learners across every class and community.

2. **National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)**, a capacity-building programme for "Improving Quality of School Education through Integrated Teacher Training", aims to build competencies among all the teachers and school principals at the elementary stage. NISHTHA is the world's largest teachers' training programme wherein standardized training modules are developed at the national level for all States and UTs.

Like other teachers, school heads and teacher educators from States and UTs across the country, teachers, and school heads of schools across the country including Eklavya Model Residential Schools (EMRSs) under the Ministry of Tribal Affairs (MoTA) are also on board for NISHTHA training. In the recent past, NISHTHA training for the teachers and school heads of Eklavya Model Residential Schools (EMRSs) were conducted.

2. **Capacity Building of Teachers of Gyanodaya Vidhyalaya of Madhya Pradesh on Gender Concerns for Socio-Economically disadvantaged Groups especially Schedule Caste children for Inclusive Education**

The capacity building programme was organised in two phases (**Phase-I, 30th January -3rd February, 2023, Phase-II, February 6th -10th, 2023**) to sensitize elementary teachers on gender and

inclusive concerns in the light of NEP 2020, make them aware about concerns related to SC children and equip them with gender friendly and inclusive pedagogical practices. Background material and tools for need assessment were developed in English and Hindi. Field visit was conducted for need assessment in Hoshangabad and Bhopal from 10-11 November, 2022. Data collected from field has been analyzed and themes for the program were identified accordingly. The program was of 5 days duration each and held at Administrative Academy, Bhopal, Madhya Pradesh. Total number of 106 participants and Resource Persons attended the programme. A feedback was also taken from the participants about the programme for the two phases.

3. Professional Development of In-service Teachers at Elementary Level in Pota Cabin Schools of Tribal concentrated Districts in Chhattisgarh

Preliminary materials was collected from various sources and concept paper and tools were developed. The initially developed tools were validated in a two days workshop. Then field work for need assessment of teachers was organized in different Pota Cabin schools of Dantewada., Sukma and Bijapur districts in Chhattisgarh. The training programme was held from 20 to 24 January, 2023 in SCERT, Raipur. 57 participants from different Pota Cabin Schools and 18 Resource Persons (RPs) from RIE Bhopal, NIE and SCERT Raipur attended the programme.

4. Documentation of Experiential Learning as Resources of Various Tribal Groups in India

Under the project titled 'Documentation of Experiential Learning as Resources of Various Tribal Groups in India', particularly tribal groups in North, South, West, East & North-East and Central tribal zones of the country were selected. In every tribal zone, at least one tribal group namely, Gaddi tribe of Himachal Pradesh, Kadar tribe of Kerala, Agaria tribe of Gujarat, Riang tribe of Tripura and Bhil tribe of Madhya Pradesh in different phases were selected to study on their socio-cultural aspects and educational perspectives and to develop documentary video film. In this context, various study tools such as questionnaire for Headmaster and teachers, interview schedule for SMC members, parents and community people and classroom observation schedule were developed and workshop was organized to validate the tools by the experts.

Consequently, field work in first phase from 16 to 19 November, 2021 was completed among Bhil tribal groups in Jhabua district of Madhya Pradesh. Relevant data was collected from headmaster, teachers, SMC, parents and community people by using various tools. In second phase, field work was organized among Riang tribal groups in Dhalai district of Tripura from 11 to 15 January, 2022. Relevant data from there was collected. Similarly, field works were held to study Agaria tribe of Gujarat, Kadar tribe of Kerala and Gaddi tribe of Himachal Pradesh. The project is in progress.



Educational Development of North East and Hill States

At present, there are 10 States and 2 UTs that enjoy Special Category Status: Arunachal Pradesh, Assam, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand and Jammu & Kashmir and Ladakh. These states have some distinct characteristics. They have international boundaries, hilly terrains and distinctly different socio-economic developmental parameters. These States have

also geographical disadvantages in their effort for infrastructural development and also late starters in development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. In view of the above problems, the central government sanctions 90% in the form of grants in plan assistance to the North Eastern & Hill States and 100% in Ladakh being a Union Territory.

Education in Special Category States at a glance

Sl. No.	State	Enrolment in Higher Educational Institutions 2020-21	Gross Enrolment Ratio Higher Education (18-23 yrs.) 2020-21	Gender Parity Index Higher Education (18-23 yrs.) 2020-21
1.	Arunachal Pradesh	59735	33.7	0.94
2.	Assam	697093	17.5	1.09
3.	Manipur	138499	37.8	1.05
4.	Meghalaya	97584	25.8	1.28
5.	Mizoram	38710	26.8	1.05
6.	Nagaland	46954	17.3	1.26
7.	Sikkim	34774	39.9	1.21
8.	Tripura	92660	19.2	0.92
9.	Jammu & Kashmir	398854	25.0	1.18
10.	Ladakh	3147	8.4	2.20
11.	Himachal Pradesh	289585	38.7	1.33
12.	Uttarakhand	620151	45.7	1.14

Source: All India Survey on Higher Education 2020-21

Improvement of higher education prospects in the special category states/UTs has been one of the key concerns of the Government of India for some time. It is candidly believed that overall development of the northeast has strong relation with expansion of educational network.

Therefore, there is a need for drawing the road map to realize the long-awaited aspiration of the people of the north-east to be active partners in mainstream national programmes of development.

Centrally Funded Higher Educational Institutions in Special Category States

State	Central Universities	IIM	IIT	NIT	IIIT	Other technical Institutions
Arunachal Pradesh	01			01		01-NERIST
Assam	02		01	01	01	01-CIT Kokrajhar
Manipur	01			01	01	
Meghalaya	01	01		01		
Mizoram	01			01		
Nagaland	01			01		
Sikkim	01			01		
Tripura	01			01	01	
Himachal Pradesh	01	01	01	01	01	
Jammu & Kashmir	02	01	01	01		
Uttarakhand	01	01	01	01		

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

Under RUSA, Special Category States (viz., North Eastern Region States, Uttarakhand, Himachal Pradesh, Jammu & Kashmir and Ladakh) are provided with 90% of central share of the approved project cost whereas the other States

are provided with 60% of central share support. Since the inception of RUSA, 679 Projects worth Rs 2928 crores have been approved in the North Eastern Region and Hilly States/UTs.

The details of new institutions approved in these regions under RUSA are given below:

State-wise details of the college approval under RUSA

S. No.	States/ UTs	Model Degree Colleges (General)	New Colleges (Professional & Technical)
1	Arunachal Pradesh	2	2
2	Assam	5	3
3	Himachal Pradesh	2	1
4	Jammu & Kashmir	3	3
5	Ladakh	0	0
6	Manipur	0	1
7	Meghalaya	2	2
8	Mizoram	0	1
9	Nagaland	2	2
10	Sikkim	2	2
11	Tripura	4	0
12	Uttarakhand	3	1

Under RUSA, the following activities have been undertaken in NER States and Special Category States/ UTs during 2022-2023 (Data as on 31.12.2022)

States	Component	Component Total (Rs.)	State-wise Total (Rs.)
Assam	Equity Initiative	1,12,50,000	68,42,92,000
	Infrastructure Grants to College	23,40,00,000	
	Infrastructure Grant to University	9,00,00,000	
	MMER Grants	4,75,42,000	
	New Model Degree College	13,50,00,000	
	New Professional College	5,85,00,000	
	Upgradation of Existing Degree College to Model Degree College	10,80,00,000	
Uttarakhand	Equity Initiative	1,12,50,000	23,49,67,500
	Infrastructure Grants to College	4,95,00,000	
	Infrastructure Grant to University	4,37,17,500	
	New Model Degree College	5,40,00,000	
	New Professional Colleges	5,85,00,000	
	Upgradation of Existing Degree College to Model Degree College	1,80,00,000	

IGNOU's Initiatives for Educational Development in Special Category States

IGNOU has taken special initiatives for the development of higher education to make it easily accessible to students living in underdeveloped, difficult, remote and minority-dominated special category states including the northeastern states, Himachal Pradesh, Uttarakhand and Jammu and Kashmir. The initiatives began with the establishment of IGNOU Regional centers in all these states. Since then, the University has contributed significantly by expanding its student support network to ensure access to equity of higher education in remote corners of these states; supplementing the conventional forms of education.

NORTH EAST REGION

IGNOU facilitates the expansion of educational development in the North East Region (NER) by providing opportunities of higher education, training, skill development and other initiatives. The University has made significant contributions for educational development through its network of 9 Regional Centers and 212 study centers across 8 states in the NER.

JAMMU AND KASHMIR

IGNOU operates through two Regional centers in Jammu and Kashmir, i.e., RC Jammu and RC Srinagar and one sub-Regional Center at Leh, for the U.T. of Ladakh. The number of Study centers under RC Jammu is 112 and under RC Srinagar is 50. There are 4 study centers under the sub-Regional Center at Leh.

UTTARAKHAND

The state of Uttarakhand is served by one Regional Center in Dehradun operating through a network of 28 Study Centers for providing learner support services.

HIMACHAL PRADESH

Academic and counselling support in Himachal Pradesh is managed with the help of 48 study centers operating under the Regional Center Shimla.

Book Promotional Activities in the North-East

National Book Trust, India has been organising more and more literary programmes across the

country in order to spread awareness about developing healthy reading habits among readers of all age groups. Following are some of the activities that were organised by the Trust during the period under review.

1. Symposium on Bodo Folktales and Bodo Women Poets' Meet (19-20 March 2022)

A 2-day literary programme was organized by National Book Trust, India in collaboration with Bodo Writers' Academy on 19-20 March 2022 at the Reimalie Academy College, Bijni, Dist. Bongaigaon, Assam. The programme comprised of "Bodo Young Writers' Symposium on Bodo Folktales" and "Bodo Women Poets' Meet". Eminent writer and the first-ever Sahitya Akademi Award winner in Bodo Language, Padmashri Dr. Mangal Singh Hazowary inaugurated the 2-day literary programme. Dr Birhas Giri Basumatary, Principal Bijni College and Dr. Jagat Chandra Basumatary, Principal, Salbari College were the Guests of Honour at the inaugural function.

In the Bodo Young Writers' Symposium on Bodo Folktales, 15 young Bodo writers retold age-old Bodo folktales filled with important life lessons over the course of three technical sessions. The three technical sessions were chaired by Mr. Manab Kumar Ramchiary, Mr. Rakheb Basumatary and Mr. Sapan Kumar Basumatary respectively.

Spread over three technical sessions, the Bodo Women Poets' Meet witnessed a total of 21 eminent Bodo women poets reading their poems. The three technical sessions were chaired by Ms. Anila Basumatary, Ms. Geetika Basumatary and Ms. Menaka Daimary respectively. The valedictory function of the 2-day literary programme was chaired by Mr. Rajen Basumatary, President, Bodo Writers' Academy. Dr. Dinanath Basumatary, Ex. Director, CUDC, Bodoland University was the Guest of Honour at the function.

2. Asamiya Advisory Panel Meeting

The first meeting of the reconstituted Asamiya

Advisory Panel Meeting took place at Jorhat, Assam on 16 December 2022 under the Chairmanship of Prof. Govind Prasad Sharma, Chairman, National Book Trust, India. Nine members of the Advisory Panel viz. Shri Pradip Baruah, Shri Sanjib Sabha pandit, Dr. Nabanita Bhattacharyya, Dr. Malabika Bhattacharyya, Shri Imran Ahmed, Shri Dibyajyoti Nath, Dr. Rani Mudiar Deka, Shri Anubhav Parashar and Dr. Bhupen Baruah attended the meeting. Smt Neera Jain, Chief Editor and Joint Director, NBT-India anchored the meeting. While deliberating on the agenda of the meeting, the members put forward several important suggestions on books and book promotional activities that NBT-India might take up in Assam in the near future.

Book Promotional Activities in J&K

National Book Trust, India aims at providing books in all Indian languages including tribal languages as well as dialects to readers across India in addition to organising various literary activities like book fairs, book exhibition, translation workshops, seminars, book release functions, panel discussions, etc. In furtherance to this objective and making books available to book lovers, NBT-India has been working towards making low-cost reading material available for the readers of Jammu & Kashmir in their languages.

During the period under review, NBT-India published a total of 6 titles in Kashmiri and 3 titles in Dogri language, namely *Kavya Makes Up Her Mind*, *Waiting for the Rain*, *Goa: A Story of My Wonderland*, *A Happy Sunday*, *Bond of Love*, and *A Friend Forever*.

Scholarship

Union Cabinet vide its decision dated 19.01.2022 approved for the continuation of the Scheme – Student Financial Aid (Pradhan Mantri

Uchcharat Shiksha Protsanhan [PM-USP] Yojana” till 31.03.2026 or till further review, whichever is earlier. Pradhan Mantri Uchcharat Shiksha Protsanhan Yojana comprises of three (3) components Central Sector Schemes namely (i) Central Sector Scheme of Scholarship for College and University Students; (ii) Special Scholarship Scheme for Jammu & Kashmir and Ladakh; and (iii) Central Sector Interest Subsidy Scheme and Credit Guarantee Fund Scheme for Education Loan.

Central Sector Scheme of Scholarship for College and University Students

Objective: Under the scheme, financial assistance is provided for pursuing higher studies to eligible meritorious students.

Eligibility: Students who are in the top 20th percentile of successful candidates in class XII and have a family income up to Rs. 4.5 lakh p.a. are eligible to apply.

Scope: 82,000 fresh scholarships are available for award every year (41000 for boys and 41000 for girls). These have been divided among the State Education Boards based on the State’s population

in the age group of 18-25 years.

Scholarship rate: The rate of scholarship is Rs. 12,000/- p.a. for the first three years and Rs. 20,000/- p.a. for the fourth and fifth years.

Direct Benefit Transfer (DBT): The scheme is covered under the DBT w.e.f. 1.1.2013 wherein the scholarship is disbursed directly into the bank account of beneficiaries.

Online Portal: CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass-out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal.

Reservation: Central Reservation Policy is being followed under the scheme 15% of seats are earmarked for SCs, 7.5% for STs and 27 % for OBCs and 5% horizontal reservation for Persons with Disabilities (PwDs) in all the categories.

The allocated quota of the NER/ Hill States, number of scholarships awarded and scholarship amount disbursed under CSSS during the period from 01.01.2022 to 31.12.2022 are as under:

S. No.	State	Allocated quota	CSSS (01.01.2022 to 31.12.2022)	
			No. of Scholarship Fresh + Renewal	Amount (in Cr.)
1.	Arunachal Pradesh	77	NA*	
2.	Assam	2002	223	0.26
3.	Himachal Pradesh	461	1022	1.05
4.	Jammu and Kashmir	768	503	0.53
5.	Manipur	181	338	0.40
6.	Meghalaya	166	68	0.07
7.	Mizoram	75	1	0.00
8.	Nagaland	176	33	0.04
9.	Sikkim	44	NA*	
10.	Tripura	236	662	0.70
11.	Uttarakhand	616	1751	1.99
	Total	4802	4601	5.04

Note:- Disbursal of scholarship to the state of Arunachal Pradesh and Sikkim is done through CBSE only (these states don't have their own State Education Boards)

Special Scholarship Scheme for Jammu & Kashmir and Ladakh:-

Objective:- The Special Scholarship Scheme for Jammu & Kashmir and Ladakh (SSS for J&K and Ladakh) aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Eligibility:- Students of Jammu & Kashmir and Ladakh having family income of up to Rs. 8.0 Lakhs per annum and having passed Class XII/ Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted seats through centralized counselling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship.

Scope:- 5000 fresh scholarships are provided every year (2070 for General Degree Courses, 2830 for Professional Courses and 100 for Medical Courses). There is a provision of interchangeability of slots, subject to shortfall in the number of General degree subject to savings accruing from any shortfall in the number of students opting for General Degree courses.

Scholarship Rate:- Scholarship is provided towards tuition fee and maintenance allowance. The rate of scholarship towards tuition fee for General Degree courses is Rs. 30,000 per annum, for Professional courses Rs. 1.25 Lakhs per annum and for Medical studies Rs. 3.0 Lakhs per annum. Fixed maintenance allowance of Rs. 1.0 Lakh per annum is provided to all students under the scheme. Inter-Ministerial Committee oversees the implementation and

monitoring of the scheme.

Reservation:- Reservation Policy as prescribed by the UT of J&K is adopted under the scheme i.e. 8% earmarked for Scheduled Castes, 10% for Scheduled Tribes and 22% for Socially and Economically Backward Classes (SEBC).

Direct Benefit Transfer (DBT):- The scheme is covered under the DBT wherein the scholarship is disbursed directly into the bank account of beneficiaries.

Online Portal:- The students are required to apply online on the AICTE web portal –www.aicte-jk-scholarship.in/.

During the year 2022 (01.01.2022 to 31.12.2022) Rs. 151.25 crore has been released to All India Council for Technical Education (AICTE) for awarding 14,064 scholarships (fresh + renewal)

Central Sector Interest Subsidy Scheme (CSIS)

Objective: The objective of the Scheme is to ensure that no one from the Economically Weaker Sections (EWS), including minorities, SCs/STs, women and disabled, is denied access to professional higher education only for the reason that he or she is poor.

Eligibility: Students enrolled in professional/technical courses from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional/technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs) are eligible. Those professional institutions/programmes which do not come under the ambit of NAAC or NBA require approval of the respective regulatory body. The interest subsidy is admissible only once either for Under Graduation or Post Graduation or integrated courses.

Scope: The scheme is intended to cover all those students belonging to EWS, with an annual parental/ family income up to Rs. 4.5 lakh per year.

Benefits: Under the Scheme, full interest subsidy is provided during the moratorium period (course period plus one year), on the educational loan up to Rs. 7.5 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this scheme.

DBT:- Disbursement of interest subsidy claims is done through Direct Benefit Transfer (DBT) mode into the student's Education Loan account.

Online Portal:- Every year an online portal is opened by the Canara Bank to enable the member banks to upload interest subsidy claims.

The details of number of claims and interest subsidy provided during the period from 01.01.2022 to 31.12.2022 in NER and Hill States are as under:

(No. of Claims and interest subvention amount)			
S. No	State Name	Claims (Nos.)	Interest subvention provided (Rs. in cr.)
1	Arunachal Pradesh	24	0.06
2	Assam	1360	2.61
3	Manipur	157	0.30
4	Meghalaya	617	1.44
5	Mizoram	25	0.06
6	Nagaland	50	0.10
7	Sikkim	51	0.14
8	Tripura	379	0.71
9	Jammu and Kashmir	4876	7.35
10	Himachal Pradesh	2761	4.63
11	Uttarakhand	4096	8.93
	Total	14396	26.32

Ishan Uday Special Scholarship Scheme for North Eastern Region:

The Ministry and the UGC have taken special interest with regard to promotion of Higher Education in the NER. For improving the GER, promoting higher education and for encouraging children belonging to Economically Weaker Section of the NE region, the scheme was launched from academic session 2014-15. Under the scheme, there is provision of providing financial assistance in the form of scholarship to 10000 students every year. The students with domicile of NER, who have passed Class XII or equivalent exam from a school situated within NER through any recognized Board of Education and have secured admission in general degree course, technical and professional courses including medical and paramedical courses (Integrated courses included) in Universities/ Colleges/ Institutions recognized by UGC, Institutions of National Importance/ Institutions recognized by other Statutory councils within as well as outside the States of NER are eligible for this Scholarship. For availing scholarship under this scheme, the income of the parents of the student should not exceed Rs. 4.5 lakh per annum.

Pattern of financial assistance:-

S. No.	Particulars	Rate of Scholarship w.e.f. 01.12.2014	Tenure of Scholarship
1.	General Degree courses	@ Rs.54,000/- per year	Full duration of the Under-graduate programme
2.	Technical & Professional courses (including Medical & Para medical courses)	@ Rs.78,000/- per year	

Ishan Vikas:

Ishan Vikas is an outreach programme coordinated by IIT Guwahati for schools and engineering college students from the North-Eastern states. The programme began with the initiative of the Ministry of Education in 2014, when a pilot programme was organized for schools students at IIT Guwahati in December 2014. It continued till December, 2017. However, visits by school and college students to IIT Guwahati as part of an educational tour from different parts of Assam and the North-East region continue to take place on request received from the school and college authorities.

In 2022, around 27 schools from in and around Assam visited IIT Guwahati which comprised approximately 1500 students and 150 teachers. Also, Outreach Education Programme played a vital role in conduct of “5 days Residential Science teachers training programme” in the year 2022. The training programme was conducted in 3 phases and around 1000 science and mathematics teachers from Government schools of Assam actively participated in the training.

All India Council for Technical Education (AICTE)

AICTE- Grant Augmenting Infrastructure in North Eastern Region (GAINER)

To enhance the functional efficiency of the technical institutes located in far-flung areas of North East India, AICTE has launched a scheme extending financial assistance for construction of rainwater harvesting system, alternative power support & availability/connection of internet facility. This scheme is being implemented through IIT-Guwahati.

Limit of funding for solving water problem per institute is Rs. 15.00 lakh; for procurement of solar energy plant or generator per institute is Rs.

20.00 lakh; and for facilitating proper internet connection maximum of Rs. 5.00 lakh. During the year 2022-23, an amount of Rs. 66,38,479/- for Solar projects and Rs. 26,24,595/- for Water projects were released as 2nd instalment. Also Rs. 7,88,414/- was released for Internet Projects as 1st instalment (sanctioned during 2021-22). No new projects were sanctioned in the year 2022-23.

AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES) - NER

CAFES Scheme aims to support Government/ Government-aided engineering colleges in existence for more than 5 years for construction of girls/boys hostels, was originally for students belonging to SC/ST category. During the year, AICTE introduced a new variant CAFES-NER to support institutions located in NER, for construction of a 40-seater hostel. Funding of up to Rs. 3.25 crore, is provided to the institute to complete the project within the period of 3 years. During the year 2022-23, an amount of Rs. 1,20,00,000/- was released as the 2nd instalment. No new projects were recommended for funding the hostels during the year 2022-23.

AICTE ICT Academy

AICTE has signed an MoU for Jammu and Kashmir Employability Enhancement Training (JEET) Programme on 6 December 2020 with ICT Academy for providing Employability Enhancement Training to the final and pre-final year students in the Union Territories of J&K and Ladakh. The target Sector of the program is IT/ITeS Sector – Advanced IT Skills where the project duration will be of 24 months and the number of beneficiaries will be 5,000.

This Project implementation got delayed initially due to COVID-19. However, at present, under this initiative, 2434 students have been registered so far, out of which 1192 students have joined

classes and 582 have completed training. It is also pertinent to mention that recently a placement drive was also conducted at Jammu & Kashmir on 15th and 17th September 2022 respectively in which 27 students were also placed.

J&K Internships

The objective of this scheme is to provide exposure to the youth of Jammu & Kashmir and Ladakh to academic culture in institutions of higher learning. It is expected that they will be working on cutting-edge research in the field of science and technology under the guidance of faculties from these premier institutions.

AICTE has been facilitating the internships of Jammu & Kashmir and Ladakh students in the following premier institutions on year on year basis: IIT Guwahati, IIT Kanpur, IIT Bhubaneswar, IIT Ropar, IISER Pune, IISER Kolkata.

At present, the above-mentioned institutions have been contacted by AICTE for providing information pertaining to availability of seats & schedule for the upcoming internship program. Accordingly, AICTE's J&K internship portal will be opened in which students of HEI's of J&K and Ladakh region will be able to apply for upcoming scheduled internships.

Research Promotion Scheme NER (RPS-NER)

The Research Promotion Scheme (RPS) aims to create a research ambience in the institutes by promoting research in engineering sciences and innovations in established and newer technologies and to generate Master's and Doctoral degree candidates to augment the supply of research experience faculty and research personnel in the country. A separate variant RPS-NER was created to provide support to technical institutes located in NER, with maximum funding of Rs. 25 lakh to the shortlisted institutes. 10 proposals found to be having merit in them are being considered for funding with a total amount of Rs. 130 lakh during the year 2021-22. No project has been sanctioned during 2022-23.

North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Arunachal Pradesh

Perched in the untrammelled beauty of the "land of the rising sun" the North Eastern Regional Institute of Science and Technology (NERIST) was set up by the Government of India, initially as a pilot project of the North Eastern Council, Shillong on 9th July 1983 under the Ministry of Home Affairs, Government of India to create a base of technical manpower, aimed at meeting the challenges at various level of development in the region. The campus of the Institute is located at Nirjuli, Itanagar, the capital city of Arunachal Pradesh and is well connected to Guwahati by road, air and rail.

The Institute came under the direct control of Ministry of Education, Government of India, from 1st April 1994. It has been conferred with the "Deemed to be University" status on May 31st, 2005, by the MoE under Section-3 of the UGC Act, 1956.

Academic Programmes:

The Institute follows a modular pattern of education, having a multiple entry and exit system and is producing skilled manpower in different levels, i.e., Certificate, Diploma and Degree, through its innovative educational programmes. The system of education adopted at NERIST is aimed to enable the region, consisting of eight states comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, to bridge the technology gap with the rest of the country, and also to increase the pace of socio-economic development in the region. Sikkim has been included as the 8th beneficiary state of the Institute in the year 2006.

Vision of the Institute:

To produce professionals with competency for pursuing excellence in Science & Technology Education, Research, and Entrepreneurship with

ethical values and social sensitivity for offering specialized services to society meeting the global requirements and standards in a multicultural environment.

Mission of the Institute:

- To create a niche in the field of science & technology education and research through an innovative modular system.
- To produce globally competitive technical and scientific manpower in different disciplines with high ethical values and with particular reference to the North Eastern Region.
- To induce in engineers/technologists and trainees a mindset full of creativity to pursue excellence with focus on stakeholders, accountability, environment, and people.
- To develop collaborations with world-class R&D organizations, industries, and educational institutions in India and abroad for attaining excellence in teaching, research and consultancy practices.

Administrative setup:

The Institute is registered as a Society under the Societies Registration Act of 1860. At present, the Hon'ble Governor of Arunachal Pradesh is the ex officio President of NERIST Society.

Salient Features:

- Modular Technical Education System;
- Multi-point entry and exit system;
- Unconventional and innovative academic programme to create technical manpower at various levels for the development of NE Region;
- Development of knowledge, skills and value-based education system;
- Highly qualified faculty and dedicated staff;
- P.G. and Ph.D. programmes;

- Well-equipped laboratories and workshops;
- Fully residential campus;
- Dedicated service for the development of the North-East Region.

Financial data for the year 2022-23

Object Head	BE- 2022-23	Total funds Released (till 21.12.2022) (₹ in Crore)
OH-31	46.00	52.50
OH-35	12.00	13.50
OH-36	56.00	54.00
Total	114.00	120.00

Central Institute of Technology Kokrajhar

Central Institute of Technology (CIT), Kokrajhar is a centrally funded institute under Ministry of Education, Government of India. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under the directions of its Board of Governors (BoG). CIT is situated at a serene landscape near the Head Quarters of Bodoland Territorial Council (BTC) in the Kokrajhar District of Assam. CIT was established for the basic objective of fulfilling the aspirations of the local people of lower Assam relating to their cultural identity, language, education and overall economic development of the region and to impart the local youths with requisite technological and vocational training to produce the required manpower to give the impetus to the economic growth of this area and to integrate the local people into the mainstream of technical and vocational education.

CIT was established on the 6th day of December 2006. The genesis of this Institute was the Memorandum of Settlement (MoS) on Bodoland Territorial Council (BTC) signed among the Union Government, the Government of Assam and the Bodo Liberation Tigers, on February 10, 2003. It has been declared as an "Institution Deemed to

be University” vide Notification No. F.9-1/2016-U3(A) dated December 13, 2018, of the Ministry of Education, Government of India.

Reporting on the Academic Activities of the Institute

Admission report: Under the newly granted status of Deemed to be University, CIT Kokrajhar had started the following programmes from the academic session 2019-20 as per the revised rules and regulations.

Diploma Programmes are:

1. Electronics & Telecommunications Engineering,
2. Computer Science and Engineering,
3. Control and Instrumentation Engineering,
4. Food Processing Technology,
5. Civil Engineering and
6. Animation and Multimedia Technology.

U.G. (B. Tech. & B. Des.) Programmes are:

1. B. Tech. in Electronics & Communications Engineering,
2. B. Tech. in Computer Science & Engineering,
3. B. Tech. in Instrumentation Engineering,
4. B. Tech. in Food Engineering and Technology,
5. B. Tech. in Civil Engineering and
6. B. Design (Specialisation in Multimedia Communication and Design).

P.G programmes are:

1. M. Tech in Food Engineering and Technology,
2. M. Tech in Water Resources and Hydraulic Engineering,
3. M. Tech in Green Energy Technology,
4. M. Des (Specialized in Multimedia Communication and Design),
5. M. Tech in Computer Science & Engineering.

Ph.D. programmes in all subject areas based on the available expertise and resources have been in been in effect since January 2019.

Financial data for the year 2022-23

Object Head	BE-2022-23	Total funds Released (till 21.12.2022) (₹ in Crore)
OH-31	22.00	0.00
OH-35	13.00	6.50
OH-36	23.00	9.50
Total	58.00	16.00

Concession for the wards of Kashmiri Migrants

Certain concessions were allowed for the wards of Kashmiri migrants as well as Kashmiri Pandits/ Kashmiri Hindu Families (Non-Migrants) who are living in the Kashmir Valley in the matter of their admission to the educational institutions in other parts of the country. As Kashmiri migrants continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country.

- i. Relaxation in cut-off percentage up to 10% subject to minimum eligibility requirement.
- ii. Increase in intake capacity up to 5% course-wise.
- iii. Reservation of at least one seat in merit quota in technical/professional institutions.
- iv. Waiving off domicile requirements for Kashmiri Migrants only. Kashmiri Pandits/ Kashmiri Hindu Families (Non-Migrants) living in the Kashmiri Valley need domicile certificate.

Supernumerary seats for students from Jammu & Kashmir in all HEIs

2 seats to be created under supernumerary quota in all recognized Higher Education Institutions for students from J&K.

Education of Minorities

Department of Higher Education:

1. National Commission for Minority Educational Institutions (NCMEI):

National Commission for Minority Educational Institutions (NCMEI), Act 2004 has been enacted to safeguard the educational rights of the minorities enshrined in Article 30 (1) of the Constitution of India. The Commission is a quasi-judicial body and has been endowed with the powers of a Civil Court for the purpose of discharging its functions under the NCMEI Act.

The functions of the Commission include deciding all questions relating to the status of the institution as a Minority. The Commission also advises the Central Government and the State Government/UT Administrations on any question relating to the education of minorities that are referred to it.

During 2022-23 (from 1.4.2022 to 31.12.2022), a total of 275 fresh petitions were registered, of which 251 petitions were for grant of Minority Status Certificate and 23 were of miscellaneous matters and 01 appeal case against the State Competent Authority. During the period 541 petitions, which includes ongoing cases were disposed.

Further, from 1.4.2022 to 31.12.2022 a total of 122 Minority Status Certificates have been granted to Minority Educational Institutions. Since inception and up to 31st December 2022, 13,790 Minority Status Certificates have been granted/issued by the Commission.

2. National Monitoring Committee on Minorities' Education (NMCME):

The National Monitoring Committee for Minorities Education (NMCME) under the Chairpersonship of Hon'ble Education Minister was constituted on 3.8.2017 for a period of three years. The Committee included eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stakeholders.

3. Rashtriya Uchchar Shiksha Abhiyan (RUSA):

The Rashtriya Uchchar Shiksha Abhiyan (RUSA) Scheme focuses on unserved and underserved areas such as Educationally Backward Districts and Aspirational districts that have high socially/economically backward populations. Initiatives under RUSA such as Creating new colleges help in the enrolment of students from unserved and under-served regions and bring down regional disparity. It also increases Gross Enrolment Ratio (GER) across gender and social categories. The proposals under the components are submitted by State Governments based on their felt needs and requirements.

Since the inception of RUSA, 409 projects worth Rs 1870.39 crores have been approved in the 90 Minority Concentrated Districts that had been identified by Ministry of Minority Affairs.

Department of School Education & Literacy

1. Kasturba Gandhi Balika Vidyalayas (KGBVs):

Under Samagra Shiksha, the existing KGBVs at the upper primary level and Girls' Hostels at the secondary level are being extended/converged to provide residential and schooling facilities to girls up to Class –XII. The task of up-gradation of KGBVs was started in the year 2018-19 and a total of 357 KGBVs have been upgraded up to class X and 2010 KGBVs have been upgraded up to class XII till date. As on 30.09.2022, taking into account the merger/convergence of KGBVs, the number of sanctioned KGBVs is 5646 with a capacity of 806528 girls. Out of these, 4988 KGBVs are operational with the enrolment of 669070 girls. Category-wise details of enrolment of girls are as under:

KGBVs Sanctioned	KGBVs functional	Category-wise Girls Enrollment										Total Girls enrolled
		SC		ST		OBC		BPL		Muslims		
		No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	
5646	4988	182841	27.32	175366	26.21	238708	35.68	46115	6.89	26040	3.89	669070

(Source: Prabandh)

KGBV status in Muslim Concentration Districts:

818 KGBVs have been sanctioned in 88 Muslim Concentration Districts having 20% and above Muslim population and select urban areas, out of which 657 are functional. Further, 267 KGBVs have been upgraded up to class X/XII in 88 Muslim Concentration Districts.

2. Teacher Education:

Under the Centrally Sponsored Scheme of Samagra Shiksha, 53 Block Institutes of Teacher Education (BITEs) have been sanctioned to

be established in the Minority Concentration Districts (MCDs) and SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BITE shall be a pre-service elementary teacher education institution. Out of the 53 BITEs approved, 21 BITEs are in Minority Concentrated Districts (MCDs).

At present, 18 BITEs are functional, out of which only two BITEs are in Minority Concentrated Districts viz: Rangia, Kamrup in Assam (total intake capacity of 50 students with 95% enrolment); and Nagina, Mewat in Haryana (total intake capacity of 50 students with 90% enrolment).

3. Education for Minorities by National Institute of Open Schooling (NIOS):

National Institute of Open Schooling (NIOS) is an autonomous institution under MoE, Govt.

of India. NIOS provides learner-centric quality school education through Open and Distance Learning (ODL) mode to all with special concern for girls and women, rural youth, working people, Scheduled Caste/Scheduled Tribe, Minorities and other disadvantaged groups. With international recognition and presence, NIOS is also endeavoring for the promotion of quality school education amongst Minority communities. As per the directions of MoE, NIOS has established a Minority Cell in the year 2006 to pay special attention to the educational needs of Minority communities. At present, three persons (One Section Officer, One Assistant and One Peon) are working in Minority Cell. The Cell is running

under the overall supervision of Joint Director (Student Support Services) and Director (Student Support Services).

Special Relaxations for Minority Community by NIOS

With a view to providing quality modern education to the Muslim Minority, several exemptions have been provided for accreditation to the Madrasas to function as Study Centre of NIOS. The Madrasas have been exempted from paying accreditation fee of Rs.20,000/-.

In order to operationalize the Scheme for Providing Quality Education in Madrasas (SPQEM), full exemption of fees is granted to Muslim learners enrolled through Madrasas to the NIOS courses. Under the SPQEM Scheme, Madrasa/Maktab/Darul-Uloom can opt for accredited Study Center with NIOS for offering Secondary/Sr. Secondary level programmes. Madrasas which have been in existence for a minimum period of three (03) years and are affiliated with Central or State Education Acts or Madrasa Board or NCMEI would be eligible to apply for assistance under this programme. NIOS courses have been made available in Urdu medium both at Secondary and Senior Secondary level for the benefit of such learners, who are having Urdu background. Arabic and Persian subjects have also been introduced at Senior Secondary School curriculum in addition to the existing eight subjects in the language category.

Implementation of online admission process

The admission process in NIOS is 100% online. Online admission has been implemented for Madarsa through NIOS official portal www.nios.ac.in. This has enabled the Madrasa to enroll their learners through online mode. Under SPQEM, the admission and examination fees are exempted for the learners of Minority registered through accredited Madarsa in On-Line admission. At present total of 148 Madarsa covered under SPQEM, are functioning as study centres of NIOS in all over India. *The numbers of Minority students who had taken admission both at Secondary and Senior Secondary level in the year 2022 were 4600. The total Minority students who had appeared for the public examination 2022 was 6200, out of which 2803 students have been certified.*

Advocacy and Equivalency

Advocacy programmes are being organised to offer the courses under SPQEM all over India through NIOS Regional Centres. Equivalency to the courses of five Madarsa (Madhya Pradesh, Uttar Pradesh, Bihar, Chhattisgarh and West Bengal) has been already granted. The Secondary passes out students from these Madrasa Boards are now eligible to take admission in Senior Secondary Certificate course of NIOS.



Educational Development of Women

The National Policy on Education (NPE), 1986, as revised in 1992, a path-breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women. This will be an act of faith and social engineering.... The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring..."

It has always been a constant endeavour of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been phenomenal growth in the enrolment of women students in higher education in the country. The share of girls' enrolment which was less than 10% of the total enrolment on the eve of independence has now shown an increasing trend. The Gender gap in GER has also decreased during the period from 2010 to 2021.

Gross Enrolment Ratio (GER)

The tables below indicate the time-series increase over the last 9 years in GER (General), GER (SC) and GER (ST) among both genders. In terms of female participation, the GER for females has crossed the GER for males for the first time in 2017-18 and the trend continues.

Gross Enrolment Ratio

Year	All Categories		
	Male GER	Female GER	Total GER
2012-13	22.8	20.2	21.6
2013-14	23.6	21.9	22.8
2014-15	24.5	22.9	23.7
2015-16	24.2	23.0	23.7
2016-17	24.3	23.8	24.1
2017-18	24.5	24.6	24.6
2018-19	24.4	25.5	24.9
2019-20	24.8	26.4	25.6
2020-21	26.7	27.9	27.3

(Source: AISHE)

Significant Increase has also been observed in SC Female GER and ST Female GER. ST Female GER has almost doubled as compared to 2012-13.

SC and ST Female GER

Year	Female Total GER	SC Female GER	ST Female GER
2012-13	20.2	15.3	9.9
2013-14	21.9	17.0	11.2
2014-15	22.9	18.8	12.2
2015-16	23.0	18.8	12.7
2016-17	23.8	19.9	13.9
2017-18	24.6	21.0	14.5
2018-19	25.5	22.8	16.1
2019-20	26.4	23.2	17.0
2020-21	27.9	23.9	19.1

(Source: AISHE)

In so far as GER (Female) is concerned, states such as Chhattisgarh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Puducherry, Rajasthan, Telangana, Uttarakhand and Northeastern states have made impressive progress.

Gender Budgeting Cell: The gender Budgeting cell is reconstituted and renamed as Gender and Child Budget Cell (G&CBC) with the intention

of implementing and committing to various Gender Responsive Budgeting (GRB) initiatives with the objective of influencing and effecting a change in Ministry's policies, programmes in a way that could tackle gender imbalances, promote gender equality and development and ensure that public resources through the Ministry budget. The Gender Budget Cell in the Ministry has been re-constituted on 27th May 2019 with EA (HE) as Chairperson.

Universities exclusively for Women: 17 Universities are **exclusively for women** with 2 each in Haryana, Karnataka, Rajasthan, Tamil Nadu and West Bengal and 1 each in Andhra Pradesh, Assam, Delhi, Himachal Pradesh, Maharashtra, Odisha and Uttarakhand.

Gender Distribution: According to the AISHE report 2020-21, Student enrolment at Under Graduate level has 51.4% male and 48.6% female. The diploma has a skewed distribution with 63.7% male and 36.3% female. The Ph.D. level has 54.9% male and 45.1% female. Integrated levels have 55.1% male and 44.9% female. PG Diplomastudent enrolment is 56.2% for male students and 43.8% for female students.

Uttar Pradesh, with its highest student enrolment in India, has 51.1% male and 48.9% female students. Maharashtra has the second highest student enrolment with 54.8% male and 45.2% female. Thereafter, Tamil Nadu has 49.8% male and 50.2% female, Madhya Pradesh with 52.9% male and 47.1% female students. In Karnataka, percentage of female students enrolled is 49.9% whereas in Madhya Pradesh more male students are enrolled as compared to female students.

Rashtriya Uchhtar Shiksha Abhiyan (RUSA)

Various components of RUSA allow scope for benefitting women and women's universities and colleges. The proposals under the components are submitted by State Governments based on their felt needs and requirements. Till date, amongst the institutions supported under RUSA, central assistance has been approved for 8 Women's

Universities and 325 Women's colleges in the country under the components of creation of Universities by way of upgradation of existing autonomous colleges, creation of Universities by conversion of colleges in a cluster, infrastructure grants to Universities, Infrastructure grants to colleges, Equity Initiatives and Research, Innovation & Quality Improvement and Model Degree Colleges

University Grants Commission (UGC)

1. Scheme: "Development of Women's Studies in Indian Universities and Colleges"

The UGC programme for promotion of women's Studies envisages financial assistance to universities and colleges for setting up centres and cells for Women's Studies. The Centres/Cells are required to undertake research, develop curricula and organize training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights, social exploitation, etc. These activities are expected to contribute not only to social awareness and change but also to academic development.

Objectives of the Scheme:

- To provide financial assistance to Women's Studies Centres for the expansion of Women Studies through teaching, research and field action.
- Interdisciplinary approach and theoretical grasp to enhance the understanding of society by highlighting feminist perspectives on social transformation, development and processes of exploitation.
- Constant interaction with field reality through field action programmes that feed into academic activity.

Achievements/ progress from January 2022 to December 2022:

- At present, 159 Women's Studies Centres have been established in various

Universities and Colleges under this scheme.

- Details of fund allocation to UGC and its utilization in WS scheme from January 2022 to December 2022:-

Allocated Budget	Grant released by WS Section from January 2022 to December 2022
13.51 Crore, FY 2021-22	4.05 Crore (January 2022 to March 2022)
12.00 Crore, FY 2022-23	7.72 Crore (April 2022 to December 2022)
Grand total released amount	Rs.11.77 Crore [01-01-2022 to 31-12-2022]

Gender Sensitization

Under this scheme, Two Schemes are being dealt by the GS section i.e. (i) Gender Sensitization and (ii) Gender Champion, the details are as under:

The UGC set up a Task Force to “Review the Measures for Ensuring Safety of Women on Campuses and Programs for Gender Sensitization” on 8th January 2013, under the Chairmanship of Member UGC, to assess the situation prevailing in all institutions of higher learning to ensure the freedom, safety and security of girls and women, in particular, and the entire youth in general.

Achievements:

UGC has issued the following advisories once in a year to the Vice-Chancellors of all the Universities (all advisories available on UGC website i.e. www.ugc.ac.in and saksham.ugc.ac.in):

- Annual return on cases of Sexual harassment: UGC sends an advisory once a year to the Vice-Chancellors of all the Universities with the request to send the information regarding Annual Return on cases of Sexual Harassment yearly and to constitute an Internal Complaint Committee and also inform the same to affiliated colleges with request to fill online compliance of Gender Audit at SAKSHAM

web portal. The latest advisory has been uploaded on 10-06-2022.

- To implement the guidelines of Gender Champions: UGC sends an advisory once a year to the Vice-Chancellors of all the Universities with the request to implement the guidelines of Gender Champions and also inform the same to affiliated colleges with request to fill an online compliance of Gender Champion at SAKSHAM web portal. The latest advisory has been uploaded on 10-06-2022.

All India Council for Technical Education (AICTE)

- AICTE handles a scheme namely AICTE Pragati Scholarship Scheme, started in the year 2014, to award scholarship of up to Rs. 50,000/- per annum to meritorious Girl students. This is an attempt to give young women an opportunity to pursue higher technical education and prepare them for a successful future. The girl students admitted in AICTE approved institution of 1st year of Degree/ Diploma level course or 2nd year of Degree/ Diploma level course through lateral entry are eligible to apply in the aforesaid scheme. However, maximum two girls per family whose annual family income is less than Rs. 8 Lakh can avail the benefit of this scheme. Reservation @7.5% for ST, 15% for SC, and 27% for OBC candidates is followed as per the GoI norms. During the year 2022-23, Rs 78.49 Crore were disbursed to 16501 beneficiaries.
- Earlier the total number of scholarship was 4000 (2000 for Diploma and 2000 for Degree). But from the year 2020 onwards, the number has been increased up to 10,000 scholarships for 23 States/UTs whereas all eligible girl students from remaining 13 States/UTs (including Northeastern Region, J&K etc.) can be considered for the scholarship under the scheme.

- iii. AICTE Approved Institutions will organize workshops/ seminars on women empowerment and various steps, incentives and projects being made available for Girl students by the Government of India. AICTE schemes, in this regard, should be highlighted during these workshops/ seminars.

MoE/UGC/AICTE/all other HEIs have issued Advisories during the year regarding ensuring that a Special Drive be conducted in Autonomous Bodies /Public Sector Undertakings (PSUs)/ Higher Educational Institutions on the following activities:-

- i. To conduct sensitization workshops for their employees to make them aware of the provisions of the Act.
- ii. To observe the 25th of November as the International Day for the Elimination of Violence against Women.
- iii. To observe Discrimination against Women Pakhwada from 25th November to 10th December 2022.
- iv. Internal Complaints Committees to conduct a special drive to review the pending cases and take appropriate action before 9th December.

Improving Gender Balance in IITs

With a view to improving female enrolment in the B.Tech Programmes in IITs, a Committee under the chairmanship of Director, IIT-Mandi was constituted by the Joint Admission Board (JAB) to suggest suitable measures. The recommendations of the Committee were considered by the IIT Council in its 51st meeting held on 28.04.2017 and decided to increase female enrolment from 8% in 2016 to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats. By implementing the above decision, the female enrolment in B.Tech Programmes in IITs during the year 2018, 2019 & 2020 increased to 15.29%, 18% & 19.8% respectively. In the year 2021, the female enrolment in B.Tech was 19.72% by creating 1534 supernumerary seats.

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has made concerted efforts to reach out to girls and women learners, particularly in remote and rural areas. The University offers the following women-centric programmes through the School of Gender and Development Studies for gender justice and equity.

- (i) Master of Arts in Women's and Gender Studies (MAWGS)
- (ii) Post Graduate Diploma in Women's & Gender Studies (PGDWGS)
- (iii) Diploma in Women's Empowerment and Development (DWED)
- (iv) Ph.D. in Women's Studies (PHDWS)

The University has launched technology-enabled learning/training initiatives through innovative online (blended) programs/packages/modules derived from existing programmes, as well as new skill-based (praxis) modules/initiatives in gender sensitization. Expansion of learning/training initiatives, digitization of learning materials, and provision of interactive learning materials have been the major thrust areas to encourage women from remote areas to enroll in higher education. In July 2022 the enrolment of women learners was 2,13,178 in the various courses offered by the University. IGNOU has specific study centres, especially catering to women learners. The University aims in increasing women enrolment in the future.

National Institute of Open Schooling (NIOS)

NIOS (National Institute of Open Schooling) reaches out to weaker section of society including school dropouts and marginalized groups, such as rural youth, urban poor, girls and women, scheduled castes, scheduled tribes, backward classes, Divyangjan and ex-service personnel and weaker sections of the society.

Towards reaching to these prioritised groups,

NIOS intervened through many of the unique initiatives in the following areas:

NIOS has intervened through many unique initiatives including Second Chance Education (SCE) and “Tejaswini: Socio-Economic Empowerment of Adolescent Girls and Young Women Project” in tribal areas:

- **Second Chance Education (SCE):** NIOS is implementing Second Chance Education (SCE) Project with the support of UN Women to re-integrate women and girls from some of the most marginalised communities into formal education. In India, SCE programme is being implemented in 12 districts across 4 states – Bihar, Maharashtra, Odisha and Rajasthan, covering approximately 200 villages. The SCE programme enables and offers women and girls opportunities to re-enter or pursue formal education to undertake vocational education, receive entrepreneurship, digital, and professional training and skills, and find potential employment. SCE offers a comprehensive solution by adopting a holistic approach, leveraging partnerships at all levels, using innovative pedagogies and finance to achieve its objective.

The Second Chance Education (SCE) Project run by NIOS with the support of UN Women, is proactively supporting the education of women since 2018 and were able to break various barriers such as long distances between school and home, unsafe public transportation, lack of gender-specific toilets, and unequal gender norms that place the burden of domestic work on girls and women. The major outcome of the programme is that 87 percent of women belong to the various marginalised groups such as SC, ST, OBC, Women and Minority groups and the project covers only girls and women

- **“Tejaswini: Socio-Economic Empowerment of Adolescent Girls and Young**

Women Project”. The Project seeks to empower the adolescent girls especially girls from tribal community with basic life skills and thereafter provide further opportunities to acquire market driven skill training or completion of secondary education, depending on the inclination of the beneficiary. NIOS in collaboration with the Government of Jharkhand will achieve the project objective of improving completion of secondary education for dropouts of school adolescent girls and young women age group of 14-24 and will be delivered in 17 districts of Jharkhand. It has three main components — expanding social, educational and economic opportunities; intensive service delivery; and state capacity-building and implementation support. For effective implementation of the project, Model centre has been established at Ranchi and staffs have been appointed specifically for the purpose.

The five day Training programme for Academic Coaches under Tejaswini Project was organized by NIOS HQ, Co-ordinated by Regional Centre Ranchi in 17 Districts - Ramgarh, Godda, Pakur, Dumka, Deoghar, Bokaro, Dhanbad, Latehar, Jamtara, Koderma, Chatra, Palamu, Simdega, Lohardaga, East Singhbhum, Saraikella Kharsawan & Khunti (Jharkhand).

The objectives of this Training programme was -To Create awareness among academic coaches about the NIOS & Tejaswini project:- About 600 Academic Coaches have been trained during October and November 2022 about the process of admission and benefits of NIOS specially for the AGYW of the Tejaswini project & functions of NIOS, & other components related to the syllabus of class 8th and 10th, Examination & Question paper pattern, Sample question paper with answer writing method, Teaching Methods, Roles & responsibilities of Academic coaches. Training was imparted in subjects such as- Hindi, English, Math, Social Science, Science, Home Science, Yoga, Painting, Data Entry Operations, Cutting Tailoring & Dress Making, Economics.

Educational Development of Persons with Disability

Education is the most effective vehicle of social and economic empowerment. The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. In recent years, there have been vast and positive changes in the perception of society toward persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

National Education Policy (NEP), 2020

The National Education Policy (NEP) approved by the Cabinet in July 2020, advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. The policy has introduced major reforms to facilitate equitable and quality school education. To facilitate learning for all students and bridge the gaps of access to school education, special emphasis has been laid on Socio-Economically Disadvantaged Groups (SEDGs) based on gender & socio-cultural identities & disabilities etc.

It also underscores within its framework, education of children with special needs (CwSN). The policy is in complete consonance with the provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016. In order to ensure equitable quality schooling for CwSN recommendations such as suitable content development, strengthening of resource centres,

teacher training modules and capacity building of general teachers etc. have been incorporated in the policy.

Accessible India Campaign

The Ministry of Education issued various instructions from time to time to all the Centrally Funded Educational Institutions to ensure a barrier-free environment in the buildings, which would include provision of ramps, rails, lifts, adaption of toilets for wheelchair users, braille signages and auditory signals, tactile flooring etc. to PwDs, as envisaged in the PwDs Act.

University Grants Commission (UGC) has also issued various instructions from time to time to the Universities regarding Accessible India Campaign (Sugamya Bharat Abhiyan), as a nationwide flagship campaign for achieving universal accessibility for PwDs. It is also mandatory for All India Council for Technical Education (AICTE) approved institutions to have a barrier-free structure to encourage persons with disabilities for technical education. UGC has issued letter to the Vice-Chancellors of all Universities and the Principal of all Colleges for taking the necessary steps for implementation of the 'Accessibility Guidelines and Standards for Higher Education Institutions and Universities' (available on the UGC website) in the best interest of Divyangjan.

UGC provides building grant to colleges. The guidelines for construction of building insists on colleges to ensure creation of special facilities such as ramps, rails, and special toilets and make

other necessary changes to suit the special needs of differently-abled persons. These facilities are mandatory.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides that every school should have barrier-free access. The D/o SE&L, Ministry of Education on 7/01/2021 has instructed the States, UTs and Autonomous bodies to form a committee/sub-committee for reviewing and customizing the guidelines on barrier free access and advisory has been issued to make their websites accessibility complaint as per standard prescribed by NIC.

The Centrally Sponsored Scheme of Samagra Shiksha provides for barrier free access in the elementary schools for the benefit of children with special needs (CWSN). As per UDISE+ 2021-22 there are 8,92,683 schools having ramps and 6,25,777 schools having ramps with handrails and 2,92,020 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.

Under Samagra Shiksha Scheme (IE component) central assistance is provided for student oriented assistance @ Rs. 3500/- per child per annum, besides support for engagement of special educators, equipping resource room, making school barrier free, orientation of parents, administrators, educationists etc.

At present out of 1249 Kendriya Vidyalayas in the country, 1212 Kendriya Vidyalayas are provided with ramp up to ground level and 1109 Kendriya Vidyalayas with Special toilet facilities.

Under the Scheme for implementation of Persons with Disabilities Act (SIDPA), 1995, the Ministry of Social Justice & Empowerment also provides grants-in-aid for making barrier-free environment in Government buildings.



Higher Education

Rights of Persons with Disabilities Act, 2016 has been brought into force w.e.f. 19.04.2017 and notified on 28th December 2016, the Gist of the Act is given below:

- ✓ All Government institutions of higher education and other higher education institutions receiving aid from the Government shall reserve not less than five percent seats for persons with benchmark disabilities in terms of Section 32 of the Act.
- ✓ The persons with benchmark disabilities shall be given an upper age relaxation of five years for admission in institutions of higher education in terms of Section 32 of the Act.
- ✓ Every appropriate Government shall appoint in every Government establishment not less than 4% of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons with benchmark disabilities

It is enjoined upon Ministry of Education to ensure the effective implementation of the RPwD Act, 2016 in the Organisation/Institutions/Autonomous Bodies coming under the purview of MHRD, particularly for Section 32 of the said Act.

University Grants Commission (UGC):

The UGC, from time to time, has been conveying to the Universities and Deemed Universities the policy decisions, including reservations in admissions and employment in the Government of India pertaining to persons with disabilities. In addition, the decisions taken and the guidelines framed at the level of the Commission in this regard have also been circulated to all universities for implementation. The Commission had also circulated the Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 2016 to the universities requesting them to strictly follow the provisions contained therein.

The UGC has issued the letter to all Universities regarding Gazette Notification of the Rights of Persons with Disabilities Act, 2016 vide this office letter number F.6-5/2017(SCT) dated 19.01.2018 with a request to provide the action taken report on the following recommendations:-

- (i) To issue appropriate instructions for implementation of reservation of 5% of seats in every Government and Government aided higher educational institutions in terms of Section 32 of the Act.
- (ii) To work out a mechanism for orientation and sensitization at college and university level regarding the rights of PwDs in terms of section 39 (2) (d) and also to include the rights of persons with disabilities in the curriculum in the colleges and universities in terms of Section 39 (2) (f) of the Act
- (iii) To issue general instructions to all the establishments under its control regarding implementation of other provisions of the Act.

UGC has also issued the following letters to the Universities:

- ✓ to provide the facility of cassette recorders for Blind Students in universities,

- ✓ to make a barrier-free environment within a reasonable time frame of, say, two years for Universities and three years for colleges and schools,
- ✓ to provide facilities of Braille books and talking Books,
- ✓ to provide sign language and interpreters in institution having hearing-impaired students.

AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES) for Differently abled students

AICTE had introduced a Scheme for Campus Accommodation & Facilities Enhancing Social-experience (CAFES) to support the construction of hostels for SC/ST students and this was expanded to offer support to institutes for differently-abled students, as CAFES- PwD. JSS Polytechnic for the Differently Abled, Mysuru, Karnataka has been awarded a project under this during 2019-20 and so far, Rs. 2.70 crore have been released for the hostel under construction.

AICTE Saksham Scholarship Scheme for Differently-abled Students

AICTE awards Saksham Scholarship to differently-abled students with the aim to provide encouragement and support to pursue technical education. This is an attempt to provide young differently-abled students an opportunity to study further and to prepare for their successful future. The salient features of the scheme are as under:

The scheme is for all differently-abled students (Degree & Diploma) having more than 40% disability and whose annual family income does not exceed Rs. 8 lakh.

The candidate should have been admitted to either the 1st year or 2nd year (through lateral entry) of the Degree or Diploma programme in any of the AICTE-approved institutes. Amount of Scholarship: Rs 50,000 per annum.

The Table below gives the number of beneficiaries since the rolling out of the Scheme.

Year	SC		ST		PwDs	
	Beneficiaries	Amount (Rs.)	Beneficiaries	Amount (Rs.)	Beneficiaries	Amount (Rs.)
2015-16	3	90000	0	0	12	383350
2016-17	0	0	0	0	2	86300
2017-18	12	252030	0	0	157	3514954
2018-19	51	1037690	13	270000	489	10976340
2019-20	29	580000	9	180000	306	6597162
2020-21	127	2711961	38	765270	1033	23169539
2021-22	256	11938880	50	2258075	1531	71892784
2022-23	0	0	0	0	1	20000
Total	478	16610561	110	3473345	3531	116640429

Education of Persons with Disabilities in IGNOU:

Indira Gandhi National Open University is continuously striving to build a knowledge society through inclusive education. In a very short span of time, IGNOU has made a significant contribution in higher education, community education, extension activities and continual professional development through open and distance mode of education. Over the years IGNOU has lived up to the country's expectations of providing education to the marginalized sections of society. One such important section is that of persons with disabilities. Disabled-friendly delivery of learning, flexible entry criteria and door-step delivery of education encourage the admission of Persons with Disability (PwD). The study materials are made available on demand in Braille for blind learners.

The university established national Centre of Disability Studies to cater educational, vocational and rehabilitation needs of persons with disabilities through a wide range of activities. Instructional materials are made available on demand in disabled-friendly formats. The University enrolled 3683 disabled students among the fresh admission in 2022 and extended students support through Learners Support

Centres spread across the country. These LSCs have special arrangements to deliver learning in disabled-friendly environment. The university regularly organizes orientation/sensitization/training programmes to spread awareness/address issues of disabilities. In the reported period, the university conducted several sensitization and orientation programmes for students, faculty and staff of University. The University organized a Workshop for Capacity Building of faculty/counselor for curriculum adaptation and inclusive material development and teaching-learning process for students with disabilities to realize recommendations of NEP2020. The University organized a camp for assessment and distribution of Assistive Devices Camp for Students of the university in collaboration with ALIMCO under ADIP Scheme of Govt. of India. The University celebrated the 'International Day of Persons with Disabilities' to promote awareness and mobilize support for inclusion of persons with Disabilities at IGNOU Campus, and Regional Centres across the country.

School Education

The Right to Education Act, 2009 provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special- needs. The

RTE (Amendment) Act, 2012, which has come into effect from 1st August, 2012, contains the following provisions relating to children with disabilities:

- (i) Inclusion of children with disabilities in the definition of ‘child belonging to disadvantaged group’ in clause (d) of section 2 of the RTE Act.
- (ii) To provide that children with disabilities, including children with cerebral palsy, mental retardation, autism and multiple disabilities shall have the right to pursue free and compulsory education in accordance with Chapter V of the persons with Disabilities (Equal Opportunities, Protection of Rights and Full participation) Act, 1995’
- (iii) Children with “multiple disabilities” and Severe disability” may also have the right to opt for home-based education.

A person with disability, as defined in clause (s) of section 2 of the Right of Persons with Disabilities Act, 2016, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the RTE Act.

Table shows the Enrollment of children with Special Needs:

Year	Elementary (I-VIII)		Secondary (IX-X)		Higher Secondary (XI-XII)	
	ALL	CWSN	ALL	CWSN	ALL	CWSN
2014-15	197666909	2317863	38301599	219571	23501798	61046
2015-16	196716511	2285531	39145052	218455	24735397	60869
2016-17	189887015	2097315	38823854	218261	24397536	62649
2017-18	244756800	2025822	38480023	238845	24682548	77294
2018-19	184497196	1784766	38334571	247571	25506817	78507
2019-20	186560090	1906467	38464433	259664	25947160	82938
2020-21	187875490	1805383	39006375	277565	26922596	86223
2021-22	188632942	1841997	38528631	288231	28579050	110130

Source: U-DISE plus various reports

Samagra Shiksha – Inclusive Education for CwSN Component:

The Centrally sponsored Samagra Shiksha Scheme covers children with special needs (CwSN) from primary to senior secondary level across the country. The Scheme is regulated and governed by the provisions of the Right to Free and Compulsory Education Act, 2009 for elementary education of all children including CwSN.

There is a dedicated inclusive education component for the education of children with special needs as an integral part of Samagra Shiksha. Through the component, children with special needs are provided support via specific student oriented interventions such as identification and assessment camps, provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, stipend for girls with special needs and teaching-learning materials etc. in order to appropriately address their unique educational requirements in general schools. Further, individualized support is also provided through therapeutic interventions at the block level. Samagra Shiksha supports CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

The following provisions for children with special needs have been included under Samagra Shiksha, IE for CwSN component for the year **2022-23**:

- Samagra Shiksha is presently covering over 18 lakh children with special needs from pre-primary to class XII with an estimated outlay of Rs. 1392.79 crore.
- In order to encourage girls to enroll and complete their schooling, an outlay of Rs. 116.10 crore has been approved for stipend (@Rs. 200/- month for 10 months) for 5.80 lakh girls with special needs. The stipend is disbursed through Direct Benefit Transfer (DBT).
- Aids and appliances for over 2 lakh eligible CwSN through convergence scheme(s) like ADIP approved with an outlay of Rs. 103.80 crore.
- The provision for home based education covering 75,294 children with severe &/ multiple disabilities with an outlay of Rs. 20.94 crore for children till class XII under the scheme.
- Allocation for resource support through special educators has been made separately in order to appropriately address the learning needs of CwSN from elementary to senior secondary level. The Department has sanctioned financial assistance of Rs. 716.60 crore for 33,109 special educators for the year 2022-23.
- For equipping resource rooms at block level, non-recurring support has been approved for 3,304 rooms with financial outlay Rs. 53.62 crore.
- In addition, barrier free access of children with disabilities have been made through ramps with handrails and disabled friendly

toilets in schools. As per UDISE+ 2021-22 there are 8,92,683 schools having ramps, 6,25,777 schools having ramps with handrails and 2,92,020 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.

- The Guidelines for the development of e-content for CWSN (https://dse1.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf) has been issued as specified under the Rights of Persons with Disability (RPwD) Act 2016 focusing on students with Intellectual Disabilities, Autism Spectrum Disorder, Mental Illness, Multiple Disabilities and Blood Disorders, students with SLD, Students with blindness and low vision, deaf and hard of hearing students etc.

The focus of Samagra Shiksha is on providing inclusive education to children with special needs wherein, children regardless of their abilities/ disabilities participate and learn together in the same class, thus creating an enabling educational environment for all students.

The Centrally sponsored Scheme of Samagra Shiksha Scheme provides for barrier free access in the elementary schools for the benefit of children with special needs (CWSN). As per UDISE+ 2020-21, there are 6,20,938 schools having ramps with handrails and 2,76,902 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.

The Enrolment of child with Special Needs as per U-DISE& UDISE+ report:

Year	Elementary		Secondary		Higher Secondary	
	Total	CWSN	Total	CWSN	Total	CWSN
2014-15	197666909	2313303	38301599	219571	23501798	61046
2015-16	196716511	2285530	39145052	218410	24735397	60869
2016-17	189887015	2097315	38823854	218244	22625448	62649
2017-18	187826741	1952915	38462408	228134	24681195	74014
2018-19	184497196	1785061	38334571	247788	25506817	78648
2019-20	186560090	1906498	38464433	259681	25947160	82938
2020-21	187875490	1805343	39006375	277564	26922596	86223

As per UDISE+ 2020-21, there are 6,20,938 schools having ramps with handrails and 2,76,902 schools with disabled friendly toilets for children with disabilities available in Govt. and Govt. aided schools (classes I to XII) across the country.

Navodaya Vidyalaya Samiti (NVS)- Special Provisions/Facilities for Disabled Students:

- Reservation for admission of disabled students in JNVs is provided as per the norms of Govt. of India.
- JNVs have been permitted to engage the services of the special educators on need basis with the help of NGOs engaged in professional services to Children 'with Special Need' (CwSN) locally depending upon the requirement of children.
- Impairment being varied in nature training to the subject teachers on support to CwSN may at the most work as sensitization program rather than actual support required. For instance, the child with visual impairment requires the Braille support for transcribing the lesions and transactions.
- Ramps and special toilets are constructed in school buildings and hostels for Divyang students. Teachers are being trained to help the students.

Kendriya Vidyalayas:

In Kendriya Vidyalayas, 3% seats are horizontally reserved for Divyang (Differently abled) children in fresh admissions. Children with special needs are exempted from Tuition fees and VVN fees. As on 30.11.2022, 6733 children with special needs are enrolled in different Kendriya Vidyalayas. At present, out of 1249 Kendriya Vidyalayas in the country, 1212 Kendriya Vidyalayas have ramp up to ground level and 1109 Kendriya Vidyalayas have Special toilets.

National Institute of Open Schooling (NIOS):

NIOS supports culture of inclusion and committed to provide a learning environment which is inclusive and accessible to all. NIOS has number of facilities including flexibility to choose subjects, accessible content in sign language, talking books and on demand examination system and in case of acute need, provision of examination at home is also provided.

Total 875 videos in Indian Sign Language medium have been developed in different subjects at secondary and senior secondary level. In the year 2022, more than 200 videos in Indian Sign Language have been added to the repositories of Indian Sign language videos. These videos have been uploaded on NIOS YouTube channel and website.

Talking books in 46 subjects at secondary and senior secondary level have been developed for the visually impaired learners.

Central Board of Secondary Education (CBSE)

An Inclusive Cell has been set up in the Board with the objective of developing policies for providing equitable opportunities and an accessible system for the education of CwDs in all its affiliated schools. The Board is continuously working to provide inclusive education for Children with Special Needs (CWSN) by regularly updating policies in the following areas: Creation of an Equitable and accessible education system for Children with Disabilities. Development of facilitative educational services at schools. Planning examination accommodation for CwD. Guidelines for creating accessible physical environments at schools.

National Council of Educational Research and Training (NCERT):

1. Efficacy of Reasonable Accommodations for Children with Disabilities in Schools: A Study

The research project has been undertaken with the objectives to explore the nature and extent of accommodations required by the individual student with disability and provided by the school and also to analyse the efficacy of the accommodations and support provided by the schools in relation to the learning needs of students with disabilities. The previous researches conducted in the past has given insight to understand the efficacy of reasonable accommodation in schools. There are few studies that have attempted to report the impact of reasonable accommodations and support provided by the schools and colleges in relation to the learning needs of students with disabilities. A pilot study prior to preparation of final research tools was conducted in September,

2022 in 6 schools of Bhopal districts of Madhya Pradesh by the research team comprised of NCERT team and Rajya Shiksha Kendra-State coordinator (IE) and 4 MRCs during this pilot study. All together around 70 stakeholders were consulted in this pilot study. The draft research tools for validation were prepared by the researchers and administered during the pilot study. Items of the draft tools were discussed in details with the school principal, teachers, students and parents through group discussion, individual interaction and interviews. Feedback from the different stakeholders on the research tools had been obtained for further modification in formulation and statement of the items, appropriateness of items, language of the items, relevance of the items, sequencing of the items, and need for addition or deletion (if any) of the items etc. The study is in progress.

2. Capacity Building Programme for State Key Resource Persons (KRPs) on Inclusive Education

The SCERT Tripura requested a need based capacity building programme for state key resource persons on Inclusive education. The Department provided academic support in designing and organizing the short term training programme for six days from 27 June to 2 July, 2022. There were 28 technical sessions by the experts from different institutions of the country. The major thematic areas were diversities, equitable and inclusive education, learning needs of children with disabilities, early identification, issues and challenges in inclusion, implications of socio-economic conditions and disabilities in learning, multilingual, behavioural, social, developmental, pedagogical and therapeutic interventions, curriculum adaptation, practices in teaching ISL and Braille script, accessibility, assistive devices, addressing adolescence related issues and teaching children with learning

difficulties etc. Participants were the faculty of SCERT, DIET, University, educational institutions, psychologists, teachers etc. 60 participants participated in the capacity building program.

Two contributions of DESS, NCERT may be included in connection with material development for Children with Special Needs

(CWSN) or Divyang

- a) Conversion of Trilingual Dictionary in History into e-pub Audio.
- b) Albums on Women in August Kranti in Braille & Tactile. They are relevant on the occasion of celebration of Azadi ka Amrit Mahotsav.



Identification & Assessment Camps



Provision of Aids & Appliances



Assistive Devices



Transportation & Escort Allowances



Teaching-Learning Materials (TLMs)



Co-curricular Activities



Administration

The Ministry of Education is under the overall charge of the Education Minister, assisted by 3 Ministers of State at present. There are two Departments in the Ministry of Education namely the Department of School Education & Literacy and the Department of Higher Education.

Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 1 Additional Secretary, 4 Joint Secretaries, 1 Economic Adviser and 1 Deputy Director General (Statistics). Similarly, The Secretary, Department of Higher Education is assisted by 1 Additional Secretary, 5 Joint Secretaries, 1 Economic Adviser & 1 Deputy Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser, common for both Departments.

The Departments are organized into Bureau, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary, assisted by Divisional Heads at the level of Director/ Deputy Secretary.

The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended in Annexure-I and Annexure-II respectively.

Establishment and service matters in respect of the Officers/ Staff deployed at Secretariat proper of both Departments are handled in the Administration Bureau of the Department of Higher Education. The activities in the year 2022 included:

- a) Establishment matters of officers appointed under the Central Staffing Scheme and officers of the Central Secretariat Service, Central Secretariat Stenographers Service and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc. for both the Departments.
- b) Sending of Immovable property returns for the calendar year 2022 (as on 01.01.2023) to concerned cadre controlling authorities.
- c) Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.
- d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on e-Office [File Tracking System, e-hrms, e-Leave, e-Tour], Legal/ Court Cases Monitoring System and Employee Payment System through Employee Information System (EIS). Besides, an Online system called "SPARROW" (Smart Performance Appraisal Report Recording Online Window) has been made operational for all IAS/ IFoS Officers, and of ASO/ PS and above level officers of CSS/CSSS, in this Ministry successfully. The APAR matters in respect of these Officers are being processed through this portal only. Also, an Online system called "BHAVISHYA" is being used for Pension sanction and Payment Tracking System. The process of digitization of service records of all

employees is being done on a war footing to complete the e-HRMS project.

- e) Updating of database of Annual Performance Appraisal Reports [APARs] on their receipt in the Branch. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

Training Cell

The E-IV Section (erstwhile Training Cell) under the Establishment Branch process the training needs of the officers/staff members of the Core Secretariat both the Departments i.e. Department of School Education and Literacy and the Department of Higher Education of the Ministry. The matter for training is liaised with Institutions like Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), Institute of Secretarial Training

and Management (ISTM), New Delhi, National Institute of Financial Management (NIFM), Faridabad and National Productivity Council etc. for nominating/imparting training to the staff/officers of the two Departments in the areas of Management, Public Administration, Vigilance, Cash and Accounts, Personnel etc. based on requests received through different quarters.

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training, Department of Economic Affairs, etc. for short-term and long-term training courses abroad under the Domestic Funding of Foreign Training, etc.

During the year 2022-23 (01.04.2022 to 10.01.2023), Officers/Officials of different grades were nominated/nomination forwarded for attending the various training which is briefed in tabular form as below:

Sl. No.	Nomenclature of training and trainee	Training Institute/ Sponsor	No of officers/officials sent/ Nominated
1.	Different Level Training Programmes (A, B, D, E, Level I, II, Level III, Level IV etc.) conducted by DoP&T	ISTM, New Delhi (Mostly on online mode)	80
2.	APPPA at IIPA, New Delhi	IIPA, New Delhi	1
3.	Induction Training for Officers joining Government of India under Lateral Entry	ISTM, New Delhi	4
4.	Mid Carrier Training Programme for various Cadres	Cadre Controlling Authority	3
5.	Miscellaneous Training	ISTM, etc.	10
	Total		98

Besides the above, this Section also came out with a policy of on-the Job Training Programme for ASOs of the 2018 and 2019 Batch. Field visits to various Establishments like UGC, AICTE, Central Hindi Directorate, etc. were co-ordinated and successfully organized for 45 ASOs in different batches.

Vigilance Activities

The vigilance set up in the Ministry is under the overall supervision of Secretary (Higher Education), who is assisted by a part-time Chief Vigilance Officer of the rank of Joint Secretary as well as, one Deputy Secretary (vacant), two Under Secretaries and other support staff.

During the period under report, a total of 543 references were received in the Vigilance Wing from the Central Vigilance Commission and the Central Bureau of Investigation along with several complaints directly from individuals. 10 complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 30 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.

Part-time Chief Vigilance Officers have also been appointed in various Autonomous Organizations under the Administrative control of the Ministry.

Vigilance Awareness week was observed from 31st October 2022 to 6th November 2022 with the theme "Corruption-free India for a Developed Nation". Banners and posters were displayed and an oath was administered to officials of Department of Higher Education and Department of School Education & Literacy to maintain honesty in all public dealings.

Information & Facilitation Centre (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of Education. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/Programmes and Application Forms have been made available on the web-site of the Ministry. The data/

information can be accessed through a computer having an internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.education.gov.in.

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced on 12th October 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005

The Department has been overseeing the implementation of the RTI Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. The

online facility has been extended to autonomous organizations under the Ministries. For meeting the purpose, passwords to all Organizations have been assigned and intimated to them to upload the information on the website of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry as under: -

Year	Total No. of RTI applications & appeals received and action taken thereon
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11028
2014	17681
2015	16643
2016	16336
2017	13645
2018	13214
2019	13321
2020	12911
2021	17379
2022	19623

(status upto 31.12.22 including offline & online applications & appeals)

Public Grievances

A grievance redressal machinery is in place in the Department of Higher Education under the Economic Advisor and Deputy Secretary (PG) who have been designated as Appellate

Authority for Public Grievance and Public Grievance Officer respectively. The endeavour of the Public Grievances Division is to make the grievance Redressal mechanism more accessible, comprehensive, robust and user-friendly. The effort is to bring the citizens and government closer by empowering the citizen's voice and the officers through effectively coordinating with different Bureaus / Divisions / Organizations under the Department of Higher Education, Ministry of Education.

The Deputy Secretary (PG) is the Nodal Public Grievance Officer of the Department of Higher Education. He is accessible to the staff as well as the members of the public to hear their problems every Wednesday between 10.00 a.m to 1.00 p.m. Further, anyone can meet the Nodal Public Grievance Officer during working hours on all working days. Several Nodal Grievance Resolution Officers (GROs) have been designated in the Department of Higher Education and autonomous/subordinate organisations under its control for ensuring the implementation of the policy of the Government regarding redress of Public Grievances in its totality.

Upgraded CPGRAMS Version 7.0 is operational in the Department of Higher Education with its latest reforms done by the DARPG making the portal more citizen-centric. It gives option to the citizens to lodge their Grievances directly to the field-level grievance officers in Autonomous Organizations / Subordinate Officers / Institutions / PSUs etc. under Ministry / Department. This option has improved the grievance redressal time owing to reduced number of channels that a grievance had to pass through earlier to reach the concerned field-level grievance officer. Upgraded Version 7.0 CPGRAMS with its latest reforms being a more responsive system with the outcome of high rates of disposal and progressive reduction in average disposal time of grievances, DARPG has reduced the Redressal time of

CPGRAMS grievances from 45 days to 30 days in the normal course.

During the period under report (01.01.2022 to 31.12.2022) a total of 27099 grievances were received through PG Portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) and from various other sources, including the Prime Minister's Office, Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners Welfare and also through the Integrated Grievance Redress Mechanism (INGRAM) portal development by Department of Consumer Affairs. Details of Public Grievances received from 1st January 2022 to 31st December 2022 are given in the following table:

Total grievances received on CPGRAM Portal (DoHE)	Total Grievances received in physical form	Total Appeals received on CPGRAM Portal (DoHE)	Total grievances received on INGRAM portal	Grand Total (Received)	Total grievances Disposed of on CPGRAM Portal (DoHE)
22144	335	4237	383	27099	24651 ^{*\$}

* The average disposal time is 30 days

\$ Inclusive of 282 disposal of INGRAM and 3378 disposal of Appeals



Citizen's/ Client's Charter

With the objective to empower the citizen in relation to services deliverable as well as commitments by their Ministry for each of such services towards them, and to build bridges between citizens and Government functionaries through the delivery of Charters as live instruments of citizen-administration interface, both the Departments [i.e Department of School Education & Literacy and Department of Higher Education] of Ministry of Education have brought out their Citizen's/Client's Charters (CCC) to emphasize good governance and continuously strives to serve the citizens in an effective and efficient way so as not only to meet but to exceed their expectations. The Citizen/Client's Charters have been uploaded on the website of the Ministry.

C&AG Audit

Department of Higher Education

Summary of pending Audit Observations made by C&AG

S.No.	Name of the Institution	Gist of Paras
1.	University of Allahabad	<p>Unfruitful expenditure</p> <p>Construction work was started at Beli Farm without prior approval from Allahabad Development Authority and in prohibited area, which was in-contravention of Hon'ble High Court's direction resulting in unfruitful expenditure of Rs. 4.99 crore.</p> <p style="text-align: right;"><i>(Para No. 13.9)</i> <i>Report No. 12 of 2017</i></p>
2	Satyawati College, Delhi University	<p>Misrepresentation of facts to the PAC</p> <p>Satyawati College made overpayment of interest on GPF/CPF amounting to Rs.83.30 lakhs to its employees during the period 2008 to 2011. Ministry in their ATN (May 2017) to the PAC stated that officiating Principal of the College had informed that the amount had been recovered from the concerned employees. However, on subsequent examination of records, Audit found that the College had recovered Rs.83.31 lakh from the surplus income arising from investment of the PF balances and not from the employees. Thus, the PAC was falsely informed..</p> <p style="text-align: right;"><i>(Para no. 11.1)</i> <i>Report No. 6 of 2020</i></p>
3	1. IIT, Kharagpur 2. IIT, Guwahati 3. Visva Bharati University, Shanti Niketan 4. IEST, Shibpur 5. BBAU 6. AMU 7. BHU 8. IIM, Lucknow 9. MNNIT, Allahabad 10. NIOS 11. IIM, Kashipur 12. University of Allahabad 13. The Asiatic Society, Kolkata (M/o culture)	<p>Irregular payment of ad-hoc bonus</p> <p>13 Central Autonomous Bodies (CABs) made payments of ad hoc bonus to their employees in the absence of any order issued by the competent authority, which resulted in irregular payment, amounting to Rs. 6.08 crore, to their employees, during the period from 2015-16 to 2017-18.</p> <p style="text-align: right;"><i>(Para 8.1)</i> <i>(Report No.2 of 2021)</i></p>

S.No.	Name of the Institution	Gist of Paras
4	Banaras Hindu University, Varanasi	<p>Undue favour to firm of Rs.2.44 crore</p> <p>Banaras Hindu University, Varanasi gave undue favour to a private firm by changing the terms of payment, in contravention of the tender terms, which has resulted in short realisation of variable monthly licence fee of Rs.2.44 crore.</p> <p style="text-align: right;"><i>(Para 8.2)</i> <i>(Report No.2 of 2021)</i></p>
5	DU and JNU	<p>Reimbursement of Fraudulent LTC claims</p> <p>Employees of the Delhi University and Jawaharlal Nehru University submitted fraudulent and fabricated Leave Travel Concession claims leading to irregular reimbursement of Rs.17.78 lakh and Rs.47.70 lakh, respectively.</p> <p style="text-align: right;"><i>(Para 8.6)</i> <i>(Report No.2 of 2021)</i></p>
6	New IITs	<p>Entire Report of C&AG on Performance Audit of setting up of new IITs</p> <p style="text-align: right;"><i>(Report No. 20 of 2021)</i> <i>(Performance Audit)</i></p>
7	Health and Education Cess	<p>Issues relating to accounting of Cess/Levies</p> <p style="text-align: right;"><i>(Para No.2.6.4)</i> <i>(Report No.7 of 2021)</i></p>
8	IIT – Kharagpur, Guwahati, Indore and Bhilai	<p>Non-deduction of tax amounting to Rs.16.32 crore on perquisite of Rs.55.46 crore</p> <p style="text-align: right;"><i>(Para No.3.2.1)</i> <i>(Report No.26 of 2022)</i></p>
9	Central Sanskrit University, Delhi	<p>Infructuous expenditure of Rs.5.17 crore and idle funds of Rs.21.65 crore for 14 years</p> <p style="text-align: right;"><i>(Para No.3.2.2)</i> <i>(Report No.26 of 2022)</i></p>
10	NIT, Silchar	<p>Avoidable expenditure of Rs.1.14 crore due to non-availing of maximum available subsidy</p> <p style="text-align: right;"><i>(Para No.3.2.3)</i> <i>(Report No.26 of 2022)</i></p>
11	BHU, Varanasi	<p>Due to non-compliance of MoF guidelines for investment of GPF/CPF contribution, BHU incurred a loss of Rs.5.55 crore</p> <p style="text-align: right;"><i>(Para No.3.2.4)</i> <i>(Report No.26 of 2022)</i></p>
12	IIM – Trichirapalli, Kashipur, Lucknow, Indore and Kolkata	<p>Unauthorised payment of Faculty Development Allowance to Teaching Staff Rs.5.49 crore</p> <p style="text-align: right;"><i>(Para No.3.2.5)</i> <i>(Report No.26 of 2022)</i></p>
13	Pondicherry University, Puducherry	<p>Lack of planning led to non-construction of Multipurpose Gymnasium and cost escalation in construction of Indoor Sports Training Facility</p> <p style="text-align: right;"><i>(Para No.3.2.7)</i> <i>(Report No.26 of 2022)</i></p>

S.No.	Name of the Institution	Gist of Paras
14	Aligarh Muslim University, Aligarh	Short realisation of lease rent – Rs.79.31 lakh <i>(Para No.3.2.8)</i> <i>(Report No.26 of 2022)</i>
15	NITTR, Bhopal, ABIIITM, Gwalior	Non-Investment of GPF/CPF contributions as per Ministry of Finance Guidelines <i>(Para No.3.4.1)</i> <i>(Report No.26 of 2022)</i>

Department of School Education & Literacy

Summary of pending Audit Observations made by C&AG

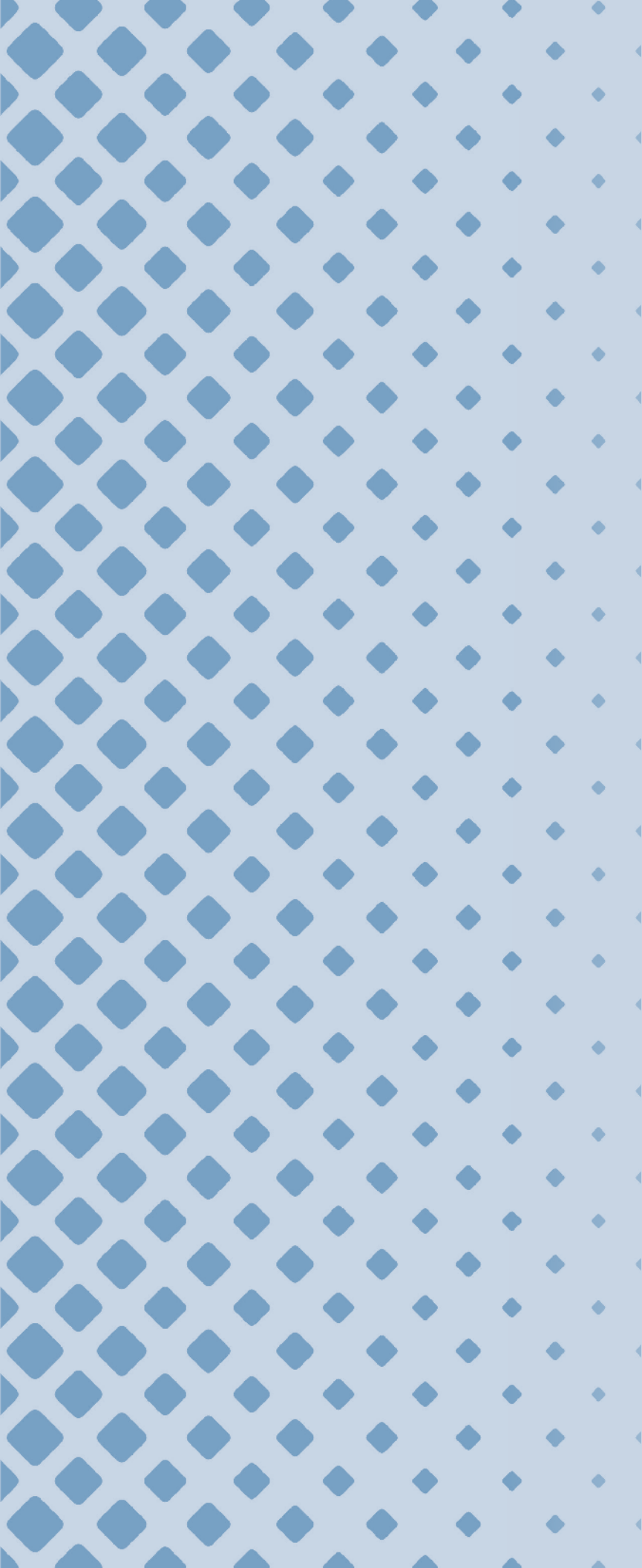
S.No	Name of the Institution	Brief gist of the Para.
1	NCERT, Delhi	Avoidable payment of transportation charges- ₹ 1.40 crore <i>(Para No.3.2.6)</i> <i>(Report No.26 of 2022)</i>

Overall position of pending Audit paras

Higher Education

Year of Reports	Audit paras as per CAG Report	Settled upto 31.12.2021	Pending as on 31.12.2021
2017	19	18	1
2020	4	3	1
2021	6 (Report No.2 of 2021)	3	3
2021	Entire Report No. 20 of 2021 (PA)	--	1
2021	1 (Report No.7 of 2021)	-	1
2022	8	-	8
Total	39	24	15





Budget

Status of Implementation of Announcements made in Budget Speech 2021-22

Department of Higher Education

S.No.	Para No.	Announcement made	Status
1	50	Digital University: A Digital University will be established to provide access to students across the country for world-class quality universal education with personalised learning experience at their doorsteps. This will be made available in different Indian languages and ICT formats. The University will be built on a networked hub-spoke model, with the hub building cutting edge ICT expertise. The best public universities and institutions in the country will collaborate as a network of hub-spokes.	Multiple stakeholder consultations, with experts and representatives drawn from private & government sector in the domain of education, technology etc. statutory regulatory bodies such as UGC and AICTE. Government agencies including D/o HE, D/o SEL, M/o Skill Development and Entrepreneurship, NELIT, NIOS, University administration are being organized to finalise the key recommendation for operationalizing the Digital University in 2023. The EFC/SFC note for the same is being circulated. <i>(Action Initiated)</i>
2	71	For developing India specific knowledge in urban planning and design, and to deliver certified training in these areas, up to five existing academic institutions in different regions will be designated as centres of excellence. These centres will be provided endowment funds of Rs. 250 crore each. In addition, AICTE will take the lead to improve syllabi, quality and access of urban planning courses in other institutions.	The scheme of Centres of Excellence (COE) as the propose in the Budget is done by the Ministry of Housing and Urban Affairs (MoHUA). The MoHUA has already constituted a committee to identify institutes to be designated as Centre of Excellence. JS(NIT & SPA) is nominated as member of the Committee. A meeting of the Committee was held on 22.08.2022. The guidelines are being prepared by the Committee constituted by MoHUA. All India Council for Technical Education (AICTE) has constituted a committee on 02.04.2022 to prepare blueprint for reforms in urban planning capacity in Inida in line with NEP 2020 and Union Budget 2022 – 23. Draft syllabi is already approved by the Committee for graduate and post graduate courses in urban planning. There is no further action on the part of Ministry of Education. <i>(Fully Implemented)</i>

Department of School Education and Literacy

S.No.	Para No.	Announcement made	Status
1	116	More than 15,000 schools will be qualitatively strengthened to include all components of the National Education Policy. They shall emerge as exemplar schools in their regions, handholding and mentoring other schools to achieve the ideals of the Policy.	<p>The Cabinet Note of the scheme has been approved by the cabinet on 07.09.2022.</p> <p>A workshop was organized with State and UT for discussion about the aims and objectives of the scheme, Selection Methodology, Memorandum of Understanding (MoU), School Quality Assessment Framework (SQA), Financial & Programmatic Norms and other parameters on 14th October, 2022 at New Delhi.</p> <p>30 State/UT/KVS/NVS has already signed MoU.</p> <p>PM SHRI Online Portal has been open for Selection of Schools from 03.11.2022.</p> <p style="text-align: right;"><i>(Under implementation)</i></p>
2	121	The other important projects to be taken up as part of NEP are listed below:	
	(i)	Standards will be developed for all school teachers in the form of National Professional Standards for Teachers- NPST. This will enhance the capabilities of teachers and will be followed by all 92 lakh teachers of public and private school system in the country.	<p>5th meeting of NPST committee has been conducted to finalize the trial version of NPST draft document on 29.03.2022. The finalised document has been submitted to Competent Authority for approval of pilot phase.</p> <p>(Substantially Implemented)</p>
	(ii)	Toys are both an expression of entertainment and learning. A unique indigenous toy-based learning – pedagogy for all levels of school education will be developed. This will transform classroom transactions from mundane and rote learning to an engaging and joyful experience.	<p>Foundational Stage module on Toy-based Pedagogy has been uploaded on DIKSHA for teachers dealing with Foundational and Preparatory Stages.</p> <p>(Substantially Implemented)</p>
	(iii)	A National Digital Educational Architecture (NDEAR) will be set up within the context of a Digital First Mindset where the Digital Architecture will not only support teaching and learning activities but also educational planning, governance and administrative activities of the Centre and the States/ Union Territories. It will provide a diverse education eco-system architecture for development of digital infrastructure, a federated but inter operable system that will ensure autonomy of all stakeholders, specially States and UTs.	<p>NDEAR PMU team has been setup for leveraging and contributing Education enabling ecosystem.</p> <p>DIKSHA APIs have been developed & ready for enabling ecosystem partners to leverage existing NDEAR DIKSHA Infrastructure.</p> <p>Draft API Policy has been prepared & Sandbox environment is ready for launch.</p> <p>Metadata and Data Standards draft has been prepared which will enable easier, efficient exchange and processing of data and to remove ambiguities and inconsistencies in the use of data.</p> <p style="text-align: right;"><i>(Under implementation)</i></p>
	(iv)	For children with hearing impairments, the Government will work on standardization of Indian Sign language across the country, and develop National and State Curriculum materials for use by them.	<p>Handholding and orientation on uploading ISL videos and review of selected state/UT organisations are done by approaching each organisation.</p> <p>Course structure prepared and module writing is in progress</p> <p>Follow ups were taken from selected organisations of states/ UTs and the queries of organizations were resolved.</p> <p>ISL standardisation web page design is in progress.</p> <p style="text-align: right;"><i>(Substantially Implemented)</i></p>

S.No.	Para No.	Announcement made	Status
	(v)	There are a number of senior and retired teachers. They will be used for individual mentoring of school teachers and educators through constant online/offline support on subjects, themes and pedagogy.	The final draft of bluebook has been prepared and submitted to MoE for approval of pilot phase. <i>(Substantially Implemented)</i>
	(vi)	Students have so far been evaluated on uni-dimensional parameters. There will be a complete shift from using assessments to not only judge the cognitive levels of the learner but also using it as an opportunity to identify the unique strengths and the potential of the child. To this effect, a holistic progress card is envisaged to provide students with valuable information on their strengths, areas of interest, needed areas of focus and thereby helping them in making optimal career choices.	CBSE has started the pilot of Holistic Progress Card, in compliance with the following : <ol style="list-style-type: none"> 1. Directions given in the SoM Meeting of MoE on 15.09.2021 communicated vide letter no. F.No. 7-2/2021-Sch.4 dated 2nd December 2021 Budget Announcement 2021-22. 2. The proto type has been reviewed by NCERT, NICEF and experts from the field of ECCE. It has also been vetted by CBSE School Principals from a range of schools from Rural, Semi-urban, Urban schools as well as KVS. 3. Further, it has been presented before the National Focus Group on Examination Reforms and Holistic Progress Card and Curriculum and Pedagogy on 6th April, 2022. 4. In April 2022, Pilot has started in one section each of classes 1 to 3 of 74 CBSE schools across the country. These include 25 KVs, 16 Govt. and 33 private independent schools, including rural and urban schools. The first phase of pilot study has been implemented through capacity building of teachers and principals. Training was imparted to the Principals and 03 Teachers (01 each section) nominated by the sample schools involved in the pilot in 8 batches. Detailed report of the phase 1 of the Pilot is attached. 5. Implementation Guide for Teacher, Training Manual and videos and other resource material on HPC have been shared with the schools. 6. Sample test based lesson plan and suggestive mapping of FGs, Competencies and Los have been prepared and shared with pilot schools. 7. CBSE HPC portal has been prepared in house for facilitating schools to access digital version of HPC and is available for the schools involved in the pilot at http://cbseit.in/cbse/2022/hpc/Home/Home 8. Continuous hanholding is being done on a daily basis. 9. Feedback tool and observation tool for Principles and teachers is under finalization for collecting baseline and midline data for the report preparation by CBSE. <i>(Substantially Implemented)</i>
	(vii)	To enable increased access of resources, online modules covering the entire gamut of adult education will be introduced.	<ol style="list-style-type: none"> 1. In pursuance of Budget Announcements 2021-22, a new scheme on Adult Education, namely “New India Literacy Programme” (NILP), has been approved by Government of India to implement for five years from the financial years 2022-23 to 2026-27 through online mode in the country with the entire gamut of Adult Education i.e. (i) Foundational Literacy & Numeracy, (ii) Critical Life Skills, (iii) Vocational Skill Development, (iv) Basic Education (Equivalency) and (v) Continuing Education.

S.No.	Para No.	Announcement made	Status
			<p>2. Online Teaching, Learning & Assessment System (OTLAS) has been designed/ developed in collaboration with NIC for online Teaching and Learning for non-literates of 15 year and above age group.</p> <p>3. A central Portal on NILP equipped with Mobile App, Online Survey App, Online Teaching, Learning & Assessment System (OTLAS), etc has been designed and developed by NIC.</p> <p>4. The first meeting of Project Approval Board (PAB) on Annual Work Plan & Budget 2022-23 for implementation of New India Literacy Programme under the Chairpersonship of Secretary(SE&L) was held on 04.05.2022 with States/UTs.</p> <p>5. A vertical dedicated to Adult Education has been created by NCERT on DIKSHA portal. Online modules, E-Primers on the gamut of Adult Education have been developed by NCL, NCERT in collaboration with NIOS and various Ministries/ Departments and the same has been uploaded on DIKSHA Portal at public domain for all beneficiaries/ stakeholders of the scheme in the country. The details of uploaded materials are given as under:-</p> <ol style="list-style-type: none"> a) 07 Videos on Featured Content. b) 54 videos on Foundational Literacy and Numeracy. c) 48 videos on Health Care & Awareness, Financial Literacy, Digital Literacy, Legal Literacy and Better Living. d) 57 videos on Floriculturist-Protected Cultivation, General Duty Assistant, Optical Fibre Splicer, Micro-irrigation Technician and Hand Embroiderer. e) 14 videos on Basic Education. f) 70 Worksheets on Foundational Literacy and Foundational Numeracy. g) 111 Assessment Sheets on Foundational Literacy and Foundational Numeracy. h) 1 Assessment Sheet on Better Living. i) 31 Reading Materials on Health Care & Awareness, Financial or Consumer Skills, Digital Literacy and Better Living. j) 14 Reading Materials on Basic Education. k) 4 posters on Legal Literacy. <p style="text-align: right;">(Substantially Implemented)</p>
	(viii)	<p>During the year, despite the COVID-19 pandemic, we have trained more than 30 lakh elementary school teachers digitally, covering the whole gamut of education. Taking this further, in 2021-22, we will enable the training of 56 lakh school teachers through the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA).</p>	<ul style="list-style-type: none"> • Department of School Education and Literacy (DSE&L), have initiated the NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement) integrated training programme (Elementary, Secondary, Foundational Literacy and Numeracy and ECCE) online for different stages of school Education-Teachers, Head teachers/ Principals and other stakeholder in Educational Management and Administration

S.No.	Para No.	Announcement made	Status
			<ul style="list-style-type: none"> • NISHTHA consists of NISHTHA for Elementary level (Classes I-VIII) – as on data 41lakh Elementary school – teachers and school heads have been trained; • NISHTHA for Secondary level (classes IX-XII) – 33 States/UTs and 08 autonomous organization have initiated this programme Total courses launched – 12 in 10 different languages. Total – 7.2 Lakh learners have been certified so far. • NISHTHA – FLN for NIPUN Bharat – 33 states and UTs and 5 Autonomous organization have initiated this programme Total courses launched – 12 in 11 different languages. Total 12.6 Lakh learners have been certified so far. • NISHTHA for ECCE – so far 26 states/UTs have initiated NISHTHA ECCE which aims to orient master trainers, make them aware of pedagogical practices meant for the ECCE stage, ensure that all the teachers/ Anganwadi workers follow the play and activity-based approach that will prepare children for class – 1 and finally, provide strategies for the holistic development of young children through development goals. Data collection on 1st level beneficiaries is in progress: Courses 1 and 2 Started on 18th Nov, 2022; Courses 2 and 4 started on 20th Dec 2022; Courses 5 and 6 are in process of getting uploading and will be launched by 31st January, 2023. There about 73, 137 participants enrolled till 13th January, 2023. <p style="text-align: right;"><i>(Substantially Implemented)</i></p>
	(ix)	For the past few years, Hon’ble Prime Minister has been engaging with students every year before their Board Exams to help them overcome anxiety and stress. In this direction, we will introduce CBSE Board Exam reforms in a phased manner to be effective from the 2022-23 academic session. Exams will move away from rote-learning and students shall be tested on their conceptual clarity, analytical skills and application of knowledge to real life situations.	<ul style="list-style-type: none"> (i) CBSE has adopted Learning Outcomes published by NCERT for all its examinations (ii) Reduction in syllabus initiative will be benefitted 6.5 million students in classes IX-XII of CBSE schools (iii) Learning Frameworks for implementing Competency Based Education in Schools have been developed. (iv) Assessment have been aligned to the Vision of NEP 2020 (v) In collaboration with the British Council and AlphaPlus, the Board developed Question Bank (approximately 1500 items with marking scheme for science, mathematics and english for classes 6-10). (vi) A number of programmes in collaboration with Cambridge University, Azim Premji University and Education Initiatives have been undertaken for developing teachers’ capacities to develop assessments aligned to CBE. <p style="text-align: right;"><i>(Substantially Implemented)</i></p>

BUDGET PROVISIONS

Department of Higher Education

(Rs in Crore)

S.No.	Scheme	BE 2022-23	RE 2022-23	BE 2023-24
I	Establishment Expenditure of the centre			
1	Secretariat- Social Services	154.17	159.78	164.23
2	Directorate of Hindi	36.00	36.00	39.77
3	Commission for Scientific and Technical Terminology	12.00	12.00	13.00
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	60.00	51.50	61.37
5	Educational Institutions Abroad	11.21	11.21	12.48
	Total- Establishment Expenditure of the centre	273.38	270.49	290.85
	SCHEMES			
II	Central Sector Schemes			
	Higher Education			
1	National Research Professors	0.27	0.27	0.27
2	Establishment of Multi- Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for Excellence in Humanities	0.01	0.01	
3	Higher Education Financing Agency (HEFA)	0.01	0.01	
4	World Class Institutions	1700.00	1200.00	1500.00
5	Prime Minister's Girls' Hostel	20.00	5.00	10.00
6	Indian Knowledge Systems	10.00	20.00	20.00
7	Glue Grant for Higher Education Institutions	10.00		10.00
	Total-Higher Education	1740.29	1225.29	1540.27
	Student Financial Aid			
8	Interest Subsidy and Contribution for Guarantee Fund	1400.00	1070.00	
9	Scholarship for College and University Students	252.85	243.00	
9.01	Scholarship for College and University Students	251.85	242.00	
9.02	Indian Scholars Going abroad against Scholarships offered by foreign Govt.	1.00	1.00	
10	Special Scholarship Scheme for Jammu and Kashmir	225.00	200.00	
11	PM-Uchhatar Shiksha Protsahan Yojana			1554.00
12	PM Research Fellowship	200.00	300.00	400.00
	Total-Student Financial Aid	2077.85	1813.00	1954.00
	Digital India- e-Learning			
13	National Mission in Education through ICT	400.00	400.00	400.00
14	Higher Education Statistics And Public Information System (HESPIS)	10.00	10.00	10.00
15	National Academic Depository	0.10		
16	PM e-Vidya	0.01		
17	Academic Bank of Credits	10.90	5.00	10.00
	Total-Digital India- e-Learning	421.01	415.00	420.00

S.No.	Scheme	BE 2022-23	RE 2022-23	BE 2023-24
	Research & Innovation			
18	National Initiative for Design Innovation	17.80	17.80	10.00
19	Startup India Initiative in Higher Educational Institutions	60.00	40.00	11.21
20	Unnat Bharat Abhiyan	12.60	12.60	9.40
21	Implementation of the IMPRINT Research Initiative (IMPacting Research INnovation & Technology)	10.00	10.00	5.00
22	Impactful Policy Research in Social Science (IMPRESS)	17.26	0.25	
23	Scheme for Promotion of Academic and Research Collaboration (SPARC)	74.00	70.59	50.00
24	Scheme for Transformational and Advanced Research in Sciences (STARS)	25.00	25.00	25.00
25	Multidisciplinary Education and Research Improvement in Technical Education-EAP (MERITE)	2.00	9.00	100.00
	Total-Research & Innovation	218.66	185.24	210.61
26	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)	95.00	25.00	45.00
27	National Institutional Ranking Framework	4.00	4.00	4.50
28	Global Initiative for Academic Network (GIAN)	10.00	10.00	10.00
29	Programme for Apprenticeship Training- Scholarships & Stipends	500.00	400.00	440.00
30	Study in India	25.00	25.00	25.00
31	Planning, Administration & Global Engagement			
31.01	Initiatives for Global Engagement	65.00	61.00	65.00
31.02	National Monitoring Committee for Minority Education	0.35		
31.03	Expenditure on Seminars, Committees Meetings etc. /TA/DA to Non-Official Members	0.60	0.60	0.60
31.04	Shastri Indo- Canadian Institute	7.16	3.00	7.16
31.05	Refund of Income Tax and Customs Duty to United States Education Foundation in India	1.64	1.64	1.64
31.06	Contribution to UNESCO	21.70	27.50	27.50
31.07	Deputation and Delegation to UNESCO Conferences etc.	0.80	0.80	0.80
31.08	Visit of Foreign Delegation to India	0.15	0.15	0.15
31.09	Holding of meetings of Committees/ Conference and organisations of exhibition in furtherance of UNESCO's aims and objectives	0.30	0.30	0.30
31.1	Asian Institute of Technology, Bangkok	0.50	0.50	0.50
31.11	Commonwealth of Learning	12.00	12.00	12.00
	Planning, Administration & Global Engagement	110.20	107.49	115.65
32	Champion Services Sector Scheme -Education Services-Internationalization of Higher Education	200.00	200.00	200.00
33	ASEAN Fellowship	10.00	3.00	3.00
	Total- Central Sector Schemes/ Projects	5412.01	4413.02	4968.03
II	Centrally Sponsored Schemes			
1.	National Education Mission: Rashtriya Uchhatar Shiksha Abhiyan (RUSA)	2042.95	360.67	1500.00
	Other Transfer to States			
2	Improvement in Salary Scale of University & College Teachers	0.01	1.10	
	Total- Schemes	7454.97	4774.79	6468.03

S.No.	Scheme	BE 2022-23	RE 2022-23	BE 2023-24
	Other Central Sector Expenditure			
	Statutory and Regulatory Bodies			
1	Support to University Grants Commission (UGC)	4900.91	5130.91	5360.00
2	All India Council for Technical Education (AICTE)	420.00	420.00	420.00
	Total-Statutory and Regulatory Bodies	5320.91	5550.91	5780.00
	Autonomous Bodies			
3(a)	Grants to Central Universities (CUs)	9075.00	10692.18	10677.76
3(b)	Grants to IMS BHU	345.00	342.14	342.14
3(c)	Central Sanskrit Universities			509.00
4	Central University, Andhra Pradesh	56.66	13.08	47.40
5	Andhra Pradesh and Telangana Tribal Universities	44.00	43.75	37.67
	Total- Central Universities	9520.66	11091.15	11613.97
6	Deemed Universities Promoted by Central Government	393.25	393.25	500.00
	Indian Institutes of Technology			
7	Support to Indian Institutes of Technology	8195.00	8895.00	9361.50
8	IIT, Hyderabad (EAP)	300.00	450.00	300.00
	Total-Indian Institutes of Technology	8495.00	9345.00	9661.50
9	Support to Indian Institutes of Management	653.92	608.23	300.00
10	Support to National Institutes of Technology (NITs) and IIST	4364.00	4444.00	4820.60
11	Support to Indian Institutes of Science for Education & Research (IISERs)	1379.53	1397.53	1462.00
12(a)	Support to Indian Institute of Science (IISc)	710.85	812.85	815.40
12(b)	Centre for Nano- Science and Engineering (CeNSE)	16.40	16.40	
13	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	262.52	262.52	290.00
14	Setting up Indian Institutes of Information Technology in PPP mode	280.00	225.00	270.00
15	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	311.68	288.33	400.00
16	Grants to Institutes for Promotion of Indian Languages	250.00	250.00	300.70
17	Bharatiya Bhasha University & Institute of Translation	10.01		0.10
18	National Institute of Industrial Engineering, Mumbai	65.00	65.00	75.00
19	Schools of Planning & Architecture	154.90	154.90	175.00
20	National Institutes of Technical Teachers Training & Research	225.00	201.00	150.00
22	Indira Gandhi National Open University (IGNOU)	105.00	105.00	105.00
23	Assistance to Other Institutions			
	Association of Indian Universities	2.00	2.00	2.00
	National Book Trust	55.12	55.12	57.82
	Grants for Book Promotion Activities and Voluntary Agencies	0.02	0.02	0.02
	National Institute of Education Planning and Administration (NIEPA)	57.68	57.68	61.00
	Auroville Management	70.13	58.03	58.00
	National Commission for Minority Educational Institutions	7.15	7.15	7.00
	Assistance to Other Institutes including SLIET, NERIST, NIFFT & CIT Kokrajhar	362.50	360.50	396.00
	Assistance to Other Institutions-Total	554.60	540.50	581.84
	Total- Other Central Sector Expenditure	33100.00	35783.07	37335.74
	Grand Total	40828.35	40828.35	44094.62

Department of School Education and Literacy

(Rs in Crore)

Sl No.	Centrally Sponsored Schemes	BE 2022-23	RE 2022-23	BE 2023-24
A	Schemes			
I	Centrally Sponsored Schemes			
1	Samagra Shiksha	37383.36	32151.66	37453.47
2	PM Poshan	10233.75	12800.00	11600.00
3	NILP	127.00	100.00	157.00
4	STARS	550.00	400.00	800.00
5	PM SHRI	1800.00	398.00	4000.00
6	ASPIRE	600.00	0.01	0.00
	Total Centrally Sponsored Schemes	50694.11	45849.67	54010.47
II	Central Sector Schemes			
7	National Means Cum Merit Scholarship Scheme	350.00	300.00	364.00
8	National Award to Teachers	5.00	3.80	0.00
9	Pradhan Mantri Innovative Learning Programme (DHRUV)	3.26	0.01	0.01
	Total Central Sector Schemes	358.26	303.81	364.01
	Total Schemes	51052.37	46153.48	54374.48
B	Non-Schemes			
III	Other Central Sector Expenditure			
10	Kendriya Vidyalaya Sangathan (KVS)	7650.00	7512.00	8363.98
11	Navodaya Vidyalaya Samiti (NVS)	4115.00	4920.30	5486.50
12	NCERT	510.00	405.00	518.50
13	Central Tibetan Schools Administration	62.00	0.00	0.00
14	National Bal Bhawan	22.00	22.00	22.38
	Total Autonomous Bodies	12359.00	12859.30	14391.36
IV	Establishment Expenditure			
15	Secretariat	35.00	37.00	36.01
16	Directorate of Adult Education	3.00	3.00	3.00
	Total - Establishment	38.00	40.00	39.01
	Total Non-Schemes	12397.00	12899.30	14430.37
	Grand Total	63449.37	59052.78	68804.85



ORGANISATION CHART OF DEPARTMENT OF HIGHER EDUCATION

MINISTER OF EDUCATION (Shri Dharmendra Pradhan)

MINISTER OF STATE

(i) Smt. Annpurna Devi (ii) Dr. Subhas Sarkar (iii) Dr. Rajkumar Ranjan Singh

Department of Higher Education



**Shri K. Sanjay Murthy, IAS (HP:1989),
Secretary (HE)**

	TE, TC, Indian Knowledge System, Research coordination, IISERS, IISc, STAR, IITs*, IITs* Umatt Bharat Abhiyan* (Through Adviser)
	All Matters relating to Central Universities*, IGNUO etc. through EA (CU&A), NEP* through JS(HE), IOE, MERITE, ICT/TEL, HEFA.
	ICC, Policy, EBSB, CABE, Media & Publicity, Vigilance.
	Management and IIMs, Fit India Campaign, Minorities, Scholarship
VACANT JS (HE) Additional Charge is with JS (NIT)	UGC, EQUIP, PMMMNMIT, HE/ U-Policy, HE/ CDN, Deemed Universities, New Education Policy and Implementation* *Reporting through JS (Education)
	Accounts Organization
	Finance
	NITs, BOAT, NITTR, Skill Development in HE, SPA, NBT, RUSA
	Central Universities*, IGNUO*, Community College Scheme etc., AIU* Personnel Administration (Estt.), Prof. AR & PG, FDI in HE, NEER, PWD, PG, SC/ST Cell, CDN. *Reporting through JS (Education)
	Official Language, General Admin, Padma Awards, Fundamental Duties Campaign, YP Scheme, CMIS. Reporting through AS(Education)
	Statistics
	IITs, IITs, Umatt Bharat Abhiyan Reporting through AS(TE)

ORGANISATION CHART OF DEPARTMENT OF SCHOOL EDUCATION & LITERACY

MINISTER OF EDUCATION
(Shri Dharmendra Pradhan)

MINISTER OF STATE

(i) Smt. Annpurna Devi (ii) Dr. Subhas Sarkar (iii) Dr. Rajkumar Ranjan Singh

Department of School Education & Literacy

Shri Sanjay Kumar, IAS (BH:1990)
Secretary (SE&L)

 <p>Ms. Lamchonghoi Sweety Changsan, IAS (AM: 1994), Addl. Secretary (Inst.)</p>	<p>KVS, NVS, NCERT, CBSE, NIOS, all School Boards, matters relating to Private Schools, including Lawrence and Sanawar School/NCF for SE, AE & TE Vice-Chairperson KVS, Life skills, Manodarpan Mental Health and Wellbeing, Experiential Learning through Rangousav, Language Festival, Kala Utsav etc, Toy based pedagogy, Annual report on DoSEL – new initiatives by autonomous bodies.</p>	 <p>Ms. Archana Sharma Awasthi IRS (IT) (1994) JS (AE & Coord)</p>	<p>Education for all and Literacy, NLP and all aspects of adult education and Literacy, Coordination & Parliamentary work of Dept. of School Education & Literacy including e-office, National Component, all reviews by PM, Sectoral Group of Secretaries, etc.</p>	 <p>Ms. Prachi Pandey IA&AS (2001), JS (EE&I)</p>	<p>PM Poshan for all States and UTs, Vocational Education, NCTE, Teachers & Principals: All aspects of teacher education, teacher recruitment and training of untrained teachers, National Bai Bhanu (NBB), National Award to Teachers (NAT), Swachh Vidyalaya Puraskar, National Foundation for Teacher Welfare (NFTW), Health and Nutrition component of Samagra Shiksha, Eco and Youth Clubs, Gifted/ Talented children, Parksha Pe Charcha,</p>	 <p>Shri Vipin Kumar, IAS (BH:1996), JS (SS-1I)</p>	<p>Samagra Shiksha: Policy & Planning, including Samagra Shiksha - Organising PAB meetings Samagra Shiksha - Monitoring and evaluation Samagra Shiksha - Initiatives/programmes under Samagra Shiksha, PMS or PRABANDH system, Assessment including NVA, School based /STARBS, Matters related to implementation of Samagra Shiksha in States of Gujarat, UP, Goa, Kerala, TN, Rajasthan, Maharashtra, MP, Haryana, HP, Punjab, Learning Outcomes, Model Schools, Infrastructure, Access including residential schools and hostels, Swachh Vidyalaya Component, UNICEF, PAKAH, Externally Aided Projects, Coordination with SCERTs, DIETs etc. Samagra Shiksha matters related to NCERT, NIEPA, Matters related to implementation of NEP and its implementation plan (QUEST).</p>	 <p>Ms. A.Srija (IES:1996) Economic Adviser (SE&L)</p>	<p>Inclusive Education- Girls, Differently-abled, SC/ST etc, including KOBV, vijayapal-portal, Aspirational Districts, National Merit Scholarship Scheme, National Scheme for the Gifted Child for Secondary Education, Finance Commission, Budget announcements, Coordination work of all UTs administration including coordination with MHA, Matters related to implementation of Samagra Shiksha in UTs of Chandigarh, Delhi, Puducherry, DNI&DD, Lakshadweep, A&N Islands, All Plans, Economic analysis & monitoring of resource allocation for and expenditure on Education, Coordination of all Portals in the Department, NIC, Monitoring dashboard for the department, Work related to Aadhar, DBT and UIDAI, Preparation of mid-term report.</p>	 <p>Shri V. Hegde, ISS, (2000), DDG (Stats)</p>	<p>Global Index, UDISEF, Performance Grading Index, Analysis of Major Reports related to School Education, Coordination work with Ministries concerning data convergence, Publications - "Examination Results", "Educational Statistics at a Glance", "Selected Information on School Education", "Index of Service Education", "Production, Population Projection, Statistics relating to School Education, Supply of data to UNESCO Institute of Statistics (UIS) and other International Agencies, Sustainable Development Goals(SDGs), Coordination with other Ministries for education related indices.</p>	 <p>Ms. Lamchonghoi Sweety Changsan, IAS (AM: 1994), Addl. Secretary (Inst.)</p>	<p>Nodal officer for residual work not allotted to anyone relating to DPIIT, Ministry of Defence, MSME, Railways, Labour and Employment, Environment, Forest and Climate Change and DoNER, Matters related to implementation of Samagra Shiksha in Manipur, Meghalaya, Mizoram, Tripura, Nagaland, Assam, Arunachal Pradesh & Sikkim.</p>	 <p>Shri Sanjay Kumar, IAS (BH:1990) Secretary (SE&L)</p>	<p>Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Higher Education, Distribution, Food Processing Industries, Mol&FW, Information & Broadcasting, Road Transport and Highways, Steel, Textiles, Chemical & Fertilizers, Earth Sciences, Animal Husbandry, Dairying and Fisheries, MoSDE and all work related to MyGov.</p>	 <p>Ms. Prachi Pandey IA&AS (2001), JS (EE&I)</p>	<p>Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Higher Education, Consumer Affairs, Food & Public Distribution, Food Processing Industries, Mol&FW, Information & Broadcasting, Road Transport and Highways, Steel, Textiles, Chemical & Fertilizers, Earth Sciences, Animal Husbandry, Dairying and Fisheries, MoSDE and all work related to MyGov.</p>	 <p>Ms. A.Srija (IES:1996) Economic Adviser (SE&L)</p>	<p>Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of MHA, Agriculture & Farmers Welfare, Economic Affairs & 15th Finance Commission, NTH Ayog, Finance & Cooperation, Preparation of annual - India School Education progress report by studying Ministries/ Departments schemes & Suggesting Convergence. Bt Bharti Sheela Bharat including Preparation of India report on EBSB, Matters relating to issue of Doing Business and reducing the burden of compliance.</p>
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सत्यमेव जयते

Government of India
Ministry of Education
Department of Higher Education
and
Department of School Education & Literacy