

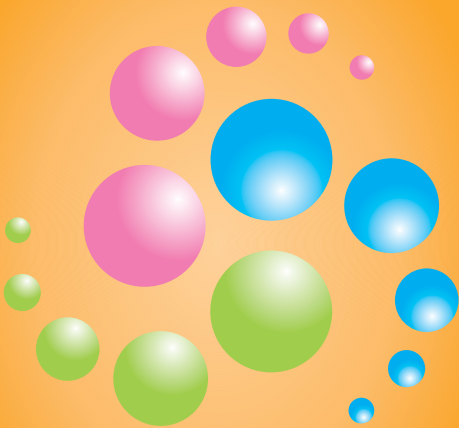


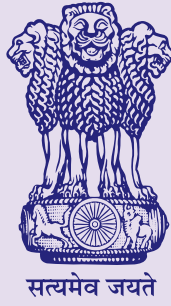
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ANNUAL REPORT

2019-20

Government of India
Ministry of Human Resource Development
Department of School Education and Literacy
Department of Higher Education

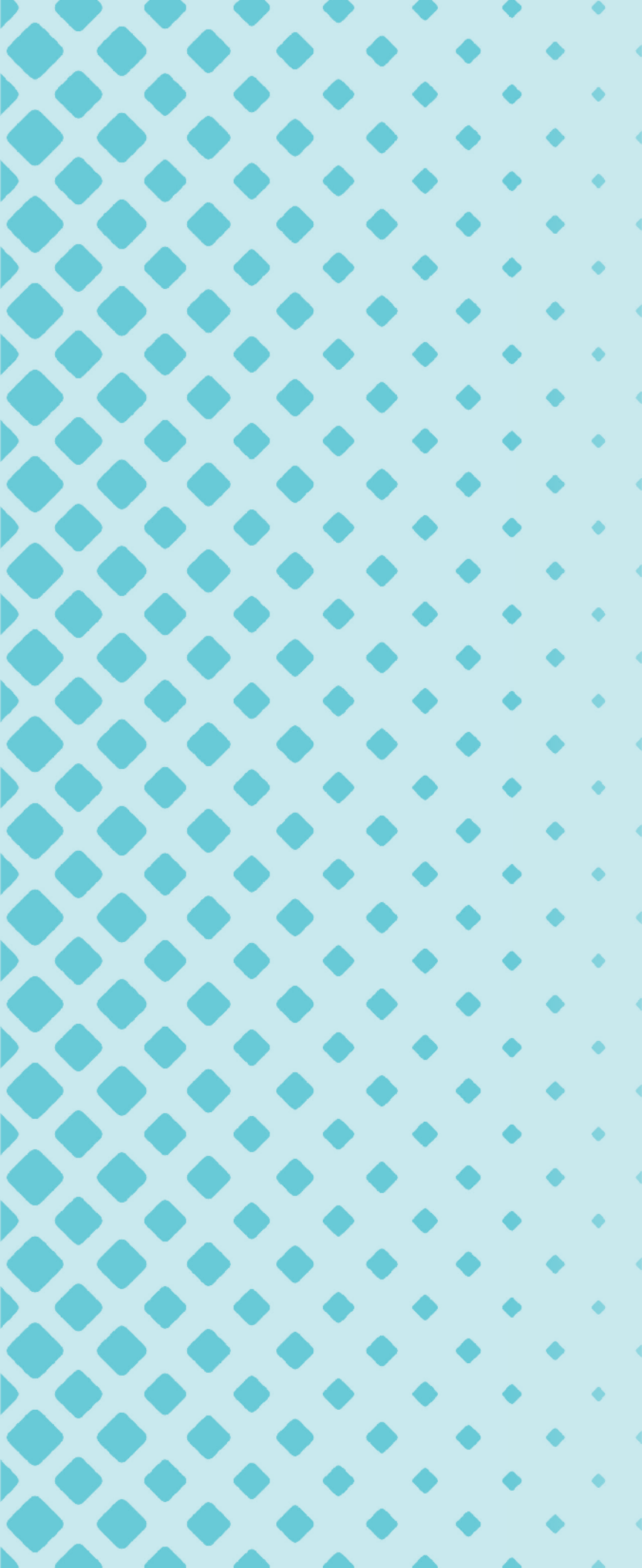




Annual Report

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Ministry of Human Resource Development
Department of School Education and Literacy
Department of Higher Education



OVERVIEW

Overview

Education plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education. In pursuance of

this mission, the Ministry of Education (MoE) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD works through two departments:

- i. Department of School Education & Literacy
- ii. Department of Higher Education

While the Department of School Education & Literacy is responsible for development of school education and literacy in the country, the Department of Higher Education takes care of what is one of the largest Higher Education systems of the world, just after the United States and China.

The Department of School Education & Literacy has its eyes set on the “universalisation of education” and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also started paying dividends in the form of growing enrolment in schools.

The Department of Higher Education, on the other hand, is engaged in bringing world class opportunities of higher education and research to the country so that Indian students are not finding lacking when facing an international platform. For this, the Government has launched joint ventures and signed MoUs to help the Indian student benefit from the world opinion.

Objectives

The main objectives of the Ministry would be:

- Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit
- Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.
- Paying special attention to disadvantaged groups like the poor, females and the minorities
- Provide financial help in the form of scholarships, loan subsidy, etc to deserving students from deprived sections of the society.

- Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

Policy Initiatives

- In line with the goal of national building, India has been committed to providing free and compulsory education to all children. Towards this end, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. Rashtriya Madhyamik Shiksha Abhiyan has been launched recently as a step to universalize secondary education. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education.
- Building upon the existing capacities and recognizing the immense contribution to nation building that the large network of educational institutions has made in the post independent India; the country has embarked upon a second phase of expansion and establishment of centres of excellence in higher education. It is envisioned that strengthening the two ends of the spectrum, namely, elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.
- The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. Recent years have seen certain important committees and commissions deliberate on education.

National Knowledge Commission (2006) Report on higher education supports a strong reform agenda through public investment. Recently, the report of the committee on renovation and rejuvenation of higher education (Yashpal Committee) has recommended protecting the intellectual autonomy of educational institutions and the creation of an all-encompassing National Commission for Higher Education and Research (NCHER) to replace or subsume the existing regulatory bodies. The report talks about the concept of a university as a place where research and teaching become two important pillars of the creation of knowledge and should go together. It should provide practical training to the people that should be based on new knowledge and in response to social and personal needs. Most importantly, university should allow for the diverse growth of knowledge and should not lead to fragmentation of knowledge. It is, therefore, recommended that normally, no single discipline or specialized university should be created. There is also an idea that undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility.

- The government has already initiated steps in the direction of implementing some of the recommendations.

New Education Policy (NEP):

The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

Consultation process was three pronged: (i) Online consultations through Mygov.in (ii) Consultation from village/grassroots level up to State level, and (iii) Thematic Consultations

Including Zonal and National level Consultations. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/Union Territories was carried out between May to October, 2015.

A number of in-person consultations were held by the Government with stakeholder Ministries in the Government of India (GoI) and also with the State Governments on NEP. A High Level meeting was taken by Minister for Human Resource Development on 14.02.2015 to discuss the consultative process for formulation of New Education Policy and invite suggestions of other

Ministries and Departments. A meeting was held by the Minister of Human Resource Development on 21st March, 2015 with Education Ministers, Secretaries and other senior officials of the State Governments in which the consultation process, including the process of uploading the recommendations on MyGov, was explained in detail and suggestions of States on the process as well as the themes were also invited.

The Government also conducted thematic consultations through University Grants Commission, All India Council for Technical Education, National Council for Teacher Education and several centrally funded universities and institutions, autonomous bodies, attached offices having domain expertise on the individual themes by inviting all relevant stakeholders including experts, academics, industry representatives, civil society etc. in July October, 2015. Further, the Ministry held thematic consultations in which experts having domain expertise were invited for deliberations.



ALLOCATION OF BUSINESS RULES



Allocation of Business Rules

Clause (3) of Article 77 (“Conduct of Business of the Government of India”) of the Constitution of India lays down as follows:

“(3) The President shall make rules for the more convenient transaction of the business of the Government of India, and for the allocation among Ministers of the said business”.

Under the above provision, the President has made the “Government of India (Allocation of Business) Rules, 1961”, rule 2 of which reads as follows:

“2. Allocation of Business: The business of the Government of India shall be transacted in the Ministries, Departments, Secretariats and Offices specified in the First Schedule to these rules (all of which are hereinafter referred to as ‘Departments’)”.

Further, Rule 3(1) of the above Rules says that

“The distribution of subjects among the Departments shall be specified in the Second Schedule to these Rules...”.

A Ministry or Department is responsible for formulation of policies of the Government in relation to business allocated to it and also for the execution and review of those policies. The Ministry of Human Resource Development (MHRD) is one of the Ministries specified in the First Schedule of the above Rules, and consists of the following two Departments:

- Department of School Education & Literacy (SE & L)

- Department of Higher Education (HE)

The Minister of Human Resource Development heads the Ministry of HRD. Currently, he is assisted by a Minister of State each in the two Departments.

A. Subjects allocated to the Department of School Education and Literacy as per Second Schedule to the Government of India (Allocation of Business) Rules, 1961.

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 news print 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. Subjects allocated to the Department of Higher Education, as per Second Schedule to the Government of India (Allocation of Business) Rules, 1961:**
1. University education: Central Universities: Rural Higher Education Foreign Aid Programme relating to Higher Education, Technical Education Planning.
 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 text-books 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.
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PART - I

Department

of

School Education & Literacy





01

SAMAGRA SHIKSHA



Samagra Shiksha

An Integrated Scheme for School Education

Samagra Shiksha is an overarching programme for the school education sector with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. The Cabinet Committee on Economic Affairs (CCEA) in its meeting held on 28th March, 2018, approved the formulation of Integrated Scheme on School Education - Samagra Shiksha, from 1st April, 2018 to 31st March, 2020. It is being implemented for pre-nursery to senior secondary level throughout the country in coordination and consultation with all States/UTs.

The Samagra Shiksha was launched by the Hon'ble Minister of Human Resource Development on 24th May, 2018. It is a sector-wide development programme which subsumes the then existing Centrally Sponsored Schemes

of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) to help harmonising the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes along-with incentivizing States towards improving quality of education.

The Integrated Scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

*The **Goal SDG-4.1** states that "By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes".*

*Further the **SDG 4.5** states that "By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".*

The major objectives of the Scheme are: provision of quality education and enhancing learning outcomes of students; bridging Social and Gender Gaps in School Education;

ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting Vocationalisation of education; support States

in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of State Councils of Educational Research and Training (SCERTs)/State Institutes of Education (SIE) and District Institute of Education and Training (DIET) as nodal agencies for teacher training. The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

The Samagra Shiksha is implemented as a Centrally Sponsored Scheme by the Department through a single State Implementation Society (SIS) at the State/UT level. It provides for a Governing Council (GC) headed by Minister of Human Resource Development at the National level and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The GC is empowered to modify financial and programmatic norms and approve detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. States are expected to bring a single Plan for the entire school education sector.

Under Samagra Shiksha, an amount of **Rs. 36322 crore** was sanctioned at Budget Estimates (BE) stage for the financial year 2019-20, out of which **Rs. 25196.07 crore** (69.37%) was released as Central Share to States and Union Territories, upto 31st December, 2019. The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States/UT viz. Himachal Pradesh, Uttarakhand and Jammu & Kashmir and 60:40 for all other States and Union Territories with Legislature. It

is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015.

The major interventions, across all levels of school education, under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.; (viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training and (xiii) National Component. Preference in the interventions is given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs), Border areas and the 112 Aspirational Districts.

The main emphasis of the Scheme is on improving quality of school education by focussing on the two T's – Teacher and Technology. The strategy for all interventions under the Scheme is to enhance the Learning Outcomes at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them. Funds are allocated based on an objective criteria based on enrolment of students, committed liabilities, learning outcomes and various performance indicators.

The Scheme will help improving the transition rates across various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring

and monitoring, etc. This single Scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the Society.

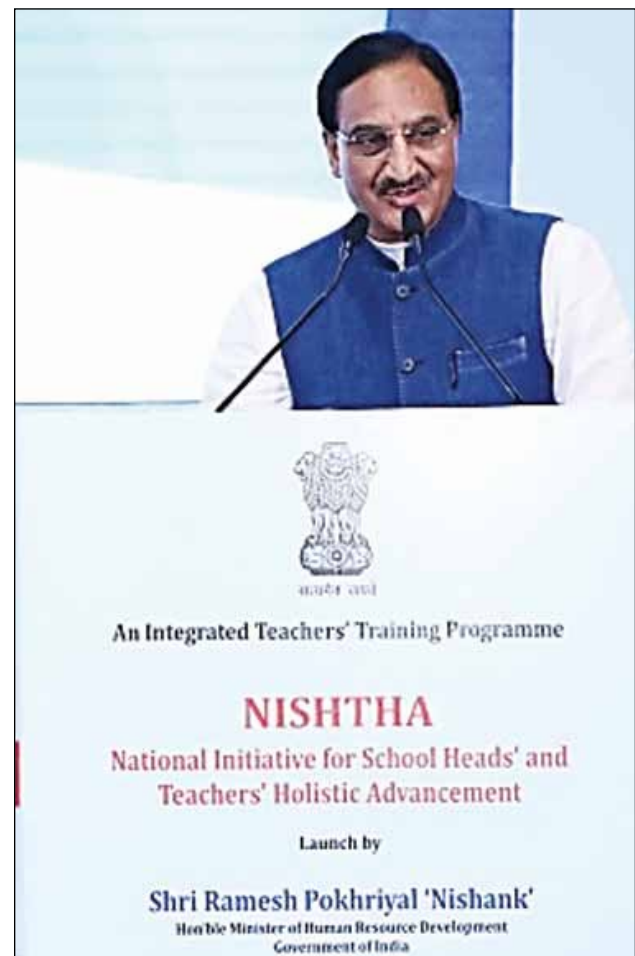
NISHTHA - National Initiative for School Heads' and Teachers' Holistic Advancement

NISHTHA - an Integrated Teachers' Training Programme

Union Human Resource Development Minister Shri Ramesh Pokhriyal 'Nishank' has launched on 21st August, 2019 at New Delhi 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*. **During the programme, NISHTHA Website, Training Modules, Primer Booklet and a Mobile App were also launched by the Minister. This training programme has been included as one of the two transformative**

ideas from the Department of School Education & Literacy for the 100 days programme of the Government.

This integrated programme aims to build the capacities of around 4.2 million participants covering all teachers and Heads of Schools at the elementary level in all Government schools, faculty members of State Councils of Educational Research and Training (SCERTs), District Institutes of Education and Training (DIETs) as well as officials and Resource Persons from Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) in all States and UTs. **With this huge coverage, NISHTHA Programme is perhaps the largest such initiative in the entire world.**



The programme was launched in the presence of senior officers of the Department of

School Education and Literacy, all States and UTs, Senior Policy Makers, Heads of Institutions, National Resource Persons for NISHTHA and Key Resource Persons from Goa and 6 UTs (Andaman & Nicobar Island, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Puducherry) and Representatives of International Organizations and selected Non-Government Organizations.



This training will be conducted directly by 33120 Key Resource Persons (KRPs) and State Resource Persons (SRP) identified by the State and UTs, who will be trained by 120 National Resource Persons identified from National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), Non-Government Organisations and UNICEF.

As on 31.12.2019, training of KRPS and SRPs has been completed in 21 States and UTs and training is in progress in 8 States. Training of teachers at the block level has begun in 21 States and UTs. Training of 4,79,161, number of KRPs/SRPs/Teachers/Head Teachers has been completed.

Integrated Teacher Training Plan

Samagra Shiksha provides support for pre-service and in-service teachers training through the State Councils of Educational Research and Training (SCERTs) as per their specified norms. SCERT as academic authority develops a consolidated calendar of annual in-service training for elementary, secondary and senior secondary school teachers and also for teacher educators in SCERTs and District Institutes of Education and Training (DIETs). This comprehensive training calendar includes training of teachers, head teachers/principals, induction training for newly recruited teachers, school leadership training with support from National Institute of Educational Planning and Administration (NIEPA), training of educational administrators, training of resource persons, etc. In addition, the SCERT prepares modules for teacher training, orient the resource persons for training and conduct training programmes in collaboration with the State Project Office (SPO), DIETs and Block Resource Centres (BRCs).

Methodology for implementation of Integrated Teacher Training:

1. 8 National Resource Groups comprising of 15 Experts each are training the Key Resource Persons (identified by the State and UT for further teacher training) and State Resource Person trained by NIEPA (identified by the State and UT for further training of school heads and other functionaries).
2. Modules, Guidelines and Handbooks were developed by the NCERT and NIEPA on themes such as pedagogy of science, pedagogy of mathematics, school based assessment, etc. These modules have been shared with States and UTs and translation of the same have been done by 15 States and UTs.

3. State are to provide venues with at least five spacious rooms for the training of 200 - 250 KRPs and SRPs at a time for conducting plenary and parallel sessions.
4. A Learning Management System Portal and a Mobile App has been developed by NCERT for registration of NRGs, KRPs, SRGs and Teachers, dissemination of resources, training gap analysis (Pre and Post Training), monitoring and measuring the progress online. The LMS Portal will ultimately be handled by the States/UTs to improve the training mechanisms in future.
5. After completion of the KRP training, NRGs will regularly be in touch with KRPs through WhatsApp groups and random visits. One NRG will be mentoring 60-70 SRGs.
6. Once the training of one batch is completed at block level, one KRP for each 125 teachers will be identified as mentor for continuous guidance, follow-up, feedback and monitoring purpose.
7. A system for continuous follow-up and mentoring should be devised in a way that at least once or twice a year all school teachers in a cluster come to the cluster school together, share experiences, discuss problems and pedagogical issues, etc.
8. Online monitoring of each activity and expenditure occurred will be done to ensure accountability and optimum utilization of resources.

Scheme for Financial Assistance for Appointment of Language Teachers

- The restructured 'Appointment of Language Teachers(ALT) Scheme' has been launched for the remaining period of 2019-20 i.e. from October, 2019 to March,

2020. The proposed scheme has a financial implication of Rs. 62 crore only. A budget of Rs. 50 crore is available in the relevant head in BE 2019-20.

- The restructured ALT Scheme is construed as a new scheme and is not to be interpreted as a continuation of the earlier scheme which was under implementation till the terminal year of the XIIth plan period i.e. 2016-17.

Salient Features of the Scheme

PART-I: Appointment and Training of Hindi Teachers in North Eastern States

Under this component, financial assistance will be provided for the following:

- i. Honorarium to the Hindi teachers appointed by the North Eastern States during Scheme period.
- ii. Establishment/Strengthening of Hindi Teachers' Training Colleges in North Eastern States. The grant for this purpose shall be of non-recurring nature. The liability of recurring expenditure of the college shall rest upon the concerned State Govt. The proposal of establishment of new Hindi Teachers' Training College shall be entertained in the case of only those States who do not have adequate facility for training of Hindi teachers.
- iii. The quantum of assistance would not exceed the amount of salary paid to regular language teachers in the respective States.

Part-II: Appointment of Urdu Teachers and Grant of Honorarium for Teaching Urdu in States/UTs

Under this component, financial assistance will be provided for the following:

- i) The Government of India would provide financial assistance as Honorarium for appointment of Urdu Teachers where 15 or more students in a class opt for it.
- ii) The quantum of assistance would not exceed the amount of salary paid to regular language teachers in the respective States.

The scheme is implemented as a centrally sponsored scheme with 100% central assistance.

The Evaluation of all the schemes of the Department is being carried out by NITI Aayog.

STARS (Strengthening Teaching-Learning and Results For States) Project

- The STARS project with a total cost of approximately Rs 5583 crore is proposed to be implemented with A World Bank assistance of US\$ 500 million (approximately Rs. 3613 crore) from 2019-20 to 2024-25 in **six identified States i.e. Himachal Pradesh, Maharashtra, Odisha, Rajasthan, Madhya Pradesh and Kerala**. These six States have been identified (three Learning States and three Lighthouse States) based on the Performance Grading Index (PGI) developed by the Department of School Education and Literacy, MHRD.
- The Sustainable Development Goals for 2030 call for ensuring the completion of primary and secondary education by all boys and girls, and guaranteeing equal opportunities for access to quality technical and vocational education for everyone. The new integrated centrally sponsored scheme for school education, Samagra Shiksha represents a paradigm shift in India's education system in that it treats 'schooling' as a seamless continuum, covering the entire K-12 system.
- However, the education system today needs to not only improve access and learning outcomes but also to prepare students for the 21st century by imparting skills like collaboration, critical thinking, creativity and communication. This can be accomplished only by enhancing the professional capacity of teachers, extensive use of technology and team building. The STARS project envisages technology-centric and innovation-driven projects for improving learning outcomes and governance systems, which can be scaled up and replicated across the country, based on the experiences gained. The STARS project will be the CRUCIBLE for education in India driving innovation, beyond the existing schemes. The project focuses on systemic reforms to bring about quality and accountability in school education as well as encouraging innovation and flexibility through new approaches, to improve the learning outcomes.
- The project shifts focus from the provision of inputs and maintaining of outputs to actual outcomes by linking the receipt and disbursement of funds to these outcomes. In this regard, some of the measurable outcomes of the project are:
 - a) Percentage of students achieving minimum proficiency in Grade 3 language in the project States
 - b) Secondary school completion rate in project States
 - c) Improved governance in project States (as measured by select indicators from Performance Grading Index)
 - d) Number of teachers trained in early childhood education (ECE) and early reading and numeracy

- e) Percent of schools implementing learning enhancement program for upper primary and secondary grades in project States
 - f) Improved teacher management in project States
 - g) Strengthened school management in project States
 - h) Career guidance program for improved transition from school to higher education and work.
 - i) Labor-market relevant courses offered at the secondary and higher secondary stages.
 - j) Partnerships developed to facilitate cross-learning between States
- It also envisages a State Incentive Grant to incentivise the States for undertaking governance reforms and showing actual improvement in learning outcomes and retention.
 - The STARS project explicitly identifies Information and Communication Technologies (ICT) both as a key lever in the transformation of the education system and as a core of education itself. The project will develop strong, robust ICT and Technology based systems which would be cross-cutting across different components of the project.
 - A workshop was held on 3rd May, 2019, under the Chairpersonship of Secretary, D/o SE&L, for finalizing the Guidelines and Implementation Framework for STARS project. Representatives from all partner States i.e. Madhya Pradesh, Himachal Pradesh, Rajasthan, Kerala, Maharashtra and Odisha and World Bank took part in the workshop.
 - OECD and ACER, Australia conducted a 5 day workshop on Capacity Needs Analysis of India's readiness for PISA 2021. They visited CBSE, KVS, NVS & UT of Chandigarh during the period 13th-17th May, 2019.
 - A two days workshop organized by World Bank at its office on 29-30 July, 2019 to discuss Integrated Fiduciary System Assessment (IFSA) of the financial management and procurement methods and approaches observed in MHRD for Samagra Shiksha and six participant states i.e. Madhya Pradesh, Rajasthan, Gujarat, Himachal Pradesh, Maharashtra and Kerala under Strengthening Teacher-Learning and Results for States (STARS) project.
 - Meeting to discuss the Result Framework Documents and the DLI matrix of STARS project on 29th July, 2019.
 - The meeting of Review Mission for STARS Project was held on 16.10.2019 at World Bank's office. The objective of the mission is to appraise the progress of the project, and major emphasis was given on getting approval of EFC of STARS project from D/o Expenditure and Cabinet and hiring of Independent Verification Agency (IVA). The Draft EFC note on STARS project has been forwarded to D/o Expenditure and other concerned Ministries for comments.
 - The meeting of Search-cum-Selection Committee for selection of IVA for verification of Disbursement Linked Indicators (DLIs) under STARS project was held on 24.10.2019. The committee after evaluating proposals of the intuitions/agencies has shortlisted three institutes, and invitations for presentations have been sent to shortlisted institutes dated 31.10.2019.

Components of the STARS Project for Undertaking Interventions

Strengthening Early Childhood Education and Foundational Learning

- Provide support for developing enhanced classroom layouts that are child friendly, developmentally appropriate and stimulating; which have a positive effect on interactions between teachers and students, thereby supporting early learning.
- Develop capacity of teachers for improving the **life skills** in children for adaptive and positive behaviour that will enable them to deal effectively with the demands and challenges of everyday life. Three broad categories of such skills are: **cognitive skills** for analyzing and using information, **personal skills** for developing personal agency and managing oneself, and **inter-personal skills** for communicating and interacting effectively with others.
- Development of appropriate curriculum supported by standardized **Teaching Learning Material (TLM)** kits.
- Parental engagement for enhancing parents' awareness about the importance of ECE and foundational learning.

Improving Learning Assessment System

- **Programme for International Student Assessment (PISA):** Multi-year support for India's participation and capacity building for PISA 2021 including and eventually **improving the pedagogical practices based on PISA experience.**
- Support will be provided for the creation of a National Centre for assessment and assessment cell/ State Centre for Assessment in each state with the help of expert assessment agencies.

- **Improving the quality and utility of various Assessments** (NAS, State Learning Achievement Surveys [SLAS], and examinations) by involving expert agencies.
- **Developing online item banks** to support teachers' formative, diagnostic, and summative assessment activities by aligning with key learning outcomes/competencies/benchmarks. Crowd sourcing of ideas for teaching-learning will be formalized to have a self-correction mechanism in place. It has proved to be very effective in building online knowledge banks like Wikipedia, Github, Stackexchange etc.
- **Online labs, online games, hackathons etc.** will be part of the Technology Platform to generate interest in domains like critical thinking and creative problem solving.
- Tracking system will be developed for all students to know their learning progress.
- The project envisages the use of technologies like **Augmented Reality** and **Virtual Reality** in education and improving learning and innovation pathways by letting students experience real-life situations.

Strengthening Classroom Instruction and Remediation through Teacher Development and School Leadership

- **Using technology to improve education management:** Availability of an information backbone is essential for better management of education inputs and processes, as well as decision making systems towards improving learning outcomes. The DIKSHA platform will be further developed to create capabilities for delivering content, tracking use and supporting teachers, collect, manage and

use student learning data and support teachers in remedial exercises.

- STARS will provide technical assistance to **assess digital competencies of teachers and teacher educators** and develop operational guidelines to enhance the same.
- Training of Teachers in the use of skills such as Augmented Reality, Artificial Intelligence would be a leading area of work for catering to demands of 21st Century.
- Development of frameworks and structures for the **voluntary accreditation of teachers**.
- Developing tools for assessing the impact of school leadership training and for exploring partnerships to plan future/ downstream professional development opportunities for school heads.

Governance and Decentralized Management for Improved Service Delivery

- STARS will focus on enhancing state capability and strengthening public institutions at decentralized levels for improved educational planning, management and service delivery.
- Partnerships with Non-state actors/NGO providers that have the potential to increase enrollment, enhance accountability and improve learning outcomes while keeping the education budget in check would be explored.
- Development of a National overarching framework for partnerships with non-state actors- the process for identifying schools, the selection process for identification of persons and clear transparent guidelines

for Key Performance Indicators. Various models like Whole School Approach, Direct Benefit Transfers for School Choice, Support services of management firms/ NGOs/Philanthropy bodies, Outsourcing of specific services etc. maybe explored, in partnership with the States.

- Developing a **communication and branding plan** for each state
- Development of an Institutional mechanism at the **National level for grading of schools** and regulation, qualification, assessment of School Education Boards for undertaking educational sector & examination reforms.

School to work transition strategies

- **School to work transition:** Support for **age appropriate curriculum development** and expansion which includes support to States towards covering grades 7th-8th for early exposure to the broad world of work.
- **Soft skills training** and **STEM/STEAM** (Science, Technology, Engineering, Art, and Math) **related skills** for the smoother transition towards higher education would also be supported, including AI, coding and robotics.
- Well-designed provision of career guidance and counselling as a critical development tool would be supported to enable students to systematically plan their movement towards their future vocations or livelihoods and guide the institutional leadership in curricular planning and evaluation. Technology can be used to gauge **students' aptitude, personality and interests**.

The STARS project will drive major policy reforms and changes in system by

experimentation, getting International experience & exposure, collaboration with Non-State actors, crowd sourcing of ideas and by adopting unconventional methods to improve the learning methodology. The online repository that would be created will make the system capable of replicating all lessons learnt and the successful experimentations, across the country at scale and in a short duration of time.

RTE Roadmap under the Samagra Shiksha

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, has become effective on 1st April, 2010. This act provides for a justiciable legal framework that entitles all children between the ages of 6-14 years for free and compulsory admission, attendance and completion of elementary education. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

The Samagra Shiksha supports States and UTs in implementation of the RTE Act, 2009. The Scheme envisages providing an equitable and inclusive quality education.

Change in 'No Detention Policy'

- On demand from States, the RTE (Amendment) Act, 2019 amending the no detention policy, was enacted by Parliament and notified on 11.01.2019.

- Under this, if a student fails in second attempt, he/she can be detained in class 5 or 8 or both, or the States and UTs can decide not to detain the child. This will pave the way for improvement in learning outcomes of children.
- Section 16 of the RTE Act, 2009 provides that 'No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.'
- The RTE (Amendment) Act, 2019 has come into force w.e.f. 1st March, 2019 with the notification issued vide S.O. 1044(E) dated 28th February, 2019.
- In April, 2019, NCERT has published and circulated guidelines on Conduct of Continuous and Comprehensive Evaluation (CCE) which is also available on their website.
- The Draft Notification for amending Central RTE Rules, 2010, is under preparation in consultation with NCERT and Legislative Department, Ministry of Law and Justice.

Training of Untrained Elementary Teachers- Amendment in the RTE Act for

- Section 23(2) of the RTE Act, 2009 has been amended vide RTE (Amendment) Act, 2017. The amendment is retrospective w.e.f. 01.04.2015. Thus, the period for training of untrained in-service elementary teachers to acquire the minimum qualifications as prescribed by the academic authority teachers, is extended to 31st March, 2019.
- In order to ensure that all in-service untrained teachers acquire the minimum

qualifications prescribed by the academic authority namely, National Council for Teachers Education (NCTE), it was decided that the training for untrained teachers will be conducted through Online Mode by National Institute of Open Schooling (NIOS).

- A total of 13,78,979 untrained in-service elementary teachers were registered with NIOS, out of which 10,57,336 teachers were from Private unaided schools.
- As per the result declared by NIOS on 22nd May, 2019, 9,58,513 teachers have passed this D.El.Ed. course out of which 7,31,223 teachers were from Private unaided schools.
- NIOS has also been given permission to conduct the supplementary examination to give one last opportunity to the candidates who could not pass or appear in the examinations. NIOS has notified the dates of supplementary examinations from 4th January to 18th January, 2020.

School Infrastructure Development

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides norms and standards for a recognised elementary school. The Schedule to the RTE Act mentioning norms and standards for a school inter alia provide for an all-weather school building. The Schedule also provides for arrangements for securing the school building by boundary wall or fencing. The Central RTE Rules, 2010 states that the School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under the Act. The School Development Plan shall inter alia contain the physical requirement of additional infrastructure and equipments, calculated with reference to the

norms and standards specified in the Schedule. The RTE Rules also specify that the schools found to be conforming to the norms, standards and the conditions are to be granted recognition and withdrawal of recognition of the schools which do not conform to the norms, standards and conditions mentioned in the RTE Rules.

The appropriate Governments have the responsibility and mandate to provide school infrastructure including drinking water facility and toilets in schools in accordance with the norms prescribed in the Schedule to the RTE Act, 2009 and respective State RTE Rules. The Government of India supported State Governments and UT Administrations for creation and augmentation of infrastructural facilities in government elementary schools through Sarva Shiksha Abhiyan (SSA) and in government secondary schools through Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programmes. The requirement of infrastructural facilities in schools are worked out every year by the respective State and Union Territory on incremental basis depending on their need and priority and this is reflected in their Annual Work Plan and Budget (AWP&B).

The Samagra Shiksha scheme envisages an annual recurring composite school grant of upto Rs.1,00,000/- per annum depending upon the number of students, for all government schools. Each school is required to spend at least 10% of the composite school grant on activities including maintenance of toilets under Swachhata Action Plan (SAP). The scheme also provides for annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition.

The physical progress under the erstwhile Sarva Shiksha Abhiyan (SSA) till 2017-18 and Samagra Shiksha effective from 2018-19 for elementary education component may be seen as under:

S. No.	Major Component	Cumulative sanctions	Cumulative Achievement (completed) up to 30.09.2019
1	Primary School Buildings	200343	187485
2	Upper Primary School Buildings	111648	107196
3	Additional Class Room	1897686	1811182
4	Drinking Water	247272	235874
5	Boys Toilet	409819	377544
6	Separate Girls Toilet	529797	508806
7	CWSN Toilets	149840	121771
8	Ramps	283205	245821
9	Electrification	235295	194793

Source: PMS

The physical progress under the erstwhile Rashtriya Madhyamik Shiksha Abhiyan (RMSA) till 2017-18 and Samagra Shiksha effective from 2018-19 for secondary education component may be seen as under:

S. No.	Major Component	Cumulative sanctions	Cumulative Achievement (completed) up to 30. 09. 2019
1	New School	12837	9533
2	Strengthening of school		
	i) Additional Classroom	55550	40581
	ii) Science lab	29935	20913
	iii) Computer room	20478	15040
	iv) Library room	27795	20799
	v) Art/craft/culture Room	32702	23645
	vi) Drinking water	12249	10216
	vii) Toilet Blocks (Boys and Girls Toilet)	44356	29810
3	Major Repair	6448	2441
4	Residential Quarter	2500	1183

Source: PMS

Shagunotsav

Shagunotsav, a Census based audit for assessing the physical, infrastructure and facilities in all government and government aided schools in all States and UTs. Training Workshops on Shagunotsav were held on 14th, 18th, 30th and 31st October, 2019. Thus, National Level Training of all States/UTs on Shagunotsav is completed. The proposed census through a field visit would include different parameters of UDISE+, Samagra Shiksha, Mid-day Meal, Disaster Management and PGI. Shagunotsav will lead to grading of schools for the purpose of understanding the gaps and identify areas where additional support/infrastructure is required. It will also develop an understanding among the different stakeholders of the essential requirements of a good school. The data and information produced by the school census would be crucial for planning, management and evidence based decision-making leading to improvement in quality of education.

KGBV-Kasturba Gandhi Balika Vidyalaya

For encouraging the participation of girls in education upto Higher Secondary Level, the existing Kasturba Gandhi Balika Vidyalayas (KGBVs) at upper primary level and Girls Hostels at secondary level have been extended/converged to provide residential and schooling facilities upto Class-XII under the Scheme.

The Scheme provides for access and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years aspiring to study in classes VI to XII, belonging to SC, ST, OBC, Minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and upto class XII wherever possible. KGBV provides the facility to have at-least one residential school for girls from Classes VI-XII in every Educationally Backward Block (EBB).

The scheme is being implemented in 30 States & UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, D & N Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Ladakh, Madhya Pradesh, Manipur, Maharashtra, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

A recurring grant is provided to KGBVs as below to account for all expenses including manpower cost :

- i) Type I for class VI to VIII @ upto Rs.60 lakh per annum;
- ii) Type II for class VI to X @ upto Rs.80 lakh per annum;
- iii) Type III for class VI to XII @ upto Rs.1 crore per annum &
- iv) Type IV existing Stand-alone Girls' Hostels for classes IX to XII @ upto Rs.25 lakh per annum.

A total of 5930 KGBVs with a capacity of 783220 girls was sanctioned to States under Samagra Shiksha till 2019-20. Out of the 618138 girls enrolment, 174653 are SC (28.25%), 155585 are ST (25.17%), 219129 are OBC (35.45%), 26786 are Muslims (4.33%) and 41985 are BPL category (6.79%). 643 KGBVs have been upgraded to Class X/XII in 2019-20 under Samagra Shiksha.

CwSN - Inclusive Education for Children with Special Needs

Inclusive Education for Children with Special Needs (CwSN) has been one of the major interventions of the erstwhile SSA and RMSA schemes. In the integrated scheme Samagra Shiksha too, the Inclusive Education to CwSN is an important component, laying emphasis on improving quality of education for all students, including CwSN. The component provides

support for various student oriented activities which include identification and assessment of CwSN, provision of aids, appliances, corrective surgeries, Braille books, large print books and uniforms, therapeutic services, development of teaching-learning material (TLM), assistive devices & equipments, environment building and orientation programme to create positive attitude and awareness about nature and needs of CwSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation, stipend for girls with special needs etc. The component also emphasizes the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 for children with special needs (within the age group of 6-14 years). In addition, separate resource support (financial assistance towards salary of special educators) is also made available in order to appropriately address the needs of CwSN.

Inclusive Education Programmes

The Department of School Education & Literacy was earlier implementing Sarva Shiksha Abhiyan (SSA) as the main programme for universalizing elementary education for all children from 6-14 years of age. SSA had adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CwSN was being implemented.

The RTE Act, 2009 mandates free and compulsory elementary education to all children including CwSN. This act provides a legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. Section 3(2) of the RTE Act lays emphasis on elementary education of children with disabilities. As per the Amendment of 2012, it also mandates that a child with multiple and/or severe disabilities has the right to opt for home based education.

In order to address the educational needs of CwSN at the secondary and senior secondary levels, the scheme for Inclusive Education for Disabled at Secondary Stage (IEDSS) was implemented. The Scheme aimed at enabling all students with disabilities completing eight years of elementary schooling, an opportunity to complete four years of secondary schooling in an inclusive and enabling environment in the general education system at the secondary level (classes IX to XII).

Samagra Shiksha aims to cover all CwSN in a continuum from classes I to XII.

Provisions for CwSN included under Samagra Shiksha

- (i) Support has been enhanced from Rs. 3000 per child per annum to Rs. 3500 per child per annum. Stipend for girls with special needs has been expanded from previous allocation to girls from classes IX to XII (RMSA), to classes I to XII (Samagra Shiksha) in order to encourage girls for enrolment & retention and complete their schooling. Stipend is provided through Direct Benefit Transfer (DBT) mode.
- (ii) The provision for home based education covering children with severe/multiple disabilities has been extended for children till class XII under the Samagra Shiksha scheme.
- (iii) 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.
- (iv) The financial support for honorarium/salary for existing and new special educators (as per the Samagra Shiksha norms for salary of teachers). This allocation is over and above the norm of Rs.3500/- towards student oriented component.

Addressing the Needs of CwSN through other components under Samagra Shiksha

S. No.	Civil Works	RTE Entitlement	Out of School (OoSC)/ Access	ICT Scheme	Teacher Education	Vocational Education	KGBV/ Residential schools
1.	Ramps with handrails Disabled friendly toilets	Braille books, Large print books Uniform	Identification School readiness programmes	Software, other techno-logical solutions in schools and resource rooms for monitoring, evaluation and learning enhancement of special educators/ resource persons & CwSN.	Financial assistance towards of salary of resource persons/ re-source teachers	Establishment of Vocational training centers and collaborations through various line department and organizations	Enrolment, allowances and other human resource support for children with special needs.

Physical & Financial Coverage of CwSN during 2019-20.

- More than 20 lakh CwSN enrolled in schools or receiving home based education.
- An outlay of Rs.136375.31 lakh was estimated for various interventions of Inclusive education for CwSN for the year 2019-20.
- Braille textbooks are being provided to 40,311 children with visual impairment at elementary level (class I to VIII) with an estimated outlay of Rs. 123.25 lakh.
- Large print books are being provided to 91,254 children with low vision at elementary level (class I to VIII) with an estimate outlay of Rs. 289.00 lakh.
- Outlay of Rs. 619.09 lakh has been estimated for in-service training of 26,817 special educators.
- 5.96 lakh girls with special needs receiving stipend through Direct Benefit Transfer (DBT).
- More than 2.32 lakh CwSN using aids and appliances through scheme/s like ADIP etc.
- Total outlay of Rs. 1911.05 lakh has been estimated for conducting 17,734 sports events and exposure visits thus promoting social inclusion.
- Approximately 64.24% of schools at elementary level and 58.28% at secondary level are equipped with ramps with handrails and approximately 19.59% of schools at elementary level and 24.40% at secondary level have Disabled Friendly Toilets (DFT) to enhance retention of CwSN in regular schools.
- An outlay of Rs. 1995.93 lakh has been estimated for 58,392 assistive devices, equipments and teaching learning and materials (TLM).
- Engagement of 28,285 resource persons and special educators have been estimated to cater to the diverse and unique needs of CwSN from elementary to higher secondary level.

Perspective of Convergence

The appropriate Government and the local authorities such as Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disability, Public Works Department (PWD), CPWD, Ministry of Rural Development, Ministry of Skill Development, Ministry of Sports and Youth and Sports Development, Ministry of Health and Family Welfare, Ministry of Women and Child Development, National Commission of Protection of Child Rights (NCPCR) etc. shall endeavor that all educational institution funded or recognized by them provide inclusive education to the children with disabilities and towards that end shall

- Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others.
- Make building, campus and various facilities accessible.
- Provide reasonable accommodation according to the individual's requirements.
- Provide necessary support individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion.
- Ensure that education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication.
- Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them.
- Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.

- Provide transportation facilities to children with disabilities and also their attendants.
- Bridging gender and social category gaps at all levels of school education is one of the major objectives of Samagra Shiksha.

RTE Entitlements - Free Uniforms and Textbooks

The vision and approach to elementary education was evidenced in the erstwhile SSA for child's entitlements and quality elementary education in regular schools. The RTE Act mandates free and compulsory education for all children in the age group of 6-14 in Government schools. Provisions under the scheme have been made to address the issue of financial barriers by providing incentives in the form of uniforms, textbooks, scholarships and transportation facilities.

The purpose of school uniforms is to inspire a sense of belonging and ownership of the school for the children using its services. Uniforms constitute an expense which poor families are often not able to afford, and thus becomes a barrier for many children to pursue and complete elementary education. Allocation for two sets of uniforms for children in Government schools up to class VIII has been enhanced from Rs.400 under erstwhile SSA to Rs. 600 per child per annum under Samagra Shiksha.

Appropriate use of text books is a major indicator of quality education imparted in schools. The curriculum and textbooks also need to be intrinsically connected with the child's life outside the school, and should reinforce the child's pride in her language, society and way of life, at the same time affording opportunities for learning about the wider world. Therefore, Textbook production reform, including the layout and design, text and cover paper size and specifications, ink, printing and binding, etc., have significant implications.

Allocation for textbooks to all children has been enhanced from Rs. 150/250 from the erstwhile SSA to Rs. 250/400 per child per annum under the Samagra Shiksha. Primers/textbooks have also been developed for tribal languages with bridging materials to facilitate the transition to the State language of instruction and English. Energized textbooks have also been introduced.

An outlay of Rs. 471681.95 lakh was provided under Samagra Shiksha for free uniforms to 80204045 children during 2019-20. All children are provided free textbooks up to Class VIII. In 2019-20, provision was made for providing text books to 9.995 crore children with an outlay of Rs. 309962.40 lakh.

ECE - Early Childhood Education - Support at Pre-primary Level

The RTE Act, 2009 also addresses Early Childhood Education (ECE) under Section 11 of the Act which states that with a view to prepare children above the age of 3 years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangements for providing free pre-school education for such children. Further, the Goal 4.2 of the Sustainable Development Goals 2030 adopted by Government of India states, “by 2030 to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”.

Pre-School Education makes a positive contribution to children’s long-term development and learning by facilitating an enabling and

stimulating environment in these foundation years of lifelong learning. Recent evidence from an Indian study confirms that a good quality ECE programme during these critical years can lead to the child’s holistic development, which in turn leads to improved levels of school readiness which finally leads to higher level of learning levels in primary grades. Children who attend pre-school education have higher school completion rates, lower repetition rates, higher score in reading and math and higher labour market productivity. It is observed from the NAS Results-2018 Report that those students who had attended pre-primary schools had higher achievement. In high performing states, 73% students have attended pre-primary schools.

Samagra Shiksha envisages the school as a continuum from Pre-School to Senior Secondary levels. The scheme emphasises safe and secure infrastructure including sanitation facilities; developmentally appropriate curriculum, learning activities, pedagogical practices and assessment; professional development of teachers and community participation and engagement. The scheme lays emphasis on ensuring coordination and convergence with the Ministry of Women and Child Development for curriculum development, capacity building of Anganwadi workers, mentoring and support by school teachers and headmasters, augmenting learning materials. As per UDISE + 2018-19 (Provisional) Total 1,94,768 government schools have pre-primary sections attached in primary schools. Under Samagra Shiksha, a total allocation of Rs. 80327.19 lakh have been provided to all the States and UTs to implement the interventions of the component of ECE in Government schools.

Glimpses



Teacher Support to students enrolled at Pre-Primary level



Group Learning through educational toys



A glimpse at Pre-School activities in Sikkim



Story telling session



Kid's Zone for playing of students at pre-primary level



Vocational Education

Vocational Education is a component under the umbrella of 'Samagra Shiksha'. The scheme seeks to integrate vocational education with general academic education with an aim to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. NSQF compliant vocational courses are taught to students of 9th to 12th class. At the Secondary level i.e. class 9th and 10th vocational modules are offered to the students as an additional subject. At Senior Secondary level, i.e. class 11th and 12th, the vocational courses are offered as a compulsory (elective) subject. The scheme covers 55 job roles in 19 sectors i.e. Agriculture, Apparel Made ups & Home Furnishing, Automotive, Banking Finance

and Insurance Services (BFSI), Beauty and Wellness, Construction, Electronics & Hardware, Healthcare, Information Technology/Information Technology Enabled Services (IT/ITeS), Media & Entertainment, Multi Skilling, Physical Education & Sports, Plumber, Retail, Security, Telecom, Tourism & Hospitality, Transportation Logistics & Warehousing.

Till the Financial Year 2018-19, 9623 schools were approved for implementation of component of vocational education across 24 States/UTs. In addition, 1811 schools have been approved during 2019-20. Out of the total of 11434 schools approved under this component, the vocational education has been implemented in 9585 schools with the reported enrolment of around 11.7 lakh students.



Beauty and Wellness Sector



Apparel, Made ups and Home Furnishing Sector



Tourism and Hospitality Sector



Agriculture Sector

Sports Grant Under Samagra Shiksha

Sports in schools have immense benefits for both children and for educational systems. The benefits can be presented in terms of children's development in a number of domains: physical, lifestyle, affective, social, and cognitive. Sports have the potential to make significant and distinctive contributions to development in each of these domains.

Under the Samagra Shiksha for the first time provision of grant for sports equipment has been made. Every Government school will receive sports grant 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 for meeting expenses on procuring sports equipment for indoor & outdoor games.

During the year 2019-20, a committee was constituted for preparing guidelines for sports under Samagra Shiksha. In the PAB meeting of Samagra Shiksha for the year 2019-20, following directions were given to the State/UTs on sports grant:

- Age appropriate sports equipment for government schools may be procured as per the guidelines issued by this Department to the States & UTs. The States & UTs may if they so desire, procure items from beyond



this list subject to its actual requirement being certified by the head of school.

- Age appropriate sports activities may be organized in the Government schools of States & UTs as per the guidelines to be issued by this Department.
- Schools may include traditional/regional games of the respective State/Region. For maintaining workable stock position of sports equipment's, periodic record may be maintained including workable equipment, repairable equipment, write-off equipment and new items to be purchased to maintain the required stock position.
- One responsible person/PET/Teacher-in-charge may be given the responsibility to take care of the equipment and maintaining the stock position of sports equipment in the school.

In the year 2019-20, an outlay of Rs. 800.40 crore has been approved under sports grant for 1002558 government schools of different categories.

Library Grant under Samagra Shiksha

In order to inculcate reading habits among students among students of all ages, school libraries are being strengthened under the scheme of Samagra Shiksha. Library grant is provided to government schools from classes I to XII for procurement



of books. Provisions for library grant under the Samagra Shiksha are as under:

- a) Upto @ Rs. 5,000/- for Primary School (Class I to V)
- b) Upto @ Rs.10,000/- for Upper Primary School (Class VI to VII)
- c) Upto @ Rs. 13,000/- for Composite Elementary Schools(Class I to VIII)
- d) Upto @ Rs. 10,000/- for Secondary Schools (Classes IX and X)
- e) Upto @ Rs. 15000/- for Schools from Class VI to XII
- f) Upto @ Rs. 15000/- for Composite Secondary Schools (class I to X)
- g) Upto @ Rs. 15000/- for Composite Secondary Schools (class IX to XII)
- h) Upto @ Rs. 10000/- for Senior Secondary Schools only (class XI to XII)
- i) Upto @ Rs. 20000/- for Composite Senior Secondary Schools (class I to XII)

In the year 2019-20, revised guidelines of Library Grant and promoting reading in schools under Samagra Shiksha have been issued to States/UTs and the following directions were given to State/UTs on library grant:

i) Printing, Identifying and Procurement of library books

- A Selection Committee will be constituted at the State/UT level to select books for school libraries under the Library Grant of Samagra Shiksha. The Secretary Education shall be the chairperson.
- Eminent children's literature writers, school principals, teachers, educationists and other persons associated with children's education and

learning should be part of the Selection Committee. The Director SCERT and State Project Director (SPD), Samagra Shiksha, shall also be members.

- Story Books, magazines and comics published by NCERT, NBT, CIIL, SCERTs and other Central and State Government agencies can be considered for selection, including Publication Division of Ministry of Information and Broadcasting.
- States and UTs are encouraged to develop their own story books including local lore and folk tales through SCERTs and DIETs by involving teachers, parents and others. Famous stories from the paired State/UT under Ek Bharat Shreshtha Bharat (EBSB) may also be selected. Children can also develop story books for other children.
- In case the States/UTs face difficulties in purchase of library books in regional languages through NCERT, NBT etc, they may utilise 20% of the funds for procurement of library books in regional/local languages from publishers who publish books in regional/local languages.
- Story Books and Reputed Children's Magazines and Comics can be procured under the Library Grant of the Samagra Shiksha. However, the funds cannot be used to procure textbooks, reference books, exam related publications or any material unsuitable or inappropriate for children till the age of 18.
- The books will be categorized for age-appropriate reading. Books for classes I to V will be known as BULBUL series, Classes VI to VIII as KOYAL series and Classes IX to XII as MYNAH series.

- Based on suggestions received from States, it is advised that library books may be printed and distributed to schools by following the same procedure for printing and distributing textbooks.
- All books procured for libraries under Samagra Shiksha scheme must be procured at State/UT level by the Committee.
- States and UTs may place direct orders with NCERT/NBT/CIIL/I&B/SCERT and other Publishers for procurement of the books or obtain the copyright of books.
- Supply of books would be at State Head Quarter and in case of larger States, at district level. Distribution up to school level may be done as in the case of textbooks.
- For visually impaired children, library collection should include tactile map books and Barkha Series from NCERT as well as audio books from National Institute of Open Schooling (NIOS) and NCERT.

ii) Reading

- Schools may have provision of Reading Room/Reading Corner/Reading space and two periods in a week may be dedicated as reading periods in school time table.
- Children should have complete freedom of choosing books for themselves and reading from a range of attractively displayed books.
- The reading corner is the collective responsibility of teacher and children. Children should be given responsibility of maintaining the books in the reading corner and its usage.

- Engaging with children's literature should be an integral part of their classroom processes along with other day to day activities of reading and writing. As children develop interest and engage with literature they will be encouraged to visit the nearby library also.
- To promote reading amongst students, schools need to establish vibrant libraries as a learning centre, set up reading corners and create a print rich environment.
- Various child-friendly components such as poem corners and message boards can be developed.
- Innovative and low cost ways to display the library books to make them accessible to children readily may be adopted.
- Schools may also involve alumni, youth icons, parents, retired personnel, college students to encourage community involvement and foster a sense of ownership in promoting reading culture to ensure long-term impact and sustainability.
- Innovative ways such as celebrating language festivals, organising monthly story-telling sessions, reading events and literature fairs may be carried out for promoting reading.

iii) Management

- For effective management of libraries, schools can constitute a Library Management Committee and Students' Library Council (SLC).
- Bal Sansads (Child Cabinets), where available, may be given responsibility to maintain the books in the reading corner.

- States and UTs may ensure delivery of library books to each school by using same channel as distribution of text books.
- One teacher in each school may be given the additional responsibility for safe keeping of library books, issuing them and receiving the books back from students. The library in-charge teacher may be given relaxation from teaching for two periods in a week. Further, there should not be any penalty on the library in-charge teacher for any wear and tear of books by the students.
- School grant may be used for repairing of damaged books procured from Library grant.
- District and Block Education Officers [& their inspectors], Block Resource Coordinators and Cluster Resource Coordinators should visit every school to see the availability of library books and their utilization.

In the year 2019-20, an outlay of Rs. 71164.78 lakh has been approved under library grant for 1009357 schools of different categories.

Strengthening of Block and Cluster Resource Centers (CRCs) and their Role in Reporting

BRCs/URCs and CRCs were conceptualized under SSA based on their good performance in initiatives such as DPEP, Lok Jumbish, Shiksha Karmi, etc. Presently, the country has 81563 functional CRCs and 7036 functional BRCs. However, much of their potential as academic resource centers is yet to be realized and their role and functions are to be academically channelised. BRCs/URCs and CRCs need to function as resource centres to study the problems and to

design strategies to address the academic issues in schools.

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 performance. During the last few decades school supervision has grievously suffered due to insufficiency of staff and administrative neglect. The effort made under erstwhile SSA, through establishment of BRCs and CRCs, has improved matters marginally, but the overall situation has remained essentially unchanged. Periodic inspection and supervision of schools to observe the infrastructure and facilities and the administrative aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuing professional upgradation of teachers and to see that school syllabi and learner evaluation system are operationalised as expected. In this context, the strengthening of CRCs is required to be undertaken by all States and UTs on top priority and the CRC coordinators should invariably monitor and visit the schools frequently and provide onsite academic support to teachers, organize monthly meetings to discuss academic issues and design strategies for better school performance. The purpose of these visits would be to provide curricular support to teachers – particularly progress with syllabus, the manner in which use is being made of textbooks and other materials, assess and support teachers in developing the teaching learning processes.

The Block and Cluster Resource persons will be adequately trained and utilized more effectively. Under the Integrated Training Programme all the target groups, namely, teachers, principals, block and cluster resource centre's coordinators etc will be brought on the same platform and oriented

on similar content focusing on their specific roles and responsibility. There will be regular visits by the DEOs, BRCs and CRCs to school for continuous monitoring, follow-ups and to ensure that leanings from training are translated in classroom transactions. DEOs should at least carry out visit of one school from each block and similarly BRC to conduct visit of one school from each cluster at least in a month.

CRCs are expected to visit all schools under their jurisdiction at least once in two months. Mechanism for online reporting will be available and reports will have two parts, (i) Administrative and Governance Issues (ii) Improvement in Learning Outcomes. An amount of Rs.1000/- per school per year is provided for CRCs for uploading at least 5 reports every year for each school under their jurisdiction, on the mobile app being developed for the same.

Under Samagra Shiksha, it is proposed to take up a census of schools in which the block and cluster resource persons will also be involved. A mobile app will be developed through which the resource persons will capture data on infrastructure facilities. The data so captured will be cross checked with the UDISE+ data and discrepancy reports will be generated. These reports will be sent to the States and UTs for taking corrective actions.

In order to monitor the expenditure under Samagra Shiksha and ensure that all the services and facilities reach the schools, a detailed system of obtaining reports every two months from every Head Master & Principal in a government and aided school, and Cluster Resource Persons, Block Resource Persons & District Level Officers for the government and aided schools under them has been set up. The reporting will be done through mobile Apps which will be compiled at a central server where the software will generate discrepancy reports which will then be followed up.

Transport and Escort Facility

The Scheme provides access to elementary schools through Transport and Escort facility to children in Classes I-VIII in special circumstances and for Children with Special Needs (CwSN). Children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or CwSN may not find access to schools. Such children are provided support for transportation or escort facilities in sparsely populated, hilly/densely forested/desert terrains, as well as urban areas where non-availability of land makes it unviable to set up schools as per the 'neighbourhood' norms of the State. It helps in addressing needs of children living in very small hamlets (in remote, desert/ tribal areas) where opening of schools is not viable and ensuring access by providing free transportation to and from school and or through residential facility to ensure access for such children. Such transport facility can also be provided to children in schools which have been consolidated with nearby schools on account of short distances and low enrolment keeping in view of the norms of RTE Act.

The financial provision of Rs.3000 per child per annum under the erstwhile SSA has been enhanced to cost of upto a maximum of Rs.6000 per child per annum based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided.

Training of Teachers

NCTE is a statutory body tasked with achieving planned and coordinated development of Teacher Education in the country. A whole gamut of functions has been assigned to NCTE to ensure that it remains the focal point for regulation and development of the Teacher Education sector. A landmark decision was taken in 2016 to

centralise NCTE's functioning at Delhi to bring about optimum utilization of human and physical resources. This was affected through changes in Rules. Three out of four regional offices have begun functioning from the NCTE new building in Dwarka, Delhi (the Bhubaneswar office is yet to be shifted due to a court case). Simultaneously, it has been ensured that the representatives of Teacher Education Institutes (TEIs) do not need to physically visit NCTE's offices.

Integrated Teacher Education Programme (ITEP)

On the recommendations of the Group of Secretaries, NCTE has been assigned the mandate for developing an integrated teacher education programme (ITEP) with built-in specialization.

The Finance Minister has announced in his Budget speech (2018): “...*Improvement in quality of teachers can improve the quality of education in the country. We will initiate an integrated B.Ed. Programme for teachers...*”

Salient features of ITEP

The programme is the first of its kind in India and is expected to bring about a qualitative improvement in teacher education programmes through a new curriculum, inculcating the best elements from around the world and from India as well. The following two streams are proposed in the first phase, i.e., Academic Session 2020-21:

- i) BA/BSc-Primary (including Pre-primary)
- ii) BA/BSc-Secondary

Regulations notified

- The curriculum and bespoke Regulations have been under preparation for quite some time. It has been ensured that this programme causes minimum strain on resources and at the same time maximises quality output. During the course of

extensive consultations, around 270 academicians have been engaged with over a period of more than a year. The academicians include representatives of Azim Premji Foundation, Tata Trusts, NCERT, Delhi University and various state and central universities.

- The curriculum and the Regulations have strictly adhered to the minimum benchmarks set by UGC in terms of credits for the undergraduate programmes, as and wherever applicable.
- NCTE has used its inherent powers under the NCTE Act, 1993 to recognize ITEP on the basis of Gazette Notification dated 02.04.2019 for this programme.
- Following the Justice Verma Commission recommendations, these programmes are offered only to Universities and Degree Colleges.
- Applications have been invited by NCTE from eligible institutions to commence the course from academic year 2020-21, which are presently under scrutiny.

Best Practices from around the world and India Incorporated

- Extensive Observation of Children(USA)
- Integrated Curriculum- Integrating content and pedagogy(USA, Finland, Singapore)
- 30% - 40% of the assessment of the Teacher-pupils shall be internal which shall be done by a variety of tools and practices(USA, UK, Finland)
- Engagement with the Community – conducting fairs in community and community visits(USA, Finland)
- Participation in Events– Organisation of events such as visual arts fairs and exhibitions (USA, Finland, Singapore)

- Programmes for Skill Enhancement - Critical & comparative study of educational philosophies; group presentations, Analysis of text & media, Interview children, Reflect on personal experiences(*USA, Singapore*)
- Evaluation of Teacher-pupil's own beliefs and assumptions(*USA, UK, Finland*)
- An enhanced internship programme in distinct 4 phases spreading up to 24 weeks (*Finland, Australia, Singapore- Extended Internship*)
- Global Citizenship Education (GCED) and Value Education – *Innovative Aspects*
- School Hygiene, and Counseling (Academic and Vocational) – *Innovative Aspects*
- Gender, ICT, and Inclusive Education – *Indian Aspects*

Rich Content on Indian Ethos

- Education in India
 - Aims and purposes of education, drawn from ancient intellectual traditions of India such as Vedic, Upanishadic, Buddhism and Jainism.
 - Education system in medieval period and colonial period.
- Perspectives in Education from writings by famous Indians like:
Mahatma Gandhi, R.K. Narayan, Ismat Chughtai, Jyotirao Phule, Gijubhai Badheka, Girish Karnad, Rabindranath Tagore, Shri Aurobindo, Jiddu Krishnamurthi, Swami Vivekananda, Tarabai Modak, Anutai Wagh, Gopala Krishan Gokhale
- Focus on Health in Indian Context with emphasis on Yoga
- Communication Skills courses in Hindi /

Modern Indian Languages for developing values of liberalism and an insight into the local and regional cultural heritage. Education of Indian classical dance and music forms

- Education of Indian classical, folk and regional instruments, dance and music
- Schemes and Projects concerning environmental protection: *Swachh Bharat, Namami Gange, etc.*

ITEP - Better than the Best

- This programme is aimed at preparing teachers who can interpret the world of today for the students and are prepared for dealing with the needs of individual students in a class, rather than dealing with students as a class.
- A Handbook for transacting the Curriculum is also under preparation to guide the teacher educator at every stage of transacting the curricular aspects of this course.
- Blending of pedagogy and subject knowledge is a unique feature of this course, being offered for the first time in the country.
- A practical teaching programme (Internship) with detailed activities spread over several stages is prescribed. This will be conducted mainly in Government schools over a period of 24 months in a carefully structured manner.

Strengthening of State Council of Educational Research and Training (SCERT):

Given the expansion of school education in last decade due RTE 2009 and increasing demands for inclusive education in all the schools, appraisal of SCERTs was felt important to strengthen SCERTs analyzing its strengths and weaknesses

and to address the gaps within the institution and its linkages with other institutions. MHRD has developed a comprehensive concept paper on 'Strengthening of SCERTs' which has been shared with all States and UTs on 27.02.2018.

There are large variations in states today in the number of sanctioned positions and, number and nature of departments, as well as nomenclatures and pay grades across various states. The mandate of SCERTs/SIEs also differs across States and UTs- some SCERTs are responsible for school education covering class 1 to 12, while other states cover only up to class 8 or class 10.

Keeping these variations in mind as well as the expanded mandate of SCERTs covering pre-primary to senior secondary levels, most SCERTs across India need to be strengthened to cater to the needs of inclusive school curriculum, assessment, teacher education curriculum as well as research. Therefore 2 models have been suggested for the States/UTs. Model-I for those States with population above 1 Crores and Model-II for those States/UTs with population 1 Crore or below as per the Census 2011.

A total of 21 States have population above 1 crores as per the Census 2011. Therefore these States would adopt the Proposed Organisational Structure model-I for SCERT. The States are Uttar Pradesh, Maharashtra, Bihar, West Bengal, Madhya Pradesh, Tamil Nadu, Rajasthan, Karnataka, Gujarat, Odisha, Kerala, Jharkhand, Andhra Pradesh, Telangana, Assam, Punjab, Chhattisgarh, Haryana, Delhi, Jammu & Kashmir and Uttarakhand. The remaining 15 States/UTs have population 1 crore and below as per the Census 2011. Therefore these States/UTs would adopt the Proposed Organisational Structure model-II for SCERT. The States are Himachal Pradesh, Tripura, Meghalaya, Manipur, Nagaland, Goa, Arunachal Pradesh, Puducherry, Mizoram, Chandigarh, Sikkim, Andaman &

Nicobar Islands, Dadra and Nagar Haveli, Daman and Diu and Lakshadweep. States and UTs are at various stages of adopting the MHRD guidelines on strengthening of SCERT.

Strengthening of District Institutes of Education and Training (DIETs)

As per the NPE (1986), DIETs were envisaged for In-service as well as pre-service education. However, over the years, the focus had gradually shifted to pre-service education. Moreover, currently, there is no nodal agency with expertise in in-service training and thus to address this challenge, the Ministry of Human Resource Development has developed a Guideline on strengthening of DIETs, which was shared with all States and UTs on 22. 09.2017.

A need was felt to revisit the role of DIETs in view of increased number of Private Teacher Education Institutions (TEIs). Based on a detailed analysis two Models have been proposed:

- 1st Model: Comprises 17 States/UTs (Nagaland, Tripura, Uttarakhand, Mizoram, Odisha, Sikkim, A&N Island, Arunachal Pradesh, Assam, Goa, J&K, Manipur, Meghalaya, Daman & Diu, DNH, Lakshadweep & Chandigarh) having high enrolment in DIETs and very few (<5) Private TEIs. DIETs in these States could continue with the existing model of Pre-service education and In-service training.
- 2nd Model: Comprises of the following:
 - a) 16 States/UTs with good enrolment in DIETs, high vacancy in academic posts (>35%) & high intake in Private TEIs running D.El.Ed Courses
 - b) 3 states having enrolment between 0-40% with high intake in Pvt TEIs running D.El.Ed.

(Delhi, Rajasthan, TN, Punjab, Jharkhand, WB, Kerala, HP, Bihar, Haryana, AP, Puducherry, Telangana, MP, Chhattisgarh, UP, Karnataka, Maharashtra & Gujarat)

These states could follow a model of exiting Pre-service education in 50% of the DIETs, which could focus on conducting in-service training programmes. Alternatively, they could also follow a hybrid model of reducing intake of pre-service and utilizing the physical and academic resources so freed for in-service training

Accordingly, States have been encouraged to do a district wise analysis before considering a reconceptualization of DIETs as per the models proposed in the MHRD Guideline on DIETs. This will also allow flexibility of getting more expertise into in-service teacher training.

Improving Learning Outcomes and Assessment under Samagra Shiksha

Participation of India in Programme for International Students Assessment (PISA)

- Unlike content-based assessment, PISA measures the extent to which students have acquired key competencies that are essential for full participation in modern societies.
- Participation in PISA will allow India to benchmark performance against almost 80 countries.
- The test items will be adapted to the Indian context and language, pilot tested and validated before being used for the test.
- India will participate in PISA 2021 through schools run by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and the UT of Chandigarh. The preparations for PISA 2021 have been initiated and the Agreement was signed

between the Ministry of Human Resource Development and the Organisation for Economic Co-operation and Development (OECD) on 28th January, 2019 for this purpose.

- OECD and ACER, Australia conducted a 5 day workshop on Capacity Needs Analysis of India's readiness for PISA 2021. They visited CBSE, KVS, NVS & UT of Chandigarh during the period 13th-17th May, 2019.

Learning Outcomes

The Learning Outcomes at the Elementary Stage contains stage-wise curricular expectations and class wise learning outcomes across different subjects for Classes I-VIII.

The Learning Outcomes document has been developed in two forms –

- (i) The complete document includes Curricular Expectations, Pedagogical Processes and Learning Outcomes of Classes I-VIII. This document is meant for teachers and teacher educators and school administration to ensure and enhance the quality of learning in the school premises; and
- (ii) The Compact version contains only the learning outcomes for each subject in each class; limited to fifteen in number was given.

Some Posters have been developed for LOs which are to be displayed in schools. Further Brochures have also been developed for each class from I to VIII, having LOs for parents and community members.

Through the support of States/UTs, the document has been translated into 19 languages; it has been disseminated up to teachers in all Government Schools across the country.

NCERT organised 10 Regional Workshops to develop master trainers in the area of Learning Outcomes at Bhopal, Ajmer, Delhi, Guwahati, Patna, Mysore, Thiruvanthapuram, Pune and Bhubaneshwar. Workshops were also organised for Jawahar Navodaya Vidyalayas and Jammu and Kashmir Region. Besides these, several other workshops were held at regional, state and district levels to increase awareness and develop an understanding of the document among state and district level functionaries, teacher educators, teachers and other stakeholders.

In continuation of the learning outcomes developed for elementary stage, NCERT has developed competency-based learning outcomes for Secondary stage (classes IX and X) for all subjects (English, Hindi, Urdu, Sanskrit, Science, Mathematics, Social Science, Health & Physical Education and Art Education). The document comprises of curricular expectations, pedagogical processes and the learning outcomes. The Learning Outcomes provide benchmark on which learning progress can be tracked in quantitative or qualitative manner. The pedagogical processes mentioned in the document are suggestive and are not corresponding one to one with the Learning Outcomes. The teachers have the flexibility to adopt, adapt as even modify the pedagogical processes as per the context and resource availability. The pedagogical processes also have an inbuilt component of assessment- Adequate space has been given in the document and national and social concerns such as gender, inclusion, constitutional values, protection of environment and children with special needs.

The Learning Outcomes document for elementary level has been developed in two forms. The complete document includes Curricular Expectations, Pedagogical Processes and Learning Outcomes of classes I to VIII. This document is meant for teachers and teacher

educators and school administration to ensure and enhance the quality of learning in schools and the compact version contains only the learning outcomes for each subject in each class. 24 States and UTs (UTs without legislature and Jammu and Kashmir have adopted central rules mutatis mutandis) have incorporated the learning outcomes in their State rules.

NCERT adopted a block named Ichhavar in Sihore district of MP with 190 primary and 100 upper primary schools to provide systematic inputs to enhance students' learning outcomes. After a base line survey, the inputs in respect of all pedagogical processes including use of kits and other material and Art Integrated Learning are in progress for the last one year.

Further five more blocks in other regions (one each in South, East, North and two in North East) have been adopted by NCERT to implement the NCERT pedagogy and material for enhancement of learning outcomes. It has been planned to have longitudinal studies on the achievement of learning outcomes for both primary and upper primary classes.

NCERT conducted research studies in six blocks of the country to enhance achievement of learning outcomes. The research studies will help: (i) to assess the age and development appropriateness of learning outcomes identified for each class (ii) to assess adequacy of strategies and materials developed by NCERT in achievement of learning outcomes.

It is also planned to prepare interventions in Aspirational Districts in collaboration with the respective SCERTs and district administration to address the issue of Learning Outcomes including other Key Performance Indicators.

Learning Outcomes for secondary stage are being developed by NCERT and will be shared after finalisation.

National Achievement Survey

NAS assessed the learning levels of the students in Classes 3, 5, 8 and 10. Initially the District report cards were released and later the State Learning Reports were made available on the website for Classes 3, 5 and 8 in May, 2018 and for Class 10 in the month of November, 2018. The following two are the links to the State Learning Reports.

<http://www.ncert.nic.in/programmes/NAS/SRC.html> <http://www.ncert.nic.in/programmes/NAS/SRCX.html>

The Post NAS Interventions (2018-19) were initiated to reach out to all Districts in different States. The learning gaps identified were used to provide feedback to the districts. A framework of intervention to improve the quality of learning in the schools is being suggested. The designing and implementation of the interventions include in its ambit the school leaders, teachers and the whole network of officials at clusters, blocks, DIETs, SCERT and the Directorates of Education in the different States and UTs.

Various medium term Post NAS interventions have been initiated, which includes, sharing of findings of NAS with DIETs, BRCCs, and other stakeholders; orientation of BRCCs, CRCCs and teachers on evolving learning strategies to enhance learning outcomes at different grade levels; orientation of school leaders in use of assessment data to improve teaching learning in the States and UTs; facilitating teachers in using alternative instructional strategies to bridge the learning gaps with the support of State functionaries (SCERTs/ SIEs) and seeking support from community to improve the learning levels.

The States and UTs have been advised to prepare specific district plans by identifying low performing districts based on NAS findings to improve the learning levels with the help of SCERT & NCERT.

Atal Tinkering Labs

- ATLS being established in schools (Grade VI – XII) managed by Government, local body or private trusts/society
- Minimum 25% of the ATLS being set up in schools managed by Government (Central/ States)
- Schools selected through a competitive process are provided grant-in-aid that includes a one-time establishment cost of Rs.10 lakh and operational expenses of Rs.10 lakh for a maximum period of 5 years
- 5441 schools across the country have been selected and provided approval to establish an ATL

Rashtriya Avishkar Abhiyan (RAA)

- The Rashtriya Avishkar Abhiyan (RAA) was launched on **9th July 2015** by late Dr. A.P. J Kalam to **strengthen teaching learning of Maths and Science in upper primary classes** and encourage children of the age group 6-18 years, in Science, Mathematics and Technology.
- The programme framework is on a **twin track approach** (i) Systemic improvements in the School System (ii) Initiatives to encourage Science and Mathematics through alternative strategies.
- Key activities under this programme include **mentoring** of elementary and secondary schools **by Institutions of higher Education**; forming **Maths and Science clubs** for children at school and **professional development of teachers** in order to make teaching of Maths and Science interesting for students.
- In 2019-20, under Samagra Shiksha, an outlay of Rs.27737.03 lakh has been

approved for various activities like training of Science and Mathematics Teachers, distribution of Math and Science Kits, excursion trip to science centers and Museum for students, science exhibition at district level, Vedic mathematics, strengthening Science and Mathematics Laboratories, science fair, Maths Mela, visit to higher education institutions etc. for States and UTs.

Aspirational Districts

It is a people-centric Programme to reduce inter-district variations by focussing on the strength of 112 backward districts and by identifying the attainable outcomes for their improvement. The Programme was launched in January, 2018 for a New India by 2022 for ensuring inclusive growth to improve India's ranking in the Human Development Index.

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 by mass movement. Districts are aspiring to catch-up with the best.

A full day Workshop on "Transformation of Aspirational Districts" including EGSA was held on 19th June 2018 at Vigyan Bhavan with the District Education Officers, DIETs, SCERTs, and State Nodal Officers. The workshop was inaugurated by the Hon'ble Minister for Human Resource Development. Subsequent to the workshop, Secretary held a series of Video Conferences with the State Education Secretaries and the District Collectors of the Aspirational Districts culminating into a Video Conferencing with the State Education Ministers by HRM.

A booklet detailing the activities to be undertaken under this responsibility of the DEOs was

brought out and shared with all Stakeholders. A portal has been created for Aspirational Districts to upload photos of schools on five selected parameters. Almost a lakh schools have uploaded photographs.

National Means-cum-Merit Scholarship Scheme (NMMSS)

The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' was launched in May, 2008 with the objective of awarding scholarships to meritorious students of economically weaker sections @ Rs. 500/- per month (i.e. Rs. 6000/- per annum) to arrest their drop out at class VIII and encourage them to continue study at secondary and higher secondary stage up to class XII. One lakh scholarships are awarded to selected students every year for study in class IX and their continuation up to class XII in Government, Government-aided and local body schools. Government has enhanced the rate of the scholarship under the scheme from Rs. 500/- per month (Rs. 6000/- per annum) to Rs. 1,000/- per month (Rs. 12000/- per annum) with effect from 1st April, 2017. There is a quota of scholarships for different States/UTs based on population and enrolment. Students whose parental annual income from all sources is not more than Rs. 1,50,000/- per annum are eligible to avail the scholarships. Students of NVS, KVS and residential schools are not entitled for the scholarships. 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 lists of eligible students are provided by the respective State Government/UTs.

The scheme is boarded-on National Scholarship Portal. The Scholarships are disbursed through the State Bank of India, directly by electronic transfer into the accounts of students through

Public Financial Management System (PFMS). 100% funds are provided by the Central Government for the Scheme. In the year 2019-20 approximately 63295 fresh applications and 70225 renewal applications have been received on the NSP as on 31.12.2019. Further, 34493 Scholarships have been sanctioned in accordance with the proposals received from the States/UTs in offline mode involving an expenditure of Rs. 40.56 crore.

In order to enhance accuracy and streamline the process of application verification and disbursal of scholarships under NSP, a special was undertaken for de-activation and re-registration of all Schools/Institutes.

National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

The centrally sponsored “National Scheme of Incentive to Girls for Secondary Education (NSIGSE)” was launched in May 2008. The objective of the scheme is to establish an enabling environment to reduce drop outs and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalyas (irrespective of whether they belong to SC/ ST) and enroll in class IX in State Government, Government-aided and Local Body schools.

According to the scheme, a sum of Rs.3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX, who are entitled to withdraw it along with interest thereon upon reaching 18 years of age and passing class 10th class examination. The Indian Bank and Union Bank of India are the implementing agency for the scheme. The scheme is boarded on National Scholarship Portal and covered under the Direct Benefit Transfer (DBT).

The NSIGSE scheme being re-designed for enhance effectiveness implementation.

SPEMM - Scheme for Providing Education to Madarsas/Minorities

- SPEMM comprises of two schemes namely, SPQEM (Scheme for Providing Quality Education in Madarsas) and IDMI (Infrastructure Development in Minority Institutions).
- The objectives of SPQEM are as under:-
 - i) To encourage traditional institutions like Madarsas and Maqtabas to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum.
 - ii) The process of modernization of traditional Madarsas and Maqtabas will be voluntary.
 - iii) To provide opportunities to students of these students to acquire education comparable to the national education system especially for secondary and senior secondary levels.
 - iv) To strengthen state Madarsas Boards by enabling them to monitor the Madarsas modernization programme.
 - v) To enhance awareness about education among the Muslim community.
 - vi) To provide in-service training of teachers appointed under this scheme for teaching modern subjects to improve their skills and quality of teaching.
- In so far as SPQEM Component is concerned, the funding pattern under SPEMM is similar to other centrally sponsored schemes i.e. 90:10 for NER

States, Himachal Pradesh, Jammu & Kashmir and Uttarakhand, 100% for UTs without legislature and 60:40 for the remaining States.

- IDMI provides financial assistance to minorities institutions for infrastructure development. Its objectives are as under:-
 - i) To facilitate education of minorities by augmenting and strengthening schools infrastructure to expands facilities for formal education for children of minorities communities.
 - ii) To encourage educational facilities for girls, children with special needs and those who are most deprived educationally among the minorities.
- For IDMI Component, the funding pattern will be the same i.e. 75% Central Share and 25% by the Institution concerned.

Schemes under DBT

(I) The following schemes of DoSE&L are under DBT :-

- i) Stipend for Disabled Girls under Samagra Shiksha
- ii) Samagra Shiksha (interventions of uniforms/textbooks),
- iii) Mid-Day-Meal Scheme
- iv) National Means-cum- Merit Scholarship Scheme (NMMSS)
- v) National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

(II) MIS has been integrated with DBT Bharat Portal except the following two schemes:

- i) **National Means-cum- Merit Scholarship Scheme (NMMSS)**- This Scheme is not fully on-

boarded on National Scholarship Portal (NSP). All the fresh cases from 2018-19 onwards, are being processed in on-line mode only. But the cases prior to 2018-19 i.e. fresh as well as renewal will be continued in off-line mode till 2020-21. Therefore, the scheme will be fully on-boarded on NSP from 2021-22 onwards.

- ii) **National Scheme of Incentive to Girls for Secondary Education (NSIGSE):-** While payments to beneficiaries registered during previous years is being done. New beneficiaries are not being registered for scheme. Scheme is under re-designing.

(III) Accordingly, the SFC note for NSIGSE scheme has been shared with DBT Mission for providing the comments regarding DBT component.

(IV) With respect to Integration of State-wise data with DBT Bharat portal, it is learnt that DBT Mission is presently working on development of software for State-wise data. After development of software by DBT, the State-wise data will be integrated with DBT Bharat portal.

Swachhata

Swachhata Pakhwada: 1st –15th September, 2019

All the Ministries/Departments of the Government of India in coordination with State Governments and UT Administrations have been observing Swachhata Pakhwada from 2016. As per the calendar of Swachhata Pakhwadas, 1st – 15th September is the Swachhata Pakhwada for all schools.

Accordingly, this Department, requested all States/UTs for observing Swachhata Pakhwada, 2019 from 1st to 15th September, 2019. This Department has issued day-wise action plan/suggested day-wise activities.

Details of activities during the Swachhata Pakhwada 2019

Date	Event	No. of Schools Participated	No. students participated	No. of States and UTs uploaded data on Google tracker
1 st – 2 nd September, 2019	Swachhata Shapath Day	7,96,957	8,54,22,311	34
3 rd September, 2019	Swachhata Awareness Day activity SMC/PTA meetings held to highlight the importance of cleanliness	7,81,555 6,18,675	-	33
4 th - 5 th September, 2019	Community outreach days activity Teachers participation in the activity	7,70,584 31,62,695	-	
6 th September, 2019	Green School Drive Day activity Planting of trees activity	7,44,402 7,37,118	-	33
7 th September, 2019	Swachhata participation day activity Plastic Waste Free India (class IX-XII) – essay competition Painting competition Debates on Swachhata Skits, Poem-making on Swachhata activities	12,35,635	4,62,56,502 5,05,02,133 1,62,59,586 1,58,38,130	
8 th – 9 th September, 2019	Hand Wash Days	7,89,514	-	33
10 th September, 2019	Personal Hygiene Day	6,08,138	-	30
11 th September, 2019	Swachhata Hi Seva Day activity Handwashing with Soap Campaign, Classes (I-V) Shramdaan activities Shramdaan activities outside schools, class (IX-XII)	12,35,635	- 4,62,56,502 1,62,59,586 1,58,38,130	33
12 th September, 2019	Swachh School Exhibition Day activity	6,38,774	-	33
13 th September, 2019	Letter Writing Day Activity Letter Writing Competition (Class III-V) Letter Writing Competition (Class VI-XII)	6,65,818	- 2,15,05,486 1,39,61,641	32
14 th – 15 th September, 2019	Swachhata Action Plan Days Activity	5,03,385	-	28
14 th – 15 th September, 2019	Prize Distribution Days Activity	5,04,195	-	27

Swachhata Hi Seva Day : 11th September, 2019

- On the request of the nodal department of Swachhta Pakhwada, Department of Drinking Water and Sanitation, Ministry of Jal Shakti, this department has also requested all the States / UTs to celebrate Swachhta Hi Seva, 2019 from 11th September to 2nd October 2019.
- States/UTs have also been requested to include “Avoidance of single-use plastic both inside and outside the school premises” in the activities of Swachhta Pakhwada, 2019 and to organize an “**Essay competition**” on **Plastic Waste Free India** for students of classes IX to XII on **7th September 2019** and to furnish Top 3 entries by 12th September 2019.
- States/UTs have been requested to organize a competition on the theme “**Letter to Babu**” on 13th September 2019. The States/UTs have been requested to provide 3 entries in category class 3 to 5; and 3 entries in category class 6 to 12, to this department.
- 3,54,67,127 students of 6,65,818 schools participated in Letter Writing Competition “Letter to Babu”. Out of entries received from States/UTs through Google Drive, top 6 entries in two categories (Category 1: Class III to V and Category 2: Class VI to XIII) were finalized for the national level. These following six students were awarded by Hon’ble Prime Minister of India, at a function held on 2nd October 2019:-

(A) Category – 1 (Class III to V):

- S. Vishva, V Std., G.P.S, Sendanatham, Villianur, Puducherry.

(ii) Kanazariya Hitathi Pankajbhai, V Std., Shree Nana, Khijadiya Primary School, Gujarat.

(iii) Veronika, III Std. Mary Immaculate Middle School, Kilpauk Chennai

(B) Category – 2 (Class VI to XII):

(i) Shane Savio Fernandes, X Std., Lourdes Convent High School, Goa.

(ii) Vivek Thapa, VII Std., Dakshin Mirzapur High School, Tripura.

(iii) Pratiksha Tiwari, X Std., Govt. Higher Secondary School, Rakholi, Dadra & Nagar Haveli.

- During the Swachhata Hi Seva Day on 11th September 2019, a total of **7,83,54,218** students participated in shramdaan activities from **12,35,635 schools**.

Swachh Mahotsav award for Swachhata Action Plan (SAP)



Department of School Education & Literacy has been adjudged as one of the best Departments for implementation of Swachhata Action Plan

(SAP) for the financial year 2018-19, an inter-Ministry initiative to contribute towards Swachh Bharat Mission. The award was presented to Secretary(SE&L) by the Hon'ble Minister of Jal Shakti at a ceremony held on 6th September 2019 at Vigyan Bhavan, New Delhi. 3 schools have also been selected for receiving awards under the Swachh School Category. This Department has utilized more than 75% of the funds committed and ranks among the top 10 Ministries/Departments in the implementation of SAP as per financial progress reported on the SAP Portal.

India Free From Single-use Plastic

In response to Hon'ble Prime Minister's call to the nation from the ramparts of the Red Fort on the 73rd Independence Day to make India free from single-use plastic, all States & UTs have been requested vide letter dated 21st August, 2019 to issue appropriate instructions to all the schools in their State/UT, to avoid the usage of single-use plastic, both within and outside the school premises.

Swachh Bharat Diwas was organized on 2nd October, 2019 wherein 6,70,33,153 students of 7,73,050 schools participated in Shramdaan for Plastic Waste Collection.

Promoting Experiential and Joyful Learning under Samagra Shiksha

Experiential learning is learning through the experiences, which is also known as learning by doing. All activities which takes learners through different stages of; (i) doing/working with interest, (ii) sharing experiences gained with others, (iii) process the knowledge by examining and analyzing it, (iv) generalizing it and finally (v) applying it, constitute experiential learning.

Arts and sports provide children with the process that encourages sensory explorations.

Arts provide a platform to work with ideas and materials to create expression, which might not be expressed by words alone. It encourages this non-verbal expression to be brought forth, be it in the form of a song, a painting, or a performance. It is also a multidimensional and interdisciplinary approach to education.

While doing arts, learners go through different stages, such as observing, thinking, imagining, exploring, experimenting, deducing, creating, recreating and expressing. These stages need actual involvement of all the three domains: cognitive, psycho-motor and affective. Hence, it is experiential in nature and leads to the holistic development of every learner. The benefit of such experiential learning creates basis for better learning in other subjects. Subjects such as the languages, social studies, sciences and mathematics can be made to correlate with art. Sometimes, arts can clarify science concepts with ease. Thus, the abstract concepts within the subjects can be clarified using different art forms. Learning in this way helps to increase knowledge and understanding of the subject area, and also fosters a greater appreciation of the arts.

Arts are natural medium for free expression of one's imagination and thoughts where every learner has the freedom to be different and unique. Art Integrated learning as pedagogy at school level provides creative space to every learner to explore, experience, express celebrate without worrying about the judgment. Here the learner is encouraged to experience art as a process and not worry about the product which helps them overcome the subject fear and enhances their joy of doing and learning. Arts also address the diverse learning needs and provide every learner with alternative means of expression where they can explore and experience a topic more deeply without pressures of outcome, which results in joyful learning.

One of the most important aspects of art is that there is no right or wrong answer. Knowledge is approached in an experimental manner. Different experiments yield different results and have varying techniques, but none of them is right to the exclusion of others. From that perspective, the arts are very inclusive. There is no need to separate the art work of the literate from the illiterate, the disabled from the non-disabled, or of boys from the girls. As art is an expression of the self, it helps the disadvantaged to express their innermost feelings through their works of art. Art activities help the children engage with each other, so gradually barriers are broken, and children belonging to different backgrounds build communication and interaction.

Art activities can build an atmosphere of learning from each other. This will inculcate in the students, a healthy respect for other human beings. Inclusion of children with special needs, those from socially disadvantaged groups and girl children is possible through art activities.

Rangotsav

Rangotsav is an initiative of Ministry of Human Resource Development (MHRD) designed to cultivate awareness of cultural diversity among the young learners of the nation. The program had collection of cultural activities/events under it and schools all over the country participated in it with enthusiasm. Under Rangotsav each and every child gets to experience the vibrant beauty of different cultures. Rangotsav cultural fortnight was conducted from 7th to 21st December, 2018 with an idea to prepare a non-judgmental platform for students, teachers and all other stakeholders to encourage their participation. The main objectives of Rangotsav are:

- Transform the school environment into a vibrant and a joyful place of learning through various activities of art and culture and to provide a suitable platform to

celebrate the artistic talent and creativity of every member of the school community, including students, teachers and other staff members.

- Showcase and celebrate the rich cultural heritage of India with all its diversity and provide age appropriate exposure to all children thus enabling them to understand and appreciate the variety of cultures, geographies, languages, food and customs of the country.
- Promote the spirit of national integration through well-planned activities to achieve the goals of “Ek Bharat Shreshtha Bharat”.
- Regular practice of integrating arts (even after Rangotsav) in the day-to-day school routine, throughout the session to promote joyful learning environment in the schools.

The response to Rangotsav was immense and positive. Schools across the country took efforts to open up the cultural gates for students as well as teachers, which resulted in celebration of artistic talent nationwide. Apart from activities at school level like Bhasha Sangam and others, there were number of regional, state, zonal and national level events conducted as part Rangotsav, such as National Children Assembly and Integration Camp, National Level folk dance, national level Role Play, Kala Utsav, Sangeet Kala Sangam and Inter School Band Competition.

Kala Utsav 2019

Kala Utsav is an initiative of the Department of School Education & Literacy to recognize the importance of aesthetics and artistic experiences for school students, which play a major role in creating awareness of India’s rich cultural heritage and its vibrant diversity. Kala Utsav was launched in 2015, to promote Arts (Music, Theatre, Dance, visual Arts) in education by nurturing and showcasing the artistic talent of school students



in the country. It is a platform to bring arts to the centre stage in an inclusive environment. In the context of education Arts (Music, Theatre, Dance, Visual Arts and Crafts), the initiative is guided by the recommendations of the National Curriculum Framework 2005(NCF 2005).

The National level Kala Utsav 2019 was held at Bhopal, Madhya Pradesh from 2nd-5th January, 2020. As part of Kala Utsav 2019, competitions were held in the four themes of Vocal Music, Instrumental Music, Dance and Painting at District and State levels and the winning teams thereafter participated at the national level competition. This year, all competitions were held in solo form.

Students participated in the District and State level competitions, from which 296 students participated in the National Level Kala Utsav 2019. All the winners were awarded with cash



prize, (1st- Rs 25,000/-, 2nd – Rs 20,000/- and 3rd – Rs 15,000/-) a trophy and medals in each art form. The winners of Kala Utsav will be given mentoring in future under the ‘Dhruv’ programme for gifted children under MHRD.

Ek Bharat Shreshtha Bharat (EBSB)

“Ek Bharat Shreshtha Bharat” programme was launched by Hon’ble Prime Minister on Ekta Diwas (31st Oct., 2015) on the occasion of birth anniversary of Sardar Vallabh bhai 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. Hon’ble Prime Minister propounded that cultural diversity is a joy that ought to be celebrated through mutual



interaction and reciprocity between people of different States and UTs so that a common spirit of understanding resonates throughout the country.

The DoSE&L has initiated activities under EBSB in schools. All the States and UTs in India have been paired for a year during which they would carry out a structural engagement with one another in the spheres of language, literature, cuisine, festivals, cultural events, tourism etc., cultural adoption of the partner State/UT would be followed by all States and UTs. The paired States/UTs would sign MoUs with each other, delineating a set of activities they would carry out through the year.

An illustrative list of suggested activities has been drawn up by the Department of School Education & Literacy. The Department has shared detailed guidelines including calendar of activities with all the States and UTs and concerned organizations including CBSE, KVS and NVS for carrying out the activities in all the schools.

These activities include Ek Bharat Shreshtha Bharat Utsav, Talking Hour in morning assembly for news and information on partnering State, Student's State Project Notebook, learning of alphabets and of folk songs, translation of proverbs and 100 sentences of partnering State, inclusion of few pages in course book in the language of partnering State, Know your



Partnering State, Ek Bharat Shreshtha Bharat School Report, Themed Display Board and Wall Magazine, State Day celebration of partnering States, Cultural Competition on partnering State, Essay competition, Drama (on culture, history & tradition), Optional Classes on language of partnering State, Literary Fest, Pledge on Important National Campaigns in the language of partnering State and Ek Bharat Shreshtha Bharat annual report.

The schools are to organize these activities as per the calendar shared by the Department or in coordination with partnering States/UTs, keeping in view the academic calendar. The schools are required to maintain a report on activities conducted under “Ek Bharat Shreshtha Bharat” in the form of quarterly and annual school report.

Fit India Movement

The Department of Sports is organising a nationwide ‘Fit India Movement’ to inculcate physical activity/sports into daily life of citizens. The Fit India Movement was launched by the Hon’ble Prime Minister on 29th August, 2019 at Indira Gandhi Indoor Stadium, New Delhi which was telecast live on Doordarshan. During the launch function Hon’ble Prime Minister administered a fitness pledge.

Department of School Education and Literacy in co-ordination with Department of Sports,



organised the Fitness Pledge on 29th August, 2019 in States and UTs, Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalayas Samiti (NVS), Central Board of Secondary Education. Nearly, 11(eleven) crore students in thirteen lakh schools all over the country took the fitness pledge.

Further, guidelines on Fit India Plogging Run prepared by Department of Sports were issued by Department of School Education and Literacy to States, UTs, KVS, NVS and CBSE to organize Fit India Plogging Run on 2nd October, 2019. Awareness on ‘No to Single Use Plastic’ and Collection of plastic garbage from homes, streets and open spaces was the main focus of the event.

Department of Sports has prepared a ranking system of Fit India Schools to make Fit India a people’s movement. This department has written to all Principal Secretaries/Secretaries, School Education Department of States/UTs regarding “Fit India Movement-Fit India School” and to attain Fit India 3 or 5 Star rating with the following instructions:

- Apprising and encouraging all schools, public as well as private, in the State to endeavour towards self-certification as Fit India school and seek Fit India Ranking;
- To honour Fit India 3 Star and 5 Star Schools by organising appropriate functions in the State Head –Quarters. Fit India 5 Star Schools could be felicitated at State level Republic Day and Independence Day functions;
- Organise Fit India events at schools from time to time. Schools to use their creativity in designing and organising Fit India events.
- Organise “FIT INDIA WEEK” in each school in the next 4 to 6 weeks, and upload the information on Fit India portal. A letter

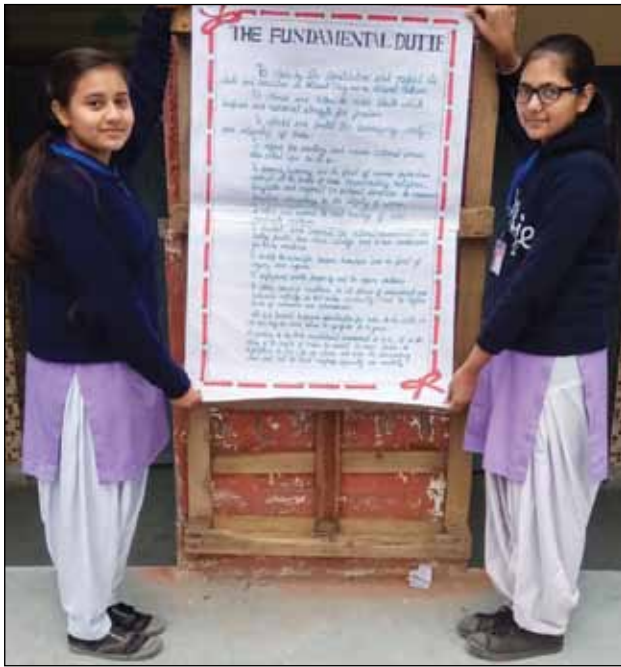
of DG, SAI dated 23.10.2019 to all States and UTs with suggested activities for Fit India Week was sent to State/UTs.

Constitution Day - Nagrik Kartavya Palan Abhiyan

Constitution Day also known as ‘Samvidhan Divas’, is celebrated in the country on 26th November every year to commemorate the adoption of the Constitution of India. On 26th November 1949, the Constituent Assembly of India adopted the Constitution of India, which came into effect from 26th January 1950. The Ministry of Social Justice and Empowerment on 19th November 2015 notified the decision of Government of India to celebrate the 26th day of November every year as ‘Constitution Day’ to promote Constitution values among citizens.

Further Department of Justice informed that Constitution Day is to be celebrated on 26th November, 2019 and yearlong activities are to be organised in all schools up to the 26th November, 2020. Accordingly, A calendar of activities was prepared and States and UTs were advised to carryout the following activities:

- Pledge taking ceremony to mark the occasion by reading of the Preamble to the Constitution in a special assembly in the school.
- Debates, essay competitions, cultural programs, walks, runs, quiz competitions, seminars and lectures on citizen duties to be held at State, District and school levels. Public messages on Fundamental Duties for dissemination among students and staff during the celebrations. Preparation of brochures, pamphlets, brochures, pamphlets and e-posters on Fundamental Duties may be prepared in Hindi, English and regional languages and distributed in schools among students.

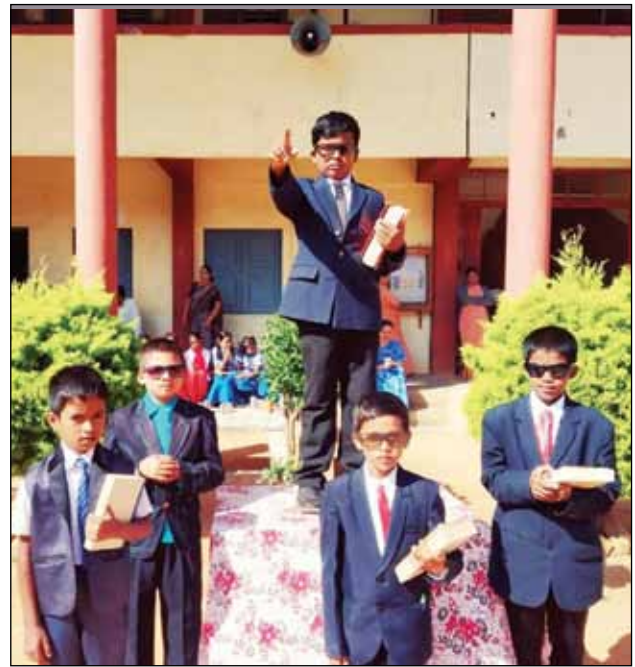


- Organizing Mock Parliament and identification of one or more citizens' duties an action-plan to project the duty in its working during the Campaign period.
- Celebration of Dr. Ambedkar Jayanti and inviting eminent personalities from different walks of life to disseminate the message of Fundamental Duties. Talks by eminent lawyers and legal scholars on Fundamental Duties and related themes may be organised in schools.
- Inclusion of one page on fundamental duties in state text books in addition to Preamble during the Campaign period.

Preamble to the Constitution was forwarded to States and UTs for reading the same on constitution day 26th November, 2019. About 7.97 lakh schools and 9.99 crore students participated in the reading of Preamble and other activities on 26th November, 2019.

Inter School Band Competition-2019

The Department of School Education and Literacy started the Inter School Band Competition in the year 2017 to inculcate the spirit of patriotism and unity among school students that comes with



performing in a band. This year also the National Inter-School Band Competition was conducted at New Delhi on 21.11.2018. The chief guest for the event was Hon'ble HRM Shri Prakash Javadekar, the guest of honour was Admiral R.K. Dhowan, ex-Chief of Naval Staff.

The competition was organized at three levels i.e. State, Zonal and National, separately for boys and girls. The best teams at State Level competition one each of boys and girls, participated in the Zonal Level competition. The selected teams from each Zone (Central, Eastern, Western, Southern, Northern, North-East) competed at National level Competition held at Thyagaraj Stadium in New Delhi on 21st December, 2018. A total of 16 teams participated at National level competition, 12 teams were from the State/UT and 2 each (boys and girls) from KVS & NVS.

The winning teams at the zonal level received Rs. 10,000/-, Rs. 7,000/- and Rs. 5,000/- for the first, second and third positions respectively. At the National level, the winning teams of boys and girls were given Rs. 20,000/- Rs. 15,000/- and Rs. 10,000/- respectively for the first, second and third prize.



The 3rd National Inter School Band Competition (ISBC) was held on 23.01.2020 at Thyagaraj Stadium, New Delhi. The competition was held after the teams won the State and Zonal levels. In all 16 teams of girls and boys (14 from States and UTs and 1 each from NVS and KVS) took part in the competition. The Hon'ble HRM was the Chief Guest while the function. The winning teams and the other teams were awarded trophies as prizes. The teams that got first, second and third position at National level were also awarded cash prize of Rs. 21000/-, Rs. 16,000/- and Rs. 11,000/- respectively.

Commemoration of 150th Birth Anniversary of Mahatma Gandhi

150th Birth Anniversary of Mahatma Gandhi is being commemorated for a period of two years from 2nd October, 2018 to 2nd October, 2020 throughout the nation as well as at international level. The Department of School Education &



Literacy is conducting nationwide activities for the same. The following activities have been conducted in 2019 by the Dept. of School Education & Literacy:

- CBSE organised Expression Series on Mahatma Gandhi from 19th August to 3rd September, 2019. Approximately 4.5 lakh students participated across the country. 4314 shortlisted entries were uploaded by schools on CBSE Expression Series App out of which 18 selected as best entries. The Expression Series was based on the life, vision and philosophy of the Father of the Nation. The series was meant to provide a creative outlet to children and provide them with a platform to express themselves on various themes. The winners of the series were felicitated by Hon'ble HRM on 1st October, 2019 in the programme organized to commemorate 150th Birth Anniversary of Mahatma Gandhi.



- A National Level Function was organised on 1st October, 2019 at Dr. Ambedkar International Centre (DAIC), New Delhi where Hon'ble Minister, Human Resource Development was the Chief Guest.
- 150 primary school students from delhi schools were dressed as Mahatma Gandhi to mark the 150th birth anniversary of Gandhiji and to spread his message of truth, compassion and non-violence. 150 Senior students of KVS performed Sarva Dharma Prarthna on the occasion. A tableau on Sabarmati Ashram was created by KVS during the function.
- A Skit on Mahatma Gandhi titled "Bapu Yahan Hain" based on values and ideals of Mahatma Gandhi was performed by the students of DPS R K Puram under CBSE banner.
- During the national level programme there was a live interaction of Hon'ble HRM with the students from the States of Assam, Karnataka, Uttarakhand and Rajasthan through Video Conference link on activities relating to Mahatma Gandhi.
- Intensive programmes and activities on Mahatma Gandhi were organized in schools during the week from 23rd September to 2nd October, 2019.

School Safety

Children have right to live with dignity and have access to education in an environment that is safe protective and conducive to growth & development. School safety and security has to be seen from a broader perspective and not confined merely to infrastructural and physical safety. The issue of school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual, psychological and emotional violence, even leading to death in extreme cases. In the recent past, there have

been reports of violence and tragic incidents in schools including murder, assault and rape. Children are increasingly having easy access to internet and videos showing violence, crime, pornography and substance abuse is on the rise with easy availability of drugs, alcohol and cigarettes. At the same time children are also facing tremendous exam stress and pressure from parents, teachers and peers leading to frustration and aggression or depression and in some cases suicide. The outlook of school management, Principal, teachers and staff in the school tends to be indifferent in general. This is a key cause of worry, demanding a school safety and security framework and plan of action. A comprehensive guideline with accountability framework is being developed in consultation with various stakeholders including school managements, teachers, students, parents and counsellors for making schools safe and secure.

While in an ideal situation, counsellors would be provided in every school, however as this is not possible at present due to dearth of trained counsellors in the country, teachers can be sensitized to function as a first step counsellor within the school. They can be oriented to identify any disturbing sign or behaviour on the part of their students and engage with them. Under this integrated teacher training programme, around 42 lakh Government elementary teachers including Head Teachers, Head Masters and BRCs, CRCs will be trained in the year 2019-20 by NCERT and NIEPA. Teachers will be given orientation on counselling, provisions of POCSO Act, JJ Act, School Safety guidelines, helpline and emergency numbers, drop-box for complaints etc. An amount of Rs.1000/- per teacher is being provided to all schools for classes I to XII for this purpose. Also, every school is to display a board on safety with helpline and emergency numbers and contact persons for which a provision of Rs.500/- per school has been made.

Self-defence Training for Girls

To ensure the safety and security of the girls studying in schools, it is important to provide them self-defense skills. Under Samagra Shiksha, Self-defense training is been provided to girls studying in Govt. schools @ Rs. 3000/- per month for three months for inculcating self-defense skills including life skill for self-protection and self-development among the girls from class VI to XII. Martial Arts and Self-defence training is also being given in KGBVs.

Under the scheme, in the year 2019-20, Rs 15346.257 lakhs has been estimated for 180160 elementary schools and Rs. 6656.358 lakhs has been estimated for 81800 secondary schools for self-defence training programme.

Credible Data & Accountability and Digital Initiatives

Performance Grading Index (PGI)

The DoSEL carried out a pilot project during September-October, 2017 when all States and UTs were graded online on the Shagun platform on their performances under the SSA. The pilot project covered 10 indicators and was very successful. The Performance Grading Index (PGI) developed by DoSEL is based on the experience from this pilot project and the feedback from all States and UTs. It has the following features:

- i) The Index is for the purpose of grading States and UTs which allows more than one State/UT to occupy the same grade, and therefore giving all 36 States and UTs chances to ultimately reach the highest level. The PGI has been conceptualised as a tool to encourage States and UTs to adopt certain practices like online recruitment and transfer of Teachers, electronic attendance of Students & Teachers etc.

- ii) The PGI has seventy (70) indicators divided into two categories viz Outcomes and Governance and Management. The first category is divided into four domains viz. Learning outcomes, access outcomes, infrastructure and facilities and equity outcomes; the second category covers attendance, teacher adequacy, administrative adequacy, training, accountability and transparency etc.

The total weightage under PGI is thousand points. Each indicator has been given either twenty or ten points.

The data for the year 2017-18 was received and compiled for all the State and UTs and final grading has been done after third party verification of data by UNICEF.

The district level Performance Grading Index (PGI) will be released to grade all districts across a set of keys performance indicators. It will identify the gaps and actions to be taken by the districts; and the district collectors, in particular will be engaged in the endeavour to improve all schools.

U-DISE Plus

The School Education system in India is one of the largest in the world comprising more than 1.5 million schools, 8.5 million teachers and over 250 million students from varied socio economic backgrounds across 29 States and 7 Union Territories (UTs). Hence, a robust, real time and credible information collection mechanism is a prerequisite for an objective evaluation of the system, based on which specific interventions for improvement can be designed.

In the early 1990s, as part of the District Primary Education Programme (DPEP) national endeavour, a school based computerised information system was designed and developed.



An Education Management Information System (EMIS), called the District Information System for Education (DISE) was created for Classes I to V for planning and monitoring the implementation of DPEP in 42 districts of 7 selected States. Over the years this was extended to cover the entire elementary level of education till Class VIII. In 2008-09, with the introduction of the Rashtriya Madhyamik Siksha Abhiyan (RMSA), a separate and dedicated Secondary Education Management Information System (SEMIS) was started for Classes IX to XII. Subsequently, in 2012-13, the Unified District Information System for Education (UDISE) was launched by integrating the DISE for elementary education and SEMIS for secondary education.

The system, over time, suffered from several inherent weaknesses and hence had to be revamped. U-DISE Plus is a product of long-standing effort made by D/o SEL, MHRD to improve the data capture system by making it simpler, more comprehensive, real time and credible. It also has a built in certification system at every stage thereby establishing an audit trail of the uploaded information. As a part of UDISE+, a GIS based App for mapping of schools has also been developed. This shows the location of each and every school along with its adjoining topographical features and a report card which contains vital information about the school. A geo tagged Third Party



App to randomly cross check the information uploaded on the UDISE+ and to furnish regular reports by several groups (e.g. the Principal/ Headmaster, School Management Committees, Cluster Resource Coordinators, Block Resource Coordinators, District Evaluation Officers) has also been developed. In order to analyse the huge volume of data and use it for evidence based decision making, the Data Analytics portal has been designed. Besides catering to standard and query based reports, this portal can also be used for big data analytics and artificial intelligence applications which will help the stakeholders to take informed policy decisions. Information for the Performance Grading Index (PGI) which grades the States and UTs on the basis of 70 indicators are largely drawn from the UDISE+ database. Mapping of the indicators with the data base has made the Performance Grading Process completely automated and instantaneous thereby helping the States and UTs to make required policy interventions to improve the school education system.

School Education Shagun – Integrated Online Junction

To enable access to web resources relating to school education in a holistic manner, the Department has launched a Junction of all portals and websites relating to the Department and the States and Union Territories. This junction will

ensure single point access to comprehensive information on any particular issue relating to school education. For instance, students will be able to locate all types of e contents (eg. NROER, E Pathshala, DIKSHA) through this integrated junction. Websites of all private schools affiliated to CBSE, KVs and NVs can also be accessed at one place. Information on all schools located in the country will also be available on the GIS based School Mapping app which is a part of this junction.

The Department also proposes to set up the Integrated National School Education Treasury (INSET) which is a fully integrated, instantly accessible and seamless information network for all parameters relating to students, teachers and schools across the length and breadth of the country. It will also enable creation of high quality e-contents for teachers and students and will support advance techniques like artificial intelligence and deep machine for designing evidence based interventions to learning to enhance quality of school education.

GIS Mapping of the School

Geographical location of a school is a crucial input as it helps not only to accurately indicate the location of the school premises but also provides a snapshot of the other schools that exist in the neighbourhood. This is a crucial input in determining whether there is over-crowding of schools in a particular location or there is paucity of the same. The GIS would also indicate the terrain in which the school is located thereby giving an idea of the degree of difficulty or otherwise for accessing the school.

Along with the physical location of the school, this application will also give a sunny input about the school indicating the financial assistance received from NGOs. School Report Cards giving information such as school category,

management, infrastructure, enrolment, incentives given to students, pupil-teacher ratio, student-classroom ratio etc. will be generated.

DIKSHA

- Digital Infrastructure for Knowledge Sharing (DIKSHA), launched on 5th September, 2017, has achieved several milestones in the field of digital teaching and learning. 28 States and UTs are on board DIKSHA thereby heralding a digital movement in the field of school education in the country.
- The DIKSHA platform offers teachers, students and parents engaging learning material relevant to the prescribed school curriculum.
- DIKSHA envisages to accelerate and also to amplify solutions, experiments and innovations that are underway, and are being attempted in the areas of teaching and learning and professional development.
- States/UTs and Teacher Education Institutions have the autonomy and the choice to repurpose and extend DIKSHA to suit their own needs and purposes.
- DIKSHA provides a platform to create worksheets to assess and monitor the learning outcomes. The worksheets are reviewed by the experts to ensure their relevance before linking them to the relevant chapters in the textbooks.
- DIKSHA has been formally launched by the Hon'ble Vice President of India on 5th September, 2017. DIKSHA has been designed as a single point of all e-content relating to school education.
- E-pathshala, NROER and similar other portals hosting e-content and digitised text books have been integrated with DIKSHA.

Some States (e.g. Tamil Nadu, Andhra Pradesh, Uttar Pradesh, Maharashtra) are already contributing actively in the process of e-content creation and uploading it on DIKSHA. More than 68000 pieces of e-content are available on the DIKSHA portal and more than 10.5 crore scans have been effected. Concrete steps are being taken to enhance the coverage of DIKSHA by involving all States and UTs and also to improve the quality of e-material available on the portal.

Data on e-content

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Operation Digital Board (ODB)

Operation Digital Board (ODB), which purports to provide classroom centric technologically aided education to students, will be operationalised for all secondary and senior secondary Government and aided schools. DIKSHA, which will provide quality e-content, will also be integrated with ODB. A technology enabled information management system to track the usage of hardware and e-content will also be a part of ODB.





02

**NATIONAL PROGRAMME OF
MID-DAY MEAL IN SCHOOLS**



National Programme of Mid-Day Meal in Schools

1. Background

With a view to enhancing 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 the 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'. Mid-Day Meal Scheme covers all school children studying in I - VIII classes in *Government and Government-aided schools, Special Training Centres (STCs) and madrasas & maqtabas supported under Samagra Shiksha*. Content and coverage of the scheme has been revised from time to time.

Salient features of the scheme are given below:

2. Objectives

The objectives of the Mid-Day Meal Scheme are to address two of the pressing problems for 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, Special Training Centers (STCs) and madrasas & maqtabas supported under *Samagra Shiksha*.
- 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. Mid-day meal can help the children from families which cannot afford a lunch box or are staying far away from schools, to overcome "classroom hunger".
- ii. **Promoting school participation:** Mid-day meal has big 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:** Mid-day meal can also act as a regular source of "supplementary nutrition" for children to facilitate their healthy growth.

- iv. **Intrinsic educational value:** A well-organized mid-day meal 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:** Mid-day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid-day meal 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 Mid-Day Meal 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 Mid-Day Meal Scheme.
- vii. **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. Mid Day Meal Scheme can help address these and facilitate cognitive, emotional and social development.

4. Coverage

During the year 2019-20, 8.88 crore children studying in classes I-VIII in 11.19 lakh eligible schools in the country were covered under the scheme (**upto 2nd quarter 2019-20**). State/UT wise details are at *Annexure I & II*.

5. Norms for Mid-Day Meal Scheme

i) Calorific Value of mid-day meal

For children of primary classes, a cooked mid-day 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 been increased by 7.5% in each of the last 5 years (except 7% in the year 2016-17). No increase in the cooking cost for the year 2017-18. The cooking cost was increased by 5.35% in 2018-2019. The cooking cost is shared between the Centre and the NER States and Himalayan States 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:

Table 1:

Year	Stage	Total Cost Per meal	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
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

iii) Engagement of cook-cum-helper and Honorarium to them:

One cook-cum-helper can be engaged for upto 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 ₹ 1,000 per month. The States are however free to give more 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 (**Annexure-III**). The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs

without legislature and other States & UTs with legislature on 60:40 basis. Programme Approval Board-Mid Day Meal headed by Secretary, School Education & Literacy has approved the engagement of 25.92 lakh cook-cum-helpers under the scheme. The States/UTs have engaged 24.89 lakh cook-cum-helpers during 2019-20 against the approval (**Annexure-IV**).

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 upto 100 children. For every addition of upto 100 children,

additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and the NER States and the Himalayan States on 90:10 basis, 100% for UTs and with other States on 60:40 basis.

Central Assistance of ₹ 8009.02 crore was released to the States/UTs for construction of 10,11,052 kitchen-cum-stores since 2006-07 to 2019-20. Out of this 8,45,968 (84.00%) kitchen-cum-stores have been constructed. *State/UT-wise details are at Annexure-V.*

v) Transportation assistance in Special Category States:

Transportation assistance in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) is payable at par with the PDS rates prevalent in these States. In case of all other States/UTs, transportation of food grains is given at par with their PDS rates subject to 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 stake holding 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 the locally produced food grain for utilisation under Mid-Day Meal Scheme.

6. Pattern of Central Assistance

Under the Mid-Day Meal Scheme, the Central Government bears entire cost of food grains, transportation cost, Monitoring, Management and Evaluation (MME) and procurement of kitchen devices.

The cooking cost, cost of the kitchen-cum-stores and honorarium to cook-cum-helpers is shared between the Centre and the NER States & Himalayan States on 90:10 basis, 100% for UTs without legislature and other States and UT with legislature on 60:40 basis.

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 NER States & Himalayan States on 90:10 basis, 100% for UTs and with other States & UTs with legislature on 60:40 basis.

7. Implementation of the Mid-Day Meal Scheme

i) The overall responsibility for providing cooked and nutritious midday 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 develop-

mental 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 held responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centers in the case of North East Region. States/UTs are permitted to lift the food grains one month in advance. 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 mid-day meal 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 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.
- iii) Model MoU.

9. Quality of Mid-Day Meal

- i) Quality of MDM 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 MDM 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 Mid-Day Meal Scheme to all the States/UTs with request to take prompt action for setting up of an effective Management Structure for MDM 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 Mid Day Meal 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.
- 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 MDM-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 MDM) 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 MDMS 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 MDMS. 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 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 which have reported data on that particular date and schools where meals have not been served.

vii) Emergency Medical Plan to tackle the untoward incidents, if any, at schools.

viii) Grievance Redressal Mechanism to address the grievances of the stakeholders.

10. Monitoring Mechanisms

Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid-Day Meal 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 mid-day meal served to children, (ii) cleanliness in cooking and serving of the mid-day 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 mid-day 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 implementation of the Mid-Day Meal 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 for monitoring the MDM scheme, a District Level Committee under the Chairmanship of senior most Member of Parliament (MP) of the district has been constituted to monitor the scheme on quarterly basis.
- This committee also monitors the implementation of Samagra Shiksha and Bharat programmes in the district.
- 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:**
- a) **Empowered Committee** on Mid-Day Meal has been set up under the Chairmanship of Hon'ble Minister, Human Resource Development for monitoring the access, safety, hygiene and quality aspects in the implementation of MDMS; 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(SS) headed by the Minister, Human Resource Development also reviews Mid-Day Meal Scheme.
 - c) National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary (SE&L).
 - d) National Meetings with Education Secretaries and Regional Review Meetings are also held to monitor implementation of MDMS.

x) **11th Joint Review Mission** visited 5 States namely Andhra Pradesh, Bihar, Himachal Pradesh, Maharashtra and Uttar Pradesh during 2018-19. 12th Joint Review Mission is to visit Assam, Chhattisgarh, Karnataka, West Bengal and Puducherry during 2019-20. Joint Review Mission visited Chhattisgarh during 1st to 9th December, 2019.

xi) **Social Audit**

“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, the Department had issued detailed guidelines vide letter dated 3rd July, 2014 for conducting of social audit under Mid Day Meal Scheme. So far 21 States viz. Bihar, Maharashtra, Odisha, Karnataka, Punjab, Uttar Pradesh, Telangana, Andhra Pradesh, West Bengal, Rajasthan, Uttarakhand, Mizoram, Tripura, Dadar & Nagar Haveli. Damam & Diu, Meghalaya, Assam, Chandigarh, Gujarat, Jharkhand and Tamil Nadu have completed the conduct of social audit. The current Status of the conduct of social audit in States as on since 2015 to 2019 is **Annexure-VI**.

11. Impact of the Scheme

i) Many studies have shown that MDMS 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 MDM is widely acknowledged as one of the more successful entitlement schemes of Government of India and has resulted in an increase in enrollment and retention of children in elementary classes.

ii) **3rd Party Evaluation** – The Zone wise evaluation by the independent agencies selected through the tender was carried out in 70 districts in 20 States during 2017-18. The State/UT wise evaluation reports were synthesized by National Institute of Nutrition (NIN), Hyderabad for preparing national report. The major finding of the 3rd Party evaluation are as under :

Major findings:

- i) 92% of the students attending schools were availing MDM;
- ii. 87% students liked the taste of MDM;
- iii) 58% students asked for and received second serving of meal;
- iv) 72% Children opined that MDM helped them concentrate more in the class room studies; 96% parents opined that the MDM is beneficial to their children,
- v) More than 80% parents stated MDM increased the enrolment & attendance, improved nutritional and health status of their children;
- vi) 96% teachers mentioned that MDM improved the nutritional status of the school children.
- vii) 92% teachers stated that MDM

increased enrolment & improved attendance.

- viii) 86% 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 lunch time, 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 prepares 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, 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 MDM beneficiaries need to be collected periodically and monitored for MDM 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 Mid-Day Meal may be carried out.
- x) All the functionaries need to be oriented on health and nutrition, with special reference to the MDM execution, monitoring, supervision and quality control.
- xi) Periodic third party evaluation may be ensured.

12. Achievements

The BE for 2019-20 was ₹11000.00 crore. The year-wise achievements of physical and financial targets of the scheme during the last five years are given below:-

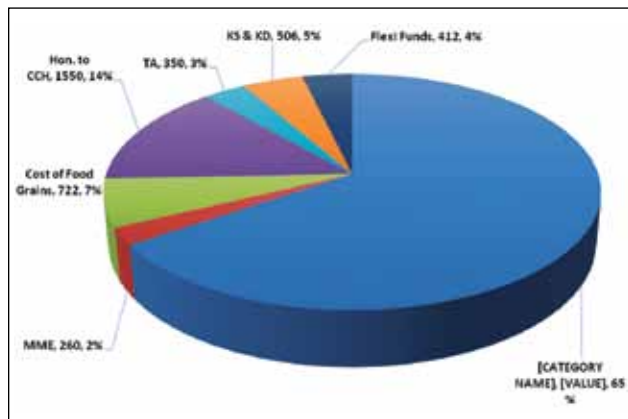
Coverage and expenditure trends

Components	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Children who availed meals on an average (in crore)	10.22	10.03	10.08	9.52	9.12	9.36*
Food grains allocated (in lakh MTs)	29.33	28.83	27.17	27.01	26.94	26.90
Budget allocation (Rs. in crore)	13215	9236.4	9700	10000	10500	11000
Releases (Rs. in crore)	10526.97	9151.55	9483.40	9095.91	9518.08	9271.37**

* PAB Approval for FY 2019-20.

** Releases as on date i.e. 16.01.2020

13. Component-wise Budget allocation for the F.Y. 2019-20 is Rs. 11000 Crore:



14. Capacity Building of Cook-cum-Helpers through Training

Preparation of hygienic and wholesome meal under the MDMS 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 MDMS, mainly come from the deprived sections of the 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 Human Resource Development 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. The States/UTs have engaged 24.89 lakh cook-cum-helpers during 2019-20 against the approval.

15. Improvements in the scheme

In the last few years the Mid-Day Meal scheme has witnessed several improvements as indicated below:

- i) Annual increase in cooking cost linked to Inflation Index.
- ii) 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).
- iii) Revision of Management, Monitoring and Evaluation (MME) rate from 2% to 3% of the total admissible recurring Central Assistance.
- iv) The assistance for kitchen devices has been enhanced from flat rate of Rs 5,000 per school to Rs 10,000 – Rs 25,000 based on enrolment.
- v) A new component of Rs 10,000 for repair of more than 10 year old kitchen-cum-store has been introduced.
- vi) Rs 50 crore have been allocated for fortification of food items in a systematic manner.
- vii) Delegation of the power of implementing the scheme with minor modifications from the existing guidelines to District Level Committee Chaired by the District Magistrate.
- viii) The States and UTs have been given flexibility to utilize, with the prior approval of MHRD, 5% of their Annual Work Plan & Budget for new interventions.
- ix) 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 Mid Day Meal Scheme.
- x) Cooking competitions at Block, District and State levels to promote innovative menus.

16. Notification of the Mid-Day Meal Rules, 2015 under National Food Security Act 2013:

Mid-Day Meal 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 supported under Samagra Shiksha shall be provided hot cooked meal containing 450 calories and 700 calories as well as 12 grams and 20 grams of protein
- 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 Mid-Day Meal Scheme in the school.
- iii) In order to ensure that the meal meets the nutritional standards and quality prescribed by the MDM Rules, the Food and Drug Administration Department of the State may collect samples from randomly selected schools to ensure adherence to quality.

17. Additional items provided by the States & UTs as best practices under Mid-Day Meal Scheme (MDMS):

S. N.	Best Practices	Name of the State/UTs
1	Eggs, banana, any other fruit	Andhra Pradesh, Telangana, West Bengal, Odisha, Puducherry, Tamil Nadu, Jharkhand, Lakshadweep, Rajasthan, A & N Islands, Daman & Diu.
2.	Milk	Puducherry, Uttar Pradesh, Gujarat, Kerala, Karnataka, Madhya Pradesh,
3	Dining halls	Tripura, West Bengal, Uttar Pradesh,
4	Additional share Honorarium CCH & Cooking cost	Bihar, Uttarakhand, Puducherry, Lakshadweep, Haryana, Tamil Nadu, Karnataka, Chandigarh, Punjab, Kerala, Chattisgarh, West Bengal, Jharkhand, Gujarat, Madhya Pradesh, Goa, Karnataka, Mizoram, Kerala, Odhisha, Uttarakhand, Dadra & Nagal Haveli, Daman & Diu.
5	Kitchen Garden	Assam, Kerala, West Bengal, Tripura, Sikkim, Arunachal Pradesh, Nagaland, Lakshadweep
6	Additional food grains	Gujarat, Kerala
7	Tablet Based Monitoring	Bihar
9	MDM to class IX & X	Andhra Pradesh, Karnataka, Tamil Nadu, Telangana
10	Fabricated Kitchen	Maharashtra
11	Eating Utensils	Bihar, Gujarat, West Bengal, Uttar Pradesh, Madhya Pradesh

National Award to Teachers (NAT)

These Awards were instituted in 1958. From mid-60s, 5th September came to be the fixed date for the function on account of birthday of Dr. Sarvepalli Radhakrishnan, former President of India. Over the years, the number of awards increased to 378 awards.

The guidelines of the scheme were revised in the year 2018. The basic premise now is that the new scheme should be transparent, fair, and reward demonstrated excellence and performance and has been inspired by recent innovations in major national awards.

The features of the new scheme are as under:

- i) Online self-nominations from teachers are invited on www.mhrd.gov.in.
- ii) All regular teachers are eligible and no minimum years of service is required. This enabled meritorious young teachers to apply.

- iii) The number of awards have been rationalized to 45+2, thereby restoring the prestige of the awards.
- iv) No State, UT or Organization is having a quota in the final selection. This encourages them to compete for the awards at National level.
- v) There is a rigorous 3-tier selection process at District, State and National Level.
- vi) An independent Jury at the National level makes the final selection. The Jury reviews the list of 154 candidates forwarded by all States, UTs and Organisations. Each teacher presents a presentation of his/her work before the Jury, which makes a final assessment and recommended 45+2 names for the National Award to Teachers.

Hon'ble Prime Minister interacted with and felicitated the awardee teachers at his residence in the year 2018 and 2019. The Hon'ble Prime Minister even tweeted about his interaction with the awardees.



Hon'ble President of India gave away the awards on 5th September 2019.



High quality films on exemplary work done by each awardee made by NFDC was shown during the ceremony at Vigyan Bhawan during 2018 and 2019.





03

ADULT EDUCATION



Adult Education

Executive Summary

At the time of Independence, 86% of India's population was illiterate and as such the main focus of Adult Education has been on its very bottom tier i.e. imparting of 'Basic literacy'. For accomplishment of this objective, a series of programmes has been introduced since the First Plan period, the most prominent being the National Literacy Mission (NLM) launched in 1988 for the adults in the age group of 15+. The programme of National Literacy Mission was re-vamped in 2009 in alignment with new paradigms of lifelong learning as "Saakshar Bharat". Considerable progress has been made in raising the literacy rate of the country but still the literacy levels remain uneven across different States, Districts, Social Groups and Minorities. The overall Goal of Adult Education is to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy.

The National Literacy Mission Authority (NLMA) is the operating and implementing organization at national level for all the activities envisaged in Adult Education. During the 12th Five Year Plan, NLMA strove to raise the literacy rate to 80% and to reduce the gender gap to less than 10%.

The Saakshar Bharat programme which was extended till 31st March 2018 was sanctioned in the 404 districts of the 26 States and 1 Union Territory covering about 1.64 lakh Gram Panchayats, out of the 410 districts which qualified for coverage under the programme. Under the programme about 10.08 crore learners appeared

for the biannual assessment tests conducted by the National Institute of Open Schooling (NIOS) up to March, 2018. About 7.64 crore learners (including 5.38 crore female learners) who passed the assessment tests were certified as literate. Out of 7.64 crore learners certified literate, 1.88 crore belonged to Scheduled Castes (24.62%); 1.08 crore to Scheduled Tribes (14.19%); and 75.01 lakh to Minorities (9.82%).

Directorate of Adult Education, a subordinate office under the Department of School Education & Literacy, provides support to NLMA in the implementation of the adult education programme(s).

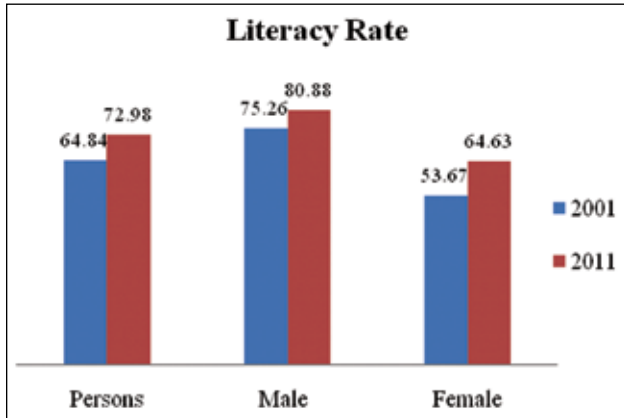
Introduction

Literacy is at the heart of basic education for all, and of all human capabilities. Basic literacy is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Universal literacy also has special significance for those who have been historically deprived of access to education. Besides empowering youth and adults through a variety of educational programmes, achieving universal adult literacy is a fundamental goal of Adult and Continuing Education. In fact, beginning with basic literacy programmes, activities in this sector view education in a lifelong learning perspective.

Literacy Profile

With the planned interventions and sustained efforts, considerable progress has been made.

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 case of males from 75.26 to 80.88 percent.



The literacy levels remain uneven across different States, districts, social groups and minorities. While some of the States have achieved higher literacy levels due to the launching of special literacy drives and community support, a few States are still lagging behind.

The literacy levels of Scheduled Castes and Scheduled Tribes have improved but the literacy level of Muslim community is still quite low. The Government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups.

Goal

The Goal of Adult Education is “*to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy*”

National Literacy Mission Authority

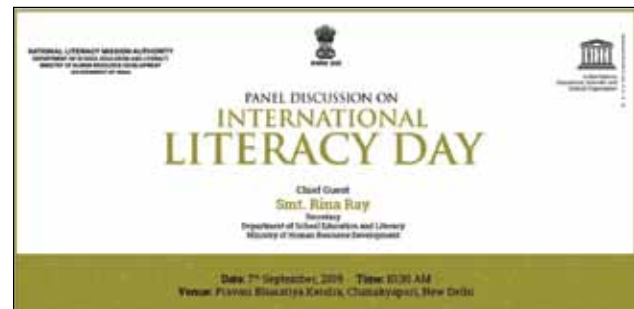
Mandate

National Literacy Mission Authority (NLMA) has been set up as an independent and autonomous wing of the Department of School

Education and Literacy to promote literacy and adult education and to achieve the goals spelt out in the National Policy on Education. It is the operating and implementing organization at national level for all the activities envisaged in National Literacy Mission and has to undertake such other activities for adult education as are considered appropriate. The diversified role of the Authority includes Policy and Planning of adult education, Implementation of literacy and adult education programme, Monitoring, Research and Evaluation, Advocacy and Environment Building, Technology Infusion, Capacity Building, International Cooperation and Publications.

Organizational Structure

NLMA has two main bodies, namely, the Council and the Executive Committee. The NLMA Council is headed by the Minister of HRD with the Minister of State, HRD being the *Vice-Chairperson*. The Council is responsible for operating and implementing all the activities to be undertaken in respect of Adult Education. The Executive Committee (EC) of NLMA is headed by the Secretary, Department of School Education and Literacy. The Executive Committee of NLMA carries out all the functions of the NLMA in accordance with the policies and guidelines laid down by the Council.



To assist NLMA in the discharge of its mandate, a National Resource Group (NRG)/Technical Support Group (TSG) has been set up to render technical and managerial support to the Mission

in the field of general management, pedagogy, mass mobilization, monitoring & evaluation, ICT, etc.

Utilization of Funds

During the financial year 2019-2020, an amount of Rs.320.00 crore (BE)/Rs.52.95 crore (RE) was budgeted for the Saakshar Bharat Programme as the central share against which an amount of Rs.48.00 crore was released to State Literacy Mission Authorities (SLMAs) for reimbursement of the eligible committed liabilities upto 31st March, 2018.

Directorate of Adult Education

Directorate of Adult Education (DAE) is a subordinate office of Department of School Education & Literacy, Ministry of Human Resource Development, Government of India. It functions as National Resource Centre for Adult Education and Literacy programmes in the country and provides professional, academic and technical resource support and guidance for effective implementation of programmes launched under the aegis of National Literacy Mission Authority from time to time. This Directorate prepares guidelines for development of teaching learning material, organizes training and orientation programmes, produces media material and harnesses all kinds of media & learner assessment.

The major activities of DAE include development of teaching learning materials and their publication; production of audio-video spots on functional literacy and mounting them on prime slots on Doordarshan and All India Radio; publicity of International Literacy Day Celebrations and undertaking publicity and promotional work through electronic and print media to support adult education programmes; research & evaluation; capacity building and

training; and monitoring of learners' assessment test. It delineates the guidelines and quality benchmarks for development of learning materials for non-literates and neo-literates and provides technical support to National Literacy Mission Authority in preparation of teaching-learning materials.

The main activities carried out by DAE during January to December, 2019 are given below:

- **Celebration of International Literacy Day, 2019**

The 53rd International Literacy Day was celebrated by National Literacy Mission Authority as a national level function held on 7th September, 2019 at Pravasi Bhartiya Kendra (MEA), 15-A Rizal Marg, Chanakyapuri, New Delhi-110021. Smt. Rina Ray, then Hon'ble Secretary, Department of School Education & Literacy, Ministry of Human Resource Development was the Chief Guest on this occasion. Shri Sachin Sinha, Joint Secretary (Adult Education) & DG, NLMA delivered the welcome address. The Message from Ms. Audrey Azoulay, Director General, UNESCO was read on this occasion by Ms. Huma Masood, representative from UNESCO New Delhi office.

Shri Sachin Sinha, Joint Secretary (Adult Education) & DG, NLMA gave a presentation on this occasion. He stated that India has 35% of World's total adult illiterates as per the Global Education Monitoring Report 2017/18 of UNESCO. He highlighted efforts made for promotion of literacy in the country like Farmers' Functional Literacy Project (FFLP) - an inter-ministerial project for farmers' training and functional literacy to promote the acceptance of high yielding crops and usher an era of Green Revolution. He also talked about the Functional Literacy for Adult Woman (FLAW) Scheme that included a component which enabled illiterate adult women to acquire functional skill along with literacy, hygiene, child care practice etc.

A documentary film on the journey of Adult Education was also screened on the occasion.

Experience Sharing on ‘Promoting Adult Literacy’

The Inaugural Session of the function was followed by Experience Sharing on ‘Promoting Adult Literacy’. Dr. P.S. Sreekala, Director, Kerala State Literacy Mission Authority (KSLMA), Dr. Ritu Verma, Project Officer, Springdales Education Society & Vice-Coordinator, Delhi Schools’ Literacy Project (DSLPP) and Shri Kamal Sanghvi, Director, Rotary International, Rotary India Literacy Mission (RILM) shared their experiences on the occasion.



An exhibition on the theme ‘Promoting Adult Literacy’ was also displayed at the venue by NLMA/DAE; SLMA-Kerala; RILM and Devi Sansthan, Lucknow to showcase the achievements by respective organizations in the field of literacy so far.

Panel Discussion on ‘Issues and Challenges in Achieving Total Literacy by 2030’

A Panel Discussion on the topic ‘Issues and Challenges in Achieving Total Literacy by 2030’ was organized followed by ‘Experience Sharing’ with an aim to discuss future course of action for eradication of illiteracy in the country by 2030. The sub-themes of the panel discussion included ‘Literacy as a Tool of Social Transformation’; ‘Challenges of Mobilizing Community & IEC Activity’; ‘Achieving Total Literacy by 2030 (SDG-4)’; ‘Role of Student Volunteers in

Achieving Total Literacy’ and ‘Accelerating Literacy to Reduce Gender Disparity and Improve Civic Participation’. The session was chaired by Prof. N. V. Varghese, Vice Chancellor, National Institute of Educational Planning and Administration, New Delhi. The programme was concluded with the vote of thanks by Dr. Shubhankar Mishra, Director In-charge, Directorate of Adult Education.

Every year the International Literacy Day is celebrated in India to raise the public awareness of the significance of literacy, publicize the learning opportunities, and to garner the support of general public towards this social cause. The national level function to celebrate International Literacy Day, 2019 organized by National Literacy Mission Authority was attended by more than 700 stakeholders from across the country.

• Publication

- DAE has been publishing a bilingual quarterly newsletter titled ‘DAE Newsletter’. DAE Newsletters were published periodically providing brief accounts on various activities undertaken by the Directorate.
- Annual report of DAE has been brought out for the financial year 2018-19.

• Digitization of Audio-Video Programmes

One of the major flagship programme of Government of India is Digital India that has been launched to transform India into a digitally empowered society and knowledge Economy. In this connection Directorate of Adult Education has also taken various steps towards Digitization of resources produced by the Directorate in its varied Audio-visual formats over the years. In order to make the audio-video materials usable in the latest emerging media technology and also to preserve them for future use the

process of digitization has been taken up by DAE in collaboration with CIET, NCERT. So far, a total of 1636 programmes on literacy have been uploaded on YouTube channel under the title '*National Literacy Mission Authority GOI OFFICIAL*'. This initiative has attracted a large number of viewership.

Ancillary Activities:

➤ Swachhata Pakhwada observed

The Hon'ble Prime Minister of India, Shri Narendra Modi launched the Swachh Bharat Abhiyan on 2nd October, 2014 to achieve vision of 'Clean India' by 2nd of October, 2019. Never before in history, 'Swachhata' (Cleanliness) has drawn such attention of policymakers, academicians and public at large. More than 3 million college students, school students, teachers and Government employees from every nook and corner of the country have pledged their support to the Abhiyan. The Prime Minister calls it 'Satyagraha se Swachhagraha' by drawing analogy to Gandhiji's Champaran Satyagraha.



Directorate of Adult Education has been contributing towards Swachh Bharat Abhiyan since 2014. This year too, 'Swachhata Pakhwada' was observed from 01st to 15th May, 2019. During the fortnight, officials of the Directorate devoted about one hour daily to keep their office and its surroundings clean.

Beginning of the 'Swachhata Pakhwada' was made with officials of the Directorate cleaning their immediate workspaces followed by dusting of files and documents, arranging of the same in order and proper disposal of redundant once. Special attention was given to cleaning and upkeep of the library and store rooms. The idea was cleanliness was extended to aesthetics and environment under which office lawns were mowed, plants pruned and foliage properly disposed of.

➤ Yoga Day Celebration 2019

Directorate of Adult Education celebrated 5th International Day of Yoga (IDY) on 21st June, 2019 in its premise 10, Jamnagar House, New Delhi. The activities of day-long programme include 'Yogaabhyaas' (Yoga practice), Yoga Vyakhyan (Lecture on Yogic practice) followed by article writing on the various aspects of yoga. The topics of article writing included 'Benefits of Yoga and Meditation', 'Effects of Yoga on Physical and Mental health', 'Advantages of Yoga in our day today life', 'History of Yoga' and the 'Role of Government of India to promote Yoga world-wide'.





The day-long programme has been concluded with the distribution of Smriti-Patra and mementoes to the participants. The programme was attended by the officials of DAE and AE Bureau.

- **Commemoration of 150th Birth Anniversary of Mahatma Gandhi**

Nation was commemorating the 150th Birth Anniversary of Mahatma Gandhi, Father of the nation at National and International levels to propagate his message. Directorate of Adult Education had also aligned its activities with this and made its contribution towards this vary initiative. DAE organized several activities i.e. talk, workshop, essay writing, poem recitation, article writing, tree plantation drive, week packed activities on the theme 'Peace and Equality etc. Brief accounts of these activities are as follows:

- **A workshop on 'Hindi and Gandhi'**

In commemoration of 150th Birth anniversary of Mahatma Gandhi a workshop on the topic 'Hindi and Gandhi' was organized in the committee room of Directorate of Adult Education on 07.05.2019. In this workshop contribution of Mahatma Gandhi on Hindi has been discussed in detail by the invited esteemed guest. All the officials of Directorate of Adult Education participated in the workshop enthusiastically. 'Smritipatra' has also been distributed to participants at the end of the programme/function.



- **Essay Competition**

An essay writing competition was organized in committee room of DAE on 3rd of June, 2019. The topics for the essay writing included:

- i) Education philosophy of Mahatma Gandhi
- ii) Mahatma Gandhi and Non-violence
- iii) Contribution of Mahatma Gandhi in Popularization of Indian languages



The competition was open for DAE staff. The language options for essay were Hindi and English with a limit of 1000 words. The winners of the competition were:

First Prize – Shri Bhupen Roka, STA

Second Prize – Shri Roopesh Kumar, UDC

Third Prize – Shri P.R. Bishwas, Steno Grade-I

- **Poem Recitation**

Paying tribute to Bapu, a poem recitation activity was organized in the Directorate of Adult Education on 05.07.2019. The employees of DAE

participated enthusiastically and recited self-composed poems on the life and philosophy of Mahatma Gandhi underlining the importance of Satya, Ahimsa, Savinay Awagya and Satyagraha.



Smt. Rajni of DAE compered the programme. Director, DAE concluded the programme thanking everyone for participating in the event with keen interest.

- **Tree Plantation Drive**

A tree plantation drive was organized in premises of DAE on 23.08.2019 as part of commemoration of 150th Birth anniversary of Mahatma Gandhi. Shri B.B. Sharma, Assistant Director (Horticulture), Central Public Work Department, Government of India and their officials were also invited to this event. In order to ensure the survival of the saplings, Director, DAE entrusted the ownership of different saplings for their better survival to individual staff of DAE. He further motivated the staff to keep the surroundings green and pollution free by planting more trees. Later in the day, mementoes were distributed to the participants. The programme was concluded with the vote of thanks by Director, DAE.



- **One Week Intensive Programme on the theme: 'Peace & Equality'**

A week long programme was organized from 23rd September to 02nd October, 2019, while paying tribute to the father of Nation Mahatma Gandhi. During the week following activities were organized:

- **'Swachhta Sankalp' and 'Swachha Kaaryalaya'**

'Swachhta Sankalp' was the inaugural programme of week-long commemoration. The staff of DAE took pledge to serve 'Mother India' by keeping the country 'Swachh', with a commitment by devoting 100 hours per year. It was also pledged to propagate the messages of Swachha Bharat Mission in villages and towns and encourage 100 persons to take this pledge further. The programme was followed by 'Swachha Bharat-Swachha Kaaryaalaya' where the officials of the Directorate cleaned their work stations and office surroundings.





➤ **Talk on Gandhian Philosophy: Peace & Equality**

Prof. Rajesh, Department of Adult, Continuing Education and Extension, University of Delhi delivered a talk on ‘Gandhian Philosophy: Peace and Equality’ at DAE on 25.09.2019. Prof Rajesh during his talk highlighted the salient features of non-violence movement of freedom struggle. The staff of DAE interacted with the invited speaker and discussed on the various aspects of Gandhian Philosophy mainly Satya, Ahimsa & Non-violence.



➤ **Workshop on Non-Violence and Communal Harmony as envisioned by Mahatma Gandhi**

A workshop on ‘Non-Violence and Communal Harmony as envisioned by Mahatma Gandhi’ was organized on 26.09.2019. Shri Pankaj Chaubey, Editor, Gandhi Smriti Darshan Samiti, New Delhi was the resource person for the workshop.



➤ **Slogan Writing on Life of Gandhi**

A slogan writing activity focusing on the Life of Mahatma Gandhi was organized by the Directorate on 27.09.2019 as part of the commemoration of 150th Birth Anniversary of Bapu. Creatively written slogans depicting the role of Mahatma Gandhi in Indian Freedom struggle were presented by the staff of DAE.



➤ Screening of Documentary film

A documentary film based on the life of Mahatma Gandhi titled Mahatma Gandhi: 20th Century Prophet was screened in the committee room of DAE on 30th of September 2019. The staff of DAE felt enriched with this film and got acquainted with the various facets of freedom struggle of India.

• Hindi Pakhwada

Hindi Pakhwada was celebrated from 16-30 September, 2019 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, Hindi calligraphy competition were organized. Besides these a workshop on the topic Standardization of Devnagri script and diacritical marks was also organized on 24th September, 2019.



• Vigilance Awareness Week

We are aware that corruption has been one of the major obstacles to economic, political and social progress of our country. It is the moral duty of all the stakeholders such as Government, citizens and private sector to work together to eradicate corruption. The Directorate of Adult Education observed the Vigilance Awareness Week from 28th of October to 2nd of November, 2019 in the DAE premises in order to create awareness about the menace of corruption and encourage the staff to fight against it. In this connection several

activities like taking pledge, workshop, essay writing etc. were organized in the week long programme. Brief accounts of these activities are given in the forthcoming paragraphs.



➤ Vigilance Pledge

Week long Vigilance awareness programme was started by taking pledge including e-pledge by the staff of the Directorate. On behalf of the Directorate Dr. Shubhankar Mishra, Director (In-charge) took physical as well as e-pledge. The staff of Directorate pledged to follow probity and rule of law in all walks of life; to neither take nor offer bribe; to perform all tasks in an honest and transparent manner; to act in public interest; to lead by example exhibiting integrity in personal behaviour and to report any such incidence to the appropriate agency.

• Essay Writing Activity

During the Vigilance Week, an essay writing event was organized on 30th of October, 2019 in the committee room of Directorate. The topics for the essay writing activity were as follows:

- Eradication of corruption: Building of New India
- My vision : Corruption free India
- Integrity: A way of Life

The staff of DAE took part enthusiastically in this activity.



- **Workshop on ‘Integrity: A way of Life’**

A workshop on ‘Integrity: A way of Life’ (ईमानदारी : जीवनकीराह) was organized in the conference hall of Directorate of Adult Education on 1st of November, 2019. Shri M.P. Singh, Deputy Secretary, Department of School Education & Literacy, Ministry of Human Resource Development was also invited as a speaker on the occasion. The programme was concluded with the vote of thanks by Dr. Shubhankar Mishra, Director (In-charge), DAE.



- **Ekta Divas Celebration**

To commemorate Birth anniversary of first Home Minister of Independent India Sardar Vallabhbhai Patel, Ekta Divas was celebrated on 31st October, 2019 in DAE premises. The programme started with Ekta pledge taken by the staff of DAE followed by an essay competition on the occasion. Participants chose one of the following topics for their essay:

- i) Role of Sardar Vallabhbhai Patel in Unification of India
- ii) Sardar Patel: The Iron Man of India
- iii) Philosophy of Sardar Vallabhbhai Patel

The competition was open for DAE staff. The language options for essay writing were Hindi and English with a word limit of 1000 and the winners of the competition were as follows:

First Prize – Shri Bhupen Roka, Senior Technical Assistant

Second Prize – Shri P.R. Biswas, Stenographer, Gr.-I

Third Prize – Shri Roopesh Kumar, Upper Division Clerk

Consolation Prize – Shri Amardeep, Upper Division Clerk

The prizes were distributed by Director, DAE on the concluding day of Vigilance Awareness Week, 2019.





Celebration of Constitution Day

➤ Reading of Preamble and a discussion on Fundamental Duties

In order to commemorate the adoption of the Constitution of India and to spread awareness about the architect of our constitution Dr B.R. Ambedkar Directorate of Adult Education celebrated the Constitution Day also known as ‘Samvidhan Divas’ on 26th of November 2019 in the conference hall of DAE. The programme started with the reading of the preamble of the Constitution followed by the pledge. The staff of DAE discussed the salient features of Constitution of India especially Fundamental Duties of citizens as embedded in the Constitution.



➤ A talk on ‘Salient features of Constitution of India’

A talk on ‘Salient features of Constitution of India’ was organized by the Directorate of Adult Education on 18th of December, 2019 in the conference hall of the Directorate. Ms. Sheetal Mishra, an advocate of Delhi High Court was invited as a resource person on the occasion. During her talk she discussed about the fundamental rights along with fundamental duties of the citizen of India. While concluding her presentation she underlined the need to generate legal and constitutional awareness amongst the citizens of the country.



Institutional Support to School Education

Kendriya Vidyalaya Sangathan (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 (Now Ministry of Human Resource Development) of the 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 **1229 as on 31.12.2019** including three KVs abroad (Kathmandu, Moscow, Tehran). The number of KVs running in double shift are 70.

Salient Features of Kendriya Vidyalayas

In pursuance of the above objectives, the Kendriya Vidyalayas system has 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 Class 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.
6. No tuition fee is charged from boys up to Class VIII, girls up to Class XII, for SC/ST students, children of KVS employees, children of Officers and men of the Armed Forces killed or disabled during the wars of 1962, 1965, 1971, 1999-Kargil War (against China and Pakistan).

KVS Administration

The Hon'ble Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The Minister of State in the Ministry of Human Resource Development 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 manage the functioning of the school.

The distribution of **1129 KVs**, sector-wise is as under (as on **31.12.2019**)

Sl. No.	Sector	No. of KVs
1	Defence	351
2	Civil	733
3	Institutes of Higher Learning	34
4	Projects	111
	Total	1229

Admissions

The basic criterion for admission in class I in KVs is the transferability of the parent during the last 7 years. 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. A total number of 1315157 students, 717844 (Boys) and 597313 (Girls) are studying in Kendriya Vidyalayas (as on 30.09.2019) including enrolment of SC students 267609 (20.35%), ST students 79790 (6.07%), OBC students 266076 (20.23%) and Divyang students 4457 (0.34%).

Empowering the Girl Child Education

All girls are exempted from paying tuition fee from Class I to XII. 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. These seats are available over and above the sanction class strength.

Education of SCS/STS.

15% seats for Scheduled Castes and 7.5% seats for Schedules 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 and also are provided with free books, uniform and transportation. All the SC/ST students are exempted from payment of tuition fee up to class XII.

Educational Development of Divyang (Differently Able Students)

3% seats of total available seats for fresh admission are being horizontally reserved for Divyang (Differently Able) children as per the provisions of RTE Act, 2009 read in conjunction with Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

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.

Achievements

Rajbhasha Kirti Puraskar

Kendriya Vidyalaya Sangathan was awarded with ‘Rajbhasha Kirti Puraskar’ (1st prize) for 2018-19 for implementation of official language policy of Government of India. Home Minister Sh. Amit Shah on 14th September 2019 presented the award to Commissioner, KVS during a Ceremony at Vigyan Bhavan, New Delhi. KVS was selected for its excellent work in Hindi under the category of ‘Boards/Autonomous Bodies/Societies of GoI’ in region ‘A’ by the Department of Official Language, Ministry of Home Affairs.



Major Initiatives

1. National Children Science Congress

Kendriya Vidyalaya Sangathan participated in the 27th National Children Science Congress-2019, a flagship programme conducted by Department of Science and Technology. It is a theme-based research project carried out by students with the help of guide teacher. The students present their project with the help of oral and poster presentation. Organized at different levels by the states and at the National level by Department of Science and Technology, the projects are evaluated by experts on the basis of their originality, practical applicability and benefits.

This year the theme of NCSC 2019 was “Science, Technology and Innovation for Clean, Green and Healthy Nation”. This focal theme was subdivided into the following Sub-Themes:

- **Ecosystem and ecosystem Services**

- **Health, Hygiene and Sanitation**
- **Waste to Wealth**
- **Society, Culture and Livelihoods**
- **Traditional Knowledge System (TKS)**

The projects prepared and selected at the Vidyalaya level in the months of July/August 2019 were exhibited in the Regional level KVS NCSC held in the month of October 2019.

A total of 450 projects were selected for participation at KVS National level NCSC held at KV No 2 Bhopal from 25th November 2019 to 26th November 2019.

42 projects prepared by Child Scientists (17 from Junior Group and 25 from Senior Group) were selected for participation at National Children Science Congress 2019 conducted by Department of Science and Technology from 27th to 31st December 2019 at Thiruvananthapuram, Kerala.

The top scorers of NCSC at KVS National Level- Master Aritra Mukherjee of KV Burdwan and Kumari S Swastika of KV IOC Nonnmati participated in **Rashtriya Kishore Viagyanik Sammelan (RKVS)** from 4th Jan-6th Jan 2020 at University of Agriculture Science Bengaluru.

2. Pustakopahar

The concept of ‘Pustakopahar’ (passing over of their textbooks to their juniors, by students) was



introduced in Kendriya Vidyalaya Sangathan with the objective of utilizing used books by the students of all age groups. The books are especially useful for children from low economic backgrounds, who in spite of being able to afford education, are unable to afford academic books due to high prices or non-availability of the same at the beginning of an academic session. Beside a step like this allows the opportunity to let these text books have a new life and inculcate a spirit of bonding between students. The students learn and exhibit responsible moral behaviour, and contribute towards saving money and environment.

The Total No. of Books gifted by the students in 2019	Average weight (approximately) of each book.	Thereby, total saving of the paper
846403	200 grams	$846403 \times 200 = 169280 \text{ Kg.}$ i.e 169.280 Tonnes 1 ton is approximately equal to 17 trees. So, 2877 Trees were save

3. 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), is a scheme that aims to motivate creativity and innovative thinking among school children in the age group of 10-15 years and studying in classes 6 to 10. The objective of the scheme is to target original ideas/innovations

rooted in science and their societal applications.

Under this scheme Kendriya Vidyalayas nominate 2-3 best ideas online through the website of DST. During the session 2019-20, 1152 students of different regions registered themselves under the scheme out of them 275 projects were selected for participation at SLEPC level. The students selected for SLEPC also received a sum of Rs 10,000 each, from DST to develop their projects.

4. Jnnsmee

Jawaharlal Nehru National Science Mathematics and Environment Exhibition for Children is organised by NCERT to encourage, popularize and inculcate scientific temper among the children of the country. The programme showcases the talents of the students in Science, Mathematics and their applications in different areas related with everyday life. As per guidelines of NCERT, KVS organises exhibition at:-

1. School Level,
2. Regional Level
3. National Level.

It is a platform where school children are able to interact not only with peer group but also with seniors and renowned persons in the field of Science. 47th JNNSMEE, 2019 was held at KV ONGC Chandakheda, Ahmedabad where 150 students from 25 regions across the country participated and displayed their projects. The theme for the exhibition was “**Science and Technology for Sustainable Development**”.

5. Awakened Citizen Programme

An initiative of Ramakrishna mission and woven around the concept of Swami Vivekanand- “Education is the manifestation of perfection already in man” was launched to empower the students.

The mission initially introduced in 400 schools of the KVS in the year 2016-17 has been rolled out in all Kendriya Vidyalayas. The enlightened and envisioned program aims at inculcating the strength and values in the students which will enable them to inherit the human values to transform them into an enlightened citizen.

A three year graded Value Education Program for the students of Upper primary and Secondary level comprises of 16 modules. The contents are transacted through discussion where the students analyze various real life situations. Teachers enable the students to develop faith in themselves, discover values and make responsible choices. 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.

No. of teachers trained in Awakened Citizen Programme during the session 2019-2020:

S. No	Teachers Trained Level -1 (Class VII)	Teachers Trained Level -2 (Class VIII)	Teachers Trained Level-3 (Class IX)
1.	2097	1902	1806

6. Ek Bharat Shrestha Bharat Parv-2019

KVS EK Bharat Shreshth Bharat Parv is an event held every year from 31st October, for a duration of 3 to 4 days to commemorate the Birth Anniversary of Sardar Vallabhai Patel. This event is primarily to showcase the spirit of 'Ek Bharat Shreshth Bharat' and to promote the communication & artistic skills of students through various competitions.

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 &

topography etc of the State allotted to them. This gives them an opportunity to understand the Art & Culture of the paired States, thus imbibing a mutual respect towards different cultures. The students compete at various levels- Vidyalaya/ Cluster & Region, before getting to perform at National level. This year the event was organized at India Gate Lawn No. 6, New Delhi from 31st October, 2019 to 3rd November, 2019.

The mega-event is a broad platform for the students to display their creativity, originality, artistic skills, etc. In this process they overcome many challenges, linguistic and geographical barriers and awaken a strong sense of national pride and widen their horizons with a better cosmopolitan outlook.

Components of Ek Bharat Shreshth Bharat Parv

I. KVS-Ek Bharat Shrestha Bharat

A. Non Competitive Event

Cultural March-past (Shobha Yatra): Sequence of brief displays was made in the opening and closing ceremony, which consisted of - introduction in the language of the paired state followed by song & dance display of the state with artefacts in the background, forming a continuous medley.

B. Competitive Events

The following competition were organized for the students in respect of the states they were paired with-

- i. **Group Dance**– Folk dances of the paired state
- ii. **Group Song**– Folk songs of the paired state
- iii. **On the spot painting:** Themes of paired states are given on the day of the competition.

- iv. **Solo Song:** Folk songs of the paired state.
- v. **Quiz** –Quiz on the paired state.
- vi. **Display of Artefacts/Project:** Students displayed exhibits and artefacts bringing out the rich cultural essence of the paired state.
- vii. **English Elocution:** Students were given topics related to the state allotted.
- viii. **Creative Writing:** Students wrote about assigned aspect of the paired state.
- ix. **Story Telling:** Students narrated folk lore and stories of prominent writers of the state allotted.
- x. **Ek Bharat Shreshth Bharat Bhasha Sangam:** Students of one of the paired states spoke, wrote and displayed 100 sentences in the language of the counterpart state.

C. State Project Notebook

A repository of thoughts and understanding about the paired states in the form of note-book and a scrap book was prepared by the students, where students participating in the Ek Bharat Shrestha Bharat Parv expressed their experiences regarding: -

1. **What They Had Learnt** – The knowledge they acquired about the paired state through exhibition & various cultural & literary activities they had undertaken with respect to their paired state and also through their interaction with the students of the Region/State they had been paired with during the Ek Bharat Shrestha Bharat Parv.
2. **What Impressed Them the Most-** The unique aspect/feature about the paired state that had left an impression on them and required a special mention.
3. **What Is Similar Between Us** - Things they

feel were similar with their own state, and which brought out the connect & essence of Unity in Diversity.

4. **Take-Aways and New Friends-** Their ‘Take - Aways’ (regarding their paired state) which they would like to discuss with their friends and parents back home and would like to see it become a part of their own culture and also about the new friendships made.

D. Visit to Paired State:

As a follow-up, visit of students to paired states was carried out during the winter break.

S. No.	Name of Regions	Paired State visited	No. of Students visited
1	Bangalore	Dehradun	20
2	Dehradun	Bangalore	33
3	Chandigarh	Hyderabad	32
4	Hyderabad	Chandigarh	53
5	Chennai	Jammu	24
6	Jammu	Chennai	37
7	Gurgaon	Telangana	23
8	Ranchi	Goa	48
9	Jabalpur	Meghalaya	31
10	Raipur	Ahemdabad	9
11	Ahemdabad	Bhubaneshwar	63
12	Kolkata	Patna (Bihar)	6
13	Patna	Mizoram	27
14	Bhubaneshwar	Mumbai	64
15	Tinsukia	Uttar Pradesh (Agra)	22
16	Varanasi	Kolkata	21
Total Students			513

E. Other Cultural Competitions Under Ek Bharat Shreshth Bharat Parav

Students competed in the following events as per

the countries allotted to them:

- i) Group Dance (International)
 - ii) Group Song (International)
- Competitions were also held for students in:
- iii) Theatre
 - iv) Solo Classical Dance
 - v) Solo Instrumental

II. Theme Based Exhibition

This year 04 contemporary theme-based exhibitions were incorporated in the Ek Bharat Shreshth Bharat Parv. Each region prepared two exhibits per theme out of which best were displayed. The themes are as follows:

Date	Theme
31.10.2019	Fit India
01.11.2019	Samagra Shiksha & Jal Suraksha
02.11.2019	Ban on Single Use Plastic
03.11.2019	Swachh Bharat

III. KVS Language & Literature Fest

Competitive Events

- i. **Spell Bee:** A competition of English word spelling.
- ii. **Debate-Hindi Topic:** 'विधासिकर में महिलाओं के लिए आरक्षण, विधायिका को मजबूत करेगा'
- iii. **Debate-English Topic:** 'Religion and Politics should not be mixed'
- iv. **Quiz:** The quiz was conducted in English on the theme "Life and Philosophy of Mahatma Gandhi".
- v. **Sanskrit Shloka Recitation:** The Shlokas were selected by the participants from following themes- patriotism, national

integration, social cohesion, youth/women empowerment or folklore.

- vi. **Hindi Kavya Paath:** The Poem recited was selected by the participants to depict the following themes- patriotism, national integration, social cohesion, youth/women empowerment or folklore.

IV. KVS Sangeet Kala Sangam

Kendriya Vidyalaya Sangathan believes in appreciating the talent of teachers so as to hone their potential and keep them motivated to further train the students with zeal. Hence, events are held specially for Music and Art Teachers, to encourage them in their quest for excellence, through Performing and Visual Arts.

This year the competition was held along with the activities under Ek Bharat Shrestha Bharat Parv on Lawn No.6 of India Gate from 31st October, 2019 to 3rd November, 2019. 137 Art & Music teachers from 25 Regions participated in the following activities.

- i. Music Vocal
- ii. Music Instrumental
- iii. Art - Creative Work
- iv. Art -Traditional/Folk Work
- v. Art - Realistic Work
- vi. Art –Artefact/Sculpture

7. Constitution Day-Awareness Programme in KVS

In order to sensitize the young citizen of India – “the students” about the Principles and Ethos on which our great Nation functions and to equip them with the knowledge not only about their rights but also their duties towards their country, Kendriya Vidyalaya Sangathan Celebrates Constitution Day every year in a befitting manner.

This year different activities were undertaken by all the Vidyalayas across the country to mark

the 70th Year of adoption of the Constitution. A Calendar, outlining the year long activities to be undertaken commencing from 26.11.2019 and culminating on 26.11.2020 was prepared and disseminated to all the Kendriya Vidyalayas.

On 26th November the Constitution Pledge was administered to all the Staff and students of Kendriya Vidyalayas throughout the country. **1104026 students** pledged their allegiance to the Constitution of India. The Preamble of the Constitution was read out and the fundamental duties of the citizens of the country as prescribed in the Constitution were highlighted.

A message on conscientiously abiding by the Fundamental duties in order to build a stronger and prosperous nation was given through posters and Placards which were displayed in prominent places in the Vidyalaya Campus. List of fundamental duties and the text of the Preamble were also put on display boards to re-enforce the awareness about the Constitution and to promote a sense of responsibility among pupils. Essay writing competition were organized for the students on the topics like - “Relevance of the Constitution in a Democratic Nation”.

Vidyalayas invited eminent Personalities to apprise the students about the significance and relevance of the Constitution in a democratic country like India. The contribution of Dr. B.R. Ambedkar in preparing this historic document and the need for the future citizens of the country to be aware about the efficacy and dynamism of our Constitution were emphasised upon.

The activities undertaken by the Vidyalayas were given by wide publicity through twitter, Facebook, and were uploaded on the Vidyalaya website and also on YouTube to send a strong message to the society about their belief in the Constitution and their unfounded faith and duty towards the Constitution and the Nation at large.

8. Prakriti

An MoU between Kendriya Vidyalaya Sangathan (KVS) and Indian Council of Forestry Research & Education (ICFRE), Dehradun was signed on 15th October 2018 at Ministry of Environment, Forest & Climate Change to link 14 Research Institutes and Centers of ICFRE with students of Kendriya Vidyalayas to promote awareness about forests and environment. This programme is named as PRAKRITI.

Through this programme knowledge is being imparted to students/teachers of KVS on environment, forests, environmental services and contemporary areas of forestry research by way of lectures and interactive sessions by scientists of ICFRE institutes. Visits of students/teachers of KVS schools are being arranged to the laboratories and field experiments of ICFRE institute for hands-on experiences. As on date **total 1815 students/teachers** have participated in PRAKRITI programme. Presently, this programme has been implemented only in 06 Regions of Kendriya Vidyalaya Sangathan i.e. Chandigarh, Dehradun, Lucknow, Varanasi, Gurugram and Delhi.

9. 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. As on date total **85003 (Eighty Five thousand and three)** students /teachers have participated in JIGYASA 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 37 Central Labs with Kendriya Vidyalayas to trigger curiosity and spirit of research

10. Atal Tinkering Labs

National Institute for transforming India (NITI, Aayog) New Delhi, Government of India has set up Atal Innovation Mission (AIM) including self employment and talent (SETU), to promote creativity and scientific temper among students. Young children get an opportunity to work with tools and equipments and to understand the concept of Science, Technology, Engineering and Maths (STEM) which also give shape to their creativity. Hon'ble Chairman, KVS has facilitated the sanction of **556 Atal Tinkering Labs in Kendriya Vidyalayas** across the country to promote hands on experience and spirit of innovation among students.

The following students visited the school of excellence - SIRIUS at Moscow where they presented projects made by them in ATAL TINKERING LABS. They also had the privilege of interacting with Hon'ble President of Russia Mr. Vladimir Putin.

Sl. No	Name of Student	Name of KV
1	Madhumitha Balaji Sasikala	KV Command Hospital, Kolkata
2	Muskan Rajak	KV Sector-03 Rohini, Delhi
3	Poti Biswanath Patra	KV Berhampur
4	Sanjay Kumar Venkataramanan	KV No. 2 Tamil Nadu

11. Mathematical Olympiad

The Mathematical Olympiad programme is a five stage process conducted under the aegis of National Board for Higher Mathematics (NBHM) in collaboration with Homi Bhabha Centre for Science and Education.

The International Olympiad movement is aimed at bringing the most gifted secondary and higher secondary students of the world together in a friendly competition of the highest level. The Olympiads do not lead directly to any career benefits; rather, they provide a stimulus to begin a career in science or mathematics, and to undertake a lifelong journey into the realms of exciting intellectual challenges.

This year **2,115 students** of Kendriya Vidyalaya across the country appeared in RMO. As per guidelines of Homi Bhabha Centre for Science and Education students were selected for INMO on the basis of their performance in RMO. A training /enrichment camp was organized for these students from 23rd December 2019 to 2nd January 2020 at IIT Chennai.

12. Inter-School Band Competition

Department of School Education & Literacy, MHRD introduced the Inter-School Band Competition in the year 2017 to inculcate the spirit of participation and unity among school students. The spirit and the notes of band have known to infuse a feeling of oneness, belonging and deep sense of pride among students.

KVS has participated in the Band Competition organized by MHRD since 2017. The competition is held in separate categories for boys and girls at Regional and National Level.

The team selected at KVS National Level participates at National Level Competition in New Delhi. This year the KVS National level Competition was held on 3rd December, 2019 at KV No.2 Delhi Cantt.

The following winner teams participated in the Inter School Band Competition which was held on 23rd January, 2020 at Tyagraj Stadium, New Delhi.

Team Boys		Team Girls	
Name of KV	Region	Name of KV	Region
No.1 GCF, Jabalpur	Jabalpur	AGCR Colony, New Delhi	Delhi

13. Kala Utsav

Kala Utsav is an initiative of the Department of School Education & Literacy Ministry of Human Resource and Development to promote arts in education by nurturing and showcasing the artistic talent of school students in the country.

This year the focus of Kala Utsav 2019 is on following forms:

- Vocal Music
- Instrumental Music
- Dance
- Painting

Students who had excelled in the above areas during the Ek Bharat Shrestha Bharat Parv held from 31st October, 2019 to 2nd November, 2019 were nominated to participate in Kala Utsav held at RIE Bhopal from 2nd January to 5th January, 2020.

List of Selected Students for Kala Utsav:-

Sl. No	Performing/Visual Art	Name of Students	Class	Name of School
1	Solo Classical Dance	Esha Dadhich	IX-C	KV No.1 AFS Jodhpur
2	Instrumental Music	Dhavan Kothari	X-A	KV No.1 Vadodara
3		Katyayni Harshe	IX	KV No.3 Bhopal (Shift-1)
4	Vocal Music	Miss Tapasya Debnath	X-C	KV No.1 Kunjaban
5		Sourav Sarangi	XII	KV No.1 Sambalpur
6	Painting	Sneha Pal	IX	KV No.1 Salt Lake Kolkata
7		Ravi Rao	XII	KV No.1 AFS Sirsa

14. Seema Darshan

An initiative by the Ministry of Human Resource Development to provide an opportunity for the children to visit the border areas of the country in order to sensitize them about the safety and

security of the nation and the role played by the defense forces to secure our borders, thus fostering patriotism and nationalism among the students. This program is not only meant to inspire children but also to boost the morale of our soldiers.



Ministry of HRD in collaboration with Ministry of Defence and Ministry of Home Affairs has continued to send group of 50 students each (Boys/Girls) from different Regions across the country for “**Seema Darshan**” Programme. This year the program was carried out in 5 Phases.

S. No.	Phase	Date of visit	Place of visit	Regions Participated
1.	Phase-X	15 th to 19 th April 2019	Kochi	Ernakulam Bhubneshwar Hyderabad Bengaluru Chennai
2.	Phase – XI	13 th to 19 th May 2019	Dharchula, Pithoragarh	Agra Jaipur Dehradun Delhi Lucknow
3.	Phase –XII	10 th to 14 th June 2019	Bhuj Naliya	Ahmedabad Mumbai Raipur Jabalpur Bhopal
4.	Phase – XIII	7 th to 11 th October 2019	Suratgarh	Silchar Tinsukia Guwahati Patna Ranchi
5.	Phase XIV	23 rd to 27 th December, 2019	Wagah-Amritsar	Chandigarh Kolkata Gurugram Jammu Varansi

15. SAKURA Exchange Programme in Science

The Japan Science & Technology Agency (JST) is implementing “**Japan – Asia Youth Exchange Programme in Science**” also known as “**SAKURA Exchange Programme in Science**” with the objective of enhancing exchange between the youth of Japan and the rest of Asia. Under this programme total 30 students & 02 supervisors have visited Japan from 21st April – 27th April, 2019 (Batch-I), 26th May – 1st June, 2019 (Batch-II) & 24th November – 30th November, 2019 (Batch-III) in three batches.

16. Tarunotsava

An initiative of Kendriya Vidyalaya Sangathan is a programme for students who appear in class X Board Exams. It was felt that students appearing for class X Board Exam stay disconnected from studies and school for more than two months prior to their admission in Class 11 and that there was no institutional mechanism in place to keep them connected with studies and school meaningfully.

The programme focuses on involving students in various activities under major domains like - Language Skills, Career Guidance, Counselling Hobby & Skill Development and Foundation

courses to utilize the long gap post Class 10 board examination. The month long programme commences in April every year.

With the consent of parents, the students are enrolled in these skill based activities. Excellent career counselling sessions help them choose their intended stream of studies, while classes in drama, music, film making and sports help hone their co-scholastic talent. To strengthen the core competencies required for understanding subjects taught in Science, Commerce and Humanities in classes XI and XII, special modules are developed and taken up under the programme with the objective of enabling students understand the challenges they are likely to face after class X. **A total number of 38009 students participated in Tarunaotsava activities in all Kendriya Vidyalayas throughout the country.**

17. 150th Birth Anniversary of Mahatma Gandhi

This year, the country is celebrating 150th birth anniversary of **Mahatma Gandhi**, the man who inspired the nation to fight against colonial rule. Born on October 2, 1869, the father of the nation is known of his struggles for non-violence, equality and freedom. In all Kendriya Vidyalayas, month wise theme based calendar of activities were circulated for implementation.

Students were enthusiastic about participation in activities organized in the vidyalayas across the country. **Total Students participated=10463.**



18. Swachhata Pakhwada- 1st to 15th September, 2019 and Swachhata Hi Seva (SHS)- 11th September To 2nd October, 2019

Swachhta Pakhwada was started in April 2016 with the objective of bringing a fortnight of intense focus on the issues and practices of Swachhata by engaging GOI Ministries/Departments in their jurisdictions. An annual calendar circulated to help plan for the Pakhwada activities. As per MHRD guideline KVS celebrated Swachhata Pakhwada from 1st to 15th September, 2019.

As part of the Swachh Bharat Abhiyan, a new campaign “Swachhta Hi Seva” was launched by the Government on 15th September 2018. With cleanliness drives all around the country on September 12, this year, Hon’ble Prime Minister announced the launch of “Swachhta Hi Seva” campaign, commemorating the 150th birth anniversary of Mahatma Gandhi and will go on for two weeks (September 15-October 2), concluding on Gandhi’s birth anniversary. Activities conducted in Kendriya Vidyalayas during celebrations were:

1. Swachhta Shapath -1st & 2nd Sept 2019
2. Swachhta Awerness-3rd Sept 2019
3. Community outreach-1^{4th} & 5th Sept 2019
4. Green School drive- 6thSept 2019
5. Hand Wash Day-7th & 8thSept 2019

6. Personal Hygiene Day-10th Sept 2019
7. Swachhata Hi Seva (SHS)- 11th Sept 2019
8. Letter Writing Day-12th Sept 2019

19. Samagra Shiksha-Jal Suraksha

KVS has launched a drive to raise 'Ground Water Level' in all the Kendriya Vidyalayas. A habit of judicious use of water is to be inculcated among students. In this regard various activities are organised- Debate, Quiz, Story-Telling, Poster making etc. Measures are also taken to raise 'Ground Water Level' in the campuses and maintain a yearly record of the same.



The Department of School Education and Literacy, MHRD launched the Samagra Shiksha-Jal Suraksha to promote water conservation activities for school students, so that they can become competent, sensitized and committed citizen of our nation. Hon'ble HRM inaugurated the programme and launched the drive of water conservation on 9th August 2019 at KV No. 2 Delhi

Cantt. Union Minister of Jal Shakti Sh. Gajendra Singh Shekhawat also graced the occasion with his presence and shared valuable information on water conservation. KVS directed the Schools to conduct various activities towards sensitization on protection and conservation of water:

1. Thematic scientific discussion in and outside classroom
2. Sharing interesting facts during morning assembly
3. Elocution Competition
4. Poster making
5. Debate
6. Slogan Writing
7. Quiz
8. Environment Movie screening

No of students participated in the programme= 483560

20. Ban on Single Use Plastic

Hon'ble Prime Minister on the occasion of Independence Day, 2019 urged the Nation to ban Single use Plastic, in view of the health hazard caused by it. In compliance with the instructions of the MHRD, Kendriya Vidyalaya Sangathan has taken up the project 'Ban Single Use Plastic' in all Kendriya Vidyalaya. KVS has issued directions on 27th September 2019 to the Deputy Commissioners of 25 regions to bring awareness among students and discourage them to use plastic in their day to day life and work towards Plastic Free campuses.

In this connection following competitions on 'Ban on single use Plastic' were organized at Vidyalaya level:

- i. Essay Writing
- ii. Poster Making Competitions

- iii. Slogan Writing
- iv. Class Activities
- v. Rally with banners and slogan chanting
- vi. Nukkad Natak/Play

No. of KVs Participated= 1205

No. of Students participated=663725

21. One Student-One Tree Campaign

Trees provide us with a multitude of environmental, social and economic benefits, and are an important foundation for a livable and sustainable city. Planting trees is one of the easiest and most sustainable ways to bring positive change in the environment. Trees help to reduce ambient temperatures in a city by transpiring and providing shade. They are also known to improve both air and water quality by absorbing pollutants, intercepting particulates, releasing oxygen, reducing ozone levels and reducing soil erosion.



KVS strongly believes in “वृक्षो रक्षति रक्षितः” and hence tree plantation is done in the month of July-August in all Kendriya Vidyalayas across the country . This year the initiative of Ministry of HRD- “One student One tree “ was organised in all the Kendriya Vidyalayas and large no of trees were planted in Kendriya Vidyalayas.

Total Sapling Planted in KVs across 25 Regions as on 30.11.2019 : **534910**

22. Fit India Plogging

Students, Teachers and Parents of Kendriya Vidyalayas located all over the country participated in **Fit India Plogging** on the occasion of 150th Anniversary of Mahatma Gandhi on 2nd October 2019. As per the data compiled by KVS headquarters from all the Kendriya Vidyalayas across 25 Regions, 48 Metric Ton of plastic litter was collected by the KV Students, Teachers and Parents on a single day while participating in Plogging. By participating in the event KVS attempted largest Plogging event in on a single day by a single School Chain.

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:-

Class X	2015	2016	2017	2018	2019
KVS	99.39	98.92	99.74	95.94	99.47
Total (CBSE)	97.32	96.21	90.95	86.7	91.10
Class XII					
KVS	94.75	95.46	95.86	97.78	98.54
Total (CBSE)	82.00	83.05	82.02	83.01	83.40

Kendriya Vidyalaya Sangathan has topped in the category of all institutions of CBSE in the academic year 2018-19.

IT-ENABLED SCHOOLS

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).

1. **e-Classrooms-** A total of 12395 nos. of e-classrooms has been established in Kendriya Vidyalayas since 2014-15; An e-classroom consists of Interactive Board,

Multimedia Projector, Visual Presenter, Note Pad and. Desktop with UPS. Among 12395 nos. of e-classroom, 5300 & (384 sponsored by ONGC) e-Classrooms are equipped with Apple i-Pad, Streaming Device and Multimedia Projectors and remaining e-Classrooms are equipped with Interactive Board, Interactive Pads, Multimedia Projectors, Visualizer and Desktop Computers.

2. **Digital Language Lab-** 276 Digital Language Labs are 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.
3. **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 students' 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. These student are presently studying in Class X.

The students, teachers have been trained. Informative session with parents have been organized.

4. **KV Shaala Darpan-** An e-governance platform has been implemented since year 2015 in all Kendriya Vidyalays to improve service delivery to key stakeholders, students, parents, teachers and school administration.
5. **Modernization of Science Labs:** An initiative to trigger interest among the students to pursue scientific research by providing exposure to higher order and technology driven experiments. Existing Science Labs of 774 Kendriya Vidyalayas have been modernized in three phases and 154 Existing Science Labs of Kendriya Vidyalayas are in the process of modernization.

No. of Kendriya Vidyalayas : 211
covered in Phase I

No. of Kendriya Vidyalayas : 200
coverd in Phase II

No. of Kendriya Vidyalayas : 363
covered in Phase-III

774

4. **e-office-** e-office is being implemented in KVS 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 complaint support for local language.
- All 04 File, Knowledge, Leave and Tour Management System have also been implemented this year.

7. **On-line Admissions** - Since the academic session 2016-17, Admission Process of Class I is being done through cloud based software across the country. 795121 registrations done for over 1 Lakh seat of class I and in session 2019-2020 making the whole process more transparent and effective.

8. **On-line Transfers-** The transfer of KVS employees are being done through online cloud based software since the year 2016-17. During the year 2019-20 a total no. of 3524 transfers were effected.

9. ICT Infrastructure in KVS as on 30.09.2019

S. No.	ITEM	Number
1	Total no. of functional KVs	1227
2	Total no. of computers available in KVs	73,746
3	Total no. of students in KVs	13,15,157
4	Student-Computer ratio	18:1
5	No. of KV with computer lab	1170 (95%)
6	No. of KVs having Internet Connectivity	1190 (97%)
7	No. of KVs having Broad Band Connectivity	1140 (93%)
8	No. of KVs having their own Websites	1197 (98%)

Achievements and Activities in Sports

1. **KVS SPORTS COMPETITIONS-** KVS Sports Competitions has been conducted for 22 disciplines in Individual & Team Games (Boys & Girls) in Under -14 years for Juniors, Under -17 & 19 for Seniors. The Robust KVS Sports Competitions Structure conducted as-

- i) Inter-house/ Intra-school Competitions for Class I to XII in each Vidyalaya, Over 2.0 Lac Children picked up from Inter-house Competitions.
- ii) KVS Regional Sports Meet : Approx. 2600 Students (Boys & Girls) participated in Regional Sports Meet in each Region, 65000 Children in all 25 Regions .
- iii) KVS National Sports Meet :Approx. 14500 Students (Boys & Girls) participated in 50th KVS National Sports Meet at various venues.



2. **School Games Federation of India**– Approximate 1200 Students taken part in KVS National level Coaching Camp and participate in 65th National School Games 2019-20 as an Independent State/Unit organized by SGFI in various States and achieved –

Medals Tally (As on 31/12/2019) declared by SGFI

Gold	Silver	Bronze	Total
36	23	41	100

3. **Khelo India Youth Games (KIYG)-**

Medals Tally (As on 31/12/2019) declared by SGFI

Gold	Silver	Bronze	Total
04	01	04	09



4. KVS team participation in 38th Jawaharlal Nehru Cup Hockey tournament 2019 and 60th Diamond Edition of Subroto Cup International Football Tournament 2019.



5. **Ms. Harsimaran, Class XI, KV RCF, Kapurthala selected for NBA Global Academy, America.**



6. KVS Sports Hostels under the project of State Level Khelo India Centre (SLKIC) by SAI for Class VI to VIII.

S. No.	Name of Sports Hostel	Boys/ Girls	Discipline	No. of Students admitted
1.	Kendriya Vidyalaya Ghaziabad Kamla Nehru Nagar, Ghaziabad (UP)	Boys	Volleyball and Athletics (Throw & Jump event)	29
2.	Kendriya Vidyalaya No.1, Gwalior (MP)	Girls	Athletics and Shooting	26
3.	Kendriya Vidyalaya No.1, Delhi Cantt.	Girls	Archery & Judo	20
4.	Kendriya Vidyalaya Sidhi, Dist. Sidhi (MP)	Boys	Archery & Boxing	18



7. FIT INDIA MOVEMENT- Sh. Kiren Rijiju, Hon'ble Minister of Youth Affairs & Sports, Govt. of India was the Chief Guest in the Fitness Week Celebration, under Fit India Movement, at Kendriya Vidyalaya, Andrewsganj on 26.11.2019. Fitness week was celebrated in all Kendriya Vidyalayas.



8. FIT India School Rating System was launched by Hon'ble HRD Minister Sh. Ramesh Pokhriyal Nishank in the presence of Hon'ble Minister of Youth Affairs and Sports Sh. Kiren Rijiju and Smt. Meenakshi Lekhi, MP on 04.12.2019 at Kendriya Vidyalaya No. 1 DelhiCantt.



9. **Inauguration of KVS National Cricket Stadium-** Hon'ble Minister of HRD Shri Ramesh Pokhariyal Nishank, in presence of Ministry of Youth Affairs and Sports Sh. Kiren Rijiju and Smt. Meenakshi Lekhi, Member of Parliament inaugurated KVS National Cricket Stadium on 04.12.2019 at Kendriya Vidyalaya No. 1 Delhi Cantt.



10. **Organizing 65th National School Games –**

Organization of Tournament

- (i) KVS Region conducted 65th National School Games (SGFI) of Rope Skipping U-17 (Boys & Girls) from 1st to 04th November at KIIT University, Bhubaneswar



- (ii) KVS Delhi Region conducted 65th National School Games (SGFI) of Lawn Tennis U-19 (Boys & Girls) w.e.f- 24th to 28th December 2019 at District Lawn Tennis Association , RK Puram, New Delhi.



11. **Conduct of Workshop-** KVS conducted three days Workshop of Sports Performance & its Management for TGT (PHE) from 7th to 9th December 2019 at KIIT University, Bhubaneswar.



12. KVS National Staff Sports Tournament- 2nd Edition of KVS Staff Sports Tournament was conducted in December 2019:

- Volleyball (Male) from 27th to 29th December 2019 at KIIT University, Bhubaneswar.



- Chess (Male & Female) from 27th to 29th December 2019 at KV RWF, Bangalore.

Training Programmes in KVS

KVS gives due emphasis to Refresher courses for all categories of its teachers to update their knowledge, methodology and innovative practices. Induction Training is conducted for newly recruited employees and CEPT (content enrichment & pedagogical training) for promoted Teachers. In the session 2019-20 the numbers of courses/workshops organized are as under:

S. No.	Category	No. of Courses/ workshops	No. of Participants
1.	In-service courses for Teachers	56	2213
2.	No. of Workshop (ZIETs)	155	5101
3.	No. of short term courses (ROs)	791	25787
4.	Induction Training	50	2337
5.	CEPT	23	1018
	Total	1075	36456

Guidance and Counseling

Kendriya Vidyalayas engage counselors on contractual basis and also utilize the services of

its teachers who have undergone professional training in guidance and Counseling 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 counselors also guide students to make informed educational and career choices. KVS has also sponsored 01 teacher from each region for Diploma Course in Guidance and Counseling of NCERT.

Hostel Facilities in KVS

The hostels facility has been introduced by the Kendriya Vidyalaya Sangathan for giving admission to the children belonging to Border areas of Leh & Laddakh, Kargil, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, J&K, Himachal Pradesh, Chhattisgarh, Assam, Arunachal Pradesh, Jharkhand, A&N Islands and Gujarat.

The children coming from remote areas are given preference in the matter of admission in a Hostel. 15% and 7.5% seats in the hostels are reserved for Scheduled Castes and Scheduled Tribes respectively and 3% seats are reserved for the children who are physically handicapped.

These Kendriya Vidyalayas have classes from I to XII but the hostel facility is available to the

students from Class VI onwards.

Details of Kendriya Vidyalayas having hostel facilities:

S. No.	Name of the KV	Regional Office	Total capacity of the hostel as on 31-12-2019		Enrolment of the student in the hostel as on 31-12-2019	State
			Boys	Girls		
1.	Kamla Nehru Nagar Ghaziabad (Boys)	Agra	140	-	29	U.P
2.	Lansdowne (Boys)	Dehradun	100	-	76	Uttarakhand
3.	Jawaharnagar (Boys)	Patna	96	-	31	Bihar
4.	No. 1 Delhi Cantt (Girls)	Delhi	-	72	54	Delhi
5.	Jhajjar (Boys)	Gurugram	Nil	-	Nil	Haryana
6.	No. 1 Gwalior (Girls)	Bhopal	-	50	26	M.P
7.	ASC Centre (South) Bangalore (Girls)	Bangalore	-	45	11	Karnataka
8.	Pachmarhi (Boys)	Bhopal	50	-	23	M.P
9.	Sidhi, Distt. Sidhi MP (Girls)	Jabalpur	25	-	17	M.P

FINANCE

KVS is fully funded by the Government of India. The budget sanctioned to KVS by the Government of India, Ministry of HRD (Department of School Education & Literacy) under Non-Plan and Plan heads upto 2016-17 and thereafter the budget sanctioned to KVS by the Govt. of India, Ministry of HRD under Revenue and Capital heads are as under:

(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

Kendriya Vidyalayas in North East Region

There are 112 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 77548 (Boys 40837 and Girls 36711). Among 112 KVs in NE Region, 64 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 2018-19:

States	Class X	Class XII
Arunachal Pradesh	94.68	91.42
Assam	98.82	96.79
Manipur	99.30	98.92
Meghalaya	98.99	96.10
Mizoram	100	100
Nagaland	100	97.81
Sikkim	98.70	100
Tripura	99.03	98.66

Position of funds released for Kendriya Vidyalayas located in NER including Sikkim by KVS is as under:-

(Rs 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*	90.87	10.02

*Upto: 31.12.2019

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 set up 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 area.

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 35 States and UTs except Tamil Nadu State. Out of total 661 JNVs sanctioned, 642 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 appearing for the JNVST and selected in the year 2019-20 are as under:

Class	Registered	Selected
VI	3110710	45547
IX	237124	4489

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) One third of the total seats are filled up by girls.
- (d) There is a provision for reservation of 3% seats for disabled children (i.e. orthopedically handicapped, hearing impaired and visually handicapped).

It is implemented through automated software.

Enrolment of Students as on 31.12.2019

Number	Boys	Girls	Rural	Urban	Gen	OBC	SC	ST
274379	163892	110487	221581	52798	64446	84524	69677	55732
%AGE	59.73%	40.27%	80.76%	19.24%	23.49%	30.81%	25.39%	20.31%

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 effort is 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 through the system of Automation without involving manual interference

In last five years 3258 number of teaching and 757 number of non-teaching staff have been recruited which has resulted in reduction of vacancy position in NVS to minimum i.e less than 7% from the vacancy position of 25%.

Further, process for recruitment of around 2370 vacant posts is at advance stage of recruitment.

Performance of JNVs: The JNVs have been performing consistently well as is evident from the results declared by CBSE for the last three years:

A. CBSE Examination:- 2019

CLASS XII		CLASS X	
No of JNVs	546	No of JNVs	584
No of students appeared	30833	No of students appeared	39885
No of students Passed	29792	No of students qualified	39313
No of students with First Division	27694	No of students with First Division	35720
Pass Percent	96.62	Pass Percent	98.57
First Division	89.82	First Division%	89.56
No of students getting Centum	329	No of students getting Centum	1018
No of JNVs with 100% pass	252	No of JNVs with 100% pass	379
Average Score	74.91	Average Score	77.75

B. Competitive Examinations: 2019

JEE-2019		NEET- 2019	
Appeared in JEE Main	11733	Appeared in NEET	16156
Qualified in JEE Main	4451	Qualified in NEET	12654
Qualified in JEE Advanced -First list	966		

Migration policy adopted by the Samiti for JNV students: One of the important features of the Navodaya Vidyalaya Scheme is the Migration Scheme of students from one Navodaya Vidyalaya in a particular linguistic region to another Vidyalaya in a different linguistic region. It aims at promoting and understanding of the diversity

and plurality of India’s culture and people amongst the students. According to the Scheme, 30% of children from one JNV are migrated to another JNV at Class – IX level. Migration takes place generally between Hindi Speaking and Non- Hindi speaking districts.

AL REPRT – 2013

Computer Education:

- 636 JNVs have Computer Aided Education.
- 554 JNVs have been provided with laptops.
- 02 Multimedia Projectors are provided in each of the 554 JNVs.
- In 545 JNVs, facility of web based teaching & learning has been introduced.
- More than 80% Teachers (about 10,000) have undergone structured training in basic operations and computer aided education.
- About 50% of non-teaching staff have also undergone computer training. Students and teachers have been attempting to develop collaborative projects using the advantage of network facilities available. More than 27912 participants participated in the cyber security Olympiad organized by Min of IT and 6 children secured recognition award.

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 the homes etc., are free for all students. However, a nominal fee @ Rs.600/- per month is charged from students of class IX to XII as Vidyalaya Vikas Nidhi. In respect of ward of Government employee, fee of Rs.1500/- or the CEA received by the employee whichever is minimum per month in also being charged. However, the students belonging to SC/ST

categories, girls, disabled students 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 2018-19 was Rs.1,08,895/-

Training and Development :-

A. Training Infrastructure:-

NVS conducts training through NLI's, Regional Offices and through External agencies. NVS at present has 7 training locations established as Navodaya Leadership institutes at Noida, Amritsar, Udaipur, South Goa, Rangareddy, Puri & Kamrup.

Various training programmes for teaching/ non-teaching staff is as under:

- 21 days Induction Course for newly

recruited teaching staff.

- 10 days Content Enrichment programmes for teachers.
- 10 / 5 days Orientation programme for Non-teaching staff.
- 5 days System Based workshops for teachers.
- 5 days Orientation programme for creative teachers.
- 1/2 days short duration workshop/training

During the session 2019-20 (01.04.2019-31.12.2019), 156 training programmes were conducted & 5268 NVS Staff including teaching staffs were trained.

In addition to that, NVS is also going to establish Regional Resource Centres.

SPECIAL ACADEMIC ACTIVITIES CARRIED OUT DURING THE YEAR

NEW INITIATIVES TAKEN

Area	Achievements	Steps Taken
Sharing of experiences and best practices	Joint Conference of Principals of NVS and KVS	Collaboration with KVS
Encouragement of Competitive spirit	Joint Program of Music and Art teachers arranged for NVS and KVS	Collaboration with KVS
Innovation driven learning	Atal Tinkering Labs are functioning in 117 JNVs	Collaboration with ATAL Innovation Mission
Encouragement to individual talents in Art and Music	Solo contest for students organized from JNV level to National Level	Individual training provided
Internal Examination	<ul style="list-style-type: none"> • Process improvisation through online delivery of Question papers • Stress free techniques tried • Standard of assessment upgraded 	<ul style="list-style-type: none"> • Open ended questions introduced • Visual tools increased • Inter disciplinary approach added
Creativity Enhancement	<ul style="list-style-type: none"> • Enhanced training in spatial thinking being tried • Robotics training in 3 JNVs. 	<ul style="list-style-type: none"> • Training in designing being tried • With the help of Industry supports

Area	Achievements	Steps Taken
Value Education	In collaboration with Ramakrishna Mission and wide range communication with Children	<ul style="list-style-type: none"> Trainer for teachers provided and visit of experts to schools arranged
Environment Awareness	<ul style="list-style-type: none"> 2.26 lakh trees planted in JNVs in 2018-19 Established kitchen garden in JNVs like Bangalore (Urban), Srikakulam etc. Green Audit of school in 60 JNVs 	<ul style="list-style-type: none"> Intensive education provided Alumni Support Obtained
Learning Astronomy	Preparation of telescope by the students. 160 JNVs are being supported to take up this activity during 2019-20.	<ul style="list-style-type: none"> Collaboration with Vigyan Prasar
Experiential learning	Assembling own Solar Lamps by Students in JNVs.	In association with IIT Bombay
Science as Career	Children participated in various activities like Science Exhibition, National Children's Science Congress and Vidyarthi Vigyan Manthan etc.	In collaboration with Dept. of Science & Technology, Vigyan Prasar along with direct interaction with Scientists in Scientific Laboratories.
Support to Gifted	31 Students identified	Collaborated with Cluster Innovation Centre of DU and office of Principal Scientific Advisor to GoI
Contemporary learning methods Critical Thinking Problem solving skills Decision making skills IT skills etc	Collaborated with British Council	Collaboration with Tata Institute of Social Sciences based on the model provided by MIT, USA
Vocational Education	School based training	Collaborated with TVS for placement and scholarship
Demand for Admission	Registration increased from 22 lakhs to 31 lakhs (Class VI)	Online open portal with free access to all
Language Skills	Crossword contest introduced with the support of professional trainers	Collaboration with External Agency

Scientific Temperament and Science as Career

- 6000 children participated in **Science Exhibitions** conducted at various levels.
- 50 children Participated in **National Children's Science Congress** organized by **Department of Science and Technology**.
- 41 children qualified in regional level Science and Mathematics **Olympiads** organized by Homi Bhabha Center for Science Education, TIFR.
- 24585 children participated in **Vidyarthi Vigyan Manthan** organized by Vigyan

Prasar. 203 students were recognized at state level, 13 students selected for the National level event. 2 Students were recognized at National level.

- 800 children participated in Interaction with Scientists in the Scientific Laboratories. 40 institutes (under DST, DBT, DRDO, CSIR) have been supporting.
- 14 IITs have agreed to host 50 JNV students every year for 2 days in the campus and arrange lab visits and interactions with scientists.

Support For Global Outlook :

- 5 Students and 1 teacher visited Japan schools and cultural centers.

Exposure to Contemporary Areas /Subjects

- 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.

Citizenship Programs

- NCC- 308 JNVs introduced with 21878 cadets.
- Scouts and Guides introduced in all JNVs. 36291 scouts and guides trained.

Entrepreneurial Skills :

- 800 children were trained in Assembling own Solar Lamps by students in JNVs in association with, IIT Bombay in 2 JNVs.

Enhancement of Learning Experiences

- Methodology of teaching science subjects through Enhanced experiments under the guidance of Indian Institute of Science, Chitradurga.

Value Orientation:-

- Awakened Citizen's Program with the help of Ramakrishna Mission for Teachers and students in 475 schools.
- 27923 Participated in digital citizenship and cyber wellness Olympiad organized by Min of IT.
- Yoga program being conducted in all JNVs.

Jnv Students and Society

- Participation of the students of the neighbouring schools in the co curricular activities of the JNV.
- Programmes for the neighbouring schools on awareness of issues like conservation of nature, road safety, first aid, cleanliness, civic sense and democratic values and scientific temperament.
- Participation and organization of academic and co-curricular contests with the neighbourhood schools.
- Coaching of rural children for JNVST.
- Organizing immunization camps, health check up camps, first aid training camps, pollution control and cleanliness drive, literacy campaign etc.
- Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet.

DST Project for Girl Students:

Navodaya Vidyalayas in collaboration with Department of Science and Technology has established Vigyan Jyoti Knowledge Centres at 50 Jawahar Navodaya Vidyalayas with an objective to promote more number of girl students to pursue Science as their career. Under this programme support will be given to Class XI girls in JNV and school systems in the

neighbouring area with the aim to give focussed support in STEM, future prospective and career counselling. 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 R&D labs, continuous interaction with scientists, parents counselling, etc are conceived under this project. Entire cost of support system including the monthly stipend to girl students covered are funded by the Deptt. of Science and Technology.

Code India Project:

Code India, a two weeks application based Computer Training Programme is the flagship initiative of office of the Principal Scientific Advisor to the Govt of India. The first training programme was organized at JNV Jaffarpurkalan, Delhi from 25th November 2019 to 7th December 2019. 50 students from Classes VIII to XI from all 8 Regions have participated along with 10 teachers in Computer Science to extend support as Resource Persons.

Identification of Gifted Amongst the Students in JNVS:

With the support of Office of the Principal Scientific Adviser to the Government an initiative has been taken to identify the gifted children with the help of Cluster Innovation Centre, Delhi University. 31 students have been short listed. Further, process of supporting the children for mentoring by the domain experts is being worked out.

Environmental Conservation:-

- **Tree plantation:** All field units of NVS have been instructed to implement “One Student One Tree Campaign” in its true spirit in line with idea of a “Green & Healthy Environment”. It aims at involving school students in raising plant nurseries to bring

them closure to natural environment, help them understand the natural processes of germination and feel the joy of watching saplings grow. Students are involved in activities right from sowing the seed to transplanting, watering, weeding etc. so that students can learn the process also.

With this initiative in JNVs 2,39,755 plants/saplings have been planted during 2019-20.

- **Water Conservation:** Right from the inception of NVS water conservation and channelizing the used water to various secondary purposes has been high on the organisational 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, following actions are proposed under the Jal Shakti Abhiyan –
 - By collecting the waste water of ROs in kitchen & dining of JNVs. (Target – 18000 liters per day or 54 lac litres per annum)
 - By Eco friendly STP (Target 63 thousands liters water per day or 189.00 lacs litres per annum.
 - By Rain water harvesting system (Target 27.80 lacs litres per annum per JNV). Rain water harvesting in 40 new JNVs already under construction is in progress and likely to be completed shortly.
 - By maximum trees plantation in JNVs (already launched).
 - By ensuring the no leakage from the taps and water pipelines.

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 practices in all JNVs by considering the need of the hour. This campaign targets to save atleast one litre of water by each student every day.

Launch of Atal Innovation Mission (AIM) With Self Employment Talent Utilization (SETU) Programme.

NITI Aayog's flagship programme, Atal Innovation Mission (AIM) including Self Employment Talent Utilization (SETU) is Govt. of India's endeavour 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, startup businesses and other self employment activities, particularly in technology driven areas.

AIM has established Atal Tinkering Labs (ATL) in 117 JNVs. 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. The students are participating in the activities that are being conducted in the labs.



ATAL Tinkering Lab in JNV Chikkamagalur

Innovation Focussed Programmes for Students:-

With a view to foster a culture of innovation in the field of science and technology the students

in JNVs are being encouraged to participate in various programmes/competitions conducted/supported by the Science & Technology institutes/Laboratories of national importance.

- i) Organisation of Science exhibitions at cluster, Regional and National level.
- ii) Participation in National Children's Science Congress.
- iii) Participation in Vidyarthi Vigyan Manthan.
- iv) Inviting scientists to interact with the students.
- v) Visit of students to Science & Technology institutes / Laboratories of national importance.

Nishtha (National Initiative For School Heads And Teachers Holistic Advancement):-

NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement) is an integrated scheme of MHRD under the Samagra Shiksha. The programme aims at reaching about 42 lakhs elementary school Teachers and School Heads for building their capacities to address emerging and contextual issues relating to quality education. NVS has deputed 10 teachers to act as Resource Persons for the National Resource Group-Integrated Teachers Training programme conducted on 15th & 16th July, 2019 by NCERT. These teachers will conduct face to face training for the key resource persons identified by the State/UTs from amongst faculty members of IASE, SCERT, CTEs, DIETs, BRCs, CRCs and teachers of senior secondary schools to further train elementary school teachers and school heads using integrated teacher training package.

Unesco Mgiep – My Dream Project:-

- UNESCO MGIEP (Mahatma Gandhi Institute of Education for Peace and Sustainable Development) in association with SAMSUNG has volunteered to

conduct a study /research on Project Based Learning under the title “My dream Project” in Mathematics and Science to introduce difficult concepts / higher order concepts to the children through Fun Oriented and personalized process and to reduce learning load amongst the children during 2019-20.

The aim of My Dream Project is to provide the virtual reality content through project mode with socio emotional learning modules to the students in a guided manner with a view to enhance the academic interest and pursuits. The project is under implementation in 65 JNVs in all 8 regions on the basis of availability of IT infrastructure, performance of students, socio-economic profile of district etc.

Training/orientation programmes were conducted for students and teachers in different locations to familiarize them about the project. The team from MGIEP has been visiting JNVs as part of the project implementation.

- **Japan – Sakura Exchange Programme in Science 2019:**

Japan – Asia Youth Exchange Programme in Science also known as “Sakura Exchange Programme in Science” implemented by Japan Science & Technology Agency (JST) with the objective of enhancing exchange between the youth of Japan and rest of Asia. These youth are expected to play a crucial role in the future in the field of Science and Technology through close collaboration of Industry – Academia – Government. Under this programme as per invitation of JST 12 outstanding students and 01 supervisor (Teacher) from NVS visited Japan during April & May, 2019 and got opportunities to see the most advanced scientific technology of Japan and interacted with outstanding scientists.

- **Japanese Government Scholarship (MEXT) 2019 for Teacher Training Students:**

The Government of Japan / Embassy of Japan invited nominations to offer teacher training scholarships to Indian school teachers under Japanese Government Scholarship (MEXT) programme for 2019. The aim of the scholarship was to recruit aspiring primary to senior secondary teachers of India to conduct research on Japanese Education System for the period of 18 months. Four teachers from NVS have been selected and presently undergoing programme in Japan since October, 2019.

- **Teacher Exchange Programme for Teachers from India with Japan (MEXT) 2019:**

The Asia – Pacific Cultural Centre for UNSECO (ACCU) in collaboration with Ministry of Education, Culture, Sports, Science & Technology (MEXT) Japan has organized Teacher Exchange Programme for Teachers from India with Japan from 13th to 20th October, 2019. The objective of this programme is to deepen the understanding about Japan, to learn from each other, to promote mutual understanding and friendship with Japanese Teachers and Students, and to foster the network among the teachers through the activities conducted during the programme. After the programme, the teachers are supposed to disseminate learning to students colleague and communities and promote education to realise a peaceful and sustainable society, including the application of education for international understanding (EIU, Peace Education, Education for Sustainable Development [ESD] and Global Citizenship Education [GCED] at the school level). Two teachers from NVS have attended the Teacher Exchange Programme.

• **Health Improvement Holiday Programme in Belarus 2019:**

The Embassy of the Republic of Belarus invited to select students from India who are from disadvantaged families, orphans and from areas which suffered from natural disasters and military conflicts to attend Health Improvement Holiday Programme in Belarus. 13 students and 02 teachers visited Belarus to attend the programme from 21st to 30th August, 2019.

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 2019:-

Name of the student	JNV	University selected for	Area
Vishakha Pujari	Latur	Univ of Toronto	Applied Sciences and Engineering
Sahana Nayaka	Haveri	Queen's Univ Canada	Sciences
Ajinkya Harugade	Palghar	Huron College Western Univ	Management and Organisational Studies
Utkarsh Mall	South Goa	Imperial College, UK	Earth and Planetary sciences
Mrutyunjay Angadi	Haveri	Univ of Oxford UK	Earth Sciences
Srusti Palkshappa	Chik-kama-gluru	Univ of Oxford UK	Biochemistry

Solar Initiative:

Roof top grid connection solar power project

under the direction of MRE has been implicated in **176 JNVs with overall expected power generation of 13.41 MW.**

WWF- Composting:

A proposal from WWF-India, was received regarding collaboration between NVS and WWF-India for execution in conservation among the JNV students through WWF-India's "Ek Prithvi – School Imitative" across the country.

WWF-India organized Leadership Programme and teachers training for the teachers of JNVs of Jaffarpurkalan, Mungeshpur, Gurugram, Faridabad and Ghaziabad and undertook Eco trails – experimental learning for children in nature.

WWF-India's representatives visited the above said 5 JNVs to interact with the students and teachers and installed vermi compost pits in the above said JNVs and NVS Hqrs on free of cost basis to educate JNVs on resistance models of eco friendly environment in the campus.

Initially this program was proposed to be conducted for JNVs of 3 regions – Jaipur, Chandigarh and Lucknow. The number of JNVs to be covered in 3 regions are given below :

Sl.No.	Name of Region	Number of JNVs
1	Jaipur	65
2	Chandigarh	59
3	Lucknow	89
		213

- Environment based Education in Collaboration with India Council of Forestry Research & Education (**ICFRE**) **has been lunched.**
- JNVs are participating in Centre for Science and Enviroment (CSE)'s initiative of green rating of Schools resulting in better awareness among students about conservation of nature and resources.

CSE- AIR and Green Testing:

JNVs are engaged in Green Schools Programme (GSP) conducted by Centre of Science & Environment (CSE), Delhi to help the students and teachers to grasp that vital link between environment and everyday life. The future citizens of India must be made aware of the scale of the problem that assails the country’s state of environment. Five groups i.e. Air, Land, Water, Energy and Waste; consisting of Teaching, Non-teaching staff members along with 10 students (in each group) have been constituted under Green School Programme conducted by Centre of Science & Environment (CSE), Delhi to Address the urgent need to introduce meaningful environmental education at the school level in India. CSE’s Green Schools Programme (GSP) goes beyond nature education to get children to evaluate and precisely measure their own environmental footprint using the Green Schools Manual. In addition to the above programme, plantation drives for Air & green Testing are organized in the JNVs at regular intervals.



VAN MAHOTSAVA



Kitchen Garden in JNV Bangalore (Rural)



Ek Bharat Shreshtha Bharat



Smart Class Initiative In JNVs

National Council of Educational Research and Training (NCERT)

Annual Plan for 2020-21

National Council of Educational Research and Training (NCERT) as an apex national body works on the entire gamut of school education viz., research in school education, innovative pre-service and in-service teacher training programmes, development of curricular materials for students, teachers and practitioners and extension activities for strengthening the State level education organizations like SCERTs, DIETs, etc. in mainstreaming their educational endeavours. The major activities to be taken up

by the Council in the area of school education in the year 2020-21 are given below.

- **National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA):**

The capacity building programme for “Improving Quality of School Education through Integrated Teacher Training” aims to build capacity of teachers and school heads at Elementary Level on learner-centred pedagogies to improve learning outcomes of students. It also includes system level functionaries at the state, district, block, cluster level. The training is being organized by the NCERT constituting National Resource Groups (NRGs) and State Resource Groups (SRGs) at the National and the State level with the aim of imparting training to 42 lakhs teachers. A robust portal/Management Information System (MIS) for delivery of the training, monitoring and support mechanism has also been infused with this capacity building initiative. NCERT will take NISHTHA for secondary stage teachers in 2020-21.

- **Review of National Curriculum Framework -2005, Syllabi and Textbooks**

Curriculum survey has been conducted in six blocks adopted by NCERT to get the views on the implementation of the curriculum at the grass root level. Examination of all the Position Papers of the National Focus Group has been initiated internally. A curriculum committee has been proposed to MHRD for approval. The task will continue in the year 2020-21.

- **Learning outcomes survey in aspirational District**

Learning outcomes survey is going to be implemented in all aspirational districts in the country. The intervention based on the results of the survey will be taken up in collaboration of district level functionaries.

- **Research Studies**

NCERT has undertaken research studies in the priority areas of school and teacher education viz., inclusive education, gender in education, syllabi and textbooks, social science, science, language education, Art Integrated Learning, ICT, global citizenship education, vocational education, CCE, factors contributing to teacher and student absenteeism at elementary school level in hill areas, implementation of the Right of Children to Free and Compulsory Education Act, 2009, etc.

Educational Research and Innovations Committee (ERIC), a standing committee of NCERT, acts as a catalyst to promote and support researches in the priority areas of school education and teacher education. During the year, nine new ERIC projects in the areas of school and teacher education are being funded by ERIC, The Council provides ‘Doctoral Fellowships’ to research scholars working in different universities and institutes working on school education. During the year 2019-20, twenty five doctoral fellows are getting the fellowship.

- **Block Level Research Project**

The Council has taken up block level research projects in different regions of the country wherein six blocks have been adopted and the interventions are being carried out for bringing in quality improvement in the teaching-learning process. The six blocks that have been adopted for the study are Ichhawar in West, Chilika in East, Bhairombong in North-East, Hurda in North and Hunsur in South. Besides, one block in Tripura also have been taken up which is being funded by the State government. The interventions by way of providing training for the teachers on Art Integrated Learning, School Based Assessment, learning outcome, subject pedagogy, community participation, etc. programmes have been conducted. The study will be continuing further.

- **Development Activities**

NCERT is also involved in the development of various curricular materials both in the areas of school and teacher education. The major developmental programmes for the year include development of educational audio-video CDs, e-Content materials in different areas of school and teacher education, textbooks on *Biotechnology for Class XII, Music for Class XI & XII, Visual Arts for Class XII, Science at Upper Primary Stage, Computer Science at Higher Secondary Stage, Informatics Practices at Higher Secondary Stage and Mathematics at Upper Primary stage*, textual material on inclusive education in Urdu for D.El.Ed. and B.Ed. students, Hindi version of the book titled “*Including Children with Autism in Primary Schools: Teacher’s Handbook*” Teacher’s Handbooks on *Art integrated learning and Experiments and Learning Outcomes in Science*, interactive e-Learning material for the teaching-learning of primary mathematics as per the pedagogical processes given in Learning Outcomes document, modules for master trainers for enhancing quality of education in Madrasas and Sustainable Development Goals (SDG) for secondary level, online courses on gender issues in education, instructional strategies for mathematics and statistics in economics and value education, supplementary reading material in Hindi, English, Urdu and Sanskrit, an anthology of *Bal Kathayen* in Hindi written in Indian languages, a compendium of Ancient Indian Educational Thought in Sanskrit, etc. The development activity will continue further.

- **Digitising Education**

Central Institute of Educational Technology (CIET), a constituent unit of NCERT promotes utilization of educational technologies viz. radio, TV, films, satellite communications and cyber media either, separately or in combinations. The main thrust area is in developing programmes

which involves script writing for programmes, production of programmes and evaluation of these programmes.

NCERT has been running various courses on the platform of MOOCs on SWAYAM. A booklet for School MOOCs has been developed. 27 courses (23 for Class XI and XII and 04 for teachers) started on SWAYAM. Till 2019, 50,000 learners have enrolled. Maximum enrolment in a course on EVS for primary school teachers is 8091.

For the development and maintenance of Mobile Apps and Digital Platforms (*e-Pathshala* and NROER) under *e-Pathshala*, 367 textbooks have been created and resources mapped. About 15 Urdu textbooks were converted in Unicode font to enable specially-abled learners to use these books as talking books. 696 e-books, 3800 audios are available on *e-Pathshala*. About 14,442 *e-Contents* are available as free resources for the stakeholders. A new SRS and Wire Frame developed for NROER version 2.0 has been developed and 1500 new resources have been reviewed and metadata has been created. The activity will be further continuing in year 2020-21.

- **Learning Outcomes**

In the continuum with the “*Learning Outcomes at the Elementary Stage*”, Learning Outcomes for Secondary Stage have been developed in languages and subject areas viz., English, Hindi, Sanskrit, Urdu, Science, Social Science, Mathematics, Art Education and Health & Physical Education. The document contains brief about the subject areas, curricular expectations, pedagogical processes and competency based learning outcomes with special emphasis on children with special needs. The print version in Hindi and English is been prepared by Publication Division of NCERT. Implementation of learning outcomes for secondary stage for will be a major activity in the year.

- **Designing of Model Preschools and Development of Pre-School Curriculum:**

With a view to provide a model of Early Childhood Care & Education (ECCE), preschools intervention programmes have been initiated in the Regional Institutes of the Council. The intervention programme in preschools of Demonstration Multipurpose (DM) schools will provide support and hand-holding to preschool's early grade teachers and thus improve pedagogical processes based on age and developmentally appropriate practices. The preschool intervention strategies will help in improving the school readiness programme. Secondly, it will help in designing early classroom strategies that would focus on fundamental literacy skills. The overall intervention programme will help in the Development of "Model Preschools" in DM schools. The efforts of intervention strategies will improve the quality of preschool programme and encourage the teachers to use the theme-based age and developmentally appropriate curriculum and add resources, teaching-learning materials to improve the quality of preschool programme. The Pre-school Curriculum and Guidelines both in English and Hindi have been finalised. Printing of the documents is in progress. States will be persuaded to adopt the same.

- **Integrated School Mathematics Programme (ISMP) and Integrated School Language Programme (ISLP)**

The Council has been working to address the issues and concerns of quality of education at the elementary stage under Samagra Shiksha by carrying out various activities. Broadly, the major focus areas are Integrated School Mathematics Programme (ISMP), Integrated School Language Programme (ISLP), Quality Monitoring Programme and Preschool Education. Significant inputs and interventions have regularly been provided in these areas through research, material development, training and extension activities.

As the academic authority for implementation of the RTE Act, 2009, NCERT has been providing academic support to States and UTs for implementation of the Act. Under Integrated School Mathematics Programme, a research study has been undertaken on the conceptual understanding of mathematical concepts forming the basis of learning outcomes. NCERT has developed a set of criteria for reviewing books for children and a resource material for primary grade learners in order to familiarise them with the variety of print material available in the form of story books, poetry collection, posters, booklets, cards, flip charts and magazines. *Firkee Bachhon ki*, a bilingual children's magazine in Hindi and English for early readers primarily for classes 1 and 2 has been published with the objective to provide reading resources for children. The activity will continue in year 2020-21.

- **Publication and Dissemination**

About six crore copies of various NCERT publications in English, Hindi and Urdu which include textbooks, supplementary reading materials, teachers' handbooks, source books, research reports and six educational journals are brought out every year by the Council. Apart from non-textual material, more than 364 textbooks for different classes from I to XII are printed every year.

- **QR Code in NCERT textbooks**

Energised textbooks have been developed in all the subject areas. The activity will be taken up with a purpose to further enrich the textual material.

- **Vocational Education**

The Council is involved in the development of students textbooks and teacher handbooks for 52 job roles in 18 sectors under NSQF. In addition to the development work, one national consultation and two regional consultation

meetings-cum-workshops on the implementation of Scheme of Vocationalisation of Secondary and Higher Secondary Education in States/ UTs are being organised. A project on “Innovative Model of Vocational Education in Schools” has been initiated. Under the scheme, four Demonstration Multipurpose schools (DMSs) of NCERT located at Ajmer, Bhopal, Bhubaneswar and Mysuru and six schools identified by State Education Department of Karnataka, Madhya Pradesh, Meghalaya, Odisha, Rajasthan, and Tripura have been selected to set up a model vocational education programme, which will impart training in two vocational subjects in a school, with a focus on the use of state of the art equipment and technology, linkages with the industry/institutions for training and additional learning hours for practical or skill development. Strengthening of vocational education is a regular activity of NCERT.

- **Inclusive Education**

Implementation of an inclusive system of education for all assumes greater significance for systemic reforms, especially in the context of the socially disadvantaged and the persons with disability. Research projects on Inclusiveness of Schools at the Elementary Stage and Education of Children with Disabilities due to Chronic Health Impairments: Case studies have been undertaken by the Council. Development programmes on adaptation of modules for master trainers for enhancing quality of education in Madrasas, Hindi version of the book *“Including Children with Autism in Primary Schools: Teacher’s Handbook”*, roadmap for quality education for children residing in difficult terrains in the country and identification tools for identification of 21 disability conditions as mentioned in the RPWD Act 2016 are in progress and will be completed.

- **Jawaharlal Nehru National Science,**

Mathematics and Environment Exhibition (JNNSMEE)

The Council organises Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) every year that marks the culmination of a series of science exhibitions for children, organised at district, zonal and State levels. The Council also provides academic guidance and financial support for State Level Science, Mathematics and Environment Exhibition (SLSMEE) for Children. A catalytic grant is disbursed to States/UTs for organizing the SLSMEE for Children.

- **National Talent Search Scheme**

The National Talent Search Scheme (NTSS) is being conducted by NCERT since 1963. The purpose of the scheme is to identify and nurture students selected through two-tier process every year. The NTSS helps talented students by providing financial assistance in the form of monthly scholarship and also conducts nurturance programmes for them. The NTSE Stage 1 examination for 2019-20 is conducted by the States/UTs. NTSE stage 2 examination will be conducted in May 2020.

- **Yoga Olympiad**

NCERT undertakes multidimensional initiatives to promote yoga in schools. ‘Yoga Olympiad’ is one such initiative. For the first time ‘Yoga Olympiad’ was organized in 2016 to generate awareness about the benefits of yoga on health and holistic developments of healthy habits. It will be held in year 2020-21, too in the month of June.

- **Kala Utsav**

Kala Utsav is an initiative to promote arts in education by nurturing and showcasing the artistic talent of school students at the secondary stage (Class IX-XII) of education in the country. *Kala Utsav* focuses both on performing and

visual arts & crafts (dance, music, theatre, painting, sculpture and heritage crafts) at school, district and State level, to enhance awareness of India's cultural heritage and its vibrant diversity amongst students, teachers, teacher educators, administrators and other stakeholders and to promote networking of artists and artisans with the school education.

- **Guidelines for Art Integrated Learning (AIL)**

Guidelines for Art Integrated Learning (AIL), both in Hindi and English have been finalized. Document has been made available to the Secretary, Education Department of each State and UT. Printing of the Guidelines, both English and Hindi version is in progress. Efforts will be made to take AIL as a major activity by the States.

- **National Population Education Project (NPEP)**

The National Population Education Project (NPEP) was launched in school education system of India in April 1980. In pursuance of the decision of Cabinet Committee on Economic Affairs (CCEA), Government of India, the MHRD transferred four components of the scheme on Quality Improvement in Schools (QIS) to NCERT with effect from April 2006. The NPEP is one of the components of QIS being implemented by NCERT. Adolescence Education Programme (AEP) funded by UNFPA is also component of NPEP.

- **Adolescence Education Programme (AEP)**

The Adolescence Education Programme (AEP) was launched by MHRD, in 2005. A major part of AEP is supported by United Nations Population Fund (UNFPA), and implemented by national agencies Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), National Institute of Open Schooling (NIOS) with NCERT

as the coordinating agency. NCERT launched Adolescence Resource Centre (ARC) website www.aeparc.org that offers uninterrupted access to varied resources and virtual interaction opportunities on issues related to adolescent health and well being for teachers, trainers, academicians, development practitioners, policy makers and the young people themselves.

- **Aptitude test for students**

The Aptitude Test (Test Booklet, Technical Manual, and Guide for teachers) have been finalized. A web portal for the online version of Aptitude Test has also been developed. States will be persuaded to use the same.

- **Enhancing International Educational Cooperation:**

MoUs have been signed with the Republic of Korea in the area of Vocational Education, Germany on Language learning & ICT, Curtin University, Australia on online courses and Mauritius on teacher education. Actions/Activities as per MoU will be taken up further.

Budget Projected - 2020-21

For conducting PAC programmes for the year 2019-20 Rs. 20.00 crore has been allocated under Revenue Head (GIA). In the year 2020-21 Rs.25.00 crore projected under Revenue Head (GIA) for PAC programmes.

The MHRD has allocated Rs.5478.29 lakhs for conducting PAB approved activities for the year 2019-20 and Rs.80.00 crore projected for the year 2020-21 for conduct PAB approved projects.

Central Board of Secondary Education (CBSE)

CBSE is the largest School Board in India in terms of geographical spread, committed to enhance the quality of education and make it accessible, affordable and equitable.

Functions of CBSE

- To conduct examination for Secondary and Senior Secondary Schools and other such examinations as may be determined or assigned to it by the Central Government.
- To develop and manage quality and standards in school education.
- To grant affiliation to such schools in India and outside for the examinations conducted by the Board.
- To undertake continuous professional development of teachers and organize activities / trainings for development and promotion of child-centric education.

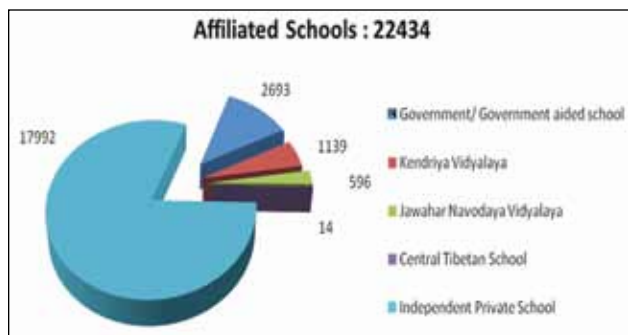
1. CBSE Regional Offices

The Board has 16 Regional offices spread across the country to facilitate day to day activities and matters related to the conduct of examinations and monitoring of various affiliated schools.

2. Affiliation

One of the main functions of CBSE is to affiliate schools for Secondary and Senior Secondary School Examinations. The schools are granted affiliation according to the norms and procedures laid down in the CBSE Affiliation Bye-Laws.

Global Presence: The Board has established its presence in 27 countries through 232 schools, 229 are of these are private schools and 3 are Kendriya Vidyalayas. The CBSE is the only school Board in India with such a vast international presence.



3. Board Examinations

CBSE conducts class X and XII exams for its affiliated Schools in which approximately 30 lakh students appear during March to April. The Board also conducts compartment examination during the months of July-August. Leveraging technology, all pre and post exam processes in CBSE are online.

3.1 Class X & XII 2019 Exams Highlights

Duration of Examination	Class X 21 st February 2019 to 29 th March 2019	Class XII 15 th February 2019 to 04 th April 2019
Date of Result Declaration	06 th May 2019	02 nd May 2019
Number of Schools	19298	12441
Number of Centers	4974	4627
Candidates Appeared	1761078	1205484
Candidates Passed	1604428	1005427
Pass %	91.10	83.40
Pass % Girls	92.45	88.70
Pass % Boys	90.14	79.40
Pass % Transgender	94.74	83.33
candidates who scored >90%	225143	94299
candidates who scored >95%	57256	17693
Pass % CWSN candidates	95.99	90.25
candidates who scored >90% in CWSN category	275	225
candidates who scored >95% in CWSN category	48	36

Tackling 2019 Exams with newer Initiatives and Focus

Preponement of Annual Exams 2019: CBSE decided to pre-pone Board exams 2019 for Skill Education (Vocational) and related subjects in second half of February to ensure that the results of re-evaluation could be made available to students before the cut-off date for admission of colleges and the University of Delhi.

Special Exam Policy to Promote Talent in Sports: The Board initiated a Special Exam Policy to promote talent in sports by holding exams on convenient dates for those students who participate in National or International level sports competitions recognized by Sports Authority of India, Ministry of Youth Affairs and Sports, either at the time of Board examinations or at the time close to Board examinations. This special advantage was given in 14 cases during 2019 exams.

Relaxations to the wards of Armed forces, Military and Para-Military Forces: CBSE decided to give relaxations to the wards of Armed forces, Military and ParaMilitary Forces who fought terrorism and left-wing extremism for the country and were martyred in the line of duty. Wards appearing for the Class XII or X examination in 2019 and wished to change their Centre of examinations in the same city or to some other city, were allowed to do so. If they missed their practical examination(s), it was conducted as per their convenience (latest by 10th April, 2019) by their school. If they wished to appear in the examination in any offered subject later, they were permitted to do so.

Issuance of Single Certificate at Secondary Level Exam: The Board decided to issue a single certificate at Secondary level Exam combining the language of the Mark sheet and certificate beginning 2019 exams of Class X. This eco-

friendly move was to facilitate better handling of single certificate by the students.

QP and Marking Scheme changes

- The question paper format was modified by providing more internal choice in questions. There was approximately 33% increase in internal choice in all major subjects, both for classes X and XII and 25% objective type questions.
- The Question Paper design was also made better by putting questions carrying same marks in one section. This made it easier for the students to comprehend.
- The Board changed the Class X passing criteria to combined pass marks in Internal Assessment and Theory examinations.
- To encourage students to have better conceptual understanding and to be able to overcome issues related to rote-learning and rote-evaluation, marking scheme 2019 prepared for the evaluators highlighted that priority had to be given to creative, correct and relevant answers given by students other than the ones mentioned in the Marking Scheme.

Facilities for CWSN candidates

- 21 categories of disabilities covered under the facilities.
- Flexibility in choosing subjects.
- Facility of Scribe and compensatory Time (20 minutes per hour).
- Assistive devices: hearing aid, special chair etc. provided to the candidates.
- Use of Computer or Laptop for writing.
- Provision of Reader in case the student does not want the facility of a Scribe.
- Relaxation in mandatory attendance.

- Separate Question paper and questions in lieu of practical component.

New IT Initiatives for 2019 examinations

Exam Centre Locator (ECL) App: This App helped to facilitate CBSE examinees locate their centres on google map by entering roll number. This also helps to know the shortest route to reach the centre and time required to reach the centre.

SIS – Statistical Information System: A Comprehensive system was developed for compilation of variety of statistics pertaining to results. Due to implementation of this system in 2019, a variety of statistics of Class X & XII could be provided immediately.

OEQPD - Online Encrypted Question Paper Delivery System was developed for just in time encryption of question papers, just in time dissemination, just in time decryption of encrypted question papers and just in time printing of question paper to avoid any possible chance of leakage. This was used in July 2018 & February 2019 Exams.

A special App called the CMTM (Confidential Material Tracking and Monitoring) was launched and it was made compulsory for all Centre Supervisors to send geo-tagged and time-tagged pictures of exam day processes. These were monitored very closely at the Headquarter and by the Regional Offices. A zero-error policy for following exam byelaws procedures, and a zero-tolerance policy for mistakes due to ignorance or on purpose, was followed.

Live web streaming was arranged from examination centres.

TETRA (Theory Evaluation Trend Analysis), which facilitates real time evaluation monitoring and also allows trend analysis and visualization of scoring patterns by students in different regions, cities and across different sets was put to use.

Online Examination Centre Management System OECMS, was developed and implemented with a view to get real time exams centres related information. Complete examination process from registration of candidates / LOC, Admit card, Attendance Sheet, Centre Material, Internal assessment grades (**IAPX Online Internal Assessment marks collection**), online uploading of practical (**e-Prac: Online Practical Examiners Allocation, Management and Marks uploading system**) and theory marks (**e-Theory: Online Theory Award Lists Allocation, Management and Marks Uploading System**), processing of result, declaration of result was made IT enabled.

Media has a crucial role during the examination. Therefore it was expected

- To take on the responsibility of confirming and cross checking from CBSE before printing any sensitive news.
- Bring general awareness among parents and students on the need for ethics in examination.
- Disseminate Board’s initiatives under psychological counselling for students to remain stress free during examination.

Outreach and dissemination programmes

- Webcast on instructions, new initiatives on conduct of Board examination 2019 and evaluation to all 21400 CBSE affiliated schools was arranged.
- Directions to schools, examination centers. Evaluation centers were released separately.
- Letters to Parents and Students were issued separately to help in smooth and fair conduct of examinations.
- Multilevel Psychological Counselling for coping with exam anxiety through IVRS, Live counselling and Audio-Visual presentations was made available.

Other Initiatives

- Revised guidelines for selecting examination centres were issued and strictly followed. Drastic reduction in self-centres was done and every examination Centre was selected carefully.
- Double encrypted question papers were sent in 15 subjects.
- Very close monitoring of fake news, and fake sites, was planned with social media heads and FIR was lodged in every case upload of fake videos on YouTube.
- Several rounds of trainings were done in all regions, in more than 100 cities, regarding conduct of exams and evaluation process.
- Groups of Center Supervisors were formed at the Regional Offices for monitoring activities very closely.

3.2 Class X/XII Examinations-2020

CBSE has pre-poned Class X & XII Board exams which will commence from 15th February 2020 and will conclude on 30th March 2020. Schools have also been instructed to conduct Practical Examinations and Project/Internal Assessments from 01st January to 07th February 2020 before the commencement of Board examinations for session 2019-20.

5. Professional/ Competitive Exams

4.1 Successful conduct of 12th Edition of Central Teacher Eligibility Test (CTET) and Result declaration in Record Time

CTET is conducted by CBSE for appointment of teachers for class I-VIII as per norms prescribed by National Council of Teacher Education (NCTE).

Statistics of CTET July, 2019 Examination

Date of Examination	07 th July, 2019 (Sunday)
Candidates Registered	29,22,227
Candidates Appeared	23,77,031
Candidates Qualified	3,51,830
Cities	104
Number of Centers	2942
Number of City Coordinators	114
Number of Centre Superintendents	2942
Number of Observers	4335
Number of CBSE Officials	827

4.2 13th Edition of Central Teacher Eligibility Test (CTET)

Statistics for CTET December 2019 Examination

Date of Examination	08 th December 2019
Candidates Registered	28,32,120
Candidates Appeared	24,05,145
Candidates Qualified	5,42,285
Passed %	22.55 %
Qualified Female candidates	3,12,558
Qualified Male candidates	2,29,718
Total Number of Cities	110
Number of City Coordinators	118
Total Number of examination centres	2,935
Total Number of Observers deployed	4,135
Total Number of Board Officials deployed	789

While the result of July CTET was declared on 30th July 2019 in record period of 23 days, the result of CTET December was declared on 27th December 2019 in a record period of 19 days.

CTET Mark Sheets also through DigiLocker

The mark sheets of candidates for CTET

examination July and December 2019 were made available in the DigiLocker. The qualifying certificates were uploaded in the DigiLocker & the qualified candidates were provided login details on registered mobile numbers.

4.3 Jawahar Navodaya Vidyalaya Selection Test (JNVST)

Admissions to Class VI in JNVs are made through **Jawahar Navodaya Vidyalaya Selection Test (JNVST)**. At present, 629 JNVs are functioning in the country. A maximum of 80 students are admitted in Class VI in each JNV through a selection test. CBSE has been conducting the JNVST as per MoU signed with the NVS. The JNVST 2019 Class VI Admission Test was conducted on **6th April 2019**.

JNVST				
Total States	Total Districts	Total Blocks	Total Centers	Custodians
36	634	5387	8514	1034

5. Academic Activities

CBSE strives to achieve academic excellence by conceptualizing policies and operational planning. The Scheme of Studies, curriculum, academic guidelines, textual, support material, enrichment activities and capacity building programs are as per the broader objectives set in the National Curriculum Framework-2005 and in consonance with various policies and acts of the Government of India.

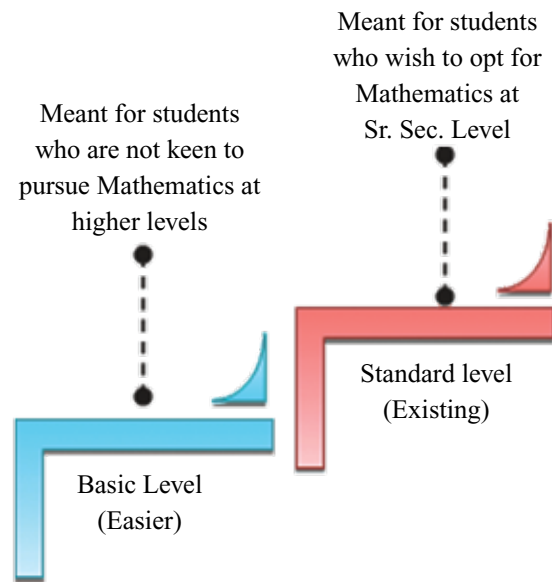
CBSE is a student friendly Board. It provides flexibility in choice of subjects and combination of courses with its vast offering of 72 subjects at the secondary level and 142 subjects at senior secondary level.

The Board defines appropriate approaches of academic activities to provide stress free, child centred and holistic education to all children without compromising on quality. Various

innovative approaches are followed to achieve academic excellence in conformity with psychological and pedagogical principles.

5.1 Two Levels of Mathematics

As per NCF, not only would the two levels of examinations cater to different kinds of learners and allow different levels of testing, it would also reduce overall student stress levels. Keeping in view of this aspect and as evidenced by the Board results, the Board has introduced two levels of examination in Mathematics for the students of Class X Board examination for the academic session ending March 2020 and onwards.



5.2 Introduction of New Subjects in Curriculum

The Board has introduced **Artificial Intelligence, Early Childhood Care Education and Yoga** as new subjects in school curriculum from the academic session 2019-20 with a view to inculcate a sense of future readiness in schools and learners. These skill subjects in class X and XII tend to enhance and empower the learning capacity of students.

5.3 Hubs of Learning: Transforming Education

CBSE conceptualized Hubs of learning in 2019 which provides a common platform to schools with the objective to create a culture of support and healthy interdependence across different areas of teaching-learning like curriculum planning, teaching learning activities and other school practices; provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help individual teachers to improve classroom practices and contribute to their continuous professional development; enable sharing of resources and promote solidarity culminating in an enriched school life.

5.4 Participation in PISA 2021

India's participation in PISA 2021 is perceived to prepare Indian students for the global economy and become a tool for transforming educational practices to reflect the global requirements. The schools run by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and schools in the UT of Chandigarh would be participating in PISA 2021. CBSE will be a part of the process and activities leading to the actual test.

5.5 Experiential Learning

In order to promote self-thinking, creativity and effective study skills among students and to make them lifelong learners, CBSE has introduced Experiential Learning pedagogy from 2019-20 session onwards. Accordingly, the schools have to plan the curricular activities in such a way which may enable students to connect the content of the learning areas and subjects with their own lives and the world around them. The Board also adopted the Learning Outcomes approach developed by NCERT for classes I-VIII and encouraged the schools to direct their teaching-learning in the light of these outcomes.

5.6 Joyful Learning through Art Integration Art Education:

Art, in any of its forms is the primary pathway

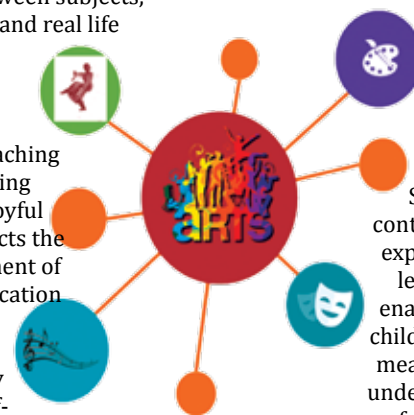
to learn the subject/topic and also a way of assessment. The integration is meant not only to make the learning process joyful, but also to develop greater appreciation and understanding of the art form being utilized for this purpose. Art Integration is not a replacement for Art education. Integration happens only after students have been directly taught the Arts. Without this background knowledge, neither the students nor the subject teachers will be able to integrate art in education.

Benefits of Art Integrated Education

Broadens the mind of the child enabling her/him to see the multi-disciplinary links between subjects, topics and real life

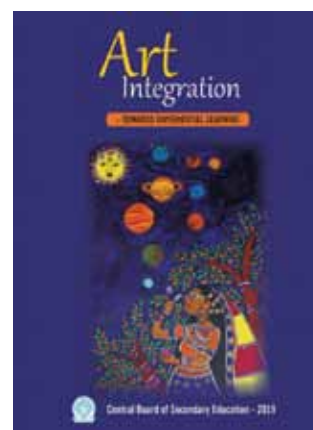
Helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concept

Makes teaching and learning process joyful and impacts the development of communication skills, reflection & enquiry skills, self-esteem, appreciation for aesthetics and creativity



Strong contender for experiential learning, enabling the child to derive meaning and understanding from the learning experience

Art-Integrated Learning Guidelines released for reference by the CBSE affiliated schools.



Mandatory Art Education

CBSE thus decided to integrate Art with the teaching and learning process of all academic subjects from classes I to XII with an aim to promote active and experiential learning and to inculcate an appreciation of the vast diversity in the Indian art forms.

CBSE has directed schools to teach Arts education as a mandatory subject for classes 1 to 12 and compulsorily reserve a minimum of two periods per week, per class, for Art education. This includes four main streams covered by the term arts, such as music, dance, visual arts and theatre. The students of upper primary sections (classes 6 to 8) have been introduced to culinary art by establishing multi-disciplinary links across the subjects.

5.7 School Quality Assessment and Assurance (SQAA)

The Board has developed a “quality assessment framework” for assessing the schools for meeting commonly accepted standards of excellence, quality check and monitoring of the schools at regular intervals. It is an exhaustive, objective, transparent and implementable self-assessment tool benchmarked by best global standards. This will empower and enable schools to self-assess their performance in different domains to move further on developmental continuum. The process of School Quality Assessment and Assurance involves two essential phases:

- **Phase 1:** Self-Assessment using different instruments of SQAA through an online method
- **Phase 2:** Validation by External Peer Assessor Team by visiting the Assesse School

5.8 CBSE podcast platform ‘CBSE-Shiksha Vani:

CBSE has launched its own Podcast platform entitled - ‘CBSE-Shiksha Vani’ to disseminate crucial information related to the Board’s activities in a timely, educative, lucid and seamless manner. Podcasting facility has been initiated for giving information and guidelines of the Board on academic and training initiatives, examinations and other important areas and procedures to Schools. CBSE-Shiksha Vani is available on Play Store for Android phone users.

5.9 VIDYA DAAN

Vidya Daan was launched on 12th September 2019 by Hon’ble Minister of HRD, Shri Ramesh Pokhriyal ‘Nishank’. CBSE’s initiative Vidya Daan is a program based on donation of e-content by CBSE teachers to synergize countrywide efforts on content development for providing schools and teachers in urban and rural areas with good quality e-content that can be used anytime, anywhere at no cost. Approximately 6000 content pieces are available on Vidya Daan presently for grades 6th to 10th from CBSE Schools for English, Hindi, Maths, Science, and Social Science subjects. The content can be viewed on www.diksha.gov.in/cbse or DIKSHA App can be downloaded from the playstore for the purpose.

VIDYA DAAN 2.0: CBSE decided to launch Vidya Daan 2.0 with an aim to enable students to better understand and apply their knowledge of the concepts and topics to life experiences and teachers to prepare better and teach better through activity and experiential based teaching and learning.

5.10 ‘Pariksha Pe Charcha 2.0’

With class X and class XII examinations round the corner, Hon’ble Prime Minister will once again interact with a cross-section of school Students, Teachers and Parents on 20th January

2020. CBSE has intimated schools about online competition for students for getting opportunity to meet the Prime Minister. Schools were also made aware about MHRD & MyGov initiative for students of classes 9 to 12 for the third edition of Prime Minister's interaction programme with school students "Pariksha Pe Charcha 2020".

6. Skill Education and Training

6.1

Skill Courses in CBSE				
CLASS	SESSION	SKILL COURSES	NO. OF SCHOOLS	NO. OF STUDENTS
Class IX	2017-2018	15	2,766	2,15,420
	2018-2019	16	6,237	6,03,215
Class XI	2017-2018	40	759	29,931
	2018-2019	40	1,193	52,163

6.2 Principal and Teachers Empowerment

CBSE Centres of Excellence

13 Centres of Excellence are functional in different parts of the country to fulfill the need of continuous professional development of school's teachers and administrators.

Education Transformation Workshop for Principals in collaboration with Microsoft:

CBSE conducted two Workshops in collaboration with Microsoft, for Principals on latest technology giving idea to school leaders who are engaged in holistic education transformation.



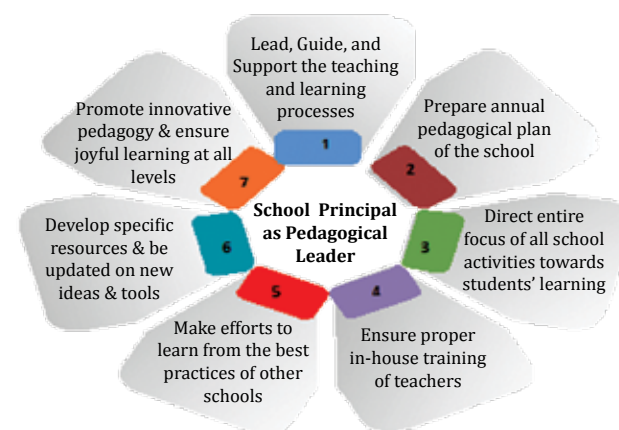
Short Term Courses from IIMs for Principals

The Principals, being the administrative and academic head of schools, have a challenging leadership role and need continuous training and platform for exchange of ideas and practices. CBSE has requested all Indian Institutes of Management to explore the possibility to design and offer short term courses to principals/teachers of the private independent schools affiliated to CBSE.

Training of CBSE Principals and Vice Principals

The Board has decided that the Principals of all affiliated schools shall be the Pedagogical leaders of their schools and shall therefore now have a crucial role to play in the evolution of the teaching-learning ecosystem.

7. Student's Sensitization and Talent Promotion



7.1 Celebration of Literacy Day

In continuation of its efforts to promote Reading Habits among students, on the occasion of International Literacy Day on 8th September, CBSE announced Reading Week in all its affiliated schools from 9th to 15th September 2019. List of suggestive activities like Integrating Reading and Fine Arts, Swachchata Reading, Gandhi ji Fan club, Making Book Buddies etc. were circulated among the schools.

7.2 Science Exhibition

Science Exhibition is an annual event organized by the Board as per guidelines of NCERT to kindle a spirit of innovation and to provide a common platform to schools to showcase their exhibits at Regional and National Levels. The activity aims at providing a platform to students to demonstrate such learnings that encourage construction of knowledge by connecting new ideas to existing concepts as well as enriching one's understanding from other's experiences and perspectives.

CBSE Science Exhibition/Fair 2019-20 was organized on the theme '**Science and Technology for Sustainable Development with a Thrust on Water Conservation**'. The Board invited students of affiliated schools (Class VI to XI) to prepare research based original innovative exhibit/model/science projects. The Science Exhibition/Fair was organized in different parts of the country at Regional Level in the month of October – November 2019.

7.3 19th CBSE Heritage India Quiz

In order to build greater awareness about the rich cultural heritage of India, CBSE has been organizing the Heritage India Quiz as an inter-school competition since 2001. It is conducted in three phases at City, Regional and National Levels.

The 1st round of 19th edition of CBSE Heritage India Quiz online test was conducted in the month of October 2019 and the Semi-finals and Finals were conducted in November 2019 all over India and abroad.

7.4 Āryabhaṭa Ganit Challenge

To promote mathematical competencies among students, Aryabhata Ganit Challenge was conducted for the students of classes VIII to X.



The affiliated schools of CBSE from across the country and abroad responded enthusiastically to this challenge. Seven Lakh Seventy one thousand two hundred and fourteen (7,71,214) from 5,457 affiliated schools participated in the first stage of Ganit Challenge.

7.5 Ek Bharat Shrestha Bharat Activities in Schools

'Ek Bharat Shrestha Bharat' (EBSB) programme was launched on the occasion of birth anniversary of Sardar Vallabhbhai Patel to foster national integration through 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.

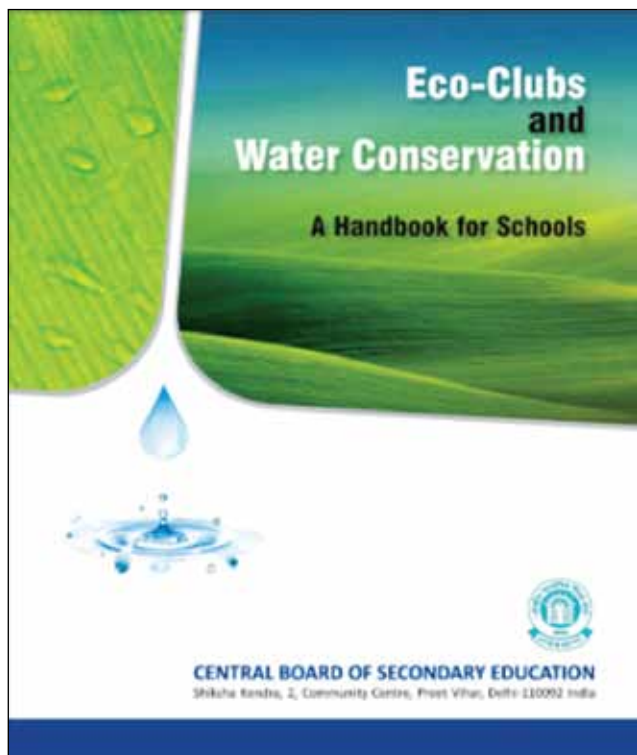
CBSE issued directions to schools to organize various activities under 'Ek Bharat Shrestha Bharat' Programme in all schools during the year to facilitate greater participation of students. Schools are participating in different activities under Ek Bharat Shrestha Bharat from November 2019 till June 2020.

7.6 School Eco-Clubs and Conservation of Water

CBSE has taken various initiatives to sensitize schools and students and promoted relevant activities for energy conservation, wastage of food at social gatherings, hazards of electronic

waste, conservation of petroleum products, plastic pollution and more.

All affiliated schools were asked to set a target to become Water Efficient Schools in the next three years. As per the target and pledge, every Child in class 5 to 12 will save one litre of water every day at home and in school, plant one tree per student and make each campus plastic-free. The Board issued guidelines entitled “Eco-Clubs and Water Conservation- A Handbook for Schools and Teachers” on the issue.



7.7 Celebration of Rashtriya Ekta Diwas

The birth anniversary of Sardar Vallabhbhai Patel is observed in CBSE and schools as ‘Rashtriya Ekta Diwas’ (National Unity Day). The Schools were directed to undertake suitable activities to observe the occasion including taking Pledge (Oath), ‘Run for Unity’ for the students of classes XI-XII, Prabhat Pheri by school children of upper primary classes, a March Past by NCC/ Scouts/NSS students, Essay/ Debate competitions and Ek Bharat Shrestha Bharat activities.

7.8 Artificial Intelligence Readiness Celebrations in September 2019



Ms. Anita Karwal, IAS, Additional Secretary and Chairperson CBSE, Mr. Greg Slater, VP and Senior Director, Global Regulatory Affairs, Intel Corporation along with senior officials from CBSE at the Celebrating AI Readiness event on 11 September 2019, Delhi



First-ever AI Youth cohort facilitated by Ms. Anita Karwal, IAS, Additional Secretary and Chairperson CBSE and Mr. Greg Slater, VP and Senior Director, Global Regulatory Affairs, Intel Corporation at the Celebrating AI Readiness event on 11 September 2019, Delhi

CBSE - INTEL AI-thons: AI readiness workshops for students

The key objective of AI thons is to enable and empower students with AI skills and use them to find solutions to the problems faced by the community related to climate change, food security health, sanitation etc.

The first CBSE-Intel AI-thon was organized at Chandigarh in July 2019. Responding to the overwhelming response received to the first CBSE-Intel AI, CBSE in collaboration with Intel, decided to organize similar AI-thons: AI readiness workshops were held for students, at various locations throughout the country between November 2019 to January 2020.

8. Health and Wellness

8.1 Physical Education and Sports

CBSE organizes sports events for students of its

affiliated schools under independent category as the participation in sports gives children a practical way to learn about goal-setting, importance of team work, discipline and skills required to deal with real life situations. CBSE organizes sports events in 24 disciplines such as Athletics, Archery, Aerobics, Badminton, Basketball, Boxing, Chess, Gymnastics, Football, Handball, Hockey, Judo, Kho-Kho, Kabaddi, Skating, Swimming, Rifle-Shooting, Rope Skipping, Taekwondo, Tennis, Table-Tennis, Volleyball and Yoga. The sports events are organized at Cluster/ Zone and National Level in different age-groups for boys and girls separately. The winners of Cluster and Zone level competitions participate at National Level.

Around 4 lakhs students participated in CBSE sports events in 2019. Merit Certificates and Medals were given to the winners whereas participation certificates were given to all. 96 winners of CBSE National Sports events participated in Khelo-India program of Government of India in 2019.

8.2 Mainstreaming of Health and Physical Education

CBSE aims to provide a focused curriculum for Health and Physical Education imbued with Life Skills in all its affiliated schools. Therefore, a streamlined and well-designed Health and Physical Education Program was introduced to mainstream health and physical education in schools especially for students of class I-XII.



To give impetus to Sports and Physical Education, the Board has made it compulsory for all schools to ensure a daily sports period for classes 1 to 12. This aims for better stress management for children, create a better environment for learning and enable students to attain an optimum state of health. This program is compulsory for all affiliated schools of CBSE from the academic session 2019-20.

8.3 FIT INDIA week

On 29 Aug 2019, the Honorable Prime Minister launched nation-wide “Fit India Movement” which aimed to encourage people to inculcate physical activity and sports in their everyday lives and daily routine. **It has been decided that each year a total of 06 working days during the THIRD and FOURTH WEEKS in November will be celebrated as “Fit India School Week” in all its affiliated schools.** This movement therefore endeavors to alter behavior from ‘Passive Screen time’ to ‘Active Field time’ and the aim of the objective is to develop Sports Quotient among all the students to achieve a healthy lifestyle. Such movement will also instill in students the understanding for regular physical activity and higher levels of fitness enhancing in them self-esteem and confidence.



Appreciation by Hon'ble Prime Minister of India Shri Narendra Modi in Mann ki Baat aired on 24th November 2019 @mannkibaat



Appreciation by Shri Kiren Rijiju Honourable Minister of State (Independent Charge) Ministry of Youth Affairs and Sports tweeted on FIT India Movement on 27.11.2019.

I'm thrilled to attend the exciting #FitIndiaWeek Celebrations at Kendriya Vidyalaya, Andrews Ganj today. The efforts of @Cbseindia29 and #KVS to promote #FitIndiaMovement is laudable. It will boost in fulfilling the visions of PM @narendramodiji to make India a fit nation.



9. Digital Initiatives

CBSE's commitment towards "Environment Protection through Green Initiatives", exam related ICT innovations and implementations have resulted in manpower and financial saving along with saving paper, Trees, water, and controlling Carbon emissions. ICT initiatives taken up by CBSE also provide hassle-free services to all stake holders' especially in remote areas and widely across the globe.

The Online pre and post exam processing has resulted in smooth declaration of results of all Regions together and ahead of scheduled dates despite exponential increase in number of examinees.

Online collection of Principals' and Teachers' databank

A portal has been developed to collect data of teachers teaching in CBSE affiliated schools for the purpose of evaluation of answer scripts pertaining to Class X & XII board exams.

E- S3 - Online Students Support System - This online system has been developed to provide CBSE students an online system to request for changes in their particulars.

Schools/ Centres Live Streaming – CBSE prepared a portal that allows live streaming of videos from CBSE schools/exam centres to prevent any mishap or misconduct during examinations.

E-Pareeksha Portal - A comprehensive one stop portal has been developed for online registration of students (including Private Candidates) from Class IX to XII.

OVERS - Online Verification of Evaluation & Revaluation System - The entire post result marks verification, photocopy and revaluation system has been made online except for physical evaluation by examiners.

IAPX-Online Internal Assessment & Practical Marks Collection for Class-X is meant for management and collecting of internal assessment marks data by the schools with all possible validation checks. Approximately 9 Million (90 Lac) data was received error free and timely.

Outlier System (R 2.0) has been set to detect wider range spectrum of inconsistent marks cases at pre-result declaration stage.

Online rechecking / photocopy / re-evaluation System (R 2.0) accepts applications for verifications, photo copies of answer books and re-evaluation for both Class X and XII examinations including facility of online status in real time mode of the application.

परिणाममंजूषा-Parinam Manjusha is an online Academic Repository and it is first of its kind developed in technical collaboration with NEGD. The Board has made the result data of Class X & XII (more than 7 crores examinees) from 2004 to 2019 was made available online for verification by employers and higher education institutions.

Digital Lockers of class X & XII students have been opened and digitally signed marks sheets, migration certificates and pass certificates with

PKI based QR Codes are available on anytime anywhere basis. Students can also download Marks sheets, Migration Certificates and Pass Certificates through this repository.



Academic documents are made available through digital lockers to each and every student. CBSE Academic Repository has been integrated with **e-Sanad** of MEA for online authentication of academic records for students going abroad for higher studies or employment.

Till now more than 3 Crore students have downloaded their academic awards from this repository. In all approx. 300 educational institutions and employers have registered for verification of academic documents.

Results dissemination

Results were hosted on National Cloud (NDC) and hosted UMANG platform and also provided through IVRS, SMS using NIC SMS gateway, on search engines– Bing and Google, through Digital Locker and CBSE's own academic repository (Parinam Manjusha), School wise results on authenticated school's mail address were also made available.

OASIS (R-2.0)-Online Affiliated Schools Information System:

Version 2.0 was merged with UDISE information, making it a 9-part form which contains: Basic school information, School's photos and videos, Faculty details, Student details, Subjects offered in the school, Infrastructural details, Location details, Fee structure, salary details, details of teaching and non-teaching staff, Additional information (UDISE Information).

OSAMS-Online School Affiliation and Monitoring System: Entire system from submission of application to final disposal has been automated and implemented. Inspection report submission, online availability of affiliation application status on real time basis and digitization of old records has been undertaken.

Satellite imagery-based decision support system for affiliation, schools and centres: Decision support system based on location of schools on satellite map has also been initiated.

A Training Portal for CBSE Affiliated Schools Teachers has also been developed for capacity building programme for Principals and Teachers of CBSE affiliated schools where they can register online for various training being conducted by the CoEs of CBSE.

Online Teacher Award System-To maintain the transparency in Teachers Awards, this year also CBSE has developed online system to collect data for CBSE teachers award.

E-Office Implementation e-Office is a Mission Mode Project (MMP) under the National e-Governance Programme of the Government. In order to streamline, speed-up and transparent governance, e-office implementation was done at CBSE HQ and process of digitization of old files is underway at CBSE.

The other digital initiatives include revamping of CBSE websites formaking it more user friendly and for end to end digitization of all services offered by CBSE, digitization of old CBSE Records in all Regional Offices of CBSE, Integration of all digital initiatives of CBSE in a single platform and end to end digitization of affiliation process.

DIGITAL INDIA Award to CBSE

CBSE bagged the DIGITAL INDIA Award under Exemplary Online Service category. The award was conferred by the Hon'ble Minister (Law and Justice, Electronics and IT) Dr. Ravi Shankar

Prasad on 22.02.2019. IT team received this award on behalf of the Chairperson, CBSE Smt. Anita Karwal.

10. Events and Programs

10.1 Gun Gaurav SammanSamaroh 2019

The 4th Gunn Gaurav Samman Samaroh-2019 was organized in the capital on 22nd May 2019 under the aegis of MHRD. The Union Minister of Human Resource Development, Shri Prakash Javadekar felicitated 75 students of class XII who topped in CBSE examinations in different categories.



Out of 75 awardees, there were 15 Overall Toppers, 08 students from Delhi Government Schools, 05 from JNV, 05 from Kendriya Vidyalaya, 18 students under SC&ST category, 09 students under Children with Special Needs Categories and 15 students belonging to the lower income Group.

10.2 CBSE Award to Teachers

The Hon'ble HRD Minister Shri Ramesh Pokhriyal 'Nishank' on 12th September 2019



honored 34 Teachers and Principals of CBSE affiliated schools in the capital at the ‘CBSE Teachers Award Distribution Function’. These awards were conferred to honor the talented Teachers and Principals who have made valuable contribution towards improving school education through their efficiency and dedication.

The CBSE instituted ‘Teachers Award’ under the aegis of the Ministry of Human Resource Development in the year 2000 to express gratitude and respect for the services of outstanding teachers of affiliated schools. Each award consists of a merit certificate, a shawl and an amount of ₹ 50,000/-.

During the function, the Hon’ble HRD Minister Shri Ramesh Pokhriyal ‘Nishank’ launched CBSE’s portal ‘Vidyadan’ on Diksha App, a Digital Infrastructure for Knowledge Sharing’s (National Forum for Teachers) and released CBSE’s annual activity calendar. Apart from this, **10 CBSE Manuals** on various subjects like art integration, experiential learning, enjoyable teaching and learning of maths, new initiatives, school quality assessment and assurance, Compendium of Academic courses after 10+2, artificial intelligence, hubs of learning and eco-club and water conservation were also released by Hon’ble Ministers.





10.3 150th Birth Anniversary of Mahatma Gandhi

To commemorate the 150th birth anniversary of Mahatma Gandhi, various activities were organized regularly by CBSE since November 2018, including the screening of the Oscar-winning film “Gandhi”, poetry recitation competitions, «Discussion on the Nai Talim», discussions on writings by and on Gandhi and his life-ideals.

In continuation to these programs, inspired by the life and works of Mahatma Gandhi, various initiatives were also taken and programs have been organized by the Board on 01st October 2019 in all CBSE offices on Use of Khadi, All Faith Prayer, Discussion on ‘Nai Talim’, Moral Values, Water Conservation, Cleanliness Campaign, Plantation, Jute Bag Distribution etc.

10.4 Integrated Office Complex of CBSE

In order to maintain better coordination among

the various branches / units of the Board in Delhi and to meet the increasing challenges due to increase in the number of CBSE affiliated schools, the Board had proposed to create an integrated office complex in Dwarka, Delhi.



The Honorable Human Resource Development Minister Shri Ramesh Pokhriyal ‘Nishank’ laid the foundation stone of the new integrated campus of CBSE on 11th October 2019.

The board’s proposed integrated campus building will be a state-of-the-art building while fulfilling the green building norms. Some of the special features of the building complex will include the installation of efficient building management system that will facilitate energy conservation.

10.5 Celebrations of 90th Foundation Year of CBSE and 25 years of CBSE Sahodaya School Complexes

The 90th Foundation Year of CBSE and 25th anniversary of Sahodaya School Complexes was celebrated at Vigyan Bhawan New Delhi on 01st to 02nd November 2019. The Board also released 3 Books for teachers and students to provide information about different activities in CBSE.

CBSE completes 90 years of its existence in

2019. To commemorate these nine decades of its exemplary service to the Nation, the Board published a special CBSE Memoir titled “CBSE@90”. This was launched by the Hon’ble Human Resource Development Minister, Dr. Ramesh Pokhriyal ‘Nishank’ in the presence of Hon’ble Minister of State for HRD, Shri Sanjay Dhotre and the Secretary, Department of School Education & Literacy, Sh Amit Khare at the 25th conference of CBSE Sahodaya School Complex, held at Vigyan Bhawan, New Delhi on 01 November, 2019.



CBSE Memoir attempts to capture the journey, development and contribution of CBSE to the Indian school education system, and also to over 25 other countries in the last 90 years of its existence. Not only does this memoir take us through the unique history of the board, but also delves into the basic nature and various dimensions of the board to enable readers to understand and appreciate the Board’s positive

influence on the growth, progress and expansion of education in India.

The conference also saw lectures and deliberations on various themes including Differentiated Learning for Diverse Classroom, Conversations

on Theatre in Education and Transformations, Furthering Education and Skills, Art of Mathematics, Empowering well-being Future Ready Schools with Artificial Intelligence, Experiential Learning and Fit India.



10.6 Vigilance Awareness week 2019

To create more awareness on vigilance in public life, Vigilance Awareness Week was organized in all CBSE offices and schools from October 28, 2019 to November 2, 2019. Various competitions such as Essay Writing, Slogan Writing and Speech/Lecture were organized in CBSE (HQ) Delhi, Regional Offices and at Centres of Excellence for Teachers. The employees were encouraged to take “**e-Integrity Pledge**” through CBSE and CVC website. For inculcating greater awareness on vigilance in public life, schools were requested to conduct different activities reflecting the theme.

10.7 Constitution Day

CBSE observed the 70th Constitution Day on 26.11.2019. CBSE asked its schools to celebrate the day to promote harmony and spirit of common brotherhood. Preamble to the Constitution was also read in all schools on 26.11.2019 with banner regarding Samvidhan Diwas.

10.8 National Unity Day

National Unity Day was celebrated in all CBSE offices and schools on 31st October to commemorate the birth anniversary of Sardar Vallabhbhai Patel. National Integration Day was celebrated in the schools affiliated to the board where the students pledged to maintain unity among themselves, to follow the path of truth, to completely oppose corruption, and to make people aware of it.

11. Merit Scholarship Schemes

CBSE also awarded 3850 scholarships under the Central Sector Scheme of Scholarship (CSSS) sponsored by MHRD and other scholarships to meritorious Single Girl Child and SC/ST students.

S. No.	Scheme	Number of Scholarships
1.	Single Girl Child- X (Fresh) 2018	1333 (awarded)
	Single Girl Child – X (Fresh) 2019	2285 online application received (scrutiny is under process)
	Single Girl Child – X (Renewal) 2019	803 online application received (scrutiny is under process)
2.	Board’s Merit Scholarship for SC/ST – Class X & XII 2019	25 for Class X 25 for Class XII
3.	Central Sector Scheme 2019 (Fresh)	For 4859 registered candidates on National Scholarship portal is under process
	Central Sector Scheme 2019 (Renewal)	7337 registered candidates on National Scholarship portal is under process

Merit Certificates

Issue of 0.1 % Merit Certificate of Class X and XII 2019	
Total number of Merit Certificate of Class XII	22,969
Total number of Merit Certificate of Class X	29,196

12. CBSE Counselling Programme

To ensure stress free exams through CBSE Psychological Counselling

CBSE started this pioneering community work for the first time in 1998 by introducing Tele-counselling. CBSE is perhaps the only board in the country which provides psychological counselling via multiple modes to the class X and XII examinees.

Tele-counselling is offered by trained counsellors and Principals from within CBSE affiliated schools located across the world. It is a **voluntary, free of cost service** provided by the participants in two phases (Pre-exam (February to April) and Post result (May – June)).

Multiple modes of CBSE Counseling 2019



During the report period (2019) online counseling was conducted through Centralized Call Centre in India, wherein 118 volunteer principals, counsellors, special educators in the country and 43 across other countries provided free of cost services to the students and parents.

	IVRS
	Comprehensive Audio Video presentation on website
	Question-Answer Columns in leading newspapers of the country
	Online Counselling- E-mail support

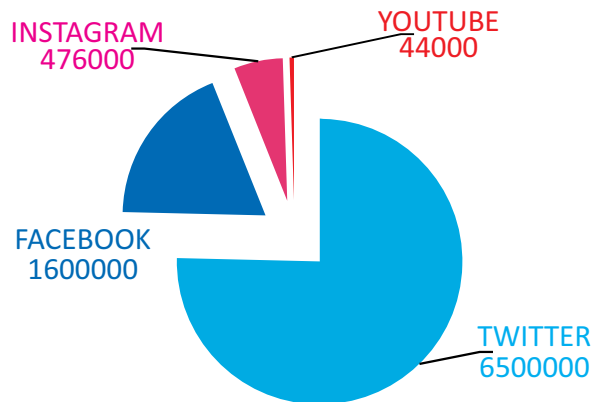
IVRS: From 2019, CBSE introduced the facility of IVRS on a toll-free number. The students/parents/stakeholders could obtain pre-recorded useful information on tackling board exams which included tips for better preparation, time and stress management, FAQ’s along with live

tele-counselling services. In first phase, IVRS system received 11921 hits. Mass awareness is created through CBSE website and YouTube channel and social media platforms. A comprehensive Audio-Visual presentation titled ‘Knowing Children Better’ on website was aimed at creating awareness regarding Aggression, Depression, Exam Anxiety, Specific Learning Disability, Substance Use Disorder, Internet Addiction Disorder, Life Skills.



13. Social Media Outreach

CBSE on Social Media: Realizing utility and reach of social media, CBSE is actively using social media accounts **Twitter, Facebook, YouTube and Instagram** to disseminate board’s information.

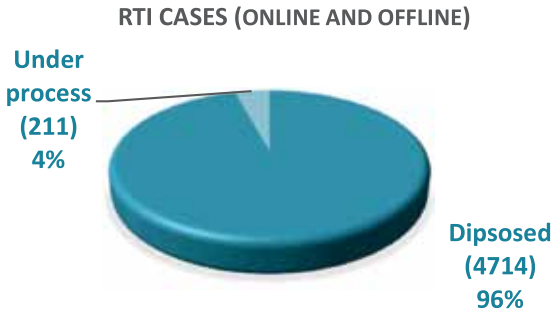


Outreach is almost 86 lakhs on social which includes followers of different organization tagged by CBSE on its tweets and posts.

The Board is also responding to the queries of the public through social media accounts.

14. Increased Public Responsiveness and Systematic Improvements

The Board plays a proactive role in redressing public grievances. Being a service oriented organization, CBSE, in its drive, has aligned public grievance redressal mechanism and information delivery process under RTI Act 2005 with online system to ensure Board's transparent and quick response.



In addition to the regular official e-mails, approximately 28530 e-mail queries on info.cbse@gov.in were promptly attended and satisfactory reply was given individually to the students/parents.

15. CBSE Publications

15.1 CBSE Compendium of courses

The compendium of courses after +2, is an earnest effort of the board to facilitate students while scouting for right course choices. Care was taken to provide information, in brief, about the traditional, popular and new age courses. It still may not be as comprehensive considering that

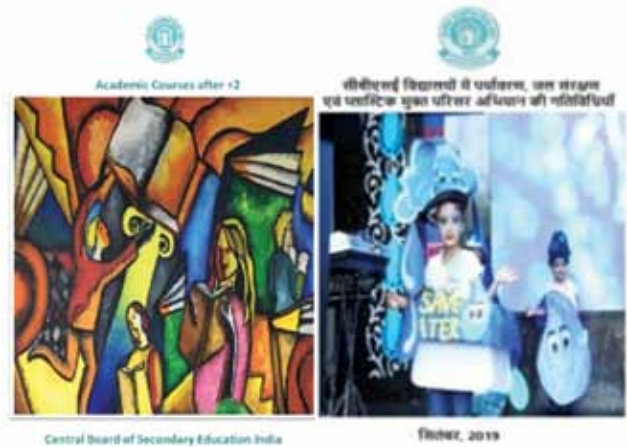
there are an estimated 900 universities and over 41,000 colleges in the country providing higher education and teaching a plethora of subjects.

Online Grievance Cases



15.2 Special theme based CBSE Publications

CBSE is constantly striving and committed to bring awareness among students / schools about various issues / challenges related to awareness, society, health and education. Recently, many such activities were organized by the board in the context of Environmental protection, Gandhiji's ideals, sports, Vigilance Awareness & National Integrity Day, National Education Day and Fit India with themed based publications.



15.3 Implementation of CBSE Handbooks and Manuals on Various Qualitative Measures

The Board issued following Handbooks / Manuals on various innovative and qualitative measures for qualitative improvement of education in all CBSE affiliated schools:

			
Handbook for Students	Handbook for Teachers	Hubs of Learning	Experiential Learning
			
Integrating Arts in Education	Joyful Teaching and Learning of Mathematics	School Quality Assessment and Assurance (SQAA)	Orientation of Inspection Committee on Outcome based Affiliation Procedure
			
Eco Clubs and Water Conservation	Artificial Intelligence Curriculum	Artificial Intelligence Integration Across Subjects	Compendium of Courses
			
A Calendar of major activities for academic session			

National Bal Bhavan

Introduction

The National Bal Bhavan is an Autonomous Body under the Ministry of H.R.D. fully funded by the Government of India. The Head Quarter of National Bal Bhavan is located at New Delhi. Jawahar Bal Bhavan at Mandi village and 48 Bal Bhavan Kendras located all over Delhi are under the administrative control of National Bal Bhavan. It has 142 affiliated centres across the country.

Functions:

1. 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.
2. 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.
3. To have collaborative programmes with other govt./semi govt. agencies in the interest of children.
4. To organize national level camps, seminars, and conferences in Delhi and other places on various themes for children and adults.
5. To process invitations for cultural exchange programmes received from different countries and involving Bal Bhavan children from across the country.

Programme Highlights from April 2019 till February 2020,

Enrolment = 10910, Visitors = 76239

Children, 6520 Adults

Trainee teachers 678 trainees

Workshops

130 workshops were conducted from April, 2019 till February, 2020 like Aeromodelling (1-5 April), World Environment Day (23rd April) Stress free life for staff and children. Making a foldscope with experts from Pune Science Association and Acharya Narendra Dev College, Photography etc.



Children engaged in activity

Main Programmes

Summer Fiesta was organised from 22 May to 21 June, 2019 in which about 1000 children participated daily. Summer Fiesta culminated on 21st June, with the programme for all children on International Yoga Day. National Children Assembly and Integration Camp was organized from 14 to 16 November, 2019 in which children from 37 State Bal Bhavan's participated. Inauguration of Facilitation cum Publicity Pavilion by Indian Air Force by Hon'ble Union Minister on 31 July 2019 was another landmark. 3rd Alumni meet was organised on 31st August.



Hon'ble Minister HRD on Flight Simulator



Assembly during Summer Fiesta, 2019



Children busy in activities at Bal Bhavan Kendras of Delhi



Session during 'workshop on making a foldscope'



Alumni Meet 2019



Chandrayaan 2 Model



Renovated Aquarium of National Bal Bhavan



Glimpses from National Children Assembly and Integration Camp, 2019

Several Programme were organised at Jawahar Bal Bhavan Mandi like Inauguration of Toy Bank, Training to children for participation in regional competition, Culture Craft Convention – Workshop on Nakkara Making, Programme of 150th birth Anniversary of Mahatma Gandhi, Creativity Fair, Dental Camp and Painting competition, Yaad Karo Qurbani was observed on 16th April 2019 at IGNCA, Celebration of Mandi Divas from 5th to 16th February, 2020.



Several activities were organised at 48 Bal Bhavan Kendras of Delhi like art, craft, painting, stitchery, dance and music etc.

- Various festivals were celebrated like Diwali, Holi, Lohri, Makar Sankranti Christmas Day etc.
- Upgradation of Astronomy section, Aquarium was done. Drama activity was restrated.



MHRD initiated programmes_

Information received was shared with all state Bal Bhavans and JBB Mandi and Internal activity sections.

- World Honey Bee Day Information was circulated to State Bal Bhavans. Workshop on Honey Bee in Environment Section was organised on 21-22 May, 2019.
- Initiation of the mission to make India free of single use plastic was launched in the month of August.
- Visit of School children to see the activities of National Bal Bhavan under Samagra Siksha of MHRD was initiated in September, 2019. In which 16763 children have visited NBB till February, 2020.
- For 150th Birth Anniversary of Mahatma Gandhi, a special programme on the theme Peace and Equality was conducted in the last week of September till 2nd of October. (To be observed till October 2020) One year calendar programmes are already in progress. Children singing of 'Vaishnav Jan' and visit to Gandhi Museum on 13 February, 2020



- Swachh Bharat Abhiyaan observed from 3rd September to 17th September 2019. Weeding out of old files etc, cleaning of campus by staff and children, Children and staff planted tree saplings in the campus were some of activities.
- Hindi Pakhwada observed from 3rd September to 17th September 2019
- Support in Dhruv’ Innovative learning programme for talented children of India October 12 to 25, 2019.



Hindi meeting



Children and staff planted tree saplings in the campus



Pradhan Mantri Innovative Learning Programme ‘DHRUV’

- Unity Day was observed on 31st October- Oath on Unity Day by all staff
- Vigilance awareness week programmes conducted from 29th October 2019 to 2nd November 2019.



Vigilance awareness week ‘Oath taking ceremony’



Pledge taking ceremony on Unity Day by all staff

- Camping facility was provided to 700 children during ‘Pariksha Pe Charcha 2020’ and National Band Competition programme during January, 2020. Performance by NBB children at Talkatora stadium on 20th January, 2020.

- Celebration of Matribhasha Divas on 21st February, 2020.



Activities on Matribhasha Divas

Collaborative Programmes – Many collaborative were conducted with Institutions like NBT, Publication Division, Maulana Azad Dental College, Neera Eye Centre, Ministry of Environment, NMNH etc.

assist Schools in India for the Education of Tibetan Children.

Central Tibetan Schools Administration:

1. The Scheme

His Holiness the Dalai Lama along with his followers came to India in 1959 he showed his deep concern for education of Tibetan children in India. The then Prime Minister of India Sh. Jawahar Lal Nehru and His Holiness the Dalai Lama ji visualized the need of special schools for the Tibetan children and with their efforts CTSA was established in 1961 as An Autonomous Organization under Ministry of Human Resource Development, Govt. of India (Registered under Societies Registration Act (XXI of 1860) and fully funded by the MHRD/Govt. of India to Manage and



2. AIM :

To establish, manage and assist schools in India for the Education of Tibetan children.

3. Objectives:

- Administration and Management of Central Schools for Tibetans.
- To build, construct and maintain schools, hostels and other buildings and to equip them.

- To provide scholarships and free ships and other assistance to help students.
- To publish magazines, periodicals and newspapers for promotion of the objectives of the Administration.
- To preserve and promote Tibetan Culture, Heritage and Traditions.

4. MISSION:

- To cater to the educational needs of Tibetan Refugee Children's.
- To pursue excellence and set the pace in the field of School education.
- To initiate and promote experimentations and innovations in education in collaboration with other bodies like CBSE, NCERT, DoE, CTA, Dharamshala, etc.
- To preserve the Tibetan Culture among the Tibetan Children's in India.
- To provide free of cost quality & modern education.

5. ORGANISATIONAL - SETUP

5.1 GOVERNING BODY

1. Joint Secretary (SE&L), Chairman MHRD
2. Financial Adviser, MHRD Member
3. Representative of Ministry Member of External Affairs,

4. Representative of Ministry Member of Home Affairs
5. Four Representatives of H.H.the Dalai Lama Members
6. Director, CTSA Member Secretary

Government of India has set up a Peer Group in 2002 on the recommendations of the Expenditure Reforms Commission to review the functioning of CTSA. The report of Peer Group was submitted to the Government in June 2004. The Peer Group recommended that the CTSA be merged with the schools of CTA or an autonomous body/ society sponsored by CTA and the financial liability of the Government of India be tapered over a 10 year period.

Ministry of Human Resource Development Government of India vide their letter dated 18.1.2013 has communicated the decisions of Government of India to transfer of schools run by CTSA to Department of Education (DoE), Central Tibetan Administration (CTA) or any registered society run by DoE, CTA with the approval of MHRD. 55 Schools have already been transferred to STSS, DoE, Dharamshala.

6. PRESENT POSITION

At present 06 Sr. Secondary Schools (05 residential & 01 Day School) are being run by CTSA. The details of 06 Schools are as under:-

S. No.	Name of School	State	School Level	Student Enrolment	No of Staff in position	Land	Build up Area (approx)
1	CST, Mussoorie	Utrakhand	Sr. Sec. residential	459	41 Reg. 35 Cont. 6	29.05 Acres	16187 Sq. Mts.
2	CST, Herbetpur	Utrakhand	Sr. Sec. Day School	428	37 Reg. 29 Cont. 8	8.0005 Acres	8582 Sq. Mts.

S. No.	Name of School	State	School Level	Student Enrolment	No of Staff in position	Land	Build up Area (approx)
3	CST, Shimla	Himachal Pradesh	Sr. Sec. residential	351	33 Reg.27 Cont. 6	3.54 Acres	3240 Sq. Mts.
4	CST, Dalhousie	Himachal Pradesh	Sr. Sec. residential	55	20 Reg.16 Cont. 4	2.95 Acres	5188 Sq. Mts.
5	CST, Darjeeling	West Bengal	Sr. Sec. residential	255	41 Reg.27 Cont. 14	2.30 Acres	3160 Sq. Mts.
6	CST, Kalimpong	West Bengal	Sr. Sec. residential	343	41 Reg.28 Cont.13	4.99 Acres	4598 Sq. Mts.
	Total			1891	213 Reg.162 Cont.51		

7. Budget

The total grant during financial year 2019-2020 for running these CTSA 6 schools and headquarter is as follows:

Salary & Admn. Exp.	Rs. 60.75 crores
Creation of Capital Assets	Rs. 0.50 crores
Total	Rs. 61.25 crores

(-) Expenditure on Pension & Pensionery Benefits approx – Rs.16.00 Crore

Per student expenditure during the year will be Rs. 2,65,000/-approximate.

8. Financial Management

The Government of India entrusted the annual audit of CTSA by the office of the DGA (Central Expenditure). The certified Annual Report of the CTSA are laid on the table of both the house of parliament as per the prescribed schedule. Every CST schools furnishes compliance report for

internal as well as audit by C&AG to CTSA HQ. CTSA follows financial rules, CVC Guidelines and financial instructions issued by MHRD from time to time. In other words, the parameters has been laid down in the GFRs concerning release of Grant –in-Aid to Autonomous Bodies and norms of submission of Audited Accounts/ Performance Report. CTSA and its schools have done remittances through E-transfer viz NEFT, RTGs etc. CTSA has also been registered in PEMS. CTSA Annual Account is prepared on “Accrual Basis of Accounting” in accordance with generally accepted Accounting principles in India (GAAP) and also complying with the provisions of the applicable accounting standards.

9. Major Outcomes

During the year 2019-20 CTSA has imparted quality education to 1891 Tibetan/Indian students across the country. Value Education is imparted to students to make them physically fit and mentally alert; yoga and aerobics are regular activities Value based Trainings are to be organised for

Teachers in NCERT and other Organisations. The performance of CTSA School's students in the all India secondary schools and senior secondary

school's examination has been very encouraging. The Result of CTSA School Units during the last 02 years are given as under:

Year	X		XII	
	Std. App	Pass%	Std. App	Pass%
2018-2019	231	91.77	269	93.31
2019-2020	279	Still awaited	224	Still awaited

9. Infrastructural development and other facilities available in these schools:

- 9.1 During last 15 years various infrastructural improvements has been made in all CTSA schools under plan-budget in order to provide better physical facilities.
- 9.2 Now all CTSA schools are having very good infrastructure such as Class rooms, laboratories, Multipurpose halls, play grounds, staff quarters, computer labs and compact boundary walls, Libraries, etc. for around development of students.

- 9.3 The Class rooms are well equipped with green board and electronic board facilities. Each school havebeen equippedwith computer lab with internet facility.
- 9.4 The computer- pupil ratio 1:10.
- 9.5 The pupil teachers ratio is 8.02.1 i.e approximate 8:1.
- 9.6 In CTSA schools activity based teaching learning is taking place with the facility of Minimum Level of Learning (MLL) activity labs, equipment's, libraries, botanical gardens and open math's /social science labs.

10. The following In-service courses were conducted during the year 2019-20: -

S. No.	Category	Duration	No. of Participants	Venue
1	11 days In-service training programme for PGTs, TGTs, PRTs and Miscellaneous Teachers of CTSA	13.5.19 to 23.5.19	37	NCERT, Delhi
2	05 Days Workshop/Seminar on School Administrator for Principals, Rector and PGTs of CTSA	24.6.2019 to 28.6.19	13	H.P. Institute of Public Administration, Fairlawns, Shimla
3	08 days Teachers Exchange Programme with Japan at Tokoyo organised by MHRD (02 PGTs selected for the programme)	13.10.19 to 20.10.19	2	Tokoyo, Japan

11. Major activities conducted during the year 2019-20

11.1 Republic Day (26th January, 2020) :-

The Republic Day of the nation was celebrated on 26th January every year in all the CTSA schools with great fervours. On this day all the CTSA schools has organised flag hosting, March past, Prabhat Pheri, Cultural programmes, Communal Harmony Programme etc. All the staff members, students, parents and local public attended the Republic Day celebration. Sweet was distributed to all.



11.2 International Yoga Day (21st June, 2019)

On 21st June, 2019 the 05th International Yoga Day was celebrated in all the CTSA schools as well as CTSA HQ, Delhi. All the Children & staff members participated with all vigour and enthusiasm.



11.3 Independence Day (15th August, 2019):-

The 73rd Independence Day celebrates in all the CTSA schools on 15th August, 2019 with great pomp and show. Flag hosting, March past, Prabhat Pheri, Cultural programmes, Communal Harmony Programme. All the staff members, students, parents and local public attend the function. On this occasion school has distribute sweet to all.



11.4 Mahatama Gandhi Jayanti (2nd October, 2019)

All the CTSA schools was organised 150th Birth Anniversary of Mahatama Gandhi on 2nd October, 2019 in a grand manner. On this occasion different informative and colourful patriotic programmes were organised by the schools. Heads of the institutions apprised with the life of Mahatama Gandhi and his contribution in the Indian Freedom struggle and appeal to the students to follow the principles of Gandhi Ji in letter and spirit.



11.5 International Mother Tongue Day:-

International Mother Tongue day was celebrated on 21st Febuary, 2020 in all schools of CTSA,

wherein students were made aware of the advantages of mother tongue. Three officers of CTSA HQs also participated in the International Mother Tongue Day celebration at Dr. Ambedkar International Centre, New Delhi.

11.6 Ekta Diwas (Sardar Patel Jayanti) 31st October, 2019

National Unity Day also known as Ekta Diwas, which was observed in all the schools to commemorate birth anniversary of Sardar Vallabh Bahi Patel who made unforgettable contribution in uniting the country. On that day Ekta Run, Open painting competition, Slogan writing, Speech and Quiz were organised by the schools.



11.7 Constitution Day:

Around 1550 students of CTSA schools have participated in this programme during the year. Pledge taken ceremony was conducted on 26.11.2019 during the schools assemblies. CTSA has prepared one year calendar of activities for celebration of constitution day w.e.f. 26.11.2019 to November, 2020.



11.8 Swachh Bharat Abhiyan:

All the CTSA schools implemented the guidelines for swacha Vidyalaya Abhiyan and conducted various activities i.e. teachers & students were engaged in cleanliness of school premises, weekly campaign to clean the nearby Tibetan camps/ villages by the teachers and students, Special Prabhatpheris . NukkadNatak, Quiz Competition and slogan writing on Swachh Bharat Abhiyan were organised during the Swachh Vidyalaya activities. About 1700 students and all staff members of schools and CTSA HQ participated in Swachh Bharat Abhiyan.



11.9 Fit India Movement:-

Under this activity extra coaching in sports/ Yoga are being given to the interested staff and students before and after school hours, traditional games of the state are being promoted by the Physical Education Teacher in the school. Staff Nurse is appointed in all the CTSA schools and part time Doctors are visiting in schools to check the physical fitness of the students from time to time. Around 1200 students and staff members are fully involve in fit India movement.

11.10 Children's Day Celebration (14th November, 2019)

On 14th November, 2019 children's day was celebrated in all the schools of CTSA to commemorate the birth anniversary of India's first Prime Minister Pt. Jawahar Lal Nehru. On this occasion cultural shows were organised by

all the schools with full enthusiasm and children enjoyed the same.

11.11 Kitchen Garden Scheme:

To boost the nutritive value of the midday meals and also encourage children to grow plants, vegetables and fruits. The Kitchen Garden Scheme has been implemented in all the CTSA Schools Good quality vegetables are being grown in CST,Herbertpur, Kalimpong and Darjeeling.

11.12 One Student One Tree:-

As per the MHRD guidelines about 1700 students have participated in “**One Student One Tree**” Programme by planting trees in the campus of all schools during the year.



11.13 Digital Learning & Training:

All the CTSA schools are well equipped with electronic smart boards, Computers with internet facilities and trained qualified teachers to impart the quality education through digitalization. The efficiency of teachers as well as of students have been improved through time to time trainings to teachers. Integration of Information and Communication Technology (ICT) in classroom and other activities to address diverse needs of students effectively implemented during the year.

11.14 Beti Bacho-Beti Padhao :-

Beti Bachao Beti Padhao is a social scheme of government of India in order to address the gender imbalance and discrimination against girl child in the Indian society. This scheme is to aware people about the importance of girls in the society keeping in view the safety and protection

of the girl child all through the country. CTSA made full efforts to increase the strength of girl's student in its schools situated all over the India and also ensured full participation / involvement of girls child in all the activities organised in school from time to time.

11.15 Self defence programmes for girl/women students:.

All the CTSA schools have conducted self defence training programmes for girl's students during the year. This scheme have been implemented and proved to be very beneficial for girl's students. All parents and students are very happy in this training being provided in schools.

11.16 Vigilance & Court Cases: -

Full efforts were made to reduce the court cases and timely disposal of grievances to minimized the court cases. Due to zero corruption tolerance policy, the prompt actions on vigilance cases have been taken and are being disposed off within time period.

11.17 Ek Bharat Shreshtha Bharat (EBSB)”:

Different type of activities have been organised by the CTSA schools under Ek Bharat Shreshtha Bharat during the year 2019-20. These activities were organised as per the calendar shared by the Govt. Of India,. The schools are maintaining a report on activities conducted under “Ek Bharat Shreshtha Bharat” in the form of a quarterly and annual School Report supported by photos and video of each activity.

11.18 Central Level Science, Social Science, Mathematics Exhibition

Central Tibetan Schools Administration Central Level exhibition was organized at CST Mussoorie (Uttarakhand) on 17.09.2019 in the subjects Science , Social Science and Mathematics. 36 students from all over India participated in the exhibition.



10.19 Beautification of school campus:-

During the year CTSA schools have beautified their campus by whitewashing, painting the buildings, creating various informative slogans, photographs of Diagrams and data's on the walls, corridor, Classrooms play ground and Boundary walls to make the school campus vibrant , beatifful and informative. CST, Herbertpur, CST Mussoorie and CST Shimla have shown exempluory progress in this area.

National Institute of Open Schooling (NIOS):

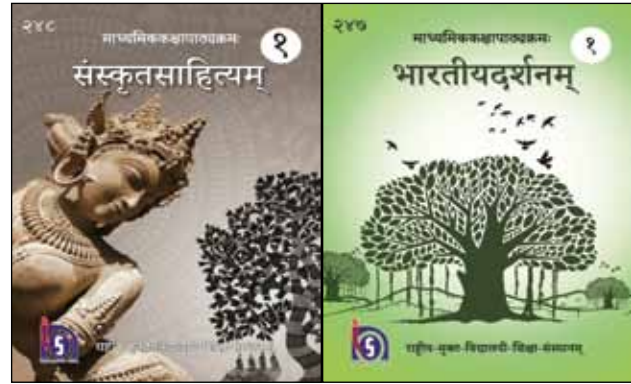
1. Activities under 100 Days Action Plan of MHRD

i) Introduction of On Demand Examination System (ODES) in Bharatiya Darshan (247) and Sanskrit Sahitya (248) at secondary level under Bharatiya Jnana Parampara stream

NIOS offers a new stream '**Indian Knowledge Tradition**' for reviving Vedic Education, Sanskrit language and literature, Indian Philosophy and many other areas of ancient Indian knowledge. Under this stream, NIOS offers five subjects - Veda Adhyayan, Sanskrit Vyakaran, Bhartiya Darshan, Sanskrit Sahitya and Sanskrit (Language subject) at both Secondary and Senior Secondary levels in Sanskrit Medium.

Under the 100 days Action Plan, NIOS developed a Question Bank of 700

questions for On-demand examination in two subjects at secondary level-Bhartiya Darshan and Sanskrit Sahitya.



ii) Development of Videos in Indian Sign Language for Enhancing inclusion of Persons with Disabilities

NIOS aims to reach a large number of learners with the flexibilities and unique set of facilities especially for the learners with special needs. There are 70 Lakh Deaf and Hard of Hearing people in the country. NIOS has devised numerous strategies to make sign language learning resources available to deaf learners through the use of technology.

In order to provide wider access to educational contents at secondary level, 153 videos (90 videos in Social Science and 63 videos in Indian Culture and Heritage) in Indian Sign Language have been developed. These videos have been uploaded on NIOS Channel on Youtube and will be broadcast through Swayam Prabha DTH Channel 30 (Gyanamrit).



iii) Introduction of 2 pre-vocational subjects at Primary level-Cutting, Tailoring & Dress Making, and Vermi Composting

The Open Basic Education (OBE) Programme is an educational programme equivalent to the elementary education of the formal education system providing elementary education. The programme is offered at three levels i.e. Level A (Classes I to III), Level B (Classes IV to V) and Level C (Classes VI to VIII). The programme is offered for Children (6 to 14 years age group) and Adolescents and Adults (Above 14 years).

NIOS has developed two Pre-vocational subjects at Level C-

- Cutting, Tailoring and Dress Making
- Vermicomposting



iv. Introduction of 5 New subjects at A/B/C levels under Bharatiya Jnana Parampara

The Bhartiya Jnana Parampara (Indian Knowledge Tradition) stream was introduced at Secondary and Senior Secondary level in Sanskrit medium. The purpose of the course is to revive the Indian knowledge traditions and make it accessible for everyone. Now, the initiative was taken up to introduce it at Elementary level under Open Basic Education Programme at Level A, B and C. The

Self Learning Materials in Sanskrit, Veda, Yoga, Vijnana and Vocational Skills have been developed at all three Levels. All these courses have been developed in the English medium.



v. Introduction of 5 subjects at secondary level in regional language medium-Kannada, Punjabi, Assamese

NIOS offers courses at Secondary level in 9 mediums. These mediums are Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium. New mediums are also introduced time to time as per the demand from learners. Recently NIOS has received requests from various stakeholders for inclusion of some more mediums at Secondary level. NIOS has taken the initiatives for introducing three new mediums in regional language at Secondary level i.e. Punjabi, Kannada and Assamese medium.

2. Introduction of New Courses

Development of Self Learning Material and introduction of new courses is a continuous activity to widen the reach of NIOS. In this context, NIOS has introduced following new courses from the year 2019 at Secondary and Senior Secondary level:

- i) **Secondary Level**
 - a) Sindhi Language
 - b) Hindustani Music
 - c) Carnatic Music

ii) Senior Secondary Level

- a) Military History
- b) Military Studies
- c) Physical Education and Yoga
- d) Early Childhood Care and Education
- e) Malayalam Language.

3. Online Education through NIOS portal

All the learner's related activities are done only through online mode with digital payment facility. About 5 Lakhs learners are using online education with about 50 thousands visit the portal www.nios.ac.in every day. All course materials of Secondary, Sr. Secondary and vocational courses including talking books in DAISY format for visually impaired learners are available on NIOS portal.

4. Development of MOOCs for SWAYAM

The NIOS has taken up development of Massive Open Online Courses (MOOCs) for its secondary and senior secondary study material. Through this new initiative, NIOS aspires to provide access and freedom to learners to study and also undertake self-assessment through the in-built self-check exercises anytime, anywhere. However, for certification, the learners will register and write the examination at their own convenience through "On-Demand Examination System". 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is a programme initiated by Ministry of HRD, Govt. 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. NIOS is a National MOOCs Coordinator (NMC) under SWAYAM and offer courses at Secondary and Senior Secondary

levels. As of now, NIOS has developed MOOCs in 18 subjects of the secondary courses and 20 subjects of the Senior Secondary courses and 5 courses of Vocational Education through www.swayam.gov.in/NIOS. There is ample integration of audio and video in the e-content. The courses are available at www.swayam.gov.in.

5. Online Education through SWAYAM Prabha DTH Channel.

The SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite. Every day, there will be new content for at least (4) hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience.

- For those who do not have much Internet access, NIOS telecast its curriculum based video lectures on Swayam Prabha PANINI Channel # 27 for Secondary course, SHARDA Channel # 28 for Senior Secondary Course, GYANAMRIT Channel # 30 for Sign language, Yoga course, Vocational Courses & community health programme and VAGDA Channel # 32 for Teacher Education Channel # 25 for Regional Medium Assamese, Bangla, Telugu and Odia

In addition NIOS also telecast Live interactive programme every day for 2 Hours 3.00 pm to 5.00 pm Monday to Friday on school education from its own HD studio. The Learners also watch these video lectures available on NIOS YouTube channel where the Subscription is about 2.67 Lakhs and viewership is more than 28 million till March 2020.

6. Pradhan Mantri Gramin Digital Saksharta Abhiyan' (PMGDISHA):

The Government of India launched a new Scheme titled "Pradhan Mantri Gramin Digital

Saksharta Abhiyan' (PMGDISHA). The scheme is aimed at empowering the citizens in rural areas by training them to operate computer or digital access devices and related applications especially Digital Payments. The online training is provided by the CSC -e-Governance Services India Ltd. through its Common Service Centres and partner institutions all over India. The online assessment & certification is done by NIOS as one of the Nodal Agencies through online remote proctoring facility. The assessment is available in all 22 Indian languages. **More than 91.24 Lakhs till March 2020 are assessed and Certified** under PMGDISHA by NIOS.

7. Diploma in Elementary Education (D.El.Ed) :

The National Institute of Open Schooling (NIOS) was identified by MHRD as the nodal agency for the training of 12.11 lakhs untrained in-service elementary teachers across India through its online **D.El.Ed Programme** using NIOS portal www.dled.nios.ac.in, SWAYAM portal and SWAYAM Prabha DTH dedicated VAGDA Channel (#32) for telecast of quality video lectures. With the support of MHRD, Govt of India and in collaboration with the State Govt., NIOS successfully completed all the activities related to the D.El.Ed. programme including conduct of the final examination within the scheduled duration by 31st March 2019. The final result was declared on 22nd May 2019 and is available on the portal. About 80% Teachers have successfully completed the course.

8. Professional Development Programme of Elementary Education (PDPET)

Similarly as per direction of MHRD and approval of NCTE, NIOS also conducted six-month Special Professional Development Programme of Elementary Education (PDPET) for B.Ed.

teachers teaching at primary level. 1,08,582 teacher trainees registered in this training programme. NIOS successfully completed all the activities related to the PDPET programme including conduct of the final examination within the scheduled duration by 31st March 2019. The final result was declared in June 2019 and is available on the portal. About 74% Teachers have successfully completed the course.

9. Capacity Building :

Capacity Building Cell (CBC) of NIOS conducted various training and workshops for its faculty and staff at HQs and at Regional Centres to enhance their capacity during the year. Being one of the National Coordinators for school education and elementary teacher education at SWAYAM Platform, NIOS has actively conducted SWAYAM Workshop for the **Teacher educators, Research Scholars, Graduation & Post Graduation Teacher Education students** at various universities and institutions.

10. Media Unit of NIOS has been producing live TV, video, audio and Radio programmes based on the curriculum of academic, vocational subjects to supplement the printed Self Learning Material (SLM) and make learning easy for the learners of NIOS throughout the country and abroad. **The HD TV/video studio** setup are being utilized effectively everyday to produce quality live TV/video programmes for dissemination enriched course content to the enrolled learners of NIOS. During the year about 850 video lectures on NIOS Academic courses were produced for telecast including programmes in Sign Language. On MHRD directives, video recording of reading of Preamble of the Constitution of India was carried out in 22 regional languages and in sign language for telecast on the SWAYAM PRABHA DTH channels on the eve of Mother's Language Day 19th Feb 2020.

11. Mukta Vidya Vani (MVV)

The internet based audio streaming facility of NIOS and Radio Vahini FM 91.2 MHz – the community Radio Station of NIOS are effectively engaged in the quality productions of audio/radio media programmes for the learners of NIOS. Radio Vahini conducted live broadcast of special programmes i.e. series on Sardar Vallabh Bhai Patel’s 144th birth celebrations, Ek Bharat Shreshth Bharat, Beti Bachao Beti Padhao, Women’s day, etc. During the year **total 227 radio programmes** were broadcast live on Radio Vahini. Recordings of these programmes were further broadcast through Federation of Community Radio Station (FCRS) a network of 176 Community Radio Station located across the India. NIOS organises live interactive web-streaming of Personal Contact Programmes (PCPs) on various subjects of Secondary, Senior Secondary and Vocational courses for its enrolled learners through Mukta Vidya Vani (MVV), a web based radio programme. Everyday, two live programme are aired through Mukta Vidyavani and also repeated for more access of learners. It’s a phone-in programme and learners can ask their question on calling our Toll Free No. 1800-180-2453. Radio Vahini 91.2 FM, a Community Radio of NIOS, also broadcast these PCPs to maximize its reach not only among the learners but to the masses in general. The recordings of these audio PCPs are available 24x7 on NIOS website at <https://nios.iradioindia.in>.

12. New Programmes Developed in Vocational Education:

New programmes developed/Updated by the department as per NSQF guidelines in the past one year include the following:

- ❖ Indian Embroidery;
- ❖ Bamboo Cultivation;
- ❖ Diploma in Naturopathy and Yogic Science;

- ❖ Mushroom Production;
- ❖ Physical Education & Yoga;
- ❖ Certificate in Library Science.

13. Courses Aligned as per NSQF Guidelines:

A total of 10 vocational programmes of varied sectors were aligned as per NSQF guidelines.

- ❖ CRM Domestic Voice;
- ❖ Diploma in Medical Laboratory Technology;
- ❖ Computer Applications;
- ❖ Basic Computing;
- ❖ Yoga Teachers Training Programme;
- ❖ Dairy Operator;
- ❖ Web Development;
- ❖ Auto Technician (under development);
- ❖ Retail Sales Associate (under development);
- ❖ Diploma in Insurance Services (under development).

14. Introductory Videos Developed:

With a view to publicise and promote vocational programmes, 3-4 minutes videos were developed in house by the vocational faculty and circulated to all the AVIs and Regional Centres. The videos were developed in the area of Beauty & Wellness, Bee Keeping, ICT related courses, Community Health Programme and Yoga Teachers Training Programme.

15. Development of Outcome Oriented Training Schedule:

In order to streamline the practical component of the vocational courses, uniform learning outcome oriented daily training schedules

based on the National Occupation Standards for each vocational course have been designed in consultation with the subject matter experts. These training schedules have been prepared day wise and give the breakup of theory and practical lessons along with their learning outcomes. This brings in uniformity in outcome based training at the AVIs. These Training Schedules have been sent to all the Regional Centres for disseminating it further to the AVIs.

16. Establishment of Skill Lab at Regional Centre, Amethi:



(Learners at the Skill Lab)

With an objective of skilling girls/women belonging to the underprivileged sections of the society at Amethi, NIOS Regional Centre, Amethi has been converted into a skill development lab. Appropriate infrastructure was created and faculty was hired. Around 62 girls and women have undertaken a 40 days intensive face to face training at Amethi in Cutting & Tailoring course in February/March 2020. The aim was an experimental project where it was focused to help the weaker section girls/women of the society in generating income. They would be appearing for exams soon.

17. Off-line to On-line Admission Procedure in Vocational Programmes:

In order to bring transparency in the admission procedure, the admission process of vocational programmes was converted from off-line to on-line in the year 2019.

18. Training of Handicraft Artisans:



(Learners practicing the Embroidery work with Master Craftsmen)

NIOS and Ministry of Textiles (MoT) signed a MOU for providing training to the Handicraft Artisans and their children free of cost. Under this program, in the first phase, around 100 learners belonging to the SC category were trained in the craft of Indian Embroidery along with Functional English, Functional Hindi and Entrepreneurship in an intensive 30 days contact training programme.

19. MoUs Signed/Renewed with State Govts

(i) Multi Purpose Health Workers in Collaboration with National Health Mission, Maharashtra:



(MoU signed with National Health Mission, Maharashtra)

NIOS and National Health Mission, Public Health Department, Government of Maharashtra signed a Memorandum of Understanding (MoU) on 7th May 2019 at Arogya Bhawan, Mumbai. This MoU is

focused at offering Vocational programmes to the Health Service Providers of National Health Mission (NHM) through NIOS courses. The aim is to impart uniform, structured and quality training to the Multipurpose Health Workers (MPW) and Class III Male Health Workers.

(ii) Kasturba Gandhi Balika Vidyalaya (KGBV), Gandhinagar:



(MoU signed with GCEE Gandhinagar)

KGBV is a panacea for the girls from the economically weaker and marginalized sections of the society. There is a necessity today to incorporate Vocational education component in the KGBVs. NIOS signed an MoU with Gujarat Council of Elementary Education (GCEE) in November 2019 for offering vocational skills to the girl students enrolled in the KGBVs. NIOS already has more than 200 KGBVs in the state of Rajasthan and the enrolments in these are very encouraging (around 7000 to 7500 annually).

(iii) Food Safety Standards Authority of India (FSSAI):



(MoU signed with FSSAI, Delhi)

MoU with the Food Safety and Standards Authority of India, Ministry of Health & Family Welfare, was signed on 22nd January 2020 at FDA Bhawan, Delhi. The objective of the MoU is to integrate food safety and awareness content of FSSAI in NIOS curriculum and jointly develop courses on Nutrition and Food Safety to provide joint certification. A first Joint Coordination Committee (JCC) meeting was held at FSSAI on 4th February 2020.

(iv) Indian Medical Association of India (IMA):

NIOS has an MoU with IMA which was further renewed on 3rd May 2019 in the IMA House, ITO, Delhi in the presence of officials from both the IMA and the NIOS. The objective of the MoU is to collaborate on projects and programmes related to the Health & Paramedical offered by NIOS.

20. Laurels by NIOS Vocational learner:

Ms Seema Pathak, learner of Yoga Teachers Training Programme from NIOS, got Gold Medal and stood first in the State Level Competition of Yoga. She was also felicitated by NIOS.

The Department was conferred upon the Pt. Deen Dayal Upadhyay Excellence Award 2019 by Pt Deen Daal Upadhyay Smriti Manch.

21. Celebration of 150th birth anniversary of Mahatma Gandhi at NIOS

NIOS celebrated 150th Birth Anniversary of Mahatma Gandhi. Major activities performed under this programme are as follows:

- i) “Lecture on Gandhi Darshan” by Prof. Ravinder Kumar Former VC IGNOU
- ii) Mukta Vidya Vani programmes on topics i.e. Gandhi and Politics, Nayi Talim, The Life of Mahatma Gandhi, Nutritious food- Gandhian way etc.

- iii) 5 video programme to commemorate the 150th birth anniversary of Gandhi Ji on Swayam Prabha and NIOS Youtube channel.
- iv) Daily scroll of quotations on “Gandhian Thoughts” on the NIOS website.

22. Brainstorming Session on National Policy of Education 2019

The National Institute of Open Schooling organized a one day brainstorming session on draft National Policy of Education (NPE) 2019 on 27th June 2019 at NIOS HQ, NOIDA. The programme was attended by some of the eminent educationists from reputed educational institutes from all over the country. After thorough deliberations, recommendations in some specific areas for inclusion in the draft policy were presented. These areas are:

- i) Early Childhood Care and Education
- ii) Curriculum Reforms
- iii) Teacher Education
- iv) Teacher Development and Management

- v) Need for Introduction of Credit Policy at School Level
- vi) Funds Allocation

They also appreciated the contribution of NIOS in the National Education in following areas:

- i) Open Basic Education (OBE)
- ii) NIOS addressing to the linguistic diversity
- iii) Education of learners with disabilities
- iv) Bhartiya Jnana Parampara (Indian Knowledge Tradition)
- v) NIOS Education Project for Indian Army (NEPIA)
- vi) Education through ICT at NIOS
- vii) On-Demand Examination System (ODES)

The following were also recommended unanimously:

- i) Establishment of School Education Commission
- ii) Establishment of Vedic Schools
- iii) Upgrade NIOS as an Institute of National Importance (INI).





05



**MAJOR ACHIEVEMENTS OF LAST ONE
YEAR IN THE DEPARTMENT OF SCHOOL
EDUCATION AND LITERACY**

Major Achievements of Last one Year in the Department of School Education and Literacy

Samagra Shiksha

Four year B.Ed Integrated Course: Applications for the 4-year Integrated Teacher Education Programme (ITEP) with specialization for pre-primary, elementary, secondary and senior secondary teachers were called from 03.06.2019 to 31st July, 2019; around 3000 applications were received from across the country. This integrated programme, with a world class curriculum, is expected to bring about a qualitative change in pre-service teacher education in India.

Performance Grading Index (PGI): To objectively evaluate the performance of the school education system in the States/UTs, MHRD has designed and released a 70 indicators based matrix called Performance Grading Index (PGI) to grade the States and UTs.

UDISE +: In 2018-19, the UDISE+ (i.e. UDISE plus) application has been launched to collect data from all schools, so that it becomes an effective tool for decision making. Data for the year 2018-19 has been received and is being published. States have been asked to send data for the year 2019-20.

Digital Infrastructure for Knowledge Sharing (DIKSHA): In order to provide supplementary learning material for students and for upgrading the skills of teachers, MHRD has developed a dedicated Digital Infrastructure for Knowledge Sharing (DIKSHA) platform.

NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement: 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 have been trained under NISHTHA in 2019-20.

Participation of India in Programme for International Students Assessment (PISA)

- In-principle approval for participation of India in PISA 2024 has been taken
- States were encouraged to take up the Creative and Critical Thinking (CCT) weekly practice tests developed by CBSE in the schools which would help to hone the skills of CCT and generation of curiosity in students by connecting learning with real life situations
- Competency based Assessment question papers have been developed and uploaded on the CBSE Academic website incorporating 10% competency-based questions.
- For Capacity building of Teachers, about 1300 teachers trained as Master Trainers and about 17000 teachers trained on PISA

STARS: The EFC has approved the project in its meeting held on 08.04.2020. Cabinet note has been sent to NITI Aayog, Prime Minister's Office and Cabinet Secretariat on 28.04.2020 for approval to CCEA.

Vocational Education: *1811 schools were approved last year under Vocationalisation of School Education component of Samagra Shiksha expanding the coverage from 9623 schools across 31 states/UTs in 2018-19 to 11434 schools across 32 states/UTs in 2019-20. Vocational Education under Samagra Shiksha was approved for the first time for UT of Lakshwadeep in 2019-20.*

- i) *The implementation of Vocational Education by the States and UTs also paced up in the last year as the number of schools implementing Vocational education increased from 7470 schools to 10058 schools across the nation. The number of students undergoing vocational education under Samagra Shiksha increased from around 8 lakh to more than 12 lakh students.*

Free Uniforms: Rs. 4716.81 crore provided to 8.02 crore children for free uniforms including Girls, BPL, SC and ST boys at elementary level (Classes I to VIII).

Free Textbooks: Rs. 3099.62 crore provided to 9.99 crore children for free textbooks at elementary level (Classes I to VIII including Braille and Large print books for children with visual impairment).

Youth and Eco Clubs: Youth and Eco clubs in the schools are for participation of students in activities such as debates, music, arts, sports, reading, physical activities after school hours and during vacation. The utilization of the ideal school infrastructure particularly playing fields, sports equipment and libraries helps the students

to develop hobbies, skills and interests they might not otherwise be able to explore.

Reimbursement Under per Section 12 I (C) of the RTE Act: Section 12 of the RTE Act 2009, under sub clause 1(c) provides that schools belonging to specified category and unaided schools (non- minority) not receiving any kind of aid or grants to meet its expenses from the appropriate government or the local authority shall admit in class I, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighborhood and provide free and compulsory elementary education till its completion. As per Annual Work Plan and Budget of the States and UTs (AWP&B 2019-20), 41.35 lakh children belonging to disadvantaged groups and weaker sections were admitted/ studying in private unaided schools under the provision in the year 2018-19. Section 12 (2) of the RTE Act also provides for reimbursement of fee to private schools against admission under Section 12 (1). MHRD has approved Rs. 110002.683 lakh in the year 2019-20 towards reimbursement of fee to private schools.

Legislations enacted during 2019

- (i) **Change in the policy of retention in the 5th and 8th grade or in both the classes**

The Right to Free and Compulsory Child Education (Amendment) Act, 2018 has been notified on January 11, 2019. The said Act empowers the appropriate government to decide whether a child should be retained in 5th grade or 8th grade or in both classes or no child should be retained in any class till the completion of elementary education. The proposal for amendment of the Central Rules has been sent to the Ministry of Law.

(ii) Amendment in the NCTE Act 1993

The National Council for Teacher Education (NCTE) Act, 1993 has been amended vide NCTE(Amendment) Act, 2019 to grant retrospective recognition to the Central/State Institutions/Universities, for pre-service teacher education courses.

Other Major Achievements

1. Bifurcation of Jammu & Kashmir in UT of J&K and UT of Ladakh:

- With the enactment of The Jammu & Kashmir Reorganisation Act, 2019, two Central Laws pertain to this Department, namely the National Council for Teacher Education Act, 1993, and the Right of Children to Free and Compulsory Education Act, 2009, were applied to the new Union Territory of Jammu & Kashmir and the Union Territory of Ladakh, which were not applicable in the erstwhile state of Jammu&Kashmir. Actions to be taken by UT of J&K and Ladakh for smooth implementation of RTE Act and NCTE Act were prepared to the two UTs.
- Steps were taken for implementing Samagra Shiksha were informed to the two UTs.
- Action plan prepared for training to teachers in J&K.
- Bifurcation of budget outlays and releases for 2019-20 for two UTs.
- Meetings of MHRD officers were organised in the two UTs to resolve the issues pertaining to issues arising after bifurcation of J&K.

2. Revision of Guidelines for Library Grant and Reading promotion under Samagra Shiksha :

The old Guidelines on library grant have been revised. These present Guidelines emphasise the promotion of reading as a whole apart from development of libraries and procurement of library books and the activities that can help achieve these goals. The following main points have been included in the guidelines;

Procedure for Identifying, Printing and Procuring Library Books:

- A Selection Committee will be constituted at the State / UT level to select books.
- Story Books, magazines and comics published by NCERT, NBT, CIIL, SCERTs and other Central and State Government agencies can be considered for selection, including Publication Division of Ministry of Information and Broadcasting.
- States and UTs may develop their own story books and may utilise 20% of the funds for procurement of library books in regional /local languages from publishers who publish books in regional / local languages.
- The books will be categorized for ageappropriate reading. Books for classes I to V will be known as BULBUL series, classes VI to VIII as KOYAL series and classes IX to XII as MYNAH series.
- Based on suggestions received from States, it is advised that these books may be printed and distributed to schools by following the same procedure for printing and distributing textbooks.
- All books procured for libraries under Samagra Shiksha scheme must be procured at State / UT level by the Committee.

- States and UTs may place direct orders with NCERT / NBT / CIIL / I&B / SCERT and other Publishers for procurement of the books or obtain the copyright of books.
- For visually impaired children, library collection should include tactile map books and Barkha Series from NCERT as well as audio books from National Institute of Open Schooling (NIOS) and NCERT.
- States will keep complete records of library books school-wise and these shall be uploaded on UDISE+.

Reading promotion:

- Bal Sansads (Child Cabinets), where available, may be given responsibility to maintain the books in the reading corner.
- To promote reading amongst students, schools need to establish vibrant libraries as a learning centre, set up reading corners and create a print rich environment.
- Various child-friendly components such as poem corners and message boards can be developed.
- Innovative and low cost ways to display the library books to make them accessible to children readily may be adopted.
- Innovative ways such as celebrating language festivals, organising monthly story-telling sessions, reading events and literature fairs may be carried out for promoting reading.

In the year 2019-20, an outlay of Rs. 71164.78 lakh has been approved under library grant for 1009357 schools of different categories.

3. Grant for Sports and Physical Education under the centrally sponsored scheme of Samagra Shiksha

In the year 2019-20, an outlay of Rs. 800.40 crore

has been approved under sports grant for 1002558 government schools of different categories. For the year 2020-21, proposals received from States are being considered by PAB.

States have requested to conduct the following in schools:

- Nodal Officer for the better implementation of the program
- Organise Daily Fitness Activities in all the schools
- Organise Fitness Training for Teachers
- Organise Annual Fitness Assessment of Students
- Appoint Physical Education Teacher in Schools

4. Organising FIT India Movement Activities in schools:

- 13 lakh schools and 11 crore students all over the country took the fitness pledge.
- FIT India Plogging run organized on 2nd oct 2019 in all schools
- FIT India School Weeks India
- 1.57 lakh schools received FIT India Flags
- 27,761 schools with 3 star rating and 10,702 schools with 5 star rating.
- 40 States/UTs/Institutions have appointed Nodal Officers
- Fitness Training for Teachers
- Annual Fitness Assessment of Students
- Recruitment of Physical Education Teachers and trained the existing teachers in Schools
- Issued a “Month Wise activity calendar” with all the states under Fit India Movement.

- Developed mechanism to choose Fit India Blocks and Fit India Districts on the basis of suggested parameters.
- Daily Fitness Activities/ PT/Fitness session of 30 Minutes duration as a part of regular curriculum.
- Schools may utilize Government's sports facilities available in their respective State. A list of Government's sports facilities available in all the States/UTs has been shared with all the schools.
- Online **FitIndiaActiveDay** daily sessions in coordination with CBSE and Fit India cell.

5. Organising Ek Bharat Shreshtha Bharat (EBSB)

“Ek Bharat Shreshtha Bharat” programme is being organised in all schools. The following achievements have been made for EBSB:

- In National Unity Day 7.56 lakh schools and 57.4 crore students participated across the country
- In National Level Kala Utsav Program-296 students participated
- 83 thousand EBSB Clubs formed in the schools
- In Band Competition 10 thousand students participated at state level and 400 at National Level.
- In the month of November 686 Schools and 1.25 Lakh Students participated in various EBSB activities.
- In the month of December 31,896 Schools and 27.84 Lakh Students participated in various EBSB activities.
- In the month of January 49.5 lakh students and 46.13 thousand schools participated in various EBSB activities.

- In the month of February 51 Lakh students and 61 thousand schools participated in various EBSB activities.
- 42 States/UTs/Institutions have appointed Nodal Officers for EBSB
- A book namely “Unity in Cultural Diversity” prepared by the NCERT has been shared with all the states for further dissemination.
- Online video call/ telephonic conversation among the students of pairing states are held.
- Online Quiz Competition has been organized in coordination with Ministry of Tourism, Government of India at MyGOV.
- On Matribhasha Diwas 3 lakh Schools and 2.12 crore students participated in the suggested activities.

6. Organising 150th Birth Anniversary of Mahatma Gandhi

The Department of School Education & Literacy is conducting nationwide activities for the same. The following activities have been completed by Dept. of School Education & Literacy:

- An Expression Series was organized by the CBSE on Mahatma Gandhi from August 19 to September 3, 2019. Approx 4.5 lakh students participated in the series.
- Swachh Bharat Diwas (Shramdan: Plastic Waste Collection) was organized on 2nd October 2019 and 6,70,33,153 students of 7,73,050 schools participated in Shramdaan for Plastic Waste Collection on 2nd October 2019.
- During the Swachhata Hi Seva Day on 11th September 2019, a total of 7,83,54,218 students participated in shramdaan activities from 12,35,635 schools.

- 3,54,67,127 students of 6,65,818 schools participated in Letter Writing Competition “Letter to Bapu”.
- 32 States/UTs/Institutes have appointed Nodal officers for implementation of 150th Birth Anniversary of Mahatma Gandhi in Schools.
- To celebrate the occasion of 150th Birth Anniversary of Mahatma Gandhi, a national level function was organized on 1st October 2019 in New Delhi.
- Launched “Discover Gandhi Portal and App” to bring together students, teachers, teacher educators, researchers, historians, and educationists.

7. Organising Nagrik Kartavya Palan Abhiyan in schools

- A calendar of activities was prepared and States and UTs were advised to carry out the following activities vide letter dated 31st October, 2019. The following activities have been completed:
- The Preamble to the Constitution was forwarded to States and UTs for reading the same on constitution day 26th November, 2019. About 9.63 lakh schools and 10.96 crore students participated in the reading of Preamble and other activities on 26th November, 2019.
- An activity calendar has been shared with all the States / UTs for conducting year long activities under celebration of Constitution day,
- 34 States/UTs/Institutions have appointed their Nodal Officers for smooth implementation of and they

are sending monthly action taken report at National Level.

- Inclusion of Fundamental Duties in text books.
- Online quiz for different grades, focused on the Constitution at the state and national level.
- Translation of NECRT text books in multiple languages and shared with libraries and schools of various States and UTs.
- Letter issued by the department to all the States and UTs to observe Samrasta Diwas on 14th April. The report of the same is yet to be received.
- Department is closely coordinating with the Department of Justice to successfully implement the program and the month wise action taken report has been shared with Department of Justice regularly.
- In the month of February 2.19 crore students participated in various activities.

8. National Means-cum-Merit Scholarship Scheme

The scheme has been approved for continuation for three years from 2017-18 to 2019-20 with the approval of Hon’ble HRM and Hon’ble Finance Minister after appraisal by EFC. **As per the latest provision under the scheme the scholarship amount is enhanced from Rs. 6000/- to Rs. 12000/- per year with effect from 1st April, 2017.** There is a separate quota of scholarships for each State/UT.

During the year 2019-20, funds amounting to Rs. 331.26 crore was released for 276054 scholarships.

The Budget Estimated of the NMMSS Scheme for the year 2020-21 is 373.00 crore. There would be approximately 1.10 (off-line) lakh and 2.00 (Received on NSP) lakh beneficiary students under NMMSS in current year as under:-

Sl. No.	Items	Amount in Crore	Remarks
1	Budget Allocation	373.00	
2.	Estimated proposal on NSP (Proposal of 2.00 lakh students)	240.00	1.10 lakh renewal cases + 90 thousand new cases
3.	Offline Proposal in Hand (Proposal of 20516 students)	24.62	
4.	Estimated offline proposal from State during 2020-21 (proposal of approx 90,000 students)	108.00	State Government have been requested to furnish the pending offline cases at the earliest.

Mid Day Meal Scheme

Major Achievements under Mid Day Meal Scheme

1. The scheme covers about 11.59 crore children studying in 11.34 lakh schools.
2. Cooking cost is enhanced by 10.99 % from Rs 4.48 to Rs 4.97 per child per school day for primary children and from Rs 6.71 to Rs 7.45 per child per school day for upper primary children w.e.f. 01.04.2020.
3. Advisory issued on 06.09.2019 to States/ UTs for the use of Millets (Nutri-cereals) under MDMS.

4. Guidelines has been issued for setting up of School Nutrition (Kitchen) Garden. School Nutrition Gardens have been developed in more than 2.5 lakh schools across the country.
5. **COVID-19 Effect** -To meet the nutritional requirements of the eligible children under Mid Day Meal Scheme in order to safeguard their immunity, on advise of MHRD, States and UTs have started providing Mid Day Meal or its equivalent Food Security allowance inclusive of Food grains and Cooking cost during:
 - a) closure of schools due to COVID-19.
 - b) summer vacations as a one time measure which includes an additional Central expenditure of Rs. 958 crore and 3 lakh MTs of foodgrains.

National Award to Teachers:

These Awards were instituted in 1958. From mid-60s, 5th September came to be the fixed date for the function on account of birthday of Dr. Sarvepalli Radhakrishnan, former President of India. Over the years, the number of awards increased to 378 awards. The guidelines of the scheme were revised in the year 2018. Online self-nominations from teachers were invited on www.mhrd.gov.in. The number of awards was rationalized to 47 (max.). The online self-nomination process was followed by 3 tier selection process at District, State and National level. An independent Jury at the National level made the final selection of 46 awardees. Hon'ble Prime Minister interacted with and felicitated the awardee teachers at his residence on 3rd September 2019. Hon'ble President of India gave away the Awards at Vigyan Bhawan on 5th September 2019. Films on the achievements of each awardee made by National Films Development Corporation

(NFDC) have also been shown during the ceremony.

DHRUV Programme

The Government has launched the Pradhan Mantri Innovative Learning Programme- DHRUV to mentor and nurture talented children to enrich their skills and knowledge so that they can realise their full potential and contribute to society. **The phase-I of the programme was launched on 10th October, 2019 at ISRO, Bengaluru.**

Selection of 30 students of Science group and 30 students of Performing Arts group has been made by an Advisory Committee headed by the Principal Scientific Advisor in consultation with the Department of Science and Technology, Atal Innovation Mission, NITI Aayog and National Council for Education Research and Training (NCERT), Centre for Cultural Resources and Training (CCRT) and Sangeet Natak Akademi, Ministry of Culture.

During the 14 days programme, structured activities were carried out for students of Performing Arts group at National Bal Bhavan, New Delhi and for students of Science group at IIT-Delhi and during evenings, combined activities for both groups were organised. The students were mentored and nurtured by renowned mentors from IIT- Delhi, Atal Innovation Mission, NCERT, CCRT etc. The immediate output of the programme in the form of cultural performance and exhibition of science projects was demonstrated during the Valedictory function on 23rd October, 2019, in front of the Chief Guest of the function, Hon'ble Vice President of India, Sh. M. Venkaiah Naidu.

Report on “Pariksha Pe Charcha 2020” with Hon'ble PM

1. Background

Third edition of Prime Minister's

Interaction Programme with school students “ParikshaPeCharcha 2020” was held at Talkatora Stadium, New Delhi on 20th January, 2020. The unique Town Hall format of the event in which the Hon'ble Prime Minister directly interacted with school students at the Talkatora Stadium, New Delhi was held on 20th January, 2020.

2. Participation

- i) An online competition was organized from 2nd December to 23rd December, 2020 for students of classes 9 to 12 through www.mygov.in portal. 2.63 lakh entries were received
- ii) Students from all over India and also Indian students residing abroad from 25 countries participated.
- iii) Students from all 37 States and UTs participated and viewed the programme. Schools under CBSE/ KVS in foreign countries also participated .

3. Media Coverage

(a) Live Coverage:

- Doordarshan, most of the private TV channels and AIR live telecast and broadcast the programme.
- The programme was also webcast on Facebook, Youtube etc.

(b) Viewership:

This programme was viewed by 15.27 crore persons details of which are as under:

School/ college students/ parents/teachers: 12.27 cr

Viewership through private TV channels: 1.80 cr

Others (e.g. Facebook, 1.20 cr MyGov, NamO App, etc.):

6. Unique features of PPC 2020

- i) Compared to slogan competition in 2019, this year essay competition was conducted for eliciting better articulation by students and to enable them to express themselves in a comprehensive manner.
- ii) As against 1.03 lakh responses in 2019, this year we have received 2.63 lakh responses from students throughout the nation on MyGov platform. This is over 250 percent increase.
- iii) To showcase the extra ordinary talent of the students of government schools, Kendriya Vidyalaya students compered the event of ParikshaPeCharcha 2020. Their extra ordinary talent was appreciated by Hon'ble PM himself.
- iv) When the Prime Minister visited the painting exhibition in the Foyer, the students introduced themselves in different regional languages other than their own mother tongue depicting the spirit of Ek Bharat Shrestha Bharat.

Digital Education Note

Digital Infrastructure for Knowledge Sharing (DIKSHA)

Digital Infrastructure for Knowledge Sharing (DIKSHA) portal and mobile app created by MHRD-Govt. of India is a store house of large number of eBooks and eContents created by States/UTs and National level organizations. The eTextbooks of NCERT and related eContents, mapped with QR Codes, are available on

DIKSHA, which can be accessed by logging on to: <https://diksha.gov.in/> or <https://diksha.gov.in/ncert/>

1. DIKSHA is being envisaged as One Nation One Digital Portal for School education.
2. The DIKSHA platform is being used since 2017 to provide access to variety of e-content (energized text-books, Digitized chapter PDF of textbooks, explanatory videos, 3D simulations, content for practice of concepts, question banks, quiz relevant to curriculum and linked at Chapter and sections levels, etc., Teacher Training courses) both by Central Agencies (e.g. NCERT, CBSE) and States and UTs.
3. DIKSHA has content in 15 languages - Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Odia, Sindhi, Tamil, Telugu, Urdu, Chhattisgarhi.
4. Presently the content on DIKSHA relates to grades 1-12. Six states and NCERT have content for grades 1-10, while others have content for various grades on DIKSHA
5. As on April 2020, number of e-content items are 88,315, which has increased from 66,540 on 30th November 2019.
6. The page views have seen a significant rise from March 23rd till date over the previous time period of March 1st to 22nd. This is the evidence of the popularity of DIKSHA amongst its users.
 - From March 23rd till May 11th – 51 crore hits
 - From March 1st to 22nd March – 5.6 crore hits
7. VidyaDaan Programme was launched by Hon'ble HRM in 2019-20 on DIKSHA platform. *VidyaDaan* is conceptualised as a

common national program for individuals & organizations across the country to donate/contribute e-learning resources for school education to ensure continuity of quality learning.

Unified District Information System for Education Plus (UDISE+)

To ensure quality, credibility and timely availability of information from the schools in the country, the revamped UDISE+ has been launched by the Department. Data in respect of year 2018-19 for all the schools in the country has been completed and schools are now filling data for the year 2019-20.

A GIS based mapping portal having information about the location of more than 15 lakh schools in the country along with some salient features, is being developed for helping the Central and States/ UT governments in informed decision making. A Data Analytics portal with information about the aggregate position of the school education system in the country is also under development.

Performance Grading Index (PGI)

The DoSEL has designed the Performance Grading Index (PGI) to catalyse transformational change in the field of school education. The PGI Report for all the States and Union Territories for the year 2018-19 has been published in February 2020.

The indicators for PGI: District have been finalised in May 2020.

Adult Education:

1. A new scheme of Adult Education (Padhna Likhna Abhiyaan) has been approved by the Hon'ble HRM as a centrally sponsored scheme with financial outlay of Rs.224.95 crore including central share of Rs.148.74 crore and State Share of Rs.76.21 crore

and physical target of 57 lakh learners to be made literate for implementation in FY 2020-21 with immediate effect.

2. The **unique features** of the scheme include the following:

- The focus of the programme shall be on Basic Literacy component in a four months cycle; priority will be given to aspirational districts.
- The programme will cover both rural and urban areas, target and budget of States/UTs is indicated in Annexure with details in the enclosed Operational Guidelines. States/UTs will distribute targets to Districts.
- The scheme shall have a flexible approach and innovative methodologies such as involving school and college students and other volunteers of NCC, NSS and NYKS, for imparting Basic Literacy.
- There will be a Project Approval Board (PAB) at the national level to approve the Annual Plans of States/ UTs. Secretaries of Education will present their Annual Plans, based on district plans, on the portal being developed by NIC, in the PAB meetings.
- Convergence with projects of M/o Rural Development (MGNREGA), Skill Development, Culture, Information Technology, Finance, Sports and Youth Welfare (NYK), schemes of NCC and NSS, NGOs/ Civil Society & CSR sector may be taken up.

- Formation and involvement of SHGs, Voluntary & User Groups and other community based organizations may be encouraged.
 - Basic Literacy Assessment under the scheme will be conducted by National Institute of Open Schooling (NIOS) for adult learners, thrice a year.
3. The operational guidelines of the scheme have been prepared. An online portal mhrd.gov.in has also been developed for monitoring the scheme.

Kendriya Vidyalaya Sangathan (KVS):

1.	Opening of new Kendriya Vidyalaya	31 new Kendriya Vidyalayas have been opened.
2.	Inauguration of School Building	18 Newly constructed school buildings have been inaugurated by Hon'ble Minister of HRD/other Minister.
3.	Laying of found stone of new school building	Foundation stone of school building were laid by Hon'ble Minister of HRD in respect of 7 Kendriya Vidyalayas.
4.	Recruitment	8420 vacancies of teaching posts and 1213 vacancies of non-teaching posts have been filled up.
5.	Constructions	08 School Buildings have been constructed.
6.	Academic	<p>ONE STUDENT-ONE TREE CAMPAIGN</p> <p>1. A total of 544641 Saplings have been planted in all the Kendriya Vidyalayas on 31.12.2019</p> <p>BAN ON SINGLE USE PLASTIC</p> <p>Fit India Plogging Run.</p> <p>About 6.5 lakh students, parents, staff and teachers participated in the mega event. About 48 metric tons of litter was collected by the participants on the day.</p> <p>Certificate of Recognition to KVS for organizing largest Plogging Event was presented on</p> <p>Gandhi Jayanti</p> <p>EK BHARAT SHRESHTH BHARAT PARV-2019</p> <p>KVS EK Bharat Shreshth Bharat Parv was held at the India Gate Lawn No. 6 in New Delhi from 31st October to 03rd November 2019 in which 2375 students from Kendriya Vidyalayas all over the country had participated. This event is primarily to showcase the spirit of</p> <p>'Ek Bharat Shreshth Bharat' – Unity in Diversity.</p>

7	<p>Major Advertisement 2019-2020</p>	<p>‘राजभाषा कीर्ति पुरस्कार’</p> <p>केन्द्रीय विद्यालय संगठन को वर्ष 2018–19 के लिए राजभाषा का सर्वोच्च सम्मान ‘राजभाषा कीर्ति पुरस्कार’ (प्रथम स्थान) प्रदान किया गया है। 14.9.2019 को विज्ञानभवन में आयोजित एक समारोह में देश के गृह मंत्री श्री अमित शाह ने यह पुरस्कारकेन्द्रीय विद्यालय संगठन के आयुक्त श्री संतोष कुमार मल्ल को प्रदान किया। गृहमंत्रालय के राजभाषा विभाग द्वारा राजभाषा हिंदी में सर्वोत्कृष्ट कार्य करने के लिएकेन्द्रीय विद्यालय संगठन को ‘क’ क्षेत्र में स्थित ‘भारत सरकार के बोर्ड/स्वायत्तनिकाय/सोसायटी’ की श्रेणी में ‘राजभाषा कीर्ति पुरस्कार 2018–19’ हेतु प्रथम स्थान परचयनित किया गया था।</p> <p>3. Two KV Students Conferred with ‘Pradhanmantri Bala Shakti Puruskar 2020’</p> <p>i) Richard Joseph, student of class XII at Kendriya Vidyalaya No. 1, Naval Base, Kochi was conferred with ‘Pradhanmantri Rashtriya Bal Shakti Puraskar 2020’ by President of India at Rashtrapati Bhawan for his excellence in the field of Innovation. Richard succeeded in providing an economically viable ecologically sustainable solution to control pest and provide a helping hand to the farmers in India.</p> <p>ii) R. Venkat Subramanian, student of classs XI at KV No. 1, Puducherry was with ‘Pradhanmantri Rashtriya Bal Shakti Puraskar 2020’ by President of India at Rashtrapati Bhawan for his excellence in the field of Scholastic. Venkata was born with congenital absence of forearm and hand. He has won a gold medal in National Abacus competition in the year 2015 and silver medal in 2016. He has been awarded in the Puducherry State LevelKarate Tournament held in the year 2012 and 2013.</p>
		<ol style="list-style-type: none"> 1. KVS organized the prestigious National level Tournament as 65th National School Games (SGFI) for Rope Skipping U-17 (Boys & Girls) w.e.f- 01st to 04th November at KIIT University, Bhubaneswar, 2. KVS Delhi Region has conducted 65th National School Games (SGFI) of Lawn Tennis U-19 (Boys & Girls) w.e.f- 24th to 28th December 2019 at District Lawn Tennis Association, RK Puram, New Delhi. 3. Achievement in 65th National School Games 2019-20 organized by School Games Federation of India (SGFI). Approx. 1200 Students (Boys & Girls) participated and achieved Medals, Points & Rank among 44 States/units–

8. Sports

Medals Tally & Rank on performance in 65 th					
Medal/ Point	Gold	Silver	Bronze	Total	Rank
Medal	36	23	41	100	14
Points	108	46	41	195	

4. Achievement in Khelo India Youth Games (KIYG) held at Guwahati –

Medals secured			
Gold	Silver	Bronze	Total
04	01	04	09

5. Achievement at International level Competition by KVS-

Sports	Gold	Silver	Bronze	Total
Judo	-	1	1	02
Chess	1	-	-	01
Kick Boxing	04	01	01	06

6. Ms. Harsimaran, Class XI, KV RCF, Kapurthala Selected for, NBA Global Academy, America(USA) in Basaknetball.

7. KVS started four Sports Hostels under the project of STATE LEVEL KHELO INDIA CENTRE (SLKIC) for Proven and Potential Students (Boys & Girls) from class VI to VIII. Total 92 Students (Boys- 46 and Girls-46) admitted in Archery, Athletics , Boxing, Judo, Shooting and Volleyball games at KV No.1, Delhi Cantt.(Delhi), KV No. 1, Gwalior(MP), KV KNN Ghaziabad (UP)and KV Sidhi (MP).

8. **FIT INDIA MOVEMENT-** KVS organized and celebrated **FIT INDIA PLOGGING RUN** on 2nd October in all KVs across the Country and 1224 KVs participated from 25 Regions. More than 7.5 Lac Participants (Students-475395, Parents-113856 & Teachers- 49118) took part and they have collected 48263.72 Kgs litter.

9. **FIT INDIA SCHOOL RATING SYSTEM** – Shri Ramesh Pokhariyal “Nishank”, Hon’ble Minister of HRD, Govt. of India was launched **FIT INDIA SCHOOL RATING SYSTEM** in presence of Ministry of Youth Affairs and Sports Shri KirenRijiju and Smt. MeenakshiLekhi, Member of Parliament on 04.12.2019 at Kendriya Vidyalaya No. 1 DelhiCantt. (Delhi).

9	<p>Training achievement from May 2019 to April 2020</p>	<p>Training and development is an integral part of the human resource development activity for KVS as an organisation with approx. 59000 personnel as on 31.03.2020.</p> <ol style="list-style-type: none"> 1. 192 Workshops have been conducted in 05 Zonal Institutes of Education and Training in which 6410 employees have been trained. 2. About 1075 workshops were conducted in all Regional Offices in which 35654 were trained. 3. 58 In-service courses were conducted to train 2064 teachers. 4. 25 Induction courses for newly recruited employees were organised in which 1180 teachers were trained. 5. 23 Courses were conducted for employees who were considered for promotion through Limited Departmental Examination in which 1018 were trained. 6. In addition to above, courses were also conducted in collaboration with institutes of national repute like IIT, IISc., AIIMS, ISTM, NCERT, NIFM, IIM, NIPCCD, etc. in which 2906 employees were trained. 7. In addition to above, about 6658 teachers also took training on online on SWYAM portal. <p>In total 49,480 employees have been trained in different spells for different duration from May, 2019 to April, 2020.</p>
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NAVODAYA VIDYALAYA SAMITI:

1. Digital initiatives: -

a) **ADMISSION** - Process of application for the Class VI examination, issuance of Admit card, communication of result has been made online leading to better access and simpler process for the rural population. The number of candidates registered has also increased from 18.8 lakhs in 2014 to 31.10 lakhs in 2019. No certificate except one from Headmaster of student's present school is asked for. It saves at least two million parents from moving pillar to post unnecessarily. **Faceless admission process has resulted**

in more transparency and least corruption.

b) **Transfer and Posting:** Process of transfer has been made online which has resulted in increased transparency and timely completion of the process. This has led to satisfaction level among teachers upto 95%.

c) **RECRUITMENT:** Recruitment process has been made online and faceless till appointment. The appointment letters are also downloaded by candidates using their login password. This has resulted in filling of large no of posts without any controversy and only 2-3% vacancy will be there

- d. **FINANCE: Almost all financial transactions are digital and is through PFMS.**

2. Opening new JNVs:

9 new JNVs have been made functional during the last one year.

3. ACADEMIC EXCELLENCE

Best result IN IITS NITS AND MEDICAL COLLEGES in 2019:

- **Success rate of around 40% in JEE main and 30% in JEE advanced**
- **Success rate of around 80% in NEET**
- 229 JNVs have participated in the **Academic Contest (Online)** conducted by **North South Foundation (NSF)**.
- **Workshop for PISA Master Trainers** in Mathematics was conducted for PGT/TGT Mathematics. 33 PGT/TGT Mathematics teachers of Chandigarh Region and 35 PGT/TGT Mathematics teachers of KVS & NVS participated in the workshop held at NLI Chandigarh on 27-28.09.2019 and NNLI, Noida on 30.09.2019-01.10.2019 respectively.
- 4 teachers from JNVs selected through a tough open testing proceeded to Japan to attend 18 months **MEXT Scholarship Programme**.
- 3 teachers have been awarded Full Bright scholarship by **United States-India Educational Foundation**.
- For providing experiential learning about concept of non conventional energy and physics of Solar PV, students were encouraged to assemble solar kits as activity.
- For providing experiential learning about optical phenomenon and particularly

working of lens system, Workshop for JNV students and teachers on making of Astronomical Telescope under the guidance of scientists of Vigyan Prasar were arranged.

CONSTITUTION DAY AND CAMPAIGN ON CITIZENS' DUTIES (26TH NOV., 2019 TO 26TH NOV., 2020)

- Around 3 lakh students and teacher participated in Constitution Day (Samvidhan Diwas) celebration on 26.11.2019 and it is continuing from 26th November, 2019 to 14th April, 2020 as per calendar of activities drawn. On this occasion various programmes have been conducted and employees read out the preamble of the constitution.
- This is bringing in focus the focal freedom fighters, constitutional experts and is making our teachers and students aware about local political ethos and constitutional culture

EK BHARAT SHRESHTHA BHARAT

- Unity in Diversity of our Nation was celebrated to maintain and strengthen the fabric of traditionally existing emotional bonds between the students of all JNVs across the Country.
- The spirit of national integration was promoted through a deep and structured engagement among students of JNVs across the Country.
- A report of Ek Bharat Shreshtha Bharat Activities completed and calendar of activities for the Year 2019-20 was submitted to MHRD on 15.11.2019.

FIT INDIA MOVEMENT

- 2,31,583 students of 589 JNVs participated in the Fit India Movement which was

announced by Hon'ble Prime Minister of India at New Delhi on 29.08.2019. On this occasion students watched the live telecast of the program and took Fitness Pledge.

TREE PLANTATION

All JNVs have been implementing “One Student One Tree Campaign” in its true spirit in line with idea of a “Green & Healthy Environment”. Students are involved in activities right from sowing the seed to transplanting, watering, weeding etc. so that students can learn the process also. More than 2.40 lakhs saplings were planted by the of students JNVs in 2019-20..

Admission of children in International Universities

Preparations for Competitive Examinations

NTSE- 11086 at state level and 640 at national level

Enhancement of Creativity and Innovation

- Establishment of Atal Tinkering Labs (117 JNVs)
- Practice of Reasoning and Logical puzzles to develop reasoning ability
- Robotics training is implemented with the help of Industry supports (Robo Shiksha Kendra and Aurodhum)
- Training in Designing with the association of Industry: Auto Desk
- Three students were able to innovate using facility at ATL.

ICT in Education

- 524 schools have Smart classes with online support; All schools have at least 40 computers, FCSA for maintenance and guiding on ICT tools; Computer Student Ratio is 1:6

- 80% of the teachers are trained for using various ICT tools
- More than 27912 participants participated in the cyber security Olympiad organized by Ministry of IT and 6 children secured recognition award

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 Chattisgarh has been taken up. This program has the technical support from MIT, USA

Value Orientation

Awakened Citizen's Program with the help of Ramakrishna Mission for Teachers and students in 475 schools

- Participation in digital citizenship and cyber wellness Quiz
- Citizen Awakening Programme including Yoga in all Schools

4. Academic initiatives: -

i) VIGYAN JYOTI – A DST project for Girl students:

With an objective to promote more number of girl students to pursue Science as their career, Class XI girls in JNV and school systems in the neighbouring areas are being provided focused career counselling and subjects inputs in Vigyan Jyoti Knowledge Centres established in 50 Navodaya Vidyalayas.

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 R&D labs, continuous interaction with scientists, parents counselling, etc are being done. **Entire cost of support system including the monthly stipend to girl students covered are funded by the Dept of Science and Technology.**

ii) Code India Project:

Code India, a two weeks application based Computer Training Programme is the flagship initiative of office of the Principal Scientific Advisor to the Govt of India. Eminent professionals from MIT, Harvard, France, from IITs are participating to train and finalize curriculum for coding for middle & secondary level students. Already first training programme was organized at JNV Jaffarpurkalan, Delhi from 25th November 2019 to 7th December 2019. With 50 students from Classes VIII to XI from all 8 Regions of NVS. The It is also proposed to provide the training opportunity to 10 selected teachers in Computer Science who will extend their support as Resource Persons on need basis.

iii) STUDENT-SCIENTIST CONNECT PROGRAMME “ JIGYASA”:

Navodaya Vidyalaya Samiti (NVS) in collaboration with Council of Scientific and Industrial Research(CSIR) aims towards connecting school students and scientists to ignite scientific temper amongst school children through its programme ‘JIGYASA’.

The focus of the programme is to provide hands on experience & exposure to JNV students in its scientific labs to inspire and encourage them to take up scientific careers.

5. Environmental Conservation

- **Water Conservation:** Considering the location of JNVs across the country and student strength, various actions have been proposed under the Jal Shakti Abhiyan for water conservation.

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 practices in all JNVs by considering the need of the hour. This campaign targets to save atleast one litre of water by each student every day.

Two Delhi JNVs are implementing 100% water conservation measures through water harvesting.

In all new JNVs, Eco STP has been made mandatory. First Eco STP has started working at Kanshiramnagar District UP with least operational cost including electricity.

- **Solar Initiative:**Roof top grid connection solar power project under the direction of MRE has been implicated in **176 JNVs with overall expected power generation of 13.41 MW.**
- **Composting:** A proposal from WWF-India, was received regarding collaboration between NVS and WWF-India for execution in conservation among the JNV students Under WWF-India’s “Ek Prithvi – School Imitative” across the country, schools are being encouraged to develop insitu composting in Schools.
- **GREEN SCHOOL:** JNVs are participating in Centre for Science and Enviroment (CSE)’s initiative of green rating of Schools resulting in better awareness

among students about conservation of nature and resources

JNVs are engaged in Green Schools Programme (GSP) conducted by Centre of Science & Environment (CSE), Delhi to help the students and teachers to grasp the vital link between environment and everyday life through learning actual air and water testing in the campus and nearby river.

6. SHAALA DARPAN

Operationalization of Shaala Darpan with complete online MIS for employess and students. Annual Personal Appraisal, Annual Property return etc has also been made online.

This centralized system reduces duplication of effort and increases transparency, efficiency and effectiveness of work. This lead to the development of model based decision process, a step ahead of database systems

7. CONSTRUCTION OF JNV BUILDINGS

- Inauguration of Newly constructed building of 10 JNVs / NLI
- Foundation laying done in respect of 10 JNVs
- Construction of additional dormitory to accommodate 5000 students has been completed.
- Infrastructure for implementation of Rooftop grid connected Solar power has been completed on 176 sites. Generation of power has also been started in 25 sites.

National Council for Teaher Education (NCTE):

1. NCTE moved into its own office building after completion of work. The new office building is situated in Sector-10, Dwarka,

New Delhi. It is a state of the art building where the NCTE Headquarters and its Regional offices are located. This building was duly inaugurated on 26th July, 2019 by Hon'ble HRM, Shri Ramesh Pokhriyal "Nishank".

2. The 25th year of NCTE's foundation was commemorated with a 2-day International Conference with the theme "*Journey of Teacher Education: Local to Global*" on 17th August, 2019. The 2-day event was inaugurated by Hon'ble HRM, Shri Ramesh Pokhriyal "Nishank". The seminar was attended by all manner of stakeholders including school teachers, teacher educators, teacher pupils, school children, MHRD officials, State Education Secretaries and several experts from foreign countries.
3. The 4-year Integrated Teacher Education Programme (ITEP) was launched on 03.06.2019. 3000 applications were received from across the country. This integrated programme, with a world class curriculum, is expected to bring about a qualitative change in pre-service teacher education in India.
4. With a view towards bringing in accountability and oversight on the teacher education sector as a whole, a Performance Appraisal Report system (PAR) was launched between 23rd September 2019 and 21st January, 2020. All teacher education institutions running NCTE recognised courses were directed to fill up a proforma through which they were to give a status report on physical infrastructure available with them, teachers employed by them (with qualification), details of students under-going any teacher education courses and certain other details required from regulatory perspective.

5. **Project to identify 700 quality teacher education institutions (TEIs):-** The NCTE has initiated a programme to identify quality TEIs in each district of the country and through this programme selected TEIs would be mentored for producing excellent teachers over a period of 5 years. As a part of this programme a brand new B.Ed. curriculum is proposed to be introduced with a capacity building exercise for training the teacher educators in such TEIs.
6. New Recruitment Rules (RRs) were notified on 17th February, 2020. These RRs are expected to address a number of problematic human resource issues within NCTE.
7. **Online Teacher-Pupil Registration Management System (OTPRMS):**

It has been the experience in NCTE that a number of government employers require a validation of the teacher education degree available with a candidate. For this purpose such appointees were found to be visiting NCTE office in large numbers for certificates validating the courses undergone by them. To make the process transparent and user friendly, an online functionality was launched to enable such appointees to have a validation of the course undergone by them without having to visit NCTE office. This functionality was launched by the Hon'ble HRM, Shri Ramesh Pokhriyal "Nishank" on 26.07.2019. Till date approximately 30,000 online certificates have been issued.

National Bal Bhavan

Achievements 2019-20 (April 2019 till March 2020)

1. **Membership Data till 31st of March 2020**

Enrolment of Children till March 2020 = 10910,
Visitors = 76239 Children,
Adults = 6920

Trainee teachers 1078 trainees

3 days workshops for Govt. School children

From September 2019

Schools = 21 students = 3108, teachers = 189

Samagra Shiksha=16763 students visited NBB

Workshops

130 workshops were conducted from April, 2019 March 2020 by various activity sections of NBB, JBB, Mandi and BBKs. Workshops of Creative arts like painting, handicrafts, folk arts, performing arts, sciences like astronomy, Environment, physical and natural sciences, aeromodelling and computers were conducted. About 4000 children took part in these workshops.

Main Programmes

Summer Fiesta was organised from 22 May to 21 June, 2019 in which about 1000 children participated daily. Summer Fiesta culminated on 21st June.

International Yoga Day was also organised on 21st June 2019. Thousands of children and staff in National Bal Bhavan, Jawahar Bal Bhavan Mandi, 48 Bal Bhavan Kendras and in various State Bal Bhavans situated all over India participated in Mass Yoga activities.

National Children Assembly and Integration Camp was organized from 14 to 16 November, 2019 in which children from 37 State Bal Bhavan's participated learning to live together in harmony, understand each other's culture and food. 3000 children of Delhi and State Bal Bhavans participated.

Inauguration of Facilitation cum Publicity Pavilion by Indian Air Force by Hon'ble Union Minister on 31 July 2019 was another landmark.

3rd Alumni meet was organised on 31st August.

Several Programme were organised at Jawahar Bal Bhavan Mandi like Inauguration of Toy Bank, Training to children for participation in regional competition, Culture Craft Convention – Workshop on Nakkara Making, Programme of 150th birth Anniversary of Mahatma Gandhi, Creativity Fair, Dental Camp and Painting competition, Yaad Karo Qurbani was observed on 16th April 2019 at IGNCA, Celebration of Mandi Divas from 5th to 16th February, 2020

Several activities were organised at 48 Bal Bhavan Kendras of Delhi like art, craft, painting, stitchery, dance, music etc.

Various festivals were celebrated like Diwali, Holi, Lohri, Makar Sankranti Christmas Day etc.

Upgradation of Astronomy section, Aquarium was done. Drama activity was restarted.

MHRD initiated programmes:

Information received was shared with all state Bal Bhavans and JBB Mandi and Internal activity sections.

- World Honey Bee Day Information was circulated to State Bal Bhavans. Workshop on Honey Bee in Environment Section was organised on 21-22 May, 2019.
- Initiation of the mission to make India free of single use plastic was launched in the month of August.
- Visit of School children to see the activities of National Bal Bhavan under Samagra Siksha of MHRD was initiated in September, 2019. In which 16763 children have visited NBB till February, 2020.

- For 150th Birth Anniversary of Mahatma Gandhi, a special programme on the theme Peace and Equality was conducted in the last week of September till 2nd of October. (To be observed till October 2020) One year calendar programmes are already in progress. Children are singing of 'Vaishnav Jan' on various occasions. Children also visited Gandhi Museum on 13 February, 2020
- Swachh Bharat Abhiyaan observed from 3rd September to 17th September 2019. Weeding out of old files etc, cleaning of campus by staff and children, Children and staff planted tree saplings in the campus were some of activities. Waste paper recycled and also exchanged with handmade paper.
- Children also reused old clothes for making bags.
- Hindi Pakhwada observed from 3rd September to 17th September 2019
- Support in Dhruv' Innovative learning programme for talented children of India October 12 to 25, 2019.
- Constitution day was observed by National Bal Bhavan, Jawahar Bal Bhavan Mandi, Bal Bhavan Kendras and State Bal Bhavans. Programmes related Dr. Bhim Rao Ambedkar were initiated which are to be continued till 26th November 2020. Drama section put up a drama on Dr, Bhim Rao Ambedkar's life and teachings. Many writing and painting competitions were also organised.
- Unity Day was observed on 31st October-Oath on Unity Day by all staff Vigilance awareness week programmes conducted from 29th October 2019 to 2nd November 2019.

- Camping facility was provided to 700 children during 'Pariksha Pe Charcha 2020' and National Band Competition programme during January, 2020. Performance by NBB children at Talkatora stadium on 20th January, 2020.
- Fit India campaign was incorporated through the Physical Education section by indulging children as well as staff in Yoga and various sports activities like Judo, Cricket, Skating, Badminton, Table Tennis. Amod Divas was observed in the first week of New Year in which children and staff participated in athletic and other games including Shooting.
- The Digital India initiatives are followed as per guidance. NBB started online membership from the year 2018, Facebook and Twitter accounts are updated regularly. NBB also shares information on the Shagun portal. Financial accounting is following the PFMS, Payments/Salaries of all are being released digitally.
- Matribhasha Divas is also observed each year.
- Children and Staff are regularly given meditation and yoga sessions by the Brahmakumari organisation as per the Aayushman Mantralays instructions.

Collaborative Programmes

1. Many collaborative programmes were conducted with Institutions like NBT, Publication Division, Maulana Azad Dental College, Neera Eye Centre, NMNH, Ministry of Environment, Forests, Wildlife and Climate change.

The attendance of children throughout the month of March was low due to the pandemic of Covid 19. 200 children of

Kendriya Vidyalaya participated in 3 days workshop for govt. school children in the first week of March 2020.

2. Training of teachers

NTRC training programme for about 120 teachers was concluded in the third week of March 2020. 400 trainee teachers of ACMT participated in one day workshop on non-formal creative activities.

3. Meeting with Mr, Burenbayar Chanrav, Minister Counsellor, Embassy Mongolia in India to discuss future programmes and possibility of collaboration.

NBB was closed to visitors and member children from 17th March onwards as a preventive step towards containment of Covid 19. Sanitizer was provided to staff to keep the hands clean. Cleaning staff cleaned all sections twice a day with disinfectant,

4. Work from home

Activity staff instructed to design/suggest creative activities for children. Some teachers have posted activities on WhatsApp and face book for children. Aquarium and Animal Corner, Photography, Home Management (JBB, Mandi), Computers etc.

5. Updates on Website, face book page regarding lockdown and work from home instructions.

All information received from MHRD was uploaded on the website of NBB.

Staff also informed to speak to their member children and collect information regarding problems faced by them during this lock down.

Other instructions received from MHRD through emails are also being regularly followed.

6. Essential Duties related to Animal Corner and Aquarium

All arrangements and instructions for providing food in the Aquarium and Animal corner done before the lockdown. MTS in Staff quarters and outside are alternatively providing food to the fish and other birds and animals. They are also maintaining cleanliness in the area.

All staff instructed to follow the norms to prevent and spread of Covid 19 All staff told to download Aarogya Setu app and follow instructions.

Contribution in PM cares fund made by all staff.

- (i) Current focus Areas Up-gradation and Maintenance of facilities.
- (ii) Introduce e-office and train staff
- (iii) Review of Bal Shree Scheme and re-implementation

- (iv) Distribute Bal Shree Awards for 2015 and 2016 awardees.
- (v) Empanel experts and Alumni for innovative activities,
- (vi) Improvise Teacher Training Programmes. Strengthening inclusion and training of teachers for special children.
- (vii) Reorient various departments for improvising and strengthening the work environment. Work on production of audio/video of various activities. Train staff.
- (viii) Collaborate with CIET for making demonstration videos for children and teachers.
- (ix) Infrastructure development in activity areas.
- (x) Strengthening 3 days activities for Govt. Schools, NGO's, other schools
- (xi) Support in Samagra Shiksha





ANNEXURES



Coverage : Children vis a vis Enrollment during 2nd quarter- 2019-20

S. No	States/ UTs	Enrollment			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	1811876	1214512	3026388	1581465	945637	2527102	87%	78%	84%
2	Arunachal Pradesh	108502	59063	167565	97830	53456	151286	90%	91%	90%
3	Assam	2798422	1465330	4263752	2689972	1330645	4020617	96%	91%	94%
4	Bihar	11268110	5971302	17239412	6969171	3463886	10433057	62%	58%	61%
5	Chhattisgarh	1827101	1114468	2941569	1522140	912818	2434958	83%	82%	83%
6	Goa	95330	66363	161693	78780	47462	126242	83%	72%	78%
7	Gujarat	3170503	2003088	5173591	2422924	1478960	3901884	76%	74%	75%
8	Haryana	886804	561220	1448024	787535	475991	1263526	89%	85%	87%
9	Himachal Pradesh	295772	202002	497774	272885	187696	460581	92%	93%	93%
10	Jammu & Kashmir	594314	308314	902628	402134	218201	620335	68%	71%	69%
11	Jharkhand	2796512	1390495	4187007	1907662	906544	2814206	68%	65%	67%
12	Karnataka	2692571	1892050	4584621	2327440	1604411	3931851	86%	85%	86%
13	Kerala	1692878	1070174	2763052	1643744	983649	2627393	97%	92%	95%
14	Madhya Pradesh	4189849	2619648	6809497	2962948	1913006	4875954	71%	73%	72%
15	Maharashtra	5464881	3402253	8867134	5102073	3272502	8374575	93%	96%	94%
16	Manipur	132893	37501	170394	114518	32530	147048	86%	87%	86%
17	Meghalaya	393636	176281	569917	384950	148635	533585	98%	84%	94%
18	Mizoram	91602	91602	183204	83354	37948	121302	91%	41%	66%
19	Nagaland	119144	40566	159710	115248	39630	154878	97%	98%	97%
20	Orissa	2741497	1779101	4520598	2401345	1503738	3905083	88%	85%	86%
21	Punjab	921740	652273	1574013	788187	539378	1327565	86%	83%	84%
22	Rajasthan	4103422	2161924	6265346	2875989	1621735	4497724	70%	75%	72%
23	Sikkim	32124	24426	56550	27944	22038	49982	87%	90%	88%
24	Tamil Nadu	2799310	2211473	5010783	2424873	1938021	4362894	87%	88%	87%
25	Telangana	1136170	659786	1795956	991877	572485	1564362	87%	87%	87%
26	Tripura	266326	165953	432279	210035	125493	335528	79%	76%	78%
27	Uttar Pradesh	12328475	5721411	18049886	7393408	3258055	10651463	60%	57%	59%
28	Uttarakhand	402952	283960	686912	339326	239000	578326	84%	84%	84%
29	West Bengal	7322932	4246182	11569114	6805325	4114255	10919580	93%	97%	94%
30	A&N Islands	19072	13265	32337	14157	10580	24737	74%	80%	76%
31	Chandigarh	52680	42584	95264	24454	16302	40756	46%	38%	43%
32	D&N Haveli	30194	13757	43951	23348	10278	33626	77%	75%	77%
33	Daman & Diu	12133	7399	19532	9287	6116	15403	77%	83%	79%
34	Delhi	957806	660913	1618719	583415	390327	973742	61%	59%	60%
35	Lakshadweep	4834	2320	7154	4330	2170	6500	90%	94%	91%
36	Puducherry	27279	21148	48427	26738	18652	45390	98%	88%	94%
	Total	73589646	42354107	115943753	56410811	32442230	88853041	77%	77%	77%

Coverage of Institution against existing schools during 2nd Quarter : 2019 - 20

S. No	States/ UTs	Existing			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	35151	10578	45729	35151	10403	45554	100%	98%	100%
2	Arunachal Pradesh	2010	1120	3130	1814	1120	2934	90%	100%	94%
3	Assam	39408	13398	52806	39408	13398	52806	100%	100%	100%
4	Bihar	39726	30404	70130	39726	30044	69770	100%	99%	99%
5	Chhattisgarh	31394	13588	44982	31394	13588	44982	100%	100%	100%
6	Goa	1035	438	1473	1035	438	1473	100%	100%	100%
7	Gujarat	10775	22425	33200	10775	22425	33200	100%	100%	100%
8	Haryana	8743	5655	14398	8743	5655	14398	100%	100%	100%
9	Himachal Pradesh	10738	4778	15516	10735	4778	15513	100%	100%	100%
10	Jammu & Kashmir	13324	9788	23112	13324	9788	23112	100%	100%	100%
11	Jharkhand	21838	13936	35774	21838	13936	35774	100%	100%	100%
12	Karnataka	21257	33319	54576	21277	33297	54574	100%	100%	100%
13	Kerala	6766	5558	12324	6766	5317	12083	100%	96%	98%
14	Madhya Pradesh	81966	31063	113029	82160	30869	113029	100%	99%	100%
15	Maharashtra	46614	39933	86547	46614	39871	86485	100%	100%	100%
16	Manipur	2481	1000	3481	2472	1004	3476	100%	100%	100%
17	Meghalaya	8379	3424	11803	8271	3419	11690	99%	100%	99%
18	Mizoram	1424	1089	2513	1424	1089	2513	100%	100%	100%
19	Nagaland	1134	965	2099	1134	921	2055	100%	95%	98%
20	Orissa	31748	24049	55797	31748	24049	55797	100%	100%	100%
21	Punjab	13038	6753	19791	13038	6753	19791	100%	100%	100%
22	Rajasthan	32310	34183	66493	32310	34183	66493	100%	100%	100%
23	Sikkim	485	383	868	485	383	868	100%	100%	100%
24	Tamil Nadu	27073	16210	43283	27073	16219	43292	100%	100%	100%
25	Telangana	18953	8453	27406	18996	8216	27212	100%	97%	99%
26	Tripura	4396	2128	6524	4396	2128	6524	100%	100%	100%
27	Uttar Pradesh	115190	54716	169906	115341	54018	169359	100%	99%	100%
28	Uttarakhand	11797	5245	17042	11797	5245	17042	100%	100%	100%
29	West Bengal	67739	16196	83935	67739	16196	83935	100%	100%	100%
30	A&N Islands	182	150	332	182	150	332	100%	100%	100%
31	Chandigarh	8	114	122	8	114	122	100%	100%	100%
32	D&N Haveli	161	119	280	161	119	280	100%	100%	100%
33	Daman & Diu	49	43	92	49	43	92	100%	100%	100%
34	Delhi	1710	1236	2946	1710	1231	2941	100%	100%	100%
35	Lakshadweep	15	24	39	15	24	39	100%	100%	100%
36	Puducherry	236	190	426	236	190	426	100%	100%	100%
	Total	709253	412651	1121904	709345	410621	1119966	100%	100%	100%

Honorarium to Cooks-cum-Helpers during 2019-20

S. No	States	Cooks-cum-Helpers - Honorarium Per Month
1	2	3
1	Andhra Pradesh	3000
2	Arunachal Pradesh	1000
3	Assam	1000
4	Bihar	1500
5	Chhattisgarh	1200
6	Goa	1000
7	Gujarat	1000
8	Haryana	3500
9	Himachal Pradesh	1800
10	Jammu & Kashmir	1000
11	Jharkhand	1500
12	Karnataka	2700
13	Kerala	9000
14	Madhya Pradesh	2000
15	Maharashtra	1000
16	Manipur	1000
17	Meghalaya	1000
18	Mizoram	1500
19	Nagaland	1000
20	Orissa	1400
21	Punjab	1700
22	Rajasthan	1320
23	Sikkim	1000
24	Tamilnadu	10083
25	Telangana	1000
26	Tripura	1500
27	Uttar Pradesh	1500
28	Uttarakhand	2000
29	West Bengal	1500
30	A&N islands	1000
31	Chandigarh	3000
32	D&N Haveli	3876
33	Daman & Diu	3721
34	Delhi	1000
35	Lakshadweep	9500
36	Puducherry	19000

Cooks-cum-Helpers approved and engaged during 2nd quarter - 2019-20

S. No	States	No. of Cooks-cum-Helpers - PAB Approval	No. of Cooks-cum-Helpers Engaged
1	2	3	4
1	Andhra Pradesh	88296	85143
2	Arunachal Pradesh	6105	6105
3	Assam	118998	118253
4	Bihar	245316	238869
5	Chhattisgarh	93420	88059
6	Goa	2729	2729
7	Gujarat	96329	96329
8	Haryana	30423	29598
9	Himachal Pradesh	21764	21537
10	Jammu & Kashmir	33268	30828
11	Jharkhand	79591	79591
12	Karnataka	117927	117927
13	Kerala	17673	13766
14	Madhya Pradesh	231157	213139
15	Maharashtra	175336	167369
16	Manipur	7487	6285
17	Meghalaya	18547	18390
18	Mizoram	4894	4828
19	Nagaland	4695	4695
20	Orissa	145522	115479
21	Punjab	49449	42371
22	Rajasthan	109922	109922
23	Sikkim	1891	1881
24	Tamilnadu	128130	128130
25	Telangana	54232	54016
26	Tripura	11028	11007
27	Uttar Pradesh	396959	394950
28	Uttarakhand	29187	25802
29	West Bengal	248799	240282
30	A&N islands	721	721
31	Chandigarh	806	806
32	D&N Haveli	926	926
33	Daman & Diu	320	320
34	Delhi	19036	18142
35	Lakshadweep	110	110
36	Puducherry	1031	1031
	Total	2592024	2489336

Physical Progress on Construction of Kitchen-Cum-Stores

Sl. No.	State/UT	No. of Kitchen -cum- during 2006-07 to 2018-19	Physical Progress of Kitchen cum stores upto 30.09.2019					
			Constructed		In Progress		Not yet started	
			No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
1	Andhra Pradesh	44316	18291	41%	1336	3%	24689	56%
2	Arunachal Pradesh	4085	4085	100%	0	0%	0	0%
3	Assam	56795	51154	90%	519	1%	5122	9%
4	Bihar	66550	58363	88%	484	1%	7703	12%
5	Chhattisgarh	47266	45315	96%	1951	4%	0	0%
6	Goa	0	0	0%	0	0%	0	0%
7	Gujarat	25077	24310	97%	0	0%	767	3%
8	Haryana	11483	10155	88%	653	6%	675	6%
9	Himachal pradesh	14959	14844	99%	47	0%	68	1%
10	Jammu & Kashmir	11815	7118	60%	0	0%	4697	40%
11	Jharkhand	39001	29656	76%	1203	3%	8142	21%
12	Karnataka	40477	39305	97%	57	0%	1115	3%
13	Kerala	5481	2450	45%	2008	37%	1023	55%
14	Madhya Pradesh	103401	93838	91%	4800	5%	4763	5%
15	Maharashtra	71783	59405	83%	546	1%	11832	16%
16	Manipur	2966	1083	37%	1883	63%	0	0%
17	Meghalaya	9758	9491	97%	13	0%	254	3%
18	Mizoram	2532	2506	99%	0	0%	26	1%
19	Nagaland	2223	2223	100%	0	0%	0	0%
20	Odisha	69152	44491	64%	24661	36%	0	0%
21	Punjab	18969	18969	100%	0	0%	0	0%
22	Rajasthan	77298	50595	65%	4143	5%	22560	29%
23	Sikkim	948	940	99%	8	1%	0	0%
24	Tamil Nadu	28470	27792	98%	344	1%	334	1%
25	Telangana	30408	17483	57%	3698	12%	9227	30%
26	Tripura*	5304	5565	105%	0	0%	0	0%
27	Uttar Pradesh	122572	112810	92%	0	0%	9762	8%
28	Uttarakhand	15933	15671	98%	79	0%	183	1%
29	West Bengal	81582	77714	95%	3868	5%	0	0%
30	A&N Islands	251	165	66%	0	0%	86	34%
31	Chandigarh	10	7	70%	0	0%	3	30%
32	D&N Haveli	50	50	100%	0	0%	0	0%
33	Daman & Diu	32	32	100%	0	0%	0	0%
34	Delhi	0	0	0%	0	0%	0	0%
35	Lakshadweep	0	0	0%	0	0%	0	0%
36	Puducherry	105	92	88%	13	12%	0	0%
	Total	1011052	845968	84%	52314	5%	113031	11%

*Tripura has constructed 261 more kitchen-cum-store than sanctioned.

S.No.	States	Agency	Status
1	Bihar	Asian Development Research Institute (ADRI), Patna	Completed in May 2015 in Lakhisarai & Saran. (46 schools). Report submitted to State Govt and MHRD.
2	Karnataka	Rural Development & PR	Completed: Bellary and Bijapur Districts (2015). Report Submitted 20 schools in each district
		Karnataka Food and Civil Supply Corporation (KFCSC)	In Progress: Social Audit has been initiated in 17 districts during 2018-19
3	Madhya Pradesh	State level Social audit committee under PR&D	In Progress: 3 districts Ashok Nagar, Rewa and Sheopur selected and consultation is going on.
		All though it is undertaken by the Gram Sabha in its quarterly meeting	The reports of this Committee are submitted to the State and district. Report is awaited by the Department
4	Maharashtra	Indian Institute of Education Pune	Completed :In Latur and Pune Districts (2015).(40 schools). Report Submitted.
5	Odisha	Lokdrusti, Bhubaneshwar.	Completed in district Naupada (2015). (20 schools). Report Submitted
		Society for Promoting Rural Education and Development(SPREAD)	Completed : in 1,721 schools in six districts viz. Bolangir, Kalahandi, Koraput, Malkangiri, Nawrangpur and Naupada. Report is awaited
6	Punjab	Punjab university	Completed in Ropar and Sangruru District (2015). (80 schools). Report submitted
7	Rajasthan	MANREGA	Completed in Baran and Dungarpur (20 schools each). (2015-16) (Report awaited)
8	Tamil Nadu	V.V. Vanniyaperumal College. Virudhanagar and Mother Teresa Women's University	Completed: Madurai and Virudhunagar) (2015-16) Report awaited.
9	Uttar Pradesh	Giri institute of Development Studies. Lucknow	Completed: Districts selected Shrawasti (20 schools covered) and Barabanki (27 schools covered). Report Received (2015) Report Submitted
10	Telengana	SSAAT Hyderabad	Completed: In Karimnagar District (27 schools covered) Report yet to be shared with MHRD (2015-16)
			Completed in: 10 districts viz. Adilabad, Hyderabad, Jagtial, Jayashankar, Jogulamba, Kumrambheem, Sangareddy, Suryapet, Vikarabad and Yadadri during 2017-18. In each district 6 schools were covered under Social Audit. Report is awaited
11	Nagaland	Information yet to be received	Completed : District PHEK (covered 55 schools) Report yet to be shared with MHRD (2015-16)
			In progress Tuensang district & Tseminyu block under Kohima district have been selected for conduct Social audit and
12	Andhra Pradesh	SSAAT Hyderabad	Completed : Audit part is completed. It is in reporting stage. (2015-16) Vijaynagarm (3 schools), East Godavari (3 schools), Nellore (3 schools), and Annatapur (3 schools), Report awaited
13	West Bengal	University of Calcutta	Completed (2015-16) Cooch Bihar (25 schools) and Purulia (25 schools). Report awaited. Has proposed for 2019-20 also in 100 schools
14	Mizoram	Mizoram University	Completed. In Lunglei District in 20 schools . Final Report submitted by State Govt. Social Audit has been conducted in 3 districts so far. Report is submitted but Ministry has raised query on it as public hearing was not conducted as per MHRD Guidelines

S.No.	States	Agency	Status
15	Tripura	Social Audit cell of Govt of Tripura	Completed: Two districts Dhalai and West Tripura.Total schools to be covered are 208. Report Submitted Proposed to conduct in Unakoti and North Tripura tentatively under Social Audit during 2019'20
16	Uttarakhand	Uttarakhand Social Audit, Accountability and Transparency Agency (USAATA)	Completed (August 2017-18) Khatima Block of Udham Singh Nagar district. (27 schools) and Tehri Garwal (24 schools) Report Submitted. In Progress: 54 schools in Haridwar and going on in Udham Singh Nagar in 2 blocks
17	Kerala	Kerala Institute of Local Administration (KILA)	In progress: Proposal to cover Alapuzha and Wayanad districts under Social Audit during 2019-20
18	Daman and Diu	Mahila Mandal, Daman and Lions Club	Completed: 13 schools of Daman District Report awaited
19	Dadra and Nagar haveli	Development Quest Foundation -Ahmedabad	Completed: Report awaited
20	UT of J&K	University of Jammu/Kashmir of the State	In progress in four districts (Budgam, Ganderbal, Kathua and Ramban)
21	Meghalaya	Meghalaya Society for Social Audit & Transparency (MSSAT)	Completed: In Ri-Bhoi and West Jaintia Hill Report awaited
22	Arunachal Pradesh		In consultation Yet to be conducted
23	Assam		Completed: in 33 Districts in the State through Social Audit teams constituted with representatives of Panchayati Raj institutions (PRIs), local retired teachers, local educated Youth, Mothers Group and the Group Co-ordinators. Report is awaited
24	Chandigarh	Centre for Research in Rural and Industrial Development (CRRID)	Completed in : in 20 Schools in Chandigarh during FY 2018-19. Report is awaited
25	Chhattisgarh		In consultation Yet to be conducted
26	Delhi		In consultation Yet to be conducted
27	Goa		In consultation Yet to be conducted
28	Gujarat	Mahatma Gandhi Labour institute, Ahmadabad	Completed : Social Audit has been conducted in two districts of Mehsana and Mahisagar - 2018-19 Report is awaited
29	Himachal Pradesh		In consultation Yet to be conducted
30	Haryana		In consultation Yet to be conducted
31	Jharkhand	Social Audit Units of MNREGA in the State	Completed in : 24 Districts covering '1256 schools during 20'18 Report is awaited
32	Lakshadweep		In consultation Yet to be conducted
33	Manipur		Yet to Start : State has proposed to cover 6 districts under Social Audit during 2019-20
34	Puducherry		Yet to Start : UT of Puducherry has proposed to cover Karaikal and Puducherry districts under Social Audit during 2019-20
35	A&N Islands		In consultation Yet to be conducted
36	Sikkim		In consultation Yet to be conducted
37	UT of Laddakh		Recently created UT



PART - II

**Department
of
Higher Education**





01

HIGHER EDUCATION



Higher Education

Enrolment in Higher Education – A comparative Study

(a) Comparative Study of Faculty-wise enrolment between the year of 2011-12 and 2018-19 (end of the 5th year of XII Plan)

Fig. 1.1 : Faculty-wise Students Enrolment : Universities and Colleges : 2011-12

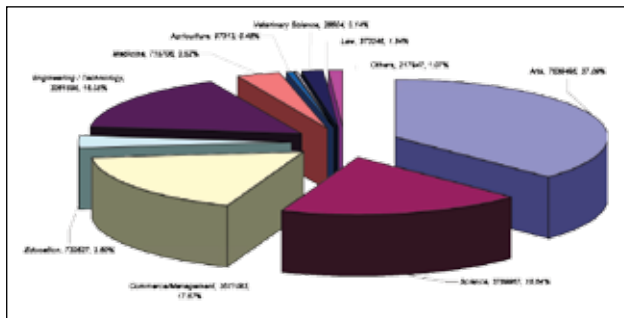
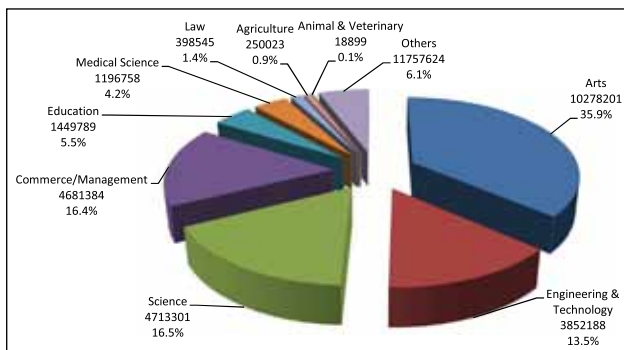


Fig. 1.2 : Faculty-wise Students Enrolment in Under Graduate : Universities and Colleges : 2018-19



*Source: AISHE

Faculty wise enrolment of Higher Education for the year 2011-12 & 2018-19 (figure 1.1 and 1.2) shows that there is significant increase of students enrolment in all the faculties during the year 2018-19. Share of Students Enrolment in the faculty of Arts, Science, Commerce/Management, Educations, Engg./Tech., Medicine, Agriculture,

Animal & Veterinary Science, Law & Others to the total enrolment during 2018-19 are 35.9%, 16.5%, 16.4%, 5.5%, 13.5%, 4.2%, 0.9%, 0.1%, 1.4%, 6.1% respectively.

Fig. 2.1 : Levelwise Students enrolment : University Teaching Department / University Colleges & Affiliated Colleges : 2011-12

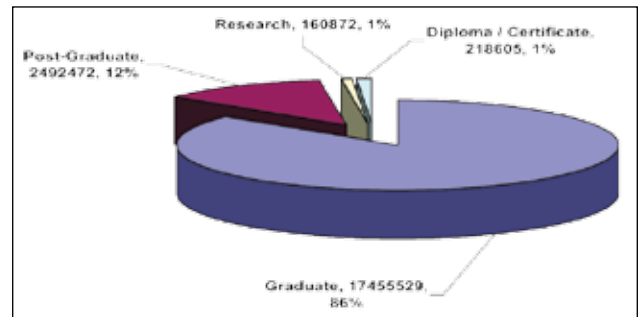
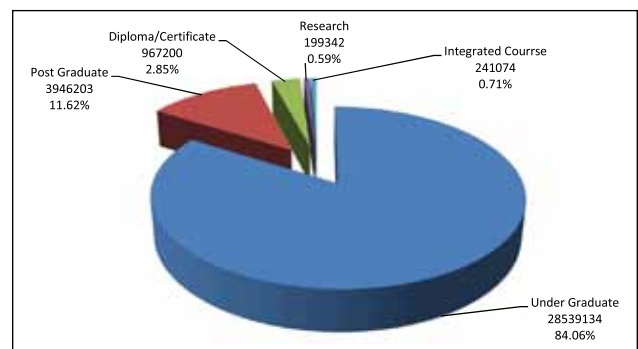


Fig. 2.2 Level wise Students enrolment: University Teaching Departments/University Colleges & Affiliated Colleges: 2018-19



A comparative Study of Level wise Enrolment of Higher Education for the year 2011-12 & 2018-19 (figure 2.1 and 2.2) shows that enrolment of Graduate, Post-Graduate, students has increased by 63.50% & 58.32% respectively and excludes integrated courses which are 0.71% of the Total Enrolment. The overall increase in enrolment has been 28.15% during this period.

All India Survey on Higher Education (AISHE)

All India Survey on Higher Education (AISHE) initiated in 2011 in which data for the year 2010-11 was collected. The survey was utmost necessary as none of the source of data on Higher education gave complete picture of higher education in the country. Also, there were many important parameters on which data is required for policy making but either no data was available or incomplete data was available. For the first time all the major Stakeholders in Higher Education such as Medical Council of India, University Grants Commissions, All India Council for Technical Education as well as State Governments have participated in for the data collection exercise. The entire survey was conducted through electronic mode and a dedicated portal www.aishe.gov.in was developed for this purpose, thus making the exercise completely paperless. The survey covers all the Institutions in the country engaged in imparting the higher education. Data is being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance, **infrastructure** etc. 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 development of education sector.

AISHE 2010-11 to 2018-19: In the very first year of the Survey about 90% University, 50% Colleges and 50% Stand-Alone Institutions had responded. Gradual increase has been seen in the number of institutions also responded for the survey for the subsequent years which is the highest among any of the data collection exercise on higher education either by MHRD or UGC. Survey for the eight years has been completed. All the report so far the AISHE 2010-11 to 2018-19 is available on MHRD Website. From the survey 2016-17 onwards, new format of Teacher

Information Form (TIF) is developed as part of the main Data capture Format (DCF) to collect teachers' details of all the teachers employed with the University/ Institution of Higher Education. AISHE 2019-20 was launched on 1st January, 2020.

Steering Committee: The XII Plan categorically high-lighted the need for a strong current and comprehensive data for evidence-based policy making and effective planning. The Plan document also took note of the All India Survey on Higher Education initiated by the Ministry of Human Resource Development and indicted that it can provide useful insights and can be the first step towards creating a comprehensive higher education data management system. Keeping this in view, a new plan scheme Higher Education Statistics & Public Information System (HESPIS) has been approved in XII Five Year Plan. With a view to ensure coordinated approach to all these efforts, particularly data collection efforts and benefit from synergy in such efforts, a Steering Committee for Higher Education Statistics & Public Information System has also been constituted under the chairmanship of Secretary (Higher Education), MHRD and different stakeholders as members.

Key Results of the AISHE 2018-19

- Survey covers all institutions of Higher Education in the country, registered with AISHE code in AISHE portal www.aishe.gov.in. Institutions are categorized in 3 broad Categories; University, College and Stand-Alone Institutions.
- There are **993 Universities, 39931 Colleges and 10725 Stand Alone Institutions** listed on AISHE web portal and out of them 962 Universities, 38179 Colleges and 9190 Stand Alone Institutions have responded during the survey. 298 Universities are affiliating i.e. having Colleges.
- 385 Universities are privately managed. 394 Universities are located in rural area.

- 16 Universities are exclusively for women, 3 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.
- In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum (13) of them are located in Tamil Nadu.
- There are 548 General, 142 Technical, 63 Agriculture & Allied, 58 Medical, 23 Law, 13 Sanskrit and 9 Language Universities and rest 106 Universities are of other Categories.
- The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Haryana, Tamil Nadu, Gujarat and Madhya Pradesh.
- Bangalore Urban district tops in terms of number of colleges with 880 colleges followed by Jaipur with 566 colleges. Top 50 districts have about 32.2% of colleges.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 53 in Karnataka as compared to All India average of 28.
- 60.53% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Female.
- Only 2.5% Colleges run Ph.D. programme and 34.9% Colleges run Post Graduate Level programmes.
- There are 34.8% Colleges, which run only single programme, out of which 83.1% are privately managed. Among these privately managed colleges, 38.1% colleges run B.Ed. Courses only.
- 77.8% Colleges are privately managed; 64.3% Private-unaided and 13.5% Private-aided. Andhra Pradesh & Uttar Pradesh have about 88% Private-unaided colleges and Tamil Nadu has 87% Private-unaided colleges, whereas, Assam has 16.0% .
- 16.3% of the Colleges are having enrolment less than 100 and only 4% Colleges have enrolment more than 3000.
- **Total enrolment in higher education has been estimated to be 37.4 million with 19.2 million boys and 18.2 million female. Female constitute 48.6% of the total enrolment.**
- **Gross Enrolment Ratio (GER) in Higher education in India is 26.3%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 26.4%. For Scheduled Castes, it is 23% and for Scheduled Tribes, it is 17.2% as compared to the national GER of 26.3%.**
- Distance enrolment constitutes about 10.62% of the total enrolment in higher education, of which 44.15% are female students.
- About 79.8% of the students are enrolled in Undergraduate level programme. 1,69,170 students are enrolled in Ph.D. that is less than 0.5% of the total student enrolment.
- Maximum numbers of Students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. 10 Programmes out of approximately 187 cover 80.3% of the total students enrolled in higher education.
- At Undergraduate level the highest number (35.9%) of students are enrolled in Arts/ Humanities/Social Sciences courses followed by Science (16.5%), Engineering and Technology (13.5%) and Commerce (14.1%)
- At Ph.D. level, maximum number of students are enrolled in Science stream

followed by Engineering and Technology. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two.

- Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.
- Scheduled Casts students constitute 14.9% and Scheduled Tribes students 5.5% of the total enrolment. 36.3% students belong to Other Backward Classes. 5.2% students belong to Muslim Minority and 2.3% from other Minority Communities.
- The total number of foreign students enrolled in higher education is 47,427.
- The foreign students come from 164 different countries from across the globe. The top 10 countries constitute 63.7% of the total foreign students enrolled.
- Highest share of foreign students come from the neighbouring countries of which Nepal is 26.88% of the total, followed by, Afghanistan (9.8%), Bangladesh (4.38%), Sudan (4.02%), Bhutan constitutes (3.82%) and Nigeria (3.4%).
- There are more than 78.0% colleges running in Private sector; aided and unaided taken together, but it caters to only 66.4% of the total enrolment.
- The total number of teachers are 14,16,299, out of which about 57.8% are male teachers and 42.2% are female teachers. At All-India level there are merely 73 female teachers per 100 male teachers.
- **Pupil Teacher Ratio (PTR) in Universities and Colleges is 29** if regular mode enrolment is considered **whereas PTR for Universities and its Constituent Units is 18 for regular mode.**
- Among non-teaching staff, the share of Group-C is the highest with 39.3%,

followed by Group-D with 28.3%. Group-A and Group-B comprise of 15.4% and 17% non-teaching posts, respectively.

- The average number of females per 100 male non-teaching staff is 49.
- **40,813 students were awarded Ph.D. level degree** during 2018 with 23,765 males and 17,048 females.
- B.A. (23.3 Lakh) degree has been awarded to maximum number of students. B.Sc. (11.6 Lakh) is the second highest followed by B.Com. (9.6 Lakh).
- At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A
- The highest number of students (23.3 Lakh) have graduated in Arts courses.
- At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Engineering and Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two.
- The share of Ph.D. student is highest in State Public University (34.3%) followed by Institute of National Importance (21.6%), Deemed University-Private (21.6%) and State Private University (13.4%).
- Share of female students is lowest in Institutions of National Importance followed by State Private Open Universities, Deemed University-Government.

CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education under the chairmanship of Union Minister of HRD. CABE consists of members from both Central and State Governments, educationists and

people representing different areas of interests, industry, etc. CABE has an important role to play at the present times, particularly in view of the significant socio-economic and socio-cultural developments taking place in the country as also the wide-ranging reforms taking place in the education sector.

A Special Session of CABE was held under the Chairmanship of Union Human Resource Development Minister on 21st September, 2019 at New Delhi. The meeting was attended by Shri Kiran Rajiju, Minister of State for Youth Affairs and Sports (Independent Charge) and Minister of State for Minority Affairs, Shri Prahlad Singh Patel, Minister of State for Culture and Tourism (Independent Charge), Shri Sanjay Shamrao Dhotre, Minister of State for Human Resource Development.

26 Education Ministers of 19 States, representatives of 25 States and Union Territories, Members of CABE, heads of autonomous organisations and Vice Chancellors of Universities, senior academics were present in the meeting. Shri R. Subrahmanyam, Secretary, Department of Higher Education and Ms. Rina Ray, Secretary, Department of School Education & Literacy were present in the meeting alongwith senior officials of Central and State Governments.

The Minister of HRD summed up the discussion with the following :

i) State Governments should join hand in the

mission of filling up 3 lakhs vacancies in higher education;

- ii) State should adopt various ongoing Schemes and Programmes run by the Ministry and make it successful;
- iii) Government is working to strengthen all Indian languages including 22 regional languages

The Minister of HRD highlighted about various programmes of the Ministry, such as - 15 lakhs teachers covered through ARPIT programme; starting a campaign against ragging; providing consultation by top ranking institutions to nearby institutions; Unnat Bharat Abhiyan; linking Samagra Siksha, Jal Suraksha Programme, training of 42 lakhs teachers through Nishtha programme; starting a course on Artificial Intelligence; 4 years B.Ed Course; training of Academicians through LEAP programme; NIRF Research institutions; aid of 1 lakh crore to institutions through HIEFA; participation of 2 lakh people in National Hackathon competition; identifying 20 institutions under EOI to improve world ranking of institutions; internship of students in industry; programmes like IMPRINT, Start-up Policy, Digital India, Start-up India, Skill India, Make-in-India, Study-in-India, Bharat Jago programme; PM Research Fellowship; Jyag Yojna, 1000 ASEAN Student Fellowship and requested all State Education Ministers and their representatives to help in bringing the 21st Century Education Policy.



NATIONAL ACADEMIC DEPOSITORY (NAD)

1. The Government of India is committed towards 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 digital depository of academic awards known as National Academic Depository (NAD). The NAD has been launched by Hon'ble President of India on 9th July, 2017.
2. NAD is an online store house of academic awards (degrees, diplomas, certificates, mark sheets etc.) lodged by the academic institutions / boards / eligibility assessment bodies in a digital format. NAD is on 24X7 online mode for making available academic awards and help in validating their authenticity, their safe storage and easy retrieval. The University Grants Commission (UGC) is the authorised implementing body of National Academic Depository(NAD).

Users of NAD

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

3. Participants

- Central Educational Institutions viz. Central Universities, Central Higher Educational Institutions and institutions empowered by an Act of Parliament to grant degrees, diploma etc.
- State Universities, Deemed to be Universities and other Universities
- Certificate/Diploma and Degree awarding institutions set up under various other Ministries/ Departments of 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)

4. Features of NAD

- Operates in fully onlinemode
- allows lodging of Academic awards in a digital format, maintaining theintegrity of access to the database and of the awards lodged in thedatabase.
- allows students to retrieve their lodged academic awards at anytime.
- allows employers and other persons(with prior approval of theconcerned student) to verify the authenticity of any academicaward.
- maintains the authenticity, integrity and confidentiality of thedatabases.

5. 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 into 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, 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 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

6. During the period i.e. 01.04.2019 to 31.12.2019, (i) the number of Academic institutions on-boarded with NAD increased from 974 to 1175, (ii) Number of students registered on NAD increased from 5,05,405 to 25,47,413 , (iii) Number of academic awards (including degrees, mark sheets, certificates etc.) lodged on NAD increased from 3,13,08,926 to 6,21,66,309 and (iv) the number of verification seeking entities registered on NAD increased from 182 to 220.

THE NATIONAL RAGGING PREVENTION PROGRAMME

Objective:

To curb the menace of ragging in the educational institutions and make India a Ragging-Free Nation.

Coverage:

1. The programme covers the entire nation. Prevention is achieved through (i) improved communication among college authorities, parents & students (ii) effective monitoring of compliance of regulations & (iii) enhanced public awareness. The programme also provides for an effective mechanism for redressal of students complaints. The Commission has made it mandatory for all institutions to incorporate in their prospectus the directions of the Government regarding prohibition and consequences of ragging.
2. An Anti-Ragging toll free “helpline” 1800-180-5522 in 12 languages has been made operational by the UGC with Call Centre facilities for helping victims of ragging, besides facilitating effective coordinated action by all concerned. The complaints can also be filed through email at helpline@antiragging.in

3. 6840 complaints of Ragging were recorded by the National Anti Ragging Help Line from 18.04.2012 to 31.12.2019 and out of this, 5343 complaints have been disposed of.
4. The UGC has also developed the Anti-Ragging Website i.e. www.antiragging.in. The Portal contains the record of registered complaints received and the status of the action taken thereon. The victims can also file their complaints online through www.amanmovement.org. An Anti-Ragging Mobile Application was launched by Shri Prakash Javadekar, Hon'ble Minister of Human Resource Development on 29.05.2017 for filing complaints on ragging, filing the anti-ragging undertaking and for calling the Toll Free Anti-Ragging Helpline Number.
5. The scope of Anti Ragging helpline and its associated mechanisms was recently expanded to include cases of ethnic and racial discrimination amongst students across the nation. It is now an Anti Ragging & Anti Racial Discrimination help line.
6. The 9th Inter Council Committee to consider the issue of Monitoring of Anti Ragging measures in institutions of higher educational institutions in India was held on 25.06.2018 under the Chairmanship of Prof. D. P. Singh, C.M., UGC. The recommendation/decision of the committee are as under:
 - Softcopies of the posters were given to various councils for their use in their own presentations & web sites.
 - An award ceremony should be organized by UGC soon to give prizes to students who made the posters & the short films for anti ragging campaign.
7. The 10th Inter Council Committee to consider the issue of Monitoring of Anti Ragging measures in institutions of higher educational institutions in India was held on 15.11.2018 under the Chairmanship of Prof. Bhushan Patwardhan, VCM, UGC. The recommendation/decision of the committee are as under:
 - A fresh refresher course/training session for the Call Centre & UGC employees had organized by the Monitoring Agency to ensure the better performance.
 - A special meeting of the Inter council committee may be called to discuss the recommendations of the two reports namely, Mohan Rao Report & Vineet Joshi Report to arrive at a national consensus on the modifications or amendments required to make the present Anti Ragging Regulations applicable to schools & to Vocational Training Institutions.
8. Public awareness campaigns are being undertaken regularly. The UGC has uploaded few videos on campaign against ragging, videos on different perspective of ragging (of offender, of parents and of victim) and an Anti-Ragging documentary. These videos are available at the UGC Webpage, <http://www.ugc.ac.in/page/Videos-Regarding-Ragging.aspx>.
9. Overall monitoring of the programme is done by a Committee consisting of eminent experts from field of academics and education.

10. The following payments were made for the period 2018-19:-

Grants Allocated	Beneficiaries	Amount paid
Grants Released to number of beneficiaries during the year 2018-19.	i) Aman Satya Kachroo Trust, Aman Movement for Eradication of Ragging, 689, Sector-23, Gurgaon (Haryana).	50,92,440/-
	ii) M/s Syrex Infoservices India Pvt. Ltd. J-1, Udyog Nagar, Near DD Motors, Rohtak Road, Peera Garhi, New Delhi.	1,21,14,656/-
	iii) The Media Publicity Campaign on Anti ragging measures the following activities were undertaken under this campaign. The amount approved for the following agencies: <ul style="list-style-type: none"> ➤ Media Campaign through NFDC. 8,81,400/- ➤ Media Campaign through Prasar Bharati. 34,929/- ➤ Media Campaign through DAVP. 22,03,892/- 	

11. UGC had submitted the original UC to MHRD and MHRD had sanctioned an amount of Rupees 5.00 cr. to UGC for anti ragging media campaign for undertaking a publicity campaign against ragging in higher educational institutions in the country during the academic session 2018-19.

UNNAT BHARAT ABHIYAN 2.0 (UBA)

UNNAT BHARAT ABHIYAAN is a flagship programme initiated by Government of India with the objective to engage reputed Higher Educational Institutions (central and state; public and private) to understand and work in rural areas. With the intention of enriching rural India, these selected Institutions are expected to customize the available technologies or develop new technologies as per the local needs and also to improve the implementation of existing government programmes Under Unnat Bharat Abhiyan 1832 institutions are selected on a Challenge Mode (823 technical and 1008 non-technical) which are reputed Higher Educational Institutes (both public and private) of the country, these selected institutes have adopted total no. of 9160 villages for their development through UBA. Also, scope for providing Subject Expert Groups assistance and Regional Coordinating Institutes to handhold and guide the participating

institutions have been strengthened. IIT Delhi has been designated to function as the National Coordinating Institute for this program.

In the last six months 325 Institutes have been selected and these institutes have adopted 1625 Villages under scheme UBA. Platform developed for displaying success stories under UBA. 24 Government schools are being revamped in Vrindavan.

Under the scheme, past few months have been dedicated to “Jal Shakti Abhiyan” and “Fit India Campaign”. Various camps were organized in the villages to ensure that the concept for the important Government of India programs is well identified by people and implemented in real life.

NATIONAL INITIATIVE FOR DESIGN INNOVATION

Ministry of Human Resource Development has launched a scheme “National Initiative for Design Innovation” during 2013-14. Under this initiative, 20 new Design Innovation Centres, one Open Design School and a National Design Innovation Network, linking together all these institutions are to be set up at an estimated cost of Rs 240 Crores. Under this scheme, 20 DIC’s would be set up by co-locating them in existing publicly funded institutes of national repute,

like IIT's, NIT's, central and state universities, to facilitate optimal utilization of the existing resources including faculty and land. Each of the DIC's would be provided financial support to the extent of Rs 10 Crore. DICs are identified based on the geographical spread to cover length & breadth of the country and are expected to cover from science and technology to liberal arts. ODS would ensure maximum reach of design education and practice in the country through various collaborative education programmes (linking a broad spectrum of educational institutes), and free sharing of its course items through the internet. NDIN would be a network of design schools that work closely with other leading institutions of industry and academia, NGOs and government to further reach and access of design education, to promote design innovation in all sectors, and to develop wide ranging collaborative projects between institutions.

During the year 2019-20, 5 Start Ups have been initiated under scheme. Further, 8 Products patented under the scheme. The other two integral components of scheme Open Design School (ODS) and National Design Innovation Network (NDIN) were also launched during this period. ODS and NDIN would ensure maximum reach of design education in country.

Also, various workshops were organized in the DIC's wherein the prime focus was to ensure that concept of Design education is spread and understood by the students.

Apart from above, a DIC exhibition was also organized in IIT Delhi wherein all the products/ concept developed under the scheme was displayed. All the 94 Institutes under the scheme participated with enthusiasm and the event was also well covered by media.

STARS Scheme

A new scheme called the 'Scheme for Transformational and Advanced Research in Sciences (STARS)' has been launched by MHRD in February, 2019 with the objective of providing

extra mural funding to research projects in basic sciences which are inter-disciplinary and translational in outcomes. It is also necessary that the projects are India-centric. With the key objective of supporting socially relevant research, the basic thrust domains of the Scheme include Physics, Chemistry, Biological Sciences, Nanosciences, Data Sciences & Mathematics and Earth Sciences. A total budget of Rs. 250 crore has been allocated for the Scheme and it is to be implemented, monitored and managed by Indian Institute of Science (IISc), Bangalore. The scheme also has a provision to encourage projects from talented researchers from eligible institutions in Tier-II cities and below.

As on 31st December, 2019, a total of 141 proposals, as recommended by the Domain Expert Committees (DECs) have been approved for funding. The Ministry has already released Rs. 25 crores to IISc for its further disbursement to the approved projects.

Skill Development initiatives of the Ministry:

To increase the employability of graduates in the country, Ministry of Human Resource Development is working along with Sector Skill Councils (SSCs) under National Skill Development Corporation (NSDC) to undertake Apprenticeship/Internship embedded degree programmes with core focus on development of knowledge, skills, aptitude and on-job training. Some of the sectors like Logistics & Retail have commenced Degree Apprenticeship programmes in 15 institutions. Further, 52 MoUs have been signed between Media & Entertainment Skills Council (MESC) and Colleges/Universities for offering specialized courses for students in Media & Entertainment Sector. Also, the Logistics Sector Council is in the process of aligning with 50 colleges for further running courses in Agri supply- chain & Aviation, apart from the PG Diploma in Data Science (Logistics) and BBA (Logistics). Ministry is also working with other sector skill Councils under the Ministry of Skill Development & Entrepreneurship.

Information on Skill Development programmes of UGC:

In order to increase employability of students, UGC has facilitated higher education institutions in India to provide skill-based education under National Skills Qualifications Framework. UGC introduced the schemes of Community Colleges in the year 2013-14, B.Voc Degree programme in 2014-15 and Deen Dayal Upadhyay Kaushal Kendra in 2015-16. These three schemes have now been merged under the National Skills Qualifications Framework, and in the year 2019-20, common applications were invited from institutions which wished to start skill-based programmes. The institutions can offer full-time, credit-based programmes at the level of Certificate, Diploma, Advanced Diploma, B.Voc, P.G. Diploma, M.Voc and Research with multiple entry and exit options.

The primary objectives of NSQF are: (i) to integrate relevant skills into the higher education system in order to make higher education relevant to the learner and the community; (ii) to provide employable and certifiable skills based on National Occupational Standards (NOSs) with necessary general education to Senior Secondary School pass-outs, with general education and /or vocational education background (iii) to provide for upgradation and certification of traditional / acquired skills of the learners irrespective of their age (iv) to provide opportunities for community-based life-long learning by offering courses of general interest to the community for personal development and interest (v) to provide opportunity for vertical mobility to move to higher education in future.

The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. National Occupational Standards (NOS) are statements of the skills,

knowledge and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance.

As per the UGC Guidelines, the curriculum in each of the semester/years of the programme(s) will be a suitable mix of general education and skill development components. Skill component of the courses shall have a minimum of 60% of the total credits and it can go upto a maximum of 70% of the total credits, and the balanced credits shall be of general education component. Moreover, the institutions, in consultation with the industry partner(s) and based upon skills Gap analysis report published by the NSDC, industry associations, Sector Skills Councils, Government agencies etc, may decide specific job Role(s) to be embedded in curriculum. The exit profiles of the learners at different levels i.e. Certificate / Diploma / Advanced Diploma should be clearly defined in output terms. The curriculum should be aligned to Qualification Packs (QPs) / National Occupational Standards (NOSs) of selected job role(s) within the industry sector(s). This would enable the students to meet the learning outcomes specified in the NOSs.

Currently, there are 188 Community Colleges, 289 Institutions offering B.Voc Degree Programmes and 68 DDU KAUSHAL Kendras. 68,663 students are currently enrolled in various skill programmes approved by UGC.

Pradhan Mantri Kaushal Vikas Yojna for Technical Education (PMKVY-TI):

Pradhan Mantri Kaushal Vikas Yojana for Technical Institutes (PMKVY-TI) is a scheme implemented by All India Council for Technical Education (AICTE) with an aim to impart engineering skills to the unemployed youth and school drop-outs and help them find placement through its approved technical institutions. The scheme was for 3 years from 2016-17 to 2018-19, through AICTE approved Engineering Colleges and Polytechnics across the country.

The year wise enrolment of students for providing training and trained are given below:

Year	Enrolled
2016-17	34757
2017-18	86141
2018-19	175769

The PMKVY-TI Scheme officially closed from 1st April, 2019.

All India Survey on Higher Education

All India Survey on Higher Education (AISHE) was initiated in 2011 in which data for the year 2010-11 were collected. The survey was utmost necessary as none of the sources of data on Higher education gave a complete picture of higher education in the country. Also, there were many important parameters on which data were required for policy making but either no data was available or incomplete data was available. For the first time all the major Stakeholders in Higher Education such as Medical Council of India, University Grants Commissions, All India Council for Technical Education as well as State Governments have participated in for the data collection exercise. The entire survey was conducted through electronic mode and a dedicated portal www.aishe.gov.in was developed for this purpose, thus making the exercise completely paperless. The survey covers all the Institutions in the country engaged in imparting higher education. Data are being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance, infrastructure etc. Indicators of education 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 development of education sector.

AISHE 2010-11 to 2019-20: Since the starting of AISHE for collecting the data for the year 2010-11, there has been considerable improvement in

response of the Institutions of Higher Education. During AISHE 2018-19, 97% University, 96% Colleges and 86% Stand-Alone Institutions uploaded the data on the portal. Final report for the AISHE 2010-11 to 2018-19 are available on MHRD website. Survey for the year 2018-19 has been completed & Survey for the year 2019-20 was launched on **1st January, 2020.**

NEW EDUCATION POLICY (NEP)

I. Status of the matter

1. The National Education Policy was framed in 1986 and modified in 1992. It envisages a National System of Education to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, ensuring retention and improving quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools, like Navodaya Vidyalayas in each district, vocationalisation of secondary education, synthesis of knowledge and inter-disciplinary research in higher education, starting more Open Universities in the States, strengthening of the All India Council of Technical Education, encouraging sports, physical education, Yoga and adoption of an effective evaluation method.
2. More than three decades have passed since the last policy. During this period significant changes have taken place in our country, society economy, and the world at large. New technologies have transformed the way in which we live, work, and communicate with each other with easy flow of information and knowledge, within the country and across the world. Nations and economies are more connected now. The corpus of knowledge has vastly expanded and research has become multi-disciplinary, and far more collaborative. Skilled manpower is demanded globally.

Innovation is at the core of global leadership. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed.

II. Steps taken so far

3. The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.
4. Consultation process was three pronged: (i) Online consultations through Mygov.in (ii) Consultation from village/grassroots level up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/Union Territories was carried out between May to October, 2015.
5. A number of in-person consultations were held by the Government with stakeholder Ministries in the Government of India (GoI) and also with the State Governments on NEP. A High Level meeting was taken by Minister for Human Resource Development on 14.02.2015 to discuss the consultative process for formulation of New Education Policy and invite suggestions of other Ministries and Departments. A meeting was held by the Minister of Human Resource Development on 21st March, 2015 with Education Ministers, Secretaries and other senior officials of the State Governments in which the consultation process, including the process of uploading the recommendations on MyGov, was explained in detail and suggestions of States on the process as well as the themes were also invited.
6. The Government also conducted thematic consultations through University Grants Commission, All India Council for Technical Education, National Council for Teacher Education and several centrally funded universities and institutions, autonomous bodies, attached offices having domain expertise on the individual themes by inviting all relevant stakeholders including experts, academics, industry representatives, civil society etc. in July-October, 2015. Further, the Ministry held thematic consultations in which experts having domain expertise were invited for deliberations.
7. The consultation process was one of the agenda points in the meeting of Central Advisory Board on Education (CABE) held on 19th August 2015 and issues related to New Education Policy (NEP) were also taken up in the 64th Meeting of the Central Advisory Board of Education (CABE) held on 25th October, 2016. Six Zonal Meetings were held by the Minister of Human Resource Development in Eastern, Central, North-Eastern, Western, Southern and Northern Zones covering all States and UTs in September-October 2015 which was attended by Education Ministers and officials of the respective States/UTs.
8. The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31st October 2015

under the Chairmanship of Late Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India. The Committee submitted its report on the 27th May, 2016. Subsequently, Ministry prepared “*Some inputs for the draft National Education Policy, 2016*”. Both these documents were laid in both houses of the Parliament in 2016.

9. Subsequently, Government had constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan on 24th June, 2017. The Committee submitted its report to the Ministry on 31.05.2019.

III. Current status

10. The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MHRD’s website and also at MyGov Innovate portal eliciting views/suggestions/comments of stakeholders, including public up to 15.08.2019. Further, letters were written to States /UTs Governments and Government of India Ministries inviting their views and comments on DNEP 2019. A brief summary of the Draft National Education Policy 2019 has been translated into 22 languages and circulated among various stakeholders. An Education Dialogue with Hon’ble MPs of Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka & Odisha on three consecutive days i.e. on 31.07.2019, 01.08.2019 & 02.08.2019. Two meetings with State Education Secretaries of School Education and another with State Secretaries of Higher & Technical Education was held on 09.07.2019 and 08.08.2019 respectively. A special meeting of CABE on National Education Policy was held on 21.09.2019. 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CABE,

Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. A meeting on Draft NEP 2019 of Parliamentary Standing Committee on Human Resource Development was held on 07.11.2019.

11. Based on the inputs received from various stakeholders, NEP is in the process of finalisation.

SPARC

The web portal of the Scheme “Scheme for Promotion of Academic and Research Collaboration (SPARC)” was launched by Hon’ble HRM on 25.10.2018. SPARC scheme aims at improving the research ecosystem of India’s higher educational institutions by facilitating academic and research collaborations between Indian Institutions and the best institutions in the world. He informed that under this Scheme, 600 joint research proposals will be awarded for 2 years to facilitate strong research collaboration between Indian research groups with the best in class faculty and renowned research groups in the leading universities of the world, in areas that are at the cutting edge of science or with direct social relevance to the mankind, specifically India.

The Government in August 2018 had sanctioned the scheme “Scheme for Promotion of Academic and Research Collaboration (SPARC)” at a total cost of Rs. 418 Cr for implementation up to 31.03.2020 and Indian Institute of Technology Kharagpur is the National Coordinating Institute to implement the SPARC programme. Details may be viewed at www.sparc.iitkgp.ac.in.

• Salient Features of SPARC are :

This scheme will improve research ecosystem of India’s higher educational institutions by facilitating academic and research collaborations between Indian Institutions [overall top-100 or category-wise top-100 in NIRF (including such Private Institutions which are recognized under 12(B) of UGC Act)] and the best institutions in

the world (top-500 overall and top-200 subject-wise institutions listed in QS World University Ranking) from 28 selected nations [Australia, Austria, Belgium, Brazil, Canada, China, Denmark, Finland, France, Germany, Hong Kong, Israel, Italy, Japan, Netherlands, New Zealand, Norway, Portugal, Russia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, United Kingdom(UK), United States of America(USA)] to jointly solve problems of national and international relevance. As per the criteria mentioned above, 254 top Indian Institutes and 478 top ranked global Institutes have been already identified.

- a) A set of 5 Thrust Areas (Fundamental Research, Emergent Areas of Impact, Convergence, Action-Oriented Research and Innovation-Driven) and sub-theme areas in each thrust area has been identified for collaboration under SPARC based on emergent relevance and importance for the nation.
- b) Each Thrust Area will have a Section Chair. The role of Section Chair of each Thrust Area is to review shortlist and recommend the potential joint-proposals submitted under SPARC scheme.
- c) A set of Nodal Institutions (NI), from India, for each participating foreign country has been identified. The role of a NI is to help, handhold and coordinate with willing participating Indian (PI) Institutions to forge alliance with the Institutions of concerned participating foreign country, for academic and research collaboration.

25 such reputed Institutions have been notified as Nodal Institutions.

- d) SPARC proposes to enable productive academic cooperation by supporting the following critical components that can catalyze impact making research :
 - i) Visits and long-term stay of top international faculty/researchers in Indian institutions to pursue teaching and research,
 - ii) Visits by Indian students for training and experimentation in premier laboratories worldwide,
 - iii) Joint development of niche courses, world-class books and monographs, translatable patents, demonstrable technologies or action oriented research outcomes and products,
 - iv) Publication, Dissemination and Visibility through a high profile annual international conference in India.
- e) This Scheme is expected to have a major impact in providing the best international expertise to address major national problems, expose Indian academicians to the best collaborators abroad, enable international faculty to stay in India for a longer duration, provide Indian students an opportunity to work in the world class laboratories, to develop strong bilateral relationships in research, and improve the international ranking of Indian Institutes.





02

UNIVERSITY GRANTS COMMISSION



University Grants Commission

I. 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 for the determination of teaching, examination, research and maintenance of standards in Universities. Apart from providing grants to Universities and colleges, the Commission advises the Central and State Governments on the measures necessary for development of higher education. The UGC functions from its Headquarter at New Delhi and through its six Regional Offices located at Hyderabad, Pune, Bhopal, Kolkata, Guwahati, Bengaluru and Northern Regional College Bureau in Delhi.

II. Regulatory reforms undertaken by the University Grants Commission

For the discharge of its mandate of coordinating and determining standards of higher education, UGC has taken significant regulatory measures during the year. The following regulations have been notified during 2019:

- i) The University Grants Commission (Institutions Deemed to be Universities) Regulation, 2019.
- ii) The University Grants Commission (Open and Distance Learning) Fourth Amendment Regulations, 2019.
- iii) The University Grants Commission

(Redress of Grievances of Students) Regulations, 2019.

III. Growth of Higher Education System:

There has been phenomenal growth of higher education in India since independence. As per the All India Survey on Higher Education Report 2018-19, the number of students enrolled in the higher education system has been estimated to be 3.74 crore. Gross Enrolment Ratio (GER) in Higher education in India for the year 2018-19 is 26.3%, which is calculated for the age group of 18-23 years. The number of Universities has gone upto 993 and there are 39,931 colleges and 10,725 stand alone institutions in the Higher Education sector.

IV. Financial Assistance to Higher Educational Institutions

The UGC assists each eligible University 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.

Statement of Grants released to Central Universities, State Universities, Deemed to be Universities and Colleges during the year 2019-2020 (01.04.2019 to 31.12.2019), under various UGC schemes, is as follows: **(Rs in lakh)**

Name of Schemes/Object Heads	Allocation 2019-20	Funds Received upto 31-12-2019	Expenditure upto 31.12.2019
Central Universities/Colleges	662546.00	593701.75	541869.75
Deemed to Universities	35000.00	26249.00	24631.14
State Universities/Colleges/IUCs/Online Payments for Scholarship & Fellowships/Regional Centres/Non-University Institutions and Administrative Charges (HO & RO)	460066.00	323731.50	341692.54
Total	1157612.00	943682.25	908193.43

V. Initiatives undertaken by the University Grants Commission to improve the quality of Higher Education.

Quality Mandate of the University Grants Commission

To ensure improvement of quality and standards in Higher Education, the University Grants Commission approved its Quality Mandate to be implemented in Universities and affiliated Colleges. Under the Quality Mandate of UGC the following objectives are proposed to be fulfilled by 2022:

- i) improve the graduate outcomes for the students, so that at least 50% of them secure access to employment/self-employment or engage themselves in pursuit of higher education.
- ii) promote link of the students with the society/industry such that at least 2/3rd of the students engage in socially productive activities during their period of study in the institutions.
- iii) train the students in essential professional and soft skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human values and professional ethics, and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.
- iv) ensure that teacher vacancies at any point of time does not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented regarding the latest and emerging trends in their respective domains of knowledge, and the pedagogies that translate their knowledge to the students.
- v) every institution shall get NAAC accreditation with a minimum score of 2.5, by 2022.

To fulfil these objectives, the Commission has undertaken the following initiatives:

- i) **Deeksharambh** – A guide to ‘Student Induction Programme’ has been launched by the UGC. The purpose of

‘Deeksharambh’ – Student Induction Programme, is to help new students adjust in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self-exploration. Eight Regional Workshops on Training of Teachers (ToT) for Student Induction Programme were held at Hyderabad, Bengaluru, Coimbatore, Kolkata, Pune, Guwahati, Bhopal and Lucknow.

- ii) **Learning Outcome-based Curriculum Framework (LOCF):** The UGC has developed LOCF based curriculum in 19 subjects and uploaded the curriculum on its website to facilitate Universities to revise their curriculum.
- iii) **Use ICT based learning tools for effective teaching-learning process:** One hundred thirty three Universities have come on board for accepting credit transfer for MOOCs courses done through SWAYAM platform. 1,20,000 learners enrolled in 43 UGC Non-Technology Post-Graduate MOOCs Courses offered on SWAYAM Platform during the session July-October, 2019. UGC PG MOOCs Courses have been marked successful over Internet. Academic fraternity across the globe has registered for these Course in large numbers. 41 PG MOOCs Courses, out of 43, have an enrollment of more than 500.
- iv) **Life skills for students (Jeevan Kaushal):** The UGC has developed life skills curriculum for undergraduate students. This Curriculum covers the courses on communication skills, leadership & management skills, professional skills and universal human values. The curriculum is available on UGC’s website for adoption by Universities.
- v) **Social and Industry connect for every institution:** To create skilled globally competent professionals through quality education, higher education institutions

should utilize academia industry collaborations to strengthen facilities in their institutions. For this purpose, the UGC had constituted a working group to formulate a concept note and scheme on University-Industry Linkage Programme. Every institution shall adopt at least five villages for exchange of knowledge and for the overall social/economic betterment of the village communities. Two credit course curriculum developed on, “Fostering Social Responsibility Community Engagement of HEIs in India”, is available on UGC website.

- vi) **Examination Reforms in Higher Education Institution:** Student Evaluation plays a crucial role in improving the quality of Higher Education in the Country. To make student assessment more meaningful and effective, it should be linked to ‘Learning Outcomes’. With this aim, UGC has prepared the report on ‘Evaluation Reforms in Higher Education Institutions in India’.
- vii) **Tracking of the student progress after completion of course:** Tracking students’ Progress after higher education and to utilize alumni relations for enhancing employability, the UGC constituted a Task Force to frame a policy on “Student Career Progression and Alumni Network”.
- viii) **Induction training for all new teachers, and annual refresher training for all teachers - role of the National Resource Centres; and mandatory leadership/management training for all educational administrators:** Four Training of Teachers (ToTs) Workshops have been conducted. About 640 trainers have been trained till now. The process of recruitment has been initiated. “Guru Dakshta” - guidelines for Teacher Induction Programme have been launched by the UGC on 26.12.2019. The main objective of this programme is to sensitize and motivate the faculty to adopt learner centric approaches, ICT integrated learning and new pedagogic approaches to

teaching-learning and assessment tools in higher education. About 640 trainers have been trained till now.

- ix) **Promoting quality research by faculty and creation of new knowledge:** The UGC has introduced Scheme for Trans-disciplinary Research for India’s Developing Economy (STRIDE), to strengthen research culture and innovation in higher educational institutions. It will help students and faculty to contribute significantly to the national growth and development with the help of collaborative research. A STRIDE Cell has been established at Banaras Hindu University. The total number of proposals received was 3891.
- x) **Mentoring of non-accredited institutions, so that every institution can get accreditation by 2022:** UGC has developed the scheme of “Paramarsh”- a new initiative for mentoring the non-accredited institutions, to enable them get accredited. Shri Ramesh Pokhriyal ‘Nishank’, Hon’ble Minister of Human Resource Development launched this new initiative of UGC on 18th July, 2019. The scheme intends to promote well performing accredited institutions to mentor the NAAC accreditation aspiring institutions to upgrade their academic performance and get accredited. A well designed scheme of Mentor-Mentee relationship will not only benefit both the institutions but also lead to quality education to the 3.6 crore students who are enrolled to Indian Higher Education system.
- xi) **Consortium for Academic and Research Ethics (CARE):** For suggesting a list of credible quality journals in the disciplines such as the Social Sciences, Humanities, Languages, Arts, Culture, Indian knowledge systems etc, the UGC has established a Consortium for Academic and Research Ethics. The UGC has entrusted the responsibility of journal analysis for the CARE List to Centre for Publication

Ethics, Savitribai Phule Pune University, Pune and four Regional Universities identified by the UGC. In order to improve academic integrity and to disseminate the UGC's initiatives, "Research Integrity Awareness Workshops" were conducted at IISER, Pune on 19th July, 2019. Hon'ble Minister of Human Resource Development launched the guidelines of CARE on 26th December, 2019. The Statutory Councils/ Government bodies in Social Sciences, Humanities, Arts and Fine Arts, Science, Medical, Agriculture and Engineering and the Association of Indian Universities and INFLIBNET are members of the consortium, as a supporting agency.

- xii) SATAT:** A Framework for Eco-Friendly and Sustainable University Campuses of India. The said Framework is designed in line with the global goals to promote and ensure contribution of Higher Educational Institutes (HEIs) towards the sustainable development. The UGC has endeavoured to integrate sustainability principles into campus operations developments and programme curricula. The framework encourages universities to adopt reflective policies and practices to enhance the environmental quality of the campus and to adopt sustainable green and sustainable methods in its future. The Framework necessitates the active participation of Indian Universities towards green development.

- xiii) Mulya Pravah:** The UGC has developed a policy framework- "Mulya Pravah – Guidelines for Inculcation of Human values and Professionals Ethics in Higher Educational Institutions".

VI. Scholarship/ Fellowship schemes of the UGC:

The UGC is implementing the following scholarship/fellowship schemes for promotion of research in higher education:

- i. Faculty Recharge Programme (FRP),
- ii. UGC-BSR Faculty Fellowship,

- iii. Dr. D. S. Kothari Post Doctoral Fellowship,
- iv. BSR Fellowship (RFSMS),
- v. Start up Grant for Newly Recruited Faculty,
- vi. Mid Career Award to Teachers under BSR Programme,
- vii. Post Doctoral Fellowship for Women,
- viii. Post Doctoral Fellowships for SC/ST Candidates,
- ix. Dr. S. Radhakrishnan Post-Doctoral Fellowship in Humanities & Social Sciences including languages,
- x. Emeritus Fellowship,
- xi. Research Award,
- xii. Research Scientists,
- xiii. Swami Vivekananda Single Girl Child Fellowship For Research In Social Sciences,
- xiv. Post-Graduate Scholarships for Professional courses to SC/ST Students,
- xv. Post-Graduate Indira Gandhi Scholarships for Single Girl Child,
- xvi. Post-graduate Scholarships for University Rank Holders,
- xvii. Post Graduate Scholarship for M.E/M. Tech/M.Pharm to GATE/GPAT Qualified Students,
- xviii. 'ISHAN UDAY' Special Scholarship Scheme For North Eastern Region,
- xix. Junior Research Fellowship (JRF) to NET qualified candidates.

VII. Development of Human Resource for Teaching and Research

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 Joint CSIR-UGC Test is being conducted under the aegis of CSIR in 5 core science subjects,

viz., Chemical Sciences; Earth, Atmospheric, Ocean and Planetary Sciences; Life Sciences; Mathematical Sciences and Physical Sciences in the months of June and December.

The candidates, who desire to pursue research and avail fellowship from UGC, can opt to appear for Junior Research Fellowship (JRF) either under the UGC-NET or under the Joint CSIR-UGC Test. The candidates with higher merit who qualify for JRF, can pursue research in the UGC recognized Universities and institutions. They are also eligible for being considered for the post of Assistant Professor in the universities and colleges throughout the country. Over 3200 JRFs are awarded by UGC under each UGC-NET and 1500 JRFs (including 300 fellowships of Basic Science Research Bureau of UGC) are awarded through each Joint CSIR-UGC Test. Fellowship is available for a maximum period of five years.

In the UGC-NET conducted in June 2019, 4756 candidates were declared eligible for Junior Research Fellowship, while 4692 candidates have been declared qualified for JRF in UGC-NET held in December 2019.

VIII. International Cooperation

The University Grants Commission has been implementing various collaborative academic programmes between India and foreign countries. UGC has been running Joint Research Programmes with countries like UK, Israel, Norway and Germany, and has also facilitated Indian scholars to realize their research potential through scholarship, fellowship and research programmes, such as Stipendium Hungaricum scholarships, Project-based Personnel Exchange Programme with Germany.

IX. Skill Development Initiatives

In order to increase employability of students through skill-based education, UGC has implemented three schemes namely, Community Colleges, B.Voc Degree Programme, and Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human

Abilities and Livelihood (KAUSHAL) under National Skills Qualifications Framework.

1. Community Colleges

Main Objective of the scheme of Community Colleges is to offer low cost and high quality education locally which encompasses both skill development as well as traditional course work, thereby providing opportunities to the learner to move directly to employment sector or to move to the Higher Education sector. Under Community College, an institution can offer Certificate, Diploma and Advanced Diploma programmes. At present, there are 188 Community Colleges. An amount of 13.40 crore was released for the Community colleges from 01.04.2019 to 31.12.2019.

2. Bachelor of Vocation (B. Voc.) programme

The scheme on Skill Development based Higher Education is a part of College/ University education leading to Bachelor of Vocation (B.Voc.) Degree with lateral entry and multiple exit options at Diploma/ Advance Diploma level. At present, 289 Institutions are offering B.Voc Degree Programmes. An amount of Rs. 40.38 crore was released for the B.Voc programme, from 01.04.2019 to 31.12.2019.

3. Deen Dayal Upadhyaya Kaushal Kendras

Deen Dayal Upadhyaya Kaushal Kendras have been established for running complete spectrum of skill courses starting from certificate to Ph.D.. At present, 68,663 students are enrolled in various skill programmes in 68 Kaushal Kendras approved by UGC. These centers are established in colleges and universities and are the only ones authorized to offer M.Voc and PhD in skill education. An amount of Rs. 5.15 crore was released for the Kaushal Kendras, from 01.04.2019 to 31.12.2019.



03

**ALL INDIA COUNCIL FOR
TECHNICAL EDUCATION**



All India Council for Technical Education

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on 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 for 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 put in place several initiatives to bring about changes in approval process by introducing greater transparency and accountability through e-governance and simplified the procedures and greater ease in the approval process through informal and formal interactions with all stakeholders.

The Council grants approvals for starting new technical institutions and for introducing new courses or programmes in already approved technical institutions. Approvals are accorded in consultation with respective State Governments and affiliating Universities.

Some of the new provisions introduced in the APH 2019-20 are as under:

1. Starting new programmes/levels in the existing institutions.
2. Merger of institutions under the same Trust/ Society/ Company operating in the same campus
3. Closing of MBA Programme and introduction of MCA Programme and vice-versa
4. Merger of Lateral entry Separate Division in Second Year Engineering and Technology/ MCA Courses to First Year Regular Course.
5. Change in the name of the Bank
6. Recommended Short and Medium Term Perspectives for Engineering Education in India by the Committee to provide National Perspective Plan.
7. The existing institution who applied for closure of the Institution are also eligible to apply for starting a new Technical Institution in the same premises in the same year. In case of the application being rejected, the same shall be processed for the Closure of the Institution/ issue of Extension of Approval as per the choice mentioned in the application.
8. In case of new Technical Institutions, the Council if deems fit shall grant approval to issue Letter of Intent (LoI), the same shall be valid for three Academic Years. Within the validity period, after the establishment of Infrastructure facilities as per the requirements, the Applicant shall

apply on AICTE Web-Portal for the Letter of Approval anytime in the year, shall be processed further by an Expert Visit Committee.

9. To maintain the quality of Education, 60% of the eligible Courses in any Technical Institution shall be accredited in the next 4 years' time, else EoA shall not be issued by the Council.
10. Lateral Entry to Second Year Degree Course(s) in Engineering and Technology/ Pharmacy/ MCA Course shall be permissible up to a maximum of 10% of

“Approved Intake” which shall be over and above, supernumerary to the “Approved Intake”, plus the unfilled vacancies of First year as specified in the Approval Process Handbook.

11. The Council shall not permit the Introduction or Continuation of Lateral entry Separate Division in Second Year of Engineering and Technology/ MCA Courses.

The data on the number of institutions to which new approvals were given during 2019-20 region wise is summarized below:

Approved Institutions with Intake in 2019-20						
Region	Approved Institutions			Approved Intake		
	Diploma	UG	PG	Diploma	UG	PG
Central	540	591	652	124386	165657	81451
Eastern	479	284	294	113133	91447	31850
Northern	1483	730	628	209812	150725	68846
North-West	746	566	593	148940	140874	60977
South-Central	505	762	1101	119335	289106	166200
Southern	517	613	704	190713	295235	82647
South-West	441	513	601	107762	173551	70979
Western	816	700	710	144803	163668	81848
Total	5527	4759	5283	1158884	1470263	644798

Quality Initiatives of AICTE:

AICTE Council in its 49th meeting held on March 14, 2017 approved a package of measures to provide a thrust to improve quality of technical education in the country. Amongst the quality initiatives approved by the Council, exam reforms, mandatory internship, induction program for students, revision of model curriculum, are a few to mention. Highlights of the initiatives taken during 2019-20 are as follows:

- **Model Curriculum:**

At present teaching learning methodologies are being guided by the policies of Affiliating Universities, since most of the technical institutions are affiliated to Universities. These Universities prescribe curriculum and teaching

practices in all such technical Institutions. Excellence in engineering education results from innovative teaching techniques and effective instructional materials.

AICTE prepares Model Curriculum to be adopted suitably by these institutes/Universities. Realising the need to revise and update the Curriculum of UG and PG Courses in Engineering education, AICTE has prepared outcome based model curriculum for Undergraduate and Post Graduate courses in Engineering and PGDM/MBA Courses. Student internship is being made mandatory whether in corporate world or at institutes of national importance, national laboratories or in development sectors. Value education has been made an integral part of Course Curriculum. This is a suggestive curriculum and concerned

universities/ institutions are allowed flexibility in readjustment of courses/credits in their programs.

Most of the technical universities have adopted the AICTE model curriculum except a few, who have informed that they will implement it from the next academic year. The important feature of the model curriculum is that the number of credits have been reduced to 160 from 200-220 at UG Level in Engineering and to 120 credits in Diploma aligning with the requirements of Industry 4.0. Between April 2019 to December 2019, AICTE has launched following:

1. Model Curriculum for Diploma Courses in Engineering & Technology
 - i. Civil Engineering
 - ii. Electrical Engineering
 - iii. Mechanical Engineering
 - iv. Production Engineering
 - v. Computer Engineering
 - vi. Chemical Engineering
 - vii. Electronics and Communication Engineering
2. Model Curriculum for Bachelor of Architecture.

- **Induction Program:**

A three-week mandatory induction program for students has been designed to be offered right at the commencement of the first year at UG Level in Engineering and classes will begin after this induction program. The purpose of the program is to make the students feel comfortable in their new environment, set a healthy daily routine, create bonding in the batch as well as between faculty and students. The induction program is now a part of the model AICTE UG Curriculum of Engineering. A budget of Rs. 6.00 Crore was approved by the Council for this purpose. An Induction Cell has been established at AICTE to monitor the induction activities and National Level Coordination Committee has been set up

to coordinate training of faculty members on “Student Induction Program” for implementing the same in technical institutions. 100+ workshops have been conducted across the country in which 8000+ faculty participated.

- **Exam Reforms:**

Future engineering graduates not only need to be knowledgeable in their discipline, but also need a new set of soft, professional skills and competencies. The achievement of objectives and program outcomes are crucial and needs to be proven through accurate and reliable assessments. They must not only assess student’s achievements (and grades) but also measure whether the desired learning outcomes have been achieved. It was felt that the exams being conducted by the institutions should test the understanding of the concepts and the skill – rather than with more emphasis on the subject knowledge of the students. With a view for development of a suitable exam format, AICTE constituted a committee in this regard. The committee finalized the policy on Exam Reforms to be adopted by the Institutions and Universities.

AICTE is conducting one-day awareness workshops on Exam Reforms for Controller of Examination, Deans and Senior Faculty members of various universities and institutions. 10 Workshops have been conducted across the country in which 1375 faculty participated. 3-day Residential Workshop on Exam Reforms (Train the Trainers) has also been conducted at NITTTR Chandigarh during December 9-11,2019 and more than 50 faculty participated. The faculty trained through the workshops are expected to train faculty of their respective institutions.

- **Perspective Plan:**

The Committee constituted under the Chairmanship of Shri. BVR Mohan Reddy, Chairman, Board of Governors, IIT, Hyderabad submitted its report on ‘Medium Term Perspective Plan’ for Engineering education and it was discussed in the meeting of the Executive

Committee (EC) of the Council on December 27th, 2018 and the EC approved the same.

Based on the recommendation of the committee it has been decided to introduce a new UG discipline namely Artificial Intelligence & Data Science (AI & DS) from academic session 2020-21 and a model curriculum is being developed. Curriculum for AI, IoT, Block Chain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D Printing & Design to be offered as honours or minor degree has been developed.

• **Mandatory Internships:**

All India Council for Technical Education (AICTE) has formulated its Internship Policy for students of Technical Education. Internships have been mandated to ensure that technical students get exposure to the industrial environment, current technology relevant to their subjects and opportunities to learn, understand and sharpen real-time technical and managerial skills. Board of Apprenticeship Training (BOAT), Mumbai, Chennai and Kanpur and Board of Practical Training (BOPT), Kolkata have joined hands for facilitating Internships. AICTE has constituted a National Level Steering Committee to monitor the performance and Progress of Internship Programs throughout the country. The first Meeting of the committee was held on March 11th, 2019. Four Awareness workshops were organized by AICTE at 4 regions. Approx. 1500 Training and Placement Officers of AICTE Approved Institutions and Industry representatives attended the programme. From April 2019 to December 2019, Following work have been carried out as part of Mandatory Internship initiative:

1. Development of AICTE Internship Portal for offering students an easy access to available internship opportunities.
2. Introduced District Magistrate Internship.
3. Workshops conducted on “Issues and Challenges in implementation of AICTE Internship Policy” and “Industrial Internship”.

4. Various Industry Meets and Workshops organized for promoting internships and industry academia collaborations.
5. Celebrated “Internship Day” in association with Internshala.
6. Brought numerous internship opportunities to AICTE Internship Portal through API Integration with HireMee and Internshala.
7. Internship related MoUs with various partners like:
 - i. IIT Guwahati
 - ii. IIT Bombay
 - iii. ARM Embedded Pvt. Ltd., Bangalore
 - iv. Tata Consultancy Services, Mumbai
 - v. IISER Kolkata
8. Institutes were encouraged to give AICTE Activity Points (as discussed in Internship Policy) to students for participating in ‘One Student One Tree’ and ‘Jal Shakti Abhiyan’.
9. One AICTE leadership conference on the theme of Industry Academia Interaction was organized on November 20th, 18. Total 130 Industry Leaders and Academic leaders/ Vice Chancellors etc. attended the meeting for joining hands for facilitating Internship internships.

• **Teachers’ Training Policy:**

AICTE has formulated a comprehensive teacher’s training policy and proposed the following 8 modules for incumbent as well as in-service teachers:

1. General Orientation towards Technical Education
2. Inculcation of Values and Attitudes
3. Communication Skills
4. Instructional Planning & Classroom Delivery

5. Technology Enabled Learning and Life-long Self-learning
6. Effective Modes of Student Evaluation
7. Creative Problem Solving, Innovation and Meaningful R & D
8. Institutional Management & Administrative Procedures

All the above mentioned MOOCs have since been prepared by the NITTTRs and will be available on SWAYAM platform. Modalities for awarding certificates on successful completion of the eight modules has been worked out. This Teachers Training Policy is now integral part of 7th Pay revision Gazette notification for Technical Teachers.

Research, Institutional and Faculty Development Programme/Schemes

• Research Promotion, Institutional and Faculty Development Programme

AICTE operates three schemes, viz. Research Promotion Scheme (RPS), Modernization and Removal of Obsolescence (MODROB), and Nationally Coordinated Projects (NCP). During 2018-19, a sum of Rs.7.99 Crore for 61 Projects under Research Promotion Scheme (RPS) and a sum of Rs.26.95 Crore for 213 Projects under MODROB Scheme was sanctioned respectively to AICTE Approved Institutions.

• Research Promotion Scheme for North-East and NDF Centers

Two new schemes under Research Promotion Scheme have been extended for North-East Region and for NDF Centres during the current Financial Year. For each of the scheme, a total of 50 projects with a grant-in-aid of Rs.1250.00 lakh @ Rs. 25.00 lakh per project have been sanctioned. Since the target groups were limited, off line applications were invited from the faculties/Pis in AICTE approved Institutes. A total of 130 and 80 applications under RPS-NER and RPS-NDF respectively were received on

or before closing date. The respective faculties were invited to AICTE Head Office for making their presentation of project proposals before the Evaluation Committees on February 27th & 28th, 2019.

• PG Scholarship

AICTE in order to ensure development of technical education in India awards Post Graduate Scholarship of Rs.12,400/- per month through its Post Graduate Scholarship Scheme to full time GATE/GPAT qualified students admitted to AICTE approved programs Master of Engineering, Master of Technology, Master of Architecture and Master of Pharmacy courses in AICTE approved Institutions and AICTE approved University Departments.

• National Doctoral Fellowship (NDF)

National Doctoral Fellowship (NDF) was launched from the academic year 2018-19 for admitting full time meritorious students for Ph.D. program in the 28 identified research institutes of AICTE. However, from 2019-20 the no. of research institutes was increased to 37. Objectives of the National Doctoral Fellowship (NDF) are:

- To promote research culture in AICTE approved Institution.
- To nurture talents for technical research.
- To promote collaborative research between Institute and Industries leading to start-ups.

Selected candidates are entitled to receive a fellowship of Rs.28,000/- month and house rent allowance as per government norms. In addition to it an amount of Rs.15000/- per annum as contingency grant is also available to scholars. The duration of the scheme is for a period of 3 Years. However, extendable by 6 months in 2 spells in special cases.

As per the decision of the Executive Committee taken in its 120th meeting held on 27.12.2018, the intake under the scheme of National Doctoral

Fellowship (NDF) has been increased from existing 150 to 300 from the academic year 2019-20 onwards.

The Fellowship amount has been increased from Rs.28,000/- month to Rs.31,000/- month for the first two years followed by Rs.35,000/- month for the third year. Enhanced Fellowship is applicable from 01/01/2019 as per MHRD orders.

- **Quality Improvement Programme (QIP):**

The main objective of the programme is to upgrade the expertise and capabilities of the faculty members of the degree level institutions in the country. The aim is to enable the teachers to acquire Master's/Doctoral degrees and imbibe in them a culture of research and better teaching educational capabilities by exposing them to the environment of the institutes of study. During the financial year 2018-19, Rs.21.71 crore has been released for pursuing M.Tech. & Ph.D. faculty of AICTE Approved Institutions.

Further, till date in current financial year 2019-20, an amount of Rs.9.94 crore has been released for pursuing M.Tech./M.Pharm. & Ph.D. in AICTE approved Institutions.

- **PRAGATI Scholarship Scheme For Girl Students**

Aim is to provide assistance for Advancement of Girls to pursue Technical Education. Two Girls Child per family are eligible, whose family income is not more than 8 lakhs per annum during the preceding financial year (in case of married girl, the income of parents/in-laws, whichever is higher will be considered). Selected candidates are awarded Scholarship of Rs.50,000/- (Rs.20,000/- for Contingency amount for 10 months and Rs.30,000/- for Tuition fee). 5142 students have been benefitted under Pragati Scheme during the 2018-19 at Degree and Diploma level.

- **SAKSHAM Scholarship Scheme**

The aim is to provide encouragement and support to differently-abled children having more than

40% disability and whose family income is not more than Rs.8 lakhs per annum to pursue Technical Education. Selected candidates are awarded Scholarship of Rs.50,000/- (Rs.20000 Contingency amount for 10 months and Rs.30,000 for Tuition fee).

The selection of candidate will be made on merit on the basis of qualifying examination to pursue the respective Technical Degree/Diploma course from any of the AICTE approved institution. 513 students have availed the benefit under this Scheme during the year 2018-19.

- **PRERANA Scheme for SC/ST Students for preparing them for higher education;**

This scheme aims at providing financial support to institutes for encouraging and training to pre-final and final year aspiring SC/ST students seeking higher education through admission test like GATE/GPAT/CAT/CMAT/TOEFL/IELTS and GRE. The Institute must have minimum of 50 SC/ST students on an average on roll during last 3 years.

The maximum limit is Rs.10 Lakh for providing support to Technical Institutions for the program. 2000 students from 49 institutions benefitted from this scheme during 2018-19.

- **SAMARIDDHI Scheme for SC/ST Students for setting up Start-ups:**

The objective of this scheme is to help SC/ST students in planning, launching & running their own business/startup through entrepreneurship development programme after their formal education is over or during their education as per AICTE's startup policy. Total funding of Rs.20 Lakh (of which Rs.1 lakh / year shall be recurring grant) is provided under the scheme. 99 students from 11 institutions availed the benefits of this scheme.

- **Hostel for SC/ST Students:**

The scheme aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for providing

residential accommodation for students/researchers belonging to SC/ST category. Government/Government-aided engineering colleges/University Departments existing for last five years and have more than 150 SC/ST students on roll for the last three years are eligible for the grant. The maximum limit of Rs.3.00 crores to be disbursed in 03 instalments. Since 2012-13 and till date, an amount of Rs.158.51 Crore grant has been released for construction of Hostels to 103 Institutes including the grant of current financial year 2019-20, out of which 38 Hostels have already been completed.

- **E-Journals through ESS for Technical Education and Research**

Free access to e-journals to 123 AICTE supported Technical Institutes were provided by paying the subscription by AICTE under e-shodh Sindhu. During the year 2018-19, Rs.8.47 Crore was released towards subscription of e-journals and for the year 2019-20 as also for the next year sanction has already been accorded.

- **Travel Grant-Faculty** scheme provides financial assistance of Rs.1.5 Lakh to faculty members to present their research paper in Conferences abroad. During 2019-20, a sum of Rs.30,03,042/- has been sanctioned for 27 proposals. Grant is reimbursed on production of requisite documents after attending the Conference.
- **Grant for Organizing Conference (GOC)** scheme started in 2016-17. Financial assistance up to Rs.5 Lakh to institutions for organizing National/ International conference in various fields of Technical Education. A sum of Rs.1.30 Crore has been sanctioned for 43 Conferences.
- **Skill & Personality Development Program Centre for SC/ST students (SPDC)** scheme started in 2014-15 to enhance the skills of SC/ST candidates with help of modules on communication, personality development and proficiency in

English language. It boosts the confidence of SC and ST students and provide them with better career opportunities so that their employability in the industry increases. The AICTE provides up to Rs.25.00 lakh under this scheme. During 2019-20, a sum of Rs.1.68 Crore has been sanctioned for 26 Centres.

- **Support to Students for Participating in Competition Abroad (SSPCA)** scheme started in 2017-18. Financial assistance up to Rs.10 Lakh (1 Lakh per student) to a team of 2 to 10 students for attending competition abroad. Team must have won the top honours at National level competition. During 2019-20, a sum of Rs.43.00 lakh has been sanctioned for 06 team.
- **Share and Mentor “Margdarshan” to upgrade the standard of Technical Education**

The scheme was launched during the year 2016-17 and till date 14 reputed Technical Institutions have been selected as Hub to guide and disperse knowledge and sharing resources with at least Ten Technical Institutes as spokes.

- **Scheme for helping institutes to get themselves accredited**

A new scheme named called “Margdarshak” with the goal to help the Institutes to improve their quality leading to accreditation has been launched in the year 2018-19. The main objective of the scheme is that the maximum programmes of technical institutes are accredited in the next few years.

SWAYAM

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is a programme designed to achieve the three cardinal principles of Education Policy viz. access, equity and quality. SWAYAM is one of the World’s largest MOOCs

Platform developed by Ministry of Human Resource Development, Govt. of India for hosting Massive Open Online Courses (MOOCs). SWAYAM provides an integrated platform and portal for online courses, using information and communication technology (ICT) covering High School till all higher education subjects and skill sector courses to ensure that every student benefits from learning material through ICT;

SWAYAM is characterised by four quadrant approach described below:

I. Quadrant-I is e-Tutorial; which shall contain: Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.

II. Quadrant-II is e-Content; which shall contain; self-instructional material, e-Books, illustrations, case studies, presentations etc, and also contain Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers & journals, Anecdotal information, Historical development of the subject, Articles, etc.

III. Quadrant-III is the Discussion forum for raising of doubts and clarifying them on a near real time basis by the Course Coordinator or his team.

IV. Quadrant-IV is Assessment, which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions.

Current Status of SWAYAM MOOCs Platform: -

Total No. of Enrollments	12354849
Total No. of Courses	2867

2nd Phase of Examination Status of SWAYAM held on May 22nd & 23rd, 2019:-

Total No. of Student (Appeared)	3914
Total No. of Student (Passed)	3868

3rd Phase of Examination Status of SWAYAM held on November 9th & 10th, 2019 :-

Total No. of Student (Appeared)	20088
Total No. of Student (Passed)	15546

• Annual Refresher Programme in Teaching (ARPIT)

The Ministry of Human Resource Development has officially launched online Annual Refresher Programme in Teaching (ARPIT) on November 13th, 2018, a major and unique initiative of online professional development of 15 lakhs higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, 75 discipline-specific National Resource Centres (NRCs) have been identified in the first phase and 48 discipline-specific National Resource Centres (NRCs) in the second phase, which are tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. ARPIT is an ongoing exercise so that every year NRCs will continuously develop new refresher module in their earmarked discipline each year. The training materials will be uploaded and made available through SWAYAM. NRC will publish the list of the faculty who have been certified. The NRCs will revolutionize professional development of faculty by catering to massive numbers by leveraging ICT and online technology platform of SWAYAM. UGC has notified equivalence of ARPIT as a refresher course for career advancement of faculty (DO Letter No. F.2-16/2002 (PS) Pt. fl. II dated December 3rd, 2018).

Current Status of ARPIT 2018 & 2019

ARPIT-2018		ARPIT-2019	
Total ARPIT Courses	71	Total ARPIT Courses	48
Total Enrolment on ARPIT	53500+	Total Enrolment on ARPIT as on date	146214
Exam conducted on	March 30 th , 2019	Scheduled Date of Examination	February 16 th , 2020
Faculty Appeared for Exam	4300	Exam yet to be held	
Faculty Awarded Certificate	1980		

Skill Development Schemes

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

AICTE signed an implementation agreement with Department for Business, Energy and Industrial Strategy (DBEIS), UK, on the joint operation of the activities under UK India Education and Research Initiative (UKIERI) Phase-III. In the year 2019, Council again invited applications from the senior faculties from AICTE approved institutes/ polytechnics for AICTE-UKIERI Leadership Development Programme 2019. Nomination received from 1196 applicants. Out of which, training is undergoing for 200 participants in two cohorts of 100 each. First and second workshop was successfully conducted at AICTE Headquarter, Delhi and JIET, Jodhpur, Rajasthan. Third and final workshop is scheduled to be held on March, 2020 at Indore, Madhya Pradesh. Twenty selected participants from the 2018 batch, went for the Study tour to Dudley College, UK in October, 2019.

- AICTE Vishwakarma Awards 2019**

AICTE in association with Niti Ayog and Indian Society for Technical Education (ISTE)

inviting application under Vishwakarma Awards 2019” for the students and institutes of AICTE approved Degree & Diploma level Technical Institutions/Universities on September 6th, 2019. The main objective of the award was to recognize and honour the innovative work of the students displaying exceptional skills. This year’s theme is “*How to enhance the income of Village*”. Under this, applications are being called for 02 categories:

- Category-I: Chhatra Vishwakarma Awards (CVA) for Outstanding Innovative Team (for Students & Mentor).*
- Category-II : Utkrisht Sansthan Vishwakarma Award (USVA) for exemplary Institutional intervention.*

Under Chhatra Vishwakarma Awards, Council has received 2372 applications and under the Utkrisht Sansthan Vishwakarma Award (USVA), 159 institutes applied. The scrutiny is of application at different level/ stage is already under process. The Award Ceremony of National Convention of Vishwakarma Awards scheduled in January 2020.

- Clean & Smart Campus Awards 2019**

AICTE in collaboration with TERRE Policy Center, Pune and International Institute of Waste Management (IIWM), Bangalore, Council organized “CLEAN AND SMART CAMPUS AWARD 2019”, to recognize the effort of the institutes and its stake holders for attaining the intended objectives. The awards covered the following aspects :-

Clean Campus. This Award category will emphasize on three areas:

- Cleanliness in and around the campus.
- Environment-friendly activities adopted and practiced by the campus.
- Greenery within the campus

Smart Campus. This will emphasize on the following three areas:

- i) Impact of deployment of digital technology for students, faculties and management in the campus to reduce consumption of natural resources (such as paper, energy etc).
- ii) Alignment of the latest digital trends like IoT, Big Data and Cloud Networking to achieve various aspects of sustainability in the campus.
- iii) Create an ecosystem to ‘smartly’ connect with each other at campus level, institute level and national level.



Under this total 1540 institution registered for the above competition. Finally, 11 institutions were selected for the Awards under the 03 categories and 13 institutions were selected for following Best Practices followed in their institutions for their cleanness and smartness. The Award Ceremony of Clean & Smart Campus Awards and Soul competition was held on December 3rd, 2019. Shri Ramesh Pokhriyal “NISHANK” Hon’ble Minister of MHRD addressed the audience through SKYPE.

- **Solar Urja Lamp Competition (SoUL)**

Council in collaboration with IIT Bombay has also organized the Solar Urja Lamp Challenge. The challenge included Designing a circuit with at least 2% higher efficiency than the current value. Also, as Design the body of the SoUL lamp that houses circuit, battery and LED with the environment friendly materials, keeping the basic functionality and the features same.

For this challenges 164 registrations were received in total of which only 16 entries were shortlisted. The team from, Nandha Engineering

College, Tamil Nadu won the prize money of Rs.50,000/- (Rupees Fifty thousand only) for the design improvement, in which the Rs.25,000/- was contributed by AICTE and same amount by IIT Mumbai. They designed a gooseneck which can turn the lamp head 360 degrees & uses a single strand load wire.

- **WHEEBOX Employability Skill Test 2020**

The Council has partnered with Wheebox, a Global talent assessment company and its consortium partners United Nations Development Program (UNDP), Confederation of Indian Industry (CII), Association of Indian Universities (AIU), People Strong and LinkedIn to build & publish the “India Skills Report 2020”. Wheebox conducts Employability Skill Test(WEST) for all pre-final and final year graduates of AICTE approved institutes. The outcome of the test will help the institute to identify core strength and improvement areas of their students in the form of transcript and certification jointly certified by CII & AIU.

- **Vocational Degree/Diploma Program**

In the Academic Year 2019-20, AICTE invited applications under Vocational Degree/Diploma Programs leading to Degree or Diploma in Vocational Education under National Skill Qualification Framework (NSQF) for AICTE approved institutions. Under this scheme, Education Component will be taught by the institute and the skill component will be covered by Industry Partner or Skill Knowledge Provider (SKP) approved by AICTE or NSDC or any Govt. Agency. The Council offered thirteen specialization of different sectors in the AY 2018-19. Council approved 473 institutes to run vocational courses like B.Voc/ D.Voc.

Prime Minister’s Special Scholarship Scheme (PMSSS)

Prime Minister’s Special Scholarship Scheme (PMSSS) Scheme has undergone some major

changes during academic year 2019-20 as per the decisions taken by the Inter-Ministerial Committee (IMC) of MHRD, Govt. of India. In Professional Stream there were 2830 scholarships which include Engineering, Hotel Management & Catering Technology, B. Pharmacy, B. Architecture and B.Sc. (Nursing) Programmes etc. In General Stream programmes the scholarships were 2070 and 100 for Medical Stream to enhance their employment opportunities. A special emphasis were given to ensure quality education by including NBA/NAAC accredited and NIRF Ranked Institutions through on-line counselling process conducted by AICTE and 4404 students reported to the allotted institutions which includes lateral entry (diploma) admission in Engineering Stream only.

AICTE has also conducted Inter-active Sessions for Principal/Faculty of Jammu & Kashmir Schools/Colleges regarding awareness about the PMSSS Scheme in Jammu and Srinagar during the year 2019-20. The awareness workshops were also organised at various places in J&K State which includes Kargil, Leh, Anantnag, Kupwara, Baramula, Doda, Rajouri, Kathua, Jammu and Srinagar in coordination with J & K Government for the aspiring students and their parents.

MIC Initiatives

• Smart India Hackathon

MHRD's Innovation Cell(MIC) in collaboration with AICTE, i4c and Persistent Systems successfully organized SIH 2019. With participation of 95 industries, 17 Central Government Ministries/ its departments and 55 MSMEs, SIH 2019 was a lot bigger than its previous editions. This year, total student participation in Smart India Hackathon 2019 crossed 2 lakhs and the number of ideas submitted has been more than 57,000 by approximately 34,000 teams. Student from 2235 institutions participated for solving the problems posed by total 169 organizations. A total of 532 problem statements were created for students including

334 related to software solutions and 198 statements to hardware solutions.

The number of agencies partnering the event witnessed approximately six-fold increase since 2017. While number of participating students witnessed almost five-fold increase making SIH 2019 the 'World's Biggest Hackathon'. Smart India Hackathon harnesses creativity and expertise of students, builds funnel for 'Startup India' campaign, crowd sources solutions for improving governance and quality of life, and provides opportunity to citizens including students to provide innovative solutions to India's problems. It includes 2 sub-editions – Software sub-edition, which is a 36-hr software product development competition and Hardware sub-edition, which is a 5-days hardware products development competition. Grand Finale of Software sub-edition was held from March 2nd-3rd, 2019 at 49 different centers simultaneously across India, while Hardware sub-edition was organized from July 8th till 12th, 2019 in 18 nodal centers across India.

• Start-up Initiatives

The objective of Start-up initiatives is to create tech-based students' owned start-ups and employment opportunities by developing an ideal entrepreneurial ecosystem and promoting strong inter-institutional partnerships among technical Institutions. Under International Startup Exposure Program for India – South Korea, five-student innovation/ entrepreneurial teams from India visited South Korea for participation in 5th Global Innovation Festa held in South Korea during October 31st till November 4th, 2019. Under International Startup exchange program for India- Canada, second cohort of six-women entrepreneurs will visit Canada for 2-weeks extensive global business acceleration program organized by Canada India Centre for Excellence (CICE), Carleton University, Canada from January 19th till 31st, 2020.

Innovation Cell of MHRD is also working towards adoption of the 'National Innovation and Startup

Policy 2019 for Students and Faculty’ (NISP 2019) by all the higher education institutions of the country. Released in September, 2019 by Hon’ble Minister of Human Resource Development, NISP 2019 is built on earlier version of AICTE Startup Policy 2016 and has been framed with an aim to promote the innovation and entrepreneurship culture within the higher education institutions. The policy will be instrumental in leveraging the potential of student’s creative problem solving and entrepreneurial mind-set and promoting a strong intra and inter-institutional partnerships with ecosystem enablers & different stakeholders at regional, national and international level.

- **International Hackathon**

Second India International hackathon was jointly organized by MHRD’s Innovation Cell, AICTE, Nanyang Technological University and NTUitive Pte Ltd., Singapore during September 28th – 30th, 2019 at Indian Institute of Technology Madras. The hackathon was focused on three-thematic areas including Good health and Well-being; Quality Education; Affordable and clean energy and was modelled around a fast-paced non-stop 36-hours competition to develop creative and innovative solutions for pressing problems of India and Singapore. 20 teams comprising of 120 students participated for solving 5 problem and each team was a mix of Indian and Singaporean students and comprised of 3 participants from each country. 10 teams were awarded with a total prize money of 40,000 Singapore dollars. Top three winner teams with most innovative solutions were felicitated by the Hon’ble Prime Minister of India, Shri Narendra Modi on September 30th, 2019.

- **Institution’s Innovation Councils**

A network of more than 1500 Institution’s Innovation Councils (IICs) has been established in higher educational institutes spread across 28 States and 5 Union Territories of India. IICs initiative of MHRD’s Innovation Cell was launched on November 21st, 2018 by Shri Prakash Javadekar, Minister of Human Resource

Development, Govt. of India at AICTE. The main objective of setting up these IICs is to systematically foster the culture of ‘Innovation and Entrepreneurship’ in Higher Education Institutions (HEIs). Through these IICs, MHRD’s Innovation Cell is working towards encouraging, inspiring and nurturing students to develop their ideas and convert these into prototypes during their formative years.

Under this program, an annual calendar of suggestive activities was released for institutions of higher education till August 2019, which included national, regional and institute level programs focussed on developing cognitive skills, IPR, prototype and business plan development, leadership talks, boot camps, national level exhibition, etc. During this period, IIC network has reached to more than 15 lakh students and 1.5 lakh faculty through various activities organized by MHRD’s Innovation cell and IICs.

To generate awareness about innovation and startup among the students and faculty of the HEIs, Innovation Cell is also working towards creation of a pool of 5000 innovation ambassadors. The training will be imparted to these resource persons selected from the MIC’s IIC network institutions and will involve programs on design thinking, IPR, technology transfer, entrepreneurship development, pre-incubation and incubation management. These trained ambassadors will perform the role of mentors in their own IICs and will provide support to other IICs as well. So far 3000 innovation ambassadors have been trained through various regional mentoring sessions conducted by MIC.

- **Atal Ranking of Institutions on Innovation Achievements**

Atal Ranking of Institutions on Innovation Achievements (ARIIA) was first announced on April 8th, 2019 at Vigyan Bhawan, New Delhi. ARIIA is an initiative of Ministry of Human Resource Development, Govt. of India to systematically rank all major educational institutions and universities on indicators related

to promotion of “Innovation and Entrepreneurship Development” amongst their students and faculties. The ranking process of the institutions is coordinated by Innovation Cell of MHRD in collaboration with AICTE and INFLIBNET. 1473 higher education institutions (HEIs) had registered for ARIIA with representation from 33 states and UTs. 815 HEIs including institutes of national importance competed in this national ranking process. During first year, top 10 institutes in “Public funded” and top 5 institutions in “Private or self-finance” categories were declared. One institute in each category was also felicitated by Hon’ble President of India.

- **MBA/ PGDM Program in Innovation, Entrepreneurship and Venture Development**

Innovation Cell of MHRD conceptualized an MBA/ PGDM program on Innovation, Entrepreneurship and Venture Development and launched it in July 2019, in collaboration with AICTE. The unique feature of this program is that it is based on experiential learning with heavy emphasis on practical instead of routine classroom-based pedagogy. This action oriented and outcome-based management program is targeted towards graduate students having problem solving mind-set, and provides them access to incubation support for handholding and establishing new ventures. From academic year 2019-20, this program has been introduced in four higher education institutions across India.

National Board of Accreditation (NBA)

National Board of Accreditation (NBA) was established in the year 1994 under Section 10 (u) of AICTE Act in order to assess the qualitative competence of Technical Institution programs from Diploma to Post graduate level in Engineering & Technology, Management, Pharmacy & Architecture etc.

In the year 2010, NBA became autonomous with the objective of assurance of quality and relevance of technical education through accreditation

of programs. In the year 2013, Memorandum of Association (MOA) and rules of NBA were amended.

Accreditation is 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. It accredits the programs which have graduated atleast two batches. During the calendar year 2019, 1303 programs were considered for accreditation, out of which 1103 programs were accredited.

National Institutional Ranking Framework (NIRF)

Ministry of Human Resource Development launched the National Institutional Ranking Framework (NIRF) for institutions of higher education on September 29, 2015 which outlines a methodology to rank institutions across the country. The final framework identified nearly 22 parameters in five broad generic parameters, namely: i) Teaching, Learning and Resources; ii) Research and Professional Practice; iii) Graduation Outcome; iv) Outreach and Inclusivity; and v) Perception.

The Honourable President of India, Shri Ram Nath Kovind, released fourth edition of “India Rankings 2019” on 8th April 2019 at Vigyan Bhawan, New Delhi and presented awards to top-ranked institutions in various categories. The India Rankings 2019 continued with three category-specific rankings, namely Overall, Universities and Colleges and six domain-specific rankings, namely Engineering, Management, Pharmacy, Law, Medicine and Architecture.

The stage for launching India Rankings 2020 is set successfully for the fifth consecutive year. The India Rankings 2020 will be released on 7th April, 2020 at Ambedkar International Centre, New Delhi.

Central Universities

The Central Universities are fully funded by Government Budgetary support. During the year 2019-20, an amount of Rs.7988.84 crore (including HEFA) was released to Central Universities. During 2019-20 Central Universities have total 18,339 sanctioned faculty posts. The total student's enrolment in Central Universities as on 01.04.2019 was 2,43,272.

Visitor's Conference:

Hon'ble President of India is Visitor of the Central Universities. To review the functioning of Central Universities on issues such as promotion of research, innovation and entrepreneurship; industry – academia linkages; filling up of vacancies; creating and utilizing alumni-based

endowment funds and completing infrastructure projects, a Conference with Vice-Chancellors of 41 Central Universities was held on 17th December, 2019 in Rashtrapati Bhawan under the Chairmanship of Hon'ble Visitor. Selected photographs of the above Visitor Conference are attached.

During the year 2019-2020, Vice Chancellors of Mahatama Gandhi Central University, Jamia Milia Islamia, Mahatama Gandhi Antarrashtriya Hindi Vishwavidyalaya, Hemvati Nandan Bahuguna (HNB) Garhwal University, Central University of Gujarat, Central University of Orissa and Indira Gandhi National Tribal University (IGNTU) were appointed.







Every Year, a Tri-partite Memorandum of Understanding (MoU) is signed among Ministry of Education, University Grants Commission and Central Universities to evaluate their performance. As per the MoU, the following are the Major Performance Parameters of Central Universities:

- i. Access: Student annual in take
- ii. Equity and Diversity
- iii. Quality: Strengthening Faculty
- iv. Academic Outcome
- v. Research
- vi. Patents

- vii. Ranking
- viii. E-governance
- ix. Contribution to the Local Society

The Central Universities (Amendment) Act, 2019, which amends the Central Universities Act, 2009, for establishment of (a) Central University of Andhra Pradesh (CUAP); and (b) Central Tribal University of Andhra Pradesh (CTUAP), with territorial Jurisdiction to the whole of the State of Andhra Pradesh, has been passed by the Parliament and assented to by the President of India. The provisions of the said Act have come into force w.e.f 05.08.2020.



05

INDIAN INSTITUTE OF SCIENCE

Indian Institute of Science

Indian Institute of Science, Bengaluru

“The Indian Institute of Science (IISc.), Bangalore, a premier Institute of higher learning and research, was established in 1909, under the Charitable Endowment Act, 1890, coming 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. Further, a Centre for Brain research is coming up on the IISc campus, for conducting research on diseases of the ageing brain. As per the National Institutional Ranking Framework (NIRF) of MHRD, the institute ranks as the No. 1 University in India. Also, Times Higher Education (THE) ranks IISc as one of the top Indian educational institutions in the world, is in the top 200 of the QS Rankings and at 14 among 200 universities in BRICS and Emerging Economies.” IISc has also been declared as an Institution of Eminence by the Government. IISc is also the National Coordinator for the Scheme for Transformational and Advanced Research in Sciences (STARS), a programme to promote translational research in basic sciences for societal use.



06

**INDIAN INSTITUTES OF SCIENCE
EDUCATION & RESEARCH**

Indian Institutes of Science Education & Research

Indian Institutes of Science Education and Research (IISERs)

Indian Institutes of Science Education and Research (IISERs) had been envisaged as premier 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, to provide quality science education at the undergraduate and postgraduate levels and to lead research in basic sciences. IISERs have also been declared as the Institutes of National Importance under the National Institute of Technology, Science Education & Research (NITSER) Act, 2007.

Five such institutes have already been established at Kolkata (2006), Pune (2006), Mohali (2007), Bhopal (2008) and Thiruvananthapuram (2008) and are functioning from their permanent campuses. Two more institutes- IISER, Tirupati and IISER, Berhampur were established in 2015 and 2016 respectively. The construction of the permanent campuses for IISER Tirupati and Berhampur has started and is in progress.

Around 8932 students are studying in various IISERs presently. The total faculty strength is 635. MHRD spends about Rs. 100 crore a year on each established IISER to ensure world class science education and research. In order to ensure contemporary relevance in education, impart an employment orientation and also facilitate newer tool of research analysis, new, full fledged courses in Data Science have been formulated for introduction in the next academic year. The IISERs also offer more than 20 different courses as minor options in applied sciences. Some of the optional courses on offer include Big Data in Biology, Forensic Science, Machine Learning & Network Analysis, Paleobiology, Vertebrate Zoology, etc. Collectively all the IISERs have 10,335 publications in various leading journals. Further, MHRD has also published 'Science for Society- Socially Relevant Research Projects of IISERs' that is a compilation of more than 100 socially relevant science projects, both completed and being undertaken by various IISERs. These projects are in critical areas of health care, energy, agriculture, environment etc., whose application will be valuable to the country.



07

**INSTITUTIONS OF EMINENCE,
DEEMED & PRIVATE UNIVERSITIES**

Institutions of Eminence, Deemed & Private Universities

Institutions 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 public sector & 10 from private sector) as world class teaching and research institutions called as '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 and UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017 for private Institutions.

Status of the scheme

MHRD on the recommendations of UGC and EEC has selected a total 20 institutions (10 public & and 10 private) for declaration as Institute of Eminence (IoE). The Ministry has issued orders in this regard to 8 public institutions for declaring the following public institutions as IoE:

Table 1 : Status of MoU with the Public Institutions: MHRD has signed MoUs with eight public institutions. Details are given below:

S. No.	Public	MoU Status
1.	Indian Institute of Science, Bangaluru, Karnataka	Signed in October 2018 and declared as IoE
2.	IIT Delhi, Delhi	
3.	IIT Bombay, Mumbai, Maharashtra	
4.	IIT Madras, Chennai, Tamil Nadu	Signed February 2020 and declared as IoE
5.	IIT Kharagpur, Kharagpur, West Bengal	
6.	University of Delhi, Delhi	
7.	Banaras Hindu University, Banaras, Uttar Pradesh	
8.	University of Hyderabad, Hyderabad, Telangana	

Similarly, based on the recommendation of EEC and UGC, Ministry has issued Letter of Intent (IoI) to the following 10 Private institutions on the condition that they will submit their readiness report to set up as Institute of Eminence Deemed to be University within a period of 3 years.

Table 2 : Status of Readiness Report of Private Institutions: 8 of the 10 private institutions have submitted their willingness to start academic operations, the list of which is tabulated below:

S. No.	Private Institutions
1.	Birla Institute of Technology and Sciences, Pilani, Rajasthan
2.	Manipal Academy of Higher Education, Manipal, Karnataka
3.	Kalinga Institute of Industrial Technology, Bhubaneswar, Odisha
4.	Amrita Vishvavidyapeetham, Coimbatore, Tamil Nadu
5.	Vellore Institute of Technology, Vellore, Tamil Nadu
6.	Jamia Hamdard, New Delhi
7.	OP Jindal Global University, Sonapat, Haryana
8.	Shiv Nadar University, Greater NOIDA, Uttar Pradesh
9.	Jio Institute, Maharashtra*
10.	Satya Bharati, Punjab*

Note – Institutions at Sl. No. 1-8 have submitted their readiness report whereas institutions at Sl.No. 9 & 10 are Greenfield category institutions and yet to submit their readiness report.

During FY 2019-20 (Upto February 2019), Rs. 173 crore has been released to the above 7 public institutions i.e., IIT Delhi, IIT Bombay, IISc Bangalore, IIT Madras, IIT Kharagpur, University of Hyderabad and Banaras Hindu University.

DEEMED TO BE UNIVERSITIES

The concept of the deemed to be university was originated from the recommendations of Dr. Radhakrishnan Commission Report 1948-49. The idea behind the concept of deemed to be university was to promote, strengthen and bring those institutions under the purview of the 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 University Grants Commission (UGC),

under Section 3 of UGC Act, 1956 through Gazette notification while other Universities are established under either the Act of Parliament or the Act of State Legislatures.

At present, there are 127 Institutions Deemed to be Universities (as on 31.12.2019), out of 127 Deemed to be Universities, 37 are Government controlled and 90 Institutions are privately controlled. Out of 90 privately controlled institutions, 12 are receiving fully/partially grants from UGC. 2 Institutions are established under PPP mode. List of Institutions Deemed to be universities as on 31.12.2019 is at **Annexure- II**.

PRIVATE UNIVERSITIES

Private Universities are established by the Act of the respective State Legislatures. At present, there are 345 Private Universities (as on 31.12.2019) functioning in the country.

The Private Universities are regulated by UGC through UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations,

2003, as amended from time to time. State wise list of private universities as on 31.12.2019 is at **Annexure-III.**

State-wise distribution of private universities as on **31.12.2019**

S.No.	State	No. of Private Universities
1.	Andhra Pradesh	06
2.	Arunachal Pradesh	08
3.	Assam	06
4.	Bihar	07
5.	Chhattisgarh	12
6.	Gujarat	35
7.	Haryana	23
8.	Himachal Pradesh	17
9.	Jharkhand	15
10.	Karnataka	19
11.	Meghalaya	08
12.	Mizoram	01
13.	Madhya Pradesh	34
14.	Maharashtra	15
15.	Manipur	02
16.	Nagaland	03
17.	Odisha	07
18.	Punjab	15
19.	Rajasthan	51
20.	Sikkim	04
21.	Tripura	01
22.	Uttar Pradesh	29
23.	Uttarakhand	17
24.	West Bengal	10
	Total	345



Rashtriya Uchchatar Shiksha Abhiyan

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) of the Department of Higher Education, Ministry of Human Resource Development to strategically address the felt needs of the State higher educational institutions to achieve the objectives of equity, access and excellence along with academic and administrative reforms. It seeks to improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework; correct regional imbalances by facilitating access to high quality institutions in rural and semi-urban areas; provide adequate opportunities of higher education to socially and economically deprived communities; and promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons to ensure equity. Transformative reforms such as governance, academic, affiliation and accreditation reforms are pre-requisites in the implementation of the scheme in State higher educational institutions.

I. OBJECTIVES OF RUSA

- a) Improving access of higher education in States, especially by focusing on Aspirational Districts, unserved and under-served districts.
- b) Improve equity in higher education for socially deprived communities and promoting inclusion of women, minorities, SC/ST/OBCs and Divyangjan through creation

of girls' hostels, differently abled friendly infrastructure etc.

- c) To identify and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts.
- d) Promote a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation.
- e). Improving quality in higher education through various reforms.

II. Monitoring and Review

- a) A Challenge Level Funding (CLF) portal, has been developed under RUSA. Under this initiative, proposals from institutions and State governments are uploaded on the online portal and these are evaluated on certain parameters on a challenge mode, based on predetermined qualification criteria.
- b) Institutions register on the CLF portal and as per the eligibility norms, they apply under specific components. The State, then, verifies the credentials of the institutions and submits the application for those components. Institutions are then ranked on the CLF Portal based on the scores attained (through the shortlisting criteria) on various parameters elucidated in the guidelines.

- c) Fund Tracker has been developed to monitor the physical and financial progress of institutions.
- d) To effectively monitor the implementation of scheme on the ground, the Ministry in association with Indian Space Research Organization (ISRO) is utilizing ISRO's Geo portal, Bhuvan for visualization services and earth observation data. This ensures real time mapping, monitoring and tracking the performance of all the

beneficiary institutions. There is also an android based app called Bhuvan RUSA App, which enables to collect and report geo-tagged information on various physical parameters such as new construction, up-gradation work and purchase of equipment, furniture and fixtures in all RUSA beneficiary institutions. This mobile app provides a platform for controlled crowdsourcing to build spatial database on Bhuvan Geo-platform.

III. Progress under the scheme

Approvals under the second phase of RUSA (2017-20)

S. No.	Name of the Component	Total Units Approved	Total Amount Approved (Rs. in Cr) (Including State share)
1	Creation of Universities by way of upgradation of existing autonomous colleges	3	165
2	Creation of Universities by Conversion of Colleges in a Cluster	2	110
3	Infrastructure Grants to Universities	42	840
4	Enhancing Quality & Excellence in select State Universities (New)	10	1,000
5	New Model Colleges (General)	70	840
6	Upgradation of Existing Degree Colleges to Model Degree Colleges	75	300
7	New Colleges (Professional & Technical)	8	208
8	Enhancing Quality & Excellence in Autonomous Colleges (New)	70	350

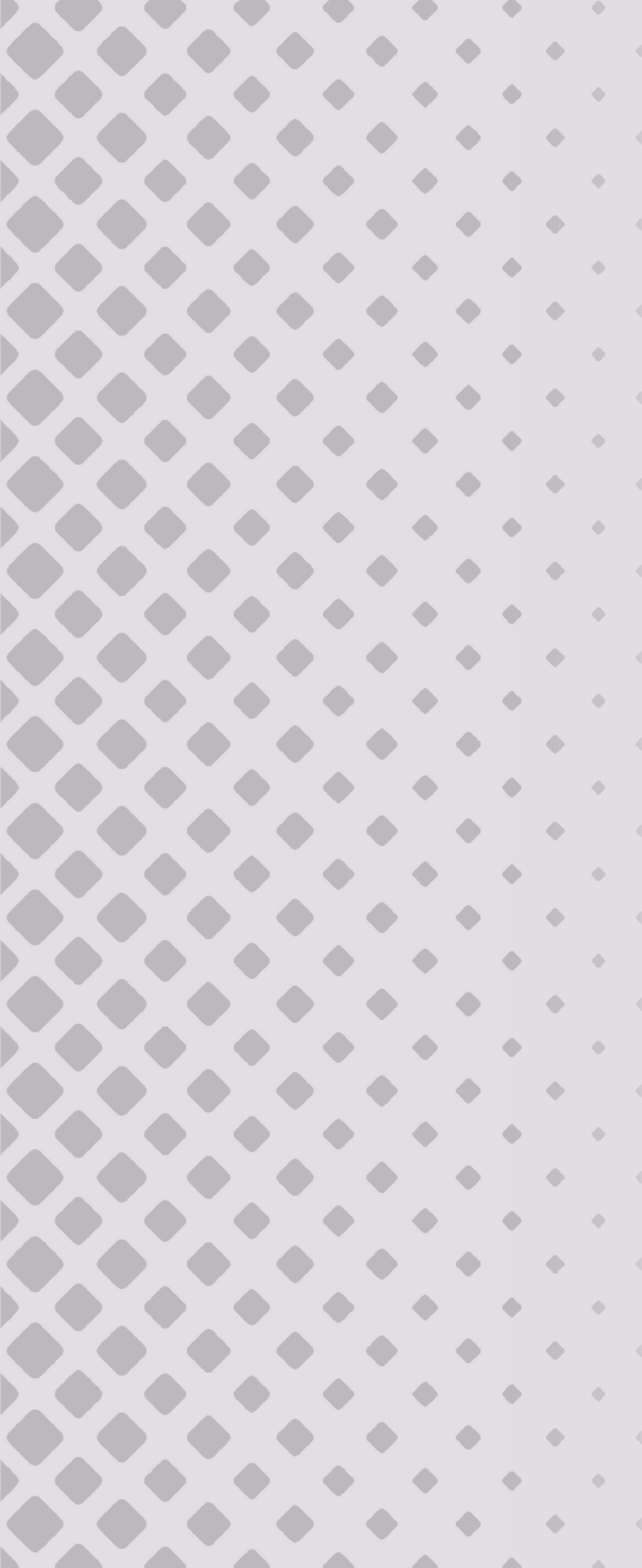
S. No.	Name of the Component	Total Units Approved	Total Amount Approved (Rs. in Cr) (Including State share)
9	Infrastructure Grants to Colleges	750	1,500
10	Research, innovation and quality improvement	20	1000
11	Equity Initiatives (State as a Unit)	15	75
12	Faculty Recruitment Support (No. of posts)	187 posts	31.416
13	Faculty Improvement (State as a Unit)	8	56
	Grand Total		6,475.42

Physical and Financial Progress

For the year 2019-20 (till 31st December, 2019), a total of 185 units (including Faculty Recruitment Support for 3 states) have been approved under

RUSA for a total cost of Rs. 911.42 Cr. For the same period, an amount of Rs. 864.09 Cr has been released to States/UTs under RUSA (as on 31st December, 2019).





Scholarships

Central Sector Scheme of Scholarship for College and University Students

The scheme was launched in 2008 and has the approval for its continuation till 31.3.2020. Under the scheme, financial assistance is provided for pursuing higher studies to those eligible meritorious students who are above 80th percentile of successful candidates in the relevant stream from a particular Board of Examination, in Class XII and having family income of less than Rs. 8 lakhs per annum. 82000 fresh scholarships are provided every year (41000 for boys and 41000 for girls) and have been divided amongst the State Education Boards, based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years of studies and Rs. 20,000/- per annum for the fourth and fifth year.

The scheme is implemented by the State Education Boards/CBSE. 'Central Sector Scheme of Scholarship for College and University Students' has on boarded the National Scholarship portal www.scholarships.gov.in with effect from 1.8.2015. The eligible pass out students of the Academic Year 2015, 2016, 2017, 2018 and 2019 were required to apply online for fresh and renewal scholarship through the portal. Last date for receipt of online applications for the academic session 2019-20 was 30.11.2019, and for verification by institution was 10.12.2019. The verification by the State Education Boards has been extended from 27.12.2019 to 17.01.2020.

Disbursement Method

Direct Benefit Transfer (DBT)

The Central Sector Scheme of Scholarship for College and University Students is covered under

the Direct Benefit Transfer (DBT) w.e.f. 1.1.2013 wherein the scholarship is disbursed directly into the bank account of beneficiaries. A statement indicating disbursement of scholarship with effect from **01.04.2019 to 31.12.2019** is at **Annexure IV**.

Special Scholarship Scheme for Jammu & Kashmir

The Special Scholarship Scheme for Jammu & Kashmir was launched in the year 2011 and has the approval for its continuation till 31.3.2020. The scheme aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the State, 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. 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 inter-changeability of slots, subject to shortfall in the number of General degree i.e. if there is shortfall in the general stream intake, then the shortfall number is converted to seats equivalent to engineering / medical stream (1 General stream = 0.58 Engineering stream / 0.325 Medical Stream).

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 is constituted to oversee the implementation and monitoring of the scheme.

Eligibility criteria:

Students of Jammu & Kashmir having family income of less than Rs. 8.0 Lakhs per annum and

having passed Class XII/Equivalent Examination from the State are eligible to apply under the scheme. Students who have secured admission outside the State 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.

The scheme is implemented by the All India Council for Technical Education (AICTE). The students are required to apply online on the AICTE web portal– <http://aicte-jk-scholarship.in/>

New initiatives:

- Students allotted seats through Centralized Counseling done online.
- In the AY 2019-20, supernumerary quota in the engineering institutions have been increased to minimum 10 seats per Institute

During the year 2019-20 (01.04.2019 to 30.11.2019) Rs. 165.82 Crores has been released to All India Council for Technical Education (AICTE). 10,720 fresh/renewal scholarships have been disbursed to the beneficiaries.

Central Sector Interest Subsidy Scheme (CSIS)

Objective of the Scheme: The Scheme was launched in the year 2009 and has the approval of Cabinet for its continuation till 31.3.2020. The Scheme aims to ensure that no one from the Economically Weaker Sections (EWS), including minorities, SCs/STs, women and disabled, is denied access to professional education only for the reason that he or she is poor.

Coverage: 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. 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, taken by the students having annual parental income up to Rs.4.5 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.

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. The interest subsidy is admissible only once either for Under Graduation or Post Graduation or integrated courses.

New Initiatives: Disbursement of interest subsidy claims **into** the education loan accounts of the beneficiaries through Direct Benefit Transfer (DBT) mode.

Targets/Achievements: During the period from 01.04.2019 to 31.12.2019, an amount of Rs. 1584.69 crore was released towards 935497 fresh/renewal interest subsidy claims.

Credit Guarantee Fund for Educational Loan: Credit Guarantee Fund for Education Loans Scheme has been notified on 17th September, 2015 and has the approval for its continuation till 31.3.2020. 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.

No funds have been released during the period from 1.4.2019 to 31.12.2019 under the scheme.

External Scholarship

The Ministry of Human Resource Development facilitates the selection process of the candidates for the award of Scholarships offered by various countries under Cultural/Educational Exchange Programme for pursuing Undergraduate/Master's/Ph.D./Post-Doctoral Research Courses. For dissemination and wider publicity of the scholarship offer, the same is displayed on the Ministry's website and is also circulated to UGC, AICTE, central and state universities. The interested candidates are required to apply online on the portal <http://proposal.sakshat.ac.in/scholarship>.

In the financial year 2019-20, Rs. 1.00 crore (Rs. One Crore) has been allocated to the External Scholarship Division. The budget is used to meet the expenditure on publishing newspaper advertisements to publicize offer of scholarships, payment of stipend, airfare of selected candidates etc.

The details of scholarships offered by various countries during the year 2019-2020 have been provided in the table below:

(From 01.04.2019 to 31.12.2019)

Sl. No.	Country's Name	No. of Nominated Candidates	Selected By Donor Country
1.	South Korea	15	10
2.	China	39	29
3.	Italy	45	17
4.	Israel	26	07
5.	UK	52	19
6.	New Zealand	02	01

In addition to the nomination for above mentioned scholarships, the Ministry also disseminated the information of the following scholarships on its portal and within the concerned universities/institutions for its wider publicity and participation.

Sl. No.	Name of the Scholarship/ Fellowship	Available for
1	Chulabhorn Graduate Institute Post Graduate Scholarship Program for Non- ASEAN Applicants	Master's Degree Courses
2	Omani Programme for Cultural and Scientific Cooperation Scholarships for Indian Students	Undergraduate Degree Courses (except M.B.B.S)
3	Japanese Government Scholarship [MEXT] Programme 2020	Undergraduate, Master's and Doctoral Degree Courses
4	[ASEM-DUO] 2020 DUO-Belgium/Flanders Scholarship Programme	Undergraduate/ Master's Degree Courses

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 J-1 visa. 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 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 NORI certificate from the Ministry of Human Resource Development.

Since 27.02.2016 the applicants are required to apply online for NORI on the portal nori.ac.in. Inviting online applications has resulted in bringing transparency, accountability and timely delivery of the service. 610 letters of "No Obligation to Return to India" (NORI) has been issued from 01.04.2019 to 31.12.2019.



Indian Institutes of Technology

1. World Class Technical Education: To meet the growing demand of 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 the National Importance are fully funded by the Government and are provided necessary budgetary support under the Scheme, 'Support to IITs.' The combined student strength in these 23 IITs is 97606 with faculty strength of 6333.

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. The Union Cabinet approved Rs.1411.80 crore in 2015 for operationalization of these IITs from temporary campuses. The proposal for construction of permanent campuses of these IITs was also approved by the Union Cabinet in November, 2017 at a total cost of Rs.7002.42 crore for Phase-A (2017-18 to 2019-20). Under this Phase, necessary infrastructure for 1200 students will be created whereas Phase-II, which will be taken up separately after review of Phase-I, will create the facility for accommodating 2500 students. The combined student strength in these 6 New IITs is 2544 with faculty strength of 487.

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, five new Research Parks at IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore at a total cost of Rs.75.00 crore each were approved by the Government in 2017-18. In 2017-18, Approval had also been accorded for continuation of two already approved Research Parks at IIT Bombay and IIT Kharagpur at a cost of Rs.100 crore each. IIT Kharagpur Research Park has been inaugurated and all other Research Parks are under establishment.

(ii) 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, nano technology 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.323.17 crore for 3 years with joint funding by MHRD and various participating Ministries/ Departments are currently under execution under IMPRINT-I. 36 projects (11 ready for

commercialization, 14 projects to be ready within next 6 months, 11 projects to be ready within next 1 year) out of 142 projects will be ready for commercialization within next 1 year.

IMPRINT-II with a slightly modified strategy was formulated, which has been appraised by the EFC in its meeting held on 21.02.2018 at a total cost of Rs.425 crore by merging the IMPRINT-I and UAY and approved by the competent authority. The cost approved includes the committed liabilities of IMPRINT-I and UAY. The projects under IMPRINT-II will be funded jointly by MHRD and DST in the ratio of 50:50 by creating a joint corpus. Other participating Ministries may volunteer to fund the projects relevant to them. Details of the projects approved and cost thereof are as under:-

Phases	Project	Cost
IMPRINT-I	142	313.30
IMPRINT-II (A+B)	123	102.66
IMPRINT-II-C	57	60.34

(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 the 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 MHRD. Currently, 139 projects at a total cost of Rs. 370.97 crore with joint funding by MHRD, participating Ministries and Industry are currently under execution. MHRD has released Rs.150.00 crore, Participating Ministry/Department and Industry have released Rs.34.32 crore and Rs.53.64 crore respectively. National Coordinator of UAY i.e IIT-Madras has informed that 9 UAY Projects have been completed.

4. New Initiatives:

(i) 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. Joint Admission Board for JEE(Advanced) is implementing the above decision. The female enrolment in B.Tech Programmes in IITs during the year 2018 was 15.29%.

(ii) Premier Testing Facility: The Government has created National Testing Agency (NTA) as an autonomous and self-sustained premier testing organization to conduct entrance examinations for higher education. The Government has mandated NTA to conduct the examination in a scientific manner involving experts. NTA will be a self-sustained organization. However, in order to set up and start its operations, a provision of Rs.25 crore as a one-time grant has been made. NTA has been registered as a society under the Societies (Registration) Act, 1861.

(iii) 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 3,000 most talented students from recognized Universities/Institutes will be selected as per PMRF guidelines to enroll in the Ph.D program in IITs/IISc/IISERs/CUs 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, 334 fellows have been admitted under the scheme, who are pursuing Ph.D programmes in various Institutes.

(iv) 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). In the first year, upto 250 fellowships, in the second year, upto 300 fellowships and in the third year, upto 450 fellowships will be granted under the scheme. 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 a small provision to cover living expenses of the selected students from their own resources. IIT Delhi is the National Coordinator of this scheme.



Indian Institutes of Information Technology

Joint Entrance Examination (JEE):

JEE Main is applicable for admission to NITs, IIITs and CFTIs participating through Central Seat Allocation Board subject to the condition that the candidate should have secured at least 75% marks in the 12th class examination, or be in the top 20 percentile in the 12th class examination conducted by the respective Boards. For SC/ST candidates the qualifying marks would be 65% in the 12th class examination.

Legislative & Policy Reform:

To meet the present challenge and restructure the Higher Education system, various legislative & policy reform are being taken IIIT Act, 2014 was notified in Gazette of India (Extraordinary) Part II Section 1 (Act 30 of 2014) in December, 2014 and came into force w.e.f. 5th January, 2015. This Act, grants statutory status to the five existing Indian Institutes of Information Technology (IIITs) at Allahabad, Gwalior, Jabalpur Kancheepuram and Kurnool and brings them under a single umbrella.

Other than this the IIIT (PPP) Act 2017 notified in August 2017 grants statutory powers to 15 IIITs at Guwahati, Chittoor, Kota, Vadodara, Tir, Lucknow, Kalyani, Una, Nagpur, Pune, Kottayam, Ranchi, Sonapat, Dharwad and Senapati and

these IIITs are funded by not only central govt. but also state govt. and industry partners.

Information Technology Institutions:

To meet the demand of high skilled professional in IT Sector, for centrally funded Indian Institutes of Information Technology in IT Sector, five centrally funded Indian Institutes of Information Technology (IIITs) have been set up in Gwalior (1998), Allahabad (1999), Jabalpur (2005), Kanchipuram (2007) and Kurnool (2015). To address the challenges faced by the Indian IT Industry and growth of the domestic IT market, the MHRD has established 20 new Indian Institutes of Information Technology (IIITs) on Not for Profit Public Private Partnership Mode (N-PPP) basis as approved by the Cabinet on 20.11.2010. All 20 IIITs have been opened under this scheme. These are IIIT Chittoor (A.P), 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 (U.P), IIIT Una (H.P), IIIT Kalyani (W.B), IIIT Kota (Rajasthan), IIIT Surat (Gujarat), IIIT Nagpur (Maharashtra), IIIT Bhagalpur (Bihar) & IIIT Ranchi (Jharkhand).

IIITs		
		Website
IIITs in CFTI (Centrally Funded Technical Institutes) Mode		
1.	IIIT Allahabad, Uttar Pradesh	http://www.iiita.ac.in/
2	ABV-IIIT&M Gwalior, Madhya Pradesh	http://www.iiitm.ac.in/
3	PDPM-IIITD&M Jabalpur, Madhya Pradesh	http://www.iiitdmj.ac.in
4	IIITD&M Kancheepuram, Chennai, TN	http://www.iiitdm.ac.in
5	IIITD&M Kurnool, Andhra Pradesh	http://www.iiitdmkl.ac.in
IIITs in PPP (Public Private Partnership) Mode		
1	IIIT Sri City Chittoor Andhra Pradesh	http://www.iiits.ac.in/
2	IIIT Guwahati, Assam	http://www.iiitg.ac.in/
3	IIIT Vadodara, Gujarat	http://www.iiitvadodara.ac.in/
4	IIIT Sonapat, Haryana	http://iiitsonapat.ac.in/
5	IIIT Una, Himachal Pradesh	http://www.iiitu.ac.in/
6	IIIT Dharwad, Karnataka	https://iiitdwd.ac.in
7	IIIT Kottayam, Kerala	http://www.iiitkottayam.ac.in/
8	IIIT Senapati, Manipur	http://www.iiitmanipur.ac.in
9	IIIT Kota, Rajasthan	http://www.iiitkota.ac.in/
10	IIIT Srirangam, Tiruchipalli, Tamil Nadu	http://www.iiitt.ac.in
11	IIIT Lucknow, Uttar Pradesh	https://www.iiitl.ac.in/
12	IIIT Kalyani, West Bengal	http://www.iiitkalyani.edu.in/
13	IIIT Pune, Maharashtra	http://www.iiitp.ac.in/

		Website
14	IIIT Ranchi, Jharkhand	http://iiitranchi.ac.in/
15	IIIT Nagpur, Maharashtra	http://iiitn.ac.in/
16	IIIT Bhopal, Madhya Pradesh	https://iiitbhopal.co.in
17	IIIT Surat, Gujarat	http://www.iiitsurat.ac.in/
18	IIIT Bhagalpur, Bihar	https://iiitbh.ac.in
19	IIIT Agartala, Tripura	-
20	IIIT Raichur, Karnataka	https://iiith.ac.in/iiitr/

Plan Allocation-Department of Higher Education

Amount in Rs cr.

Schemes	BE 2019-20	RE 2019-20
Setting up IIITs in PPP Mode	166.60	166.60
IIIT CFTI Mode	208.16	208.16



National Institutes of Technology

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 converted and rechristened as National Institutes of Technology (NITs) 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 in the years 2005, 2006 and 2007 as NITs.

2. 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, Science Education and Research (NITSER) 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 to grant further autonomy to these Institutes.

3. 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 numbers of NITs have gone upto 31 i.e. one each in all States and major UTs Delhi, Srinagar and Puducherry, respectively.

4. All the 11 NITs have also been declared as “Institutions of national importance” and brought under the ambit of NITSER Act, 2007 by way of suitable amendments, which got enacted in years 2012 and 2016, respectively.

IEST, Shibpur

5. 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 inclusion of IEST, Shibpur under the Act got approved in March, 2014.

6. The Hon’ble President of India is the Visitor of NITs and IEST – Shibpur and the Hon’ble HRM is the Chairperson of the Council, the apex decision making body, of these Institutions. The affairs of NITs / IEST are managed by their respective Board of Governors. The State / UT-wise list of NITs & IEST is attached at **Annexure-I**.

C. Admission in NITs and IEST

7. The admissions in the NITs and IEST are based on the merits secured by the students in the Joint Entrance Examination (Main) conducted by the CBSE every year and subsequent counseling and allotment process undertaken by the Joint Seat Allocation Authority (JoSAA). As per the present policy, admissions to 50% of the seats in an 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.

D. Role of these Institutions

8. The system has been able to provide high quality technical education to the 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 as an outreach programme, the students from all over the country are getting adequate scope of pursuing technical education.

Statistical Details of NITs

NITs

(Amount in Crore)

Expenditure							2019-2020 (RE)#
Heads	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Plan	1353	1474	1503	1627	3024.02	3258.67	3547.05
Non-Plan	778	835	935	1117			
Total	2131	2309	2438	2744	3024.02	3258.67	2744.82*

(*released till 10 February, 2020)

IEST, Shibpur

(Amount in Crore)

Head	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 (RE)#
Plan	5	57	65	99	79.53	130	144.17

NIT, Andhra Pradesh

(Amount in Crore)

Head	2016-17	2017-18	2018-19	2019-20 (R.E)#
Plan	10	50	80.10	76.87

#Separate Heads got merged in a single Scheme and now the releases to 31 NITs (including Andhra Pradesh) and IEST, Shibpur are made under a single Scheme called "Support to NITs and IEST".

Students in 31 NITs and IEST Shibpur (as on 31.12.2019)

Under Graduate	:	73556
Post Graduate	:	18945
Ph.D.	:	13184
Total	:	105685

Faculty in 31 NITs and IEST Shibpur

Sanctioned	:	7483
Filled up	:	5955 [4772 (regular) + 1183 (contract)]



Indian Institutes of Management

There are 20 Indian Institutes of Management (IIMs) under the administrative control of the Government of India (Ministry of Human Resource Development). With enactment of the IIM Act, 2017, the IIMs have attained full autonomy and become “Institute of National Importance”. IIM Rules, 2018 under the IIM Act, 2017 have been notified in the Gazette of India on 05.12.2018.

The details of these IIMs are given as under: -

- a) 1st generation IIMs (established between 1961 and 1996): At Ahmedabad, Kolkata, Bangalore, Lucknow, Indore and Kozhikode).
- b) 2nd generation IIMs (established between 2007 and 2011): At Shillong, Rohtak, Raipur, Ranchi, Tiruchirappalli, Udaipur and Kashipur).
- c) 3rd generation IIMs (established between 2015 and 2016): At Amritsar, Sirmaur, Bodh Gaya, Sambalpur, Nagpur, Visakhapatnam and Jammu).

The Union Cabinet on 5th September, 2018 approved a total cost of Rs 3775.42 crore (Rs 2999.96 crore as Non-Recurring Expenditure and Rs 775.46 crore as Recurring Expenditure) for establishment and operationalization of permanent campus of seven new 3rd generation IIMs. Each of these IIMs will construct on an area of 60384 sqm, having complete infrastructural facilities for 600 students in each IIM. Recurring grants to these institutes have also been approved @ Rs 5 lakh per student per year for 5 years.

2. A number of courses like PGP, EPGP, MDP, FPM, etc. are available for students in all IIMs. 5463 students have been enrolled in these institutions in the academic year 2019-20 with faculty strength of 879.



School of Planning & Architecture

SCHOOL OF PLANNING AND ARCHITECTURE, NEWDELHI

(An Institution of National Importance under an Act of Parliament)

The School of Planning and Architecture (SPA), New Delhi has its roots in the Department of Architecture of the erstwhile Delhi Polytechnic, modelled on the lines of the Massachusetts Institute of Technology, based on the Report on Technical Education by A. Abbot and S.H.Wood. Over the decades, this emerged as an institution national and international eminence in planning, architecture and allied fields and the Government of India conferred the 'Deemed to be University' in 1979 and subsequently, declared it an 'Institution of National Importance' under the School of Planning and Architecture (SPA) Act of 2014. The School offers 2 under graduate programmes, 10 post graduate programmes and a Ph.D. programme as well.

During the session 2019-20, the School admitted 132 students in Bachelor of Architecture, 37 students in Bachelor of Planning, and 235 students in 10 postgraduate programmes. At present, about 90 Ph.D. scholars are working in different departments. Apart from teaching, applied research forms the second core area of concern of the School. School currently has nine ongoing research projects sponsored by notable national and international agencies like ICSSR-ESRC, UKRI, UGC-UKEERI, BMPTC and DST. The School also provides a state of the art consultancy services to the Central and state governments at various levels, and also to the private sector.

In the year 2019- 2020, SPA New Delhi was offered many consultancy projects related to various important areas of nation building such as riverfront development, heritage impact assessment, social impact assessment, highway development, design of herbal gardens, interior design, preparation of redevelopment proposal, rural housing and 'Vision document for Taj Trapezium Zone: Heritage Resource Conservation'.

Amongst the various prestigious projects undertaken, Prof. Dr. P.S.N.Rao, Director, SPA Delhi designed the 'SADAIV ATAL', memorial to the former Prime Minister of India Shri. AtalBihari Vajpayee.

As part of the National Agenda for Enhanced Accessibility to Higher Education, the School offered two MOOC courses in the field of urban development in the last year. The faculty of the School has published over 20 publications during the period in international and national journals. The School was placed at 5th rank under the Architecture category of NIRF Ranking 2020 and its score improved from 62.3 to 65.6.

The School organized year long celebrations of Platinum Jubilee of the Department of Architecture through workshops, exhibitions and lecture series. Many professors from different parts of the world like Japan, Netherlands, Hong Kong, Australia, United Kingdom, France, United States and others gave talks to the students at the SPA. An exhibition of the professional works from the Alumni of the School was inaugurated by Prof. Ram Sharma, eminent educationist,

professional and former Chairman, Board of Governors, of the School.

SCHOOL OF PLANNING AND ARCHITECTURE, BHOPAL

SPA Bhopal was established by Government of India in the year 2008. Under the School of Planning and Architecture Act, 2014, the School has been declared as an ‘Institute of National Importance’ and has already started its academic functions from its new permanent campus at Bhauri, Bhopal. The school is committed to produce best Architects and Planners of the Nation to take up the challenges of physical and socio- environmental development of global standards. Since 2008-09, SPA Bhopal offers Bachelors level Programmes in the field of Architecture & Planning at UG Level and offers following PG Programmes:

1. Bachelors in Architecture & Planning
2. M. Arch. (Conservation)
3. Master of Design
4. M. Plan (Environmental Planning)
5. M. Arch. (Landscape)
6. M. Arch (Urban Design)
7. M. Plan (Urban & Regional Planning)
8. M. Plan (Transport Planning and Logistics Management)

During the session 2019-20, the school admitted 124 students in various Bachelor’s programme and 129 in various postgraduate programmes.

2. The School of Planning and Architecture, Bhopal has been undertaking research and consultancy works for last 8 years. Research initiatives in the fields of sustainable planning, traditional knowledge systems and universal design have emerged as the key research domains of the Institute.

3. Some of the research and consultancy projects bagged by SPA, Bhopal during the year 2019-20 are as under:

A. International Research:-

- (i) European Union Project titled ‘Building Urban Resilient Communities’ along with Danube University, Krems (Austria), University of Twente, The Netherlands, SPA Vijayawada, NIT Hamirpur, KRIVIA and two NGOs namely SPARC and CURE.
- (ii) Research collaboration between SPA, Bhopal and Cardiff University, jointly funded by the AHRC UK and ICHR India, entitled ‘Tamil Temple Towns: Conservation and Contestation- second phase.

B. National Research:-

- (i) Enhancement of Mobility in Rural and Semi-Urban Areas through Electric Bicycles’ under IMPRINT 2C scheme (sponsored by Department of Science and Technology (DST) and Ministry of Human Resource Development (MHRD)).
- (ii) Preparation of Development Plan for Saugor Cantonment Board, sponsored by Saugor Cantonment Board (under Ministry of Defense, Govt. of India).
- (iii) IMPRESS Project Sponsored by Indian Council of Social Science Research (ICSSR)
 1. Revisiting the Frameworks for Performance Assessment of Service Delivery for Urban Sanitation in India.
 2. Rental Housing for Indian Cities.

3. Spatio-temporal and Socio-economic Rural Transformation in Madhya Pradesh: An Inter District Econometric Analysis”.
 4. Mapping the Socio – Spatial divide in a City –A Tool for informed Decision Making in Urban Transformation.
- (iv) Heritage Impact Assessment of construction works in regulated area of physical cultural resource for the districts of Sanchi, Baihar and Anteri.
 - (v) Preparation of GIS Based Master Plan for Greater Imphal , Govt. of Manipur.
 - (vi) Preparation of Master Plan for Hinjilicut, District Ganjam, Odisha under Govt. of Odisha and GIZ, Germany.
 - (vii) Preparation of Regional Plan for Hinjilicut, District Ganjam, Odisha under Govt. of Odisha and GIZ, Germany.

International Conference-

- (i) The 3rd Asian Regional Conference on ‘Peri-Urbanization (ARCP) – Sustainable Urban-Rural Futures’ was organized by SPA Bhopal in collaboration with Pusan National University, South Korea and Tongji University, China during 17-20 December, 2019.
- (ii) Department of Urban Design at SPA Bhopal undertook two collaborative studios with Kamla Raheja Vidyaniidhi Institute of Architecture Mumbai and Department of Architecture, University of Florence, Italy in August 2019 and September 2019. The intent was to learn from cross cultural

urban practices and share the responses which are holistic and contextual.

- (iii) Symposium 4: ‘Defining New Planning and Design Paradigm’ was conducted during 29-30 November, 2019 under the EU Project Building Resilient Urban Communities (BReUCom).

Students Achievements-

1. Four Architecture Students won First Prize in World Architecture Fest 2019 for the Student Charrette.
2. First Place in the Final, World Top 25% in the Semi-final stage in the Berkeley Prize Essay on Architecture held from December 2019 to February 2020 on the Theme for the Competition: Essay titled “Nests for a Phoenix: Building Life After Death” Essay on how civic buildings help build a community by two students.
3. Semi-finalists in Berkeley Essay Prize Competition held by Department of Architecture, University of California, Berkeley by two architecture students.
4. World Top 25 in the Competition Archasm Berlin Bohemian Hostel held in July 2019 on the Theme of entry for the Competition: Hostel designed in Berlin for demonstrating the culture of Bohemians.

Scholarship granted during the Academic Year 2019-20

Sl. No.	Nature of Scholarship	Number of Students
1	GATE Scholarship paid from the Institute grant	137
2	Merit-cum-means	06
3	CSS for SC students	18
4	MMVV M.P.	13
5	Other State	1
6	ICSSR Fellowship	1

SCHOOL OF PLANNING AND ARCHITECTURE, VIJAYAWADA

School of Planning and Architecture, Vijayawada (SPAV) is as an autonomous institution established on July 7, 2008 by the Ministry of Human Resource Development, Government of India to promote education and research in the fields of Planning and Architecture. Under the School of Planning and Architecture Act, 2014, the School has been declared as an 'Institute of National Importance'.

2. SPA Vijayawada offers undergraduate, post graduate and doctoral programmes for achieving excellence in the fields of Planning and Architecture. At present the School runs two departments (1) Department of Architecture and (2) Department of Planning. A total of two Undergraduate Degree programmes, seven Postgraduate degree and Doctoral programmes are being offered. Two undergraduate programmes: one in each of the two departments was started in the academic year 2008-09.

3. The following five post graduate programmes were introduced by the School in

the academic year 2013-14, 2014-15 and 2018-19:

- (i) Master of Planning (Environmental Planning and Management) (2013-14)
- (ii) Master of Planning (Urban and Regional Planning) (2014-15)
- (iii) Master of Architecture (Sustainable Architecture) (2014-15)
- (iv) Master of Planning (Transport and Infrastructure Planning) (2018-19)
- (v) Master of Architecture (Landscape Architecture) (2018-19)

The following two new post graduate programmes have been introduced by the School from the academic year 2019-20:

- (vi) Master of Architecture (Architectural Conservation)
- (vii) Master of Building Engineering and Management

4. Course-wise Enrolment with sex, case break-up:(for year 2019-20)

U.G. - B. Architecture. Program enrolment: (for year 2019-20)

Admitted through JoSAA:

Particulars	ST	SC	SC-PH	OBC	OBC-PH	EWS	Open	Open-PH	Male	Female	Total
Students Intake	6	11	1	21	1	7	34	2	-	-	83
Students Enrolled	6	11	1	21	1	7	36		52	31	83

Admitted through DASA:

Particulars	GEN (FN+NRI+PIO)	CIWG	Male	Female	Total
Students Intake	8	4	-	-	12
Students Enrolled	4	4	0	8	8

U.G - B. Planning. Program enrolment: (for year 2019-20)**Admitted through JoSAA:**

Particulars	ST	SC	SC-PH	OBC	OBC-PH	EWS	Open	Open-PH	Male	Female	Total
Students Intake	2	5	0	9	0	3	13	1	-	-	33
Students Enrolled	0	3	0	7	0	1	13	0	12	12	24

Admitted through DASA:

Particulars	GEN (FN+NRI+PIO)	CIWG	Male	Female	Total
Students Intake	3	2	-	-	5
Students Enrolled	0	1	0	1	1

P. G.**M. Arch (Sustainable Architecture) Program enrolment: (for year 2019-20)**

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	0	1	6	8		3	12	15

M.Arch (Landscape Architecture) Program enrolment: (for year 2019-20)

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	0	1	17		8	5	13	18

M.Arch (Architectural Conservation). Program enrolment: (for year 2019-20)

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	0	0	3		10	2	11	13

Master of Building Engineering and Management Program enrolment: (for year 2019-20)

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	1	2	6	1	9	14	5	19

M. Planning (Environmental Planning and Management) Program enrolment: (for year 2019-20)

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	0	1	16			4	13	17

M. Planning (Urban and Regional Planning) Program enrolment: (for year 2019-20)

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	2	1	17			9	11	20

M. Planning (Transportation & Infrastructure Planning) Program enrolment: (for year 2019-20)

Particulars	ST	SC	OBC	EWS	Open	Male	Female	Total
Students Intake	2	3	6	2	9	-	-	22
Students Enrolled	0	1	6	2	8	13	4	17

Ph.D. Program Enrolment: (for year 2019-20)

Particulars	Male	Female	ST	SC	OBC	EWS	Open	Open-PH	Full time	Part-time
Numbers	0	1	-	-	1	-	-	-	1	-

5. The Institute shifted its activities to its permanent campus since July 2018 and the new campus accommodates the main academic and administrative block with a total built up area of around 30,000 Sq. M, the Boys hostels with 14,000 Sq. M, girls hostels with about 6200 Sq. M and a Dining cum visiting faculty guest house with about 4300 Sq. M of built up space.

6. The academic focus and approach of SPA, Vijayawada is a unique blend of design, creativity and objectivity with a social purpose. Students not only learn the skills required, but are also exposed to thought-provoking and intellectually inspiring sessions, through studios, field trips and research projects, which brings out the creative best in them. The institute promotes research with a vision to develop independent

and scholarly contribution to the progress of the body of knowledge.

7. Faculty of SPA, Vijayawada has been contributing towards the enrichment of the academic programmes through their sustained efforts. The School has a dynamic mix of eminent faculty having experience in planning, architecture and allied fields of knowledge. Faculty members are constantly involved in academics, research and development activities of the School.

8. SPA, Vijayawada has established various labs and support facilities to aid the teaching learning process. In addition to the existing infrastructure like Material Museum, Art Lab, Construction Yard, Carpentry Lab, facilities like Computer Center, Material Testing Lab,

Climatology cum Environment Lab, Central Library, GIS Lab have been developed.

9. Information About Departments:

9.1 Department of Planning:

The Department of Planning at SPAV envisions the furthering of existing knowledge and creation of new frontiers in the field of 'Development and Planning' through providing enabling education and training, cutting edge research and professional consultancy in the region. Since 2008, the Department of Planning is involved in shaping young minds through quality education towards making them technically equipped, socially responsible and ethical professionals in the field of Planning. The students of Bachelors and Master's degree programmes are equipped to study, design and plan cities and regions in aspects of infrastructure, transportation, social amenities, land use zoning, housing, informal sector, ecology, and governance, using state of the art tools, techniques and theories.

The Department started with the four-year undergraduate degree programme of Bachelors of Planning in 2008, and has expanded its horizon by starting the two-year Master's degree programme of Masters in Planning with specializations in 'Environmental Planning and Management' and 'Urban and Regional Planning' in 2013 and 2014 respectively. Further the department started offering Masters in Planning with specialization in Transportation and Infrastructure Planning from the last academic year 2018-19. The Department also has a Doctoral Research programme since 2012. The students of Planning are exposed to proficient planning expertise through full-time faculty and distinguished visiting faculty. The alumni of the department are successfully working across India and the world as professional planners with the government and private sector.

9.2 Department of Architecture:

Department of Architecture currently offers Bachelor of Architecture (B.Arch) and Four Master programmes viz, Master of Architecture (Sustainable Architecture), Master of Architecture (Landscape Architecture), Master of Architectural Conservation(MAC), Master of Building Engineering and Management (MBEM) and Doctoral programmes. There is increasing recognition today of Architecture as an intellectual discipline, both as art and as a profession. Architects make a vital contribution in the shaping of our environment and society, in the design and technology for a diverse range of situations, both in the rural and urban contexts. The Master of Architecture courses and PhD programme establishes cohesive relation amongst architecture, technology, landscape, ecology and sustainability, enabling graduates to respond effectively to the growing environmental challenges faced by the building industry and planet Earth. These programmes offers an opportunity to expand students' knowledge base for developing solutions for sustainability of built environment scientifically keeping in mind the socio-economic and environmental problems. Grounded in rigorous scientific research and analysis with a multidisciplinary approach of understanding issues related to energy efficiency, traditional wisdom of built environment, planting design, site planning etc.

9.3 Research and Development Activities:

School of Planning and Architecture Vijayawada facilitate its faculty, research scholars and students 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. Although, overall research environment is being augmented, but the following research directions are prioritized.

- Inculcating the idea of innovation in processes, planning and design through state-of-the-art technology and labs. In order to promote lab driven research, state-of-the-art labs are established for conducting problem-solving research in the field of planning and architecture. Further, Design and Innovation Centre (DIC) has been established in the institution to promote design thinking and innovation in products and processes leading to patents and incubation opportunities.
- Faculty and research scholars are highly encouraged to bid for internationally and nationally funded collaborative research, through MoUs. This is done to create a wider collaboration and exchange of ideas both nationally and internationally, thereby increasing the visibility of the school at global level in terms of publication and ranking, and also to build an advanced curriculum to be taught to the students.
- The school also encourages the faculty and research scholars to align their research for addressing the social issues and the flagship schemes promoted by government of India, such as Smart City Mission, Swachh Bharat Abhiyan, Unnat Bharat Abhiyan etc. This is done to help deriving policy guidelines for the schemes promoted by the State and National Governments.
- A comprehensive Intellectual Property Right (IPR) Policy for the school has been

drafted in 2019, whereby overall aspects of research and innovation at the institution are described in detail.

Apart from this, for promoting research and innovation in academics and research more than eighteen MoU's have been signed with various leading international and national universities and research organizations for collaborative research and the same is in operation.

9.3.1 Ph.D. programs:

SPA Vijayawada has been offering doctoral programme leading to a PhD degree in the disciplines of Architecture and Planning since the academic year 2012-13, with a vision to develop independent and scholarly contribution to the progress of the body of knowledge. The thrust areas of research are within the broad areas related to Planning / Architecture, encompassing all disciplines related to built-environment. Keeping in mind, the cultural diversity and equal opportunity, School provides a platform with an inclusive policy for all students to grow. Presently, a total of 20 PhD scholars are enrolled with SPA Vijayawada. Out of which, three PhD scholars were admitted during the academic year 2018-19.

The admission to doctoral programme at SPA Vijayawada is offered under five categories:

- (i) Regular PhD Full-Time candidate with / without MHRD scholarship,
- (ii) Sponsored PhD Scholars
- (iii) Off Campus PhD scholars,
- (iv) In-house faculty/ staff/ project staff, and
- (v) Foreign

10 Notable Achievements:

10.1 Achievements took place during the year:

S.No.	Events	During 2019-20
1	Signed MOU	i) MoU between School of Planning and Architecture Vijayawada and Danube University Krems, Austria, signed in 2019, valid till 2022. ii) Inter University Cooperation Agreement Between School of Planning and Architecture Vijayawada and The University of Lille (France), signed in 2019, valid till 2024.
2	Organized International Conference	NIL
3	Special Lectures, Seminars and Workshops organized	1. Design Waves: Design Thinking and Innovation Workshop – A national workshop organized under Design Innovation Centre (DIC) on 8th November, 2019. Dr. Sugandh Malhotra, Industrial Design Centre (IDC), IIT Bombay and Ms. Garima Sipani, Designer, Vijayawada were the resource persons for the workshop 2. One-day Seminar on Urban Green Space Analysis Using Geospatial Techniques for City Planning, on August 20, 2019 by Dr. RAAJ Ramsankaran, Associate Professor and head of Hydro Remote Sensing Applications Group (H-RSA) Department of Civil Engineering, IIT Bombay 3. Special Lecture on Urban Design and Public Space Management by Uwe S. Brandes, Professor of Practice and Faculty Director, Urban and Regional Planning Program, Georgetown University on August 20, 2019 4. Special lecture on “Climate Change and Vulnerability of Coastline and Coastal Infrastructure” by Dr. Komali Kantamaneni, Research Fellow, Maritime, Technology and Environment, Solent University, United Kingdom on August 20, 2019 5. World Town Planning Day 2019 Sustainable and Healthy Communities Guest Lecture by Prof. Dr. Eric Leclerc on November 7th 2019 6. Vertical Design Studio (VDS), October 2019 7. Local Dissemination Workshop (LDW) on 26-27 September, 2019 as a part of its ongoing project titled “Building Inclusive Urban Communities (BINUCOM)”, a research project funded under the European Commission’s Erasmus+ Program in the field of Capacity Building in Higher Education towards Inclusive Communities. 8. Special lecture by Dr. Ram Satheesh P, (Faculty in Department of Architecture) IIT Roorkee 24-25th October 2019 on Civic design process for Built and Climate responsive Architecture and expert lecture on Vernacular Practices. 9. Joint Studio Programme with University of Melbourne, Australia by Prof. Piyush Tiwari, University of Melbourne in Jan 2020.

S.No.	Events	During 2019-20
		<p>10. Guest Lecture by Prof. Ar. Jayaraman Subramanian, Expert on 'Building Construction' and 'Building Services' for the faculty on 30/10/2019 and for the students of 3rd, 4th and 5th year B.Arch., 1st and 2nd year M.Arch. (SA), M.Arch. (LA) and 1st year MBEM.</p> <p>11. Guest Lecture by Dr. Kalaiselvi R, Expert on Architectural Acoustics for B.Arch. II Year and Day lighting for M.Arch. (SA).</p> <p>12. Guest Lecture by Ar. Parisutha Rajan A, Expert on Landscape Design for M.Arch. (LA).</p> <p>13. Guest Lecture by Ms. Ekta, Assistant Professor of Planning, SPAV on 'Housing Scenario of India & Informal Housing' for the students of 4th year VII Sem. B.Arch.</p> <p>14. Guest Lecture by Shri Valliappan AL, Assistant Professor of Planning, SPAV on 'Land Market & Property Valuation: Methods and means' for the students of 5th year IX Sem. B.Arch.</p> <p>15. Guest Lecture by Dr. Y S Rao, Deputy Librarian, SPAV on 'Intellectual Property Rights for Architects' for the students of 5th year X Sem. B.Arch.</p> <p>16. Guest Lecture by Prof. Dr. T Srinivas, NIT Trichy on Sustainable Architecture.</p> <p>17. Guest Lecture by Shri Kuldeep Singh on 'Project Cost Management, Project Safety, Construction Contracts and Optimizing Facility Management by Better Project Management' to MBEM I Year II Sem students.</p> <p>18. Guest Lecture by Shri G Srinivasa Murthy on 'Hospital Design' to B.Arch IIIrd Year VIth Sem students for Architectural Design Studio Subject.</p> <p>19. Guest Lecture by Prof. Manoj Mathur, Professor, SPAD on Architectural Design Thesis for B.Arch V Year X Sem.</p> <p>20. Guest Lecture by Dr. Immanuel David, on 'the appraisal of site factors in large scale developments with components of Landscape Engineering and their consideration in site planning and landscape design correlation with use of relevant software and advanced mapping technology for analysis' to M.Arch (LA) I Year II Sem students.</p> <p>21. Guest Lecture by Prof. Dr. Nalini M Thakur, Professor (Retd.), SPAD on 'Indian cultural landscape and knowledge systems' to M.Arch (AC) I Year II Sem students.</p> <p>22. Guest Lecture by Dr. Prashanti Rao, Assistant Professor of Architecture, SPAV on the 'Importance of Specifications for Construction Contracts' for the students of 1st year I Sem. M.B.E.M.</p> <p>23. Seminar by Ar. Omkar Bhagwat - Webinar on 'Practicality in Construction of Computational Buildings'.</p>

S.No.	Events	During 2019-20
3	Students organized National level Tech-fest	NIL
4	Students attended conference	NIL
5	Other Events	<ol style="list-style-type: none"> 1. Under Spic Macay Cultural committee of SPAV on August 13th 2019, Kathak Dance by Rajendra Gangani was organized. 2. National Unity Day was celebrated on 31 October 2019 3. National Hindi Diwas was celebrated on 14th September 2019) 4. Golden Jubilee National Service Scheme (NSS) Day 5. Yoga Day, Swachh Bharat, Constitution Day etc.

10.2 Fourth Convocation

The Fourth Convocation of School of Planning and Architecture Vijayawada was held on 13th September 2019 at Thummalapalli Kalakshetram, Vijayawada and distinguished Chief Guest Prof. Dr. Sudhir K. Jain, Founding Director of IIT Gandhinagar, BoG and Senate – SPAV conferred Bachelor's, Master's and Doctoral degrees to 137 candidates, including absentia. The Fourth Convocation started with a welcome note by Dean Academic followed by Director's Report for the academic Year 2018-19 consisting of SPAV's Pedagogical Paradigm, University Collaborations, Research and Development Ecosystem, Academic Excellence, Laboratories and Library establishment and up-gradation, campus development and extracurricular activities of SPAV family. Hon'ble Chairperson, Board of Governors of School of Planning and

Architecture, Vijayawada has addressed all the Graduants of the fourth convocation and welcomed all the members presented over the celebration. Chief Guest of the event congratulated all the Graduants-2019, who successfully completed the academic requirements of the degrees and commended the Hon'ble Director, Prof. Dr. Minakshi Jain, School of Planning and Architecture, Vijayawada, faculty members and staff for their role in developing one of the finest Planning and Architectural Schools in India. Shri. Pradeep Kapoor, Guest of Honor of the event congratulated all the Graduants and Faculty members for their academic excellence.

The Academic Toppers and Thesis Toppers of UG, PG programmes of Department of Architecture and Department of Planning, School of Planning and Architecture Vijayawada were honored with Gold Medals and Merit Certificate by the



Fourth Convocation – September 2019, SPA Vijayawada

Chief Guest, Director and Guest of Honor of the event. After the successful completion of the Fourth Convocation of School of Planning and Architecture, Vijayawada, all the Graduants were invited to Campus for lunch and an interactive session with faculty and students.

Council of Architecture

(A statutory authority constituted under the Architects Act, 1972)

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on September 1, 1972. The Act provides for registration of Architects and matters connected therewith.

2. The COA, besides maintaining a Register of Architects, oversees the maintenance of standards, periodically of recognized qualifications under the Act by way of conducting inspection through Committees of Experts. Based on the inspections, the COA can make representation to appropriate Governments with regard to inadequacy of standards maintained by the institutions.

The Central Government after further inquiry as deemed fit and keeping in view the comments of the appropriate Governments and the architecture institutions is required to take decision regarding notifying de-recognition of the architectural qualification. The recommendations of the COA are taken before any architectural qualification is notified as recognized under the Act by the Central Government.

3. In order to carry out the objectives of the Act and Regulations framed thereunder, the Council has constituted the following Statutory Committees:

(i) The Executive Committee is constituted under Section 10 of the Act and it functions

as an Executive Authority of the Council.

- (ii) Disciplinary Committee is constituted by the Central Government as per Council of Architecture Rules framed by the Central Government. This committee investigates the complaints and holds enquiries relating to professional misconduct of architects and makes its recommendations to the Council for taking decision on the guilt of the Architects.
- (iii) Advisory Committee (Appeals) hears the appeals of the applicants whose applications for registration are rejected.
- (iv) Sub-Committee on Foreign Qualifications examines the references received from Central Government for recognition of Foreign qualifications.
- (v) Scrutiny Committee scrutinizes the proposals/applications received from new institutions for introduction B.Arch. Course and from existing institutions for extension of approval/additional intake.

4. 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.

During the year, the Council has registered **14250** qualified persons as Architects. With this as on 31st March, 2020, a total of **120944** Architects have been registered as architects. On 31st March, 2020, **99825** architects hold valid registration as Architects with the Council of Architecture.

5. During the year under the report 15 new institutions were granted approval to impart Bachelor of Architecture Courses and 17 existing institutions were granted approval for introduction of PG courses. At present, there are 465 institutions which are imparting recognized

architectural qualifications during the academic session 2019-2020 with the approval of Council. The state wise number of institutions are listed below:

State	No of Schools
Andhra Pradesh	9
Assam	2
Bihar	1
Chhattishgarh	6
Chandigarh	1
Delhi	6
Goa	1
Gujarat	34
Himachal Pradesh	3
Haryana	25
Jharkhand	2
Jammu & Kashmir	3
Karnataka	41
Kerala	35
Maharashtra	103
Meghalaya	1
Madhya Pradesh	14
Mizoram	1
Odisha	9
Punjab	14
Puducherry	1
Rajasthan	15
Tamil Nadu	76
Telangana	14
Uttarakhand	5
Uttar Pradesh	36
West Bengal	7
Total	465

6. The Council is conducting National Aptitude Test in Architecture (NATA) every year as a single window examination for admission to first year of 5-year B.Arch. Course. The NATA 2019 was conducted twice a year. First Test was conducted on 14th April, 2019. A total of 35748 candidates have applied for the First Test and 32856 candidates have appeared for the Test and 27232 candidates have passed in the Examination.

Further, Second NATA Test was held on 07.07.2019. 35651 Candidates have applied for the Second Test and 18126 candidates appeared for the test and 14589 candidates have passed in the Examination.

7. The Council conducted the following Awards Programme at a function held on 24th January 2020 at Dr. D. Y. Patil University, New Panvel, Navi Mumbai:

- i) 14th National Awards for Excellence in Architectural Thesis Program for undergraduate thesis projects to encourage the young talent.
- ii) 06th National Awards for Excellence in Post Graduate Thesis in Architecture Program for postgraduate thesis projects with an objective to encourage and motivate students of masters' courses in architecture from across the country and develop a research culture amongst schools of architecture.
- iii) 02nd Students' Awards for Excellence in Documentation of Architectural Heritage for the undergraduate documentation projects with an objective to encourage interest and talent of students for understanding, documentation of heritage buildings and to develop & promote sensitivity and awareness towards India's architectural heritage amongst students of architecture across the country.

8. In order to spread awareness about architecture, Architects Act, 1972, Rules & Regulations, and to address the concerns of architects, the Council conducted professional outreach programme at Chandigarh on 23.12.2019, Chennai on 11.01.2020 and Bangalore on 21.02.2020.

9. 22 training programmes were conducted for teachers and professional architects in Pune and other cities. These programmes were attended by 521 participants across the country.

Other Technical & Vocational Institutions

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 MHRD 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 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 enhanced w.e.f 19 th December, 2014	Rates revised as on 25.09.2019 but yet to be implemented
Graduate Apprentices	4984	9000/-
Diploma Apprentices	3542	8000/-

The engagement of Apprentices are done through NATS Portal. All the Stakeholders i.e. Students, Industries and four BOATs/BOPT etc. are using the portal.

Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)

(Rs. in lakh)

Heads	Budget Estimates	Released (upto 31 st January, 2020)
Establishment Head	2030.00	1432.20
Stipendiary Head	17500.00	14955.00

National Institute of Industrial Engineering (NITIE), Mumbai

The National Institute of Industrial Engineering (NITIE) is a premier Indian institution, engaged in Industrial Engineering and Management education. The Institute was set up by the Government of India in 1963 with the assistance of the United Nations Development Programme (UNDP) through the International Labour Organization (ILO). NITIE has served industry for five decades now and today its post graduate curricula and management development

programmes proudly reflect this symbiotic relationship.

NITIE campus is located in one of the most picturesque surroundings of Mumbai flanked by Powai and Vihar Lakes, occupying 63 acres on a hillock.

NITIE is administered through a Board of Governors representing industry, government, labour, and professional bodies with Prof. Sanjay G. Dhande, as Chairman, NITIE Board of Governors and Prof Manoj K Tiwari as Director.

A pioneer in Productivity Improvement, Operations and Manufacturing Management, today NITIE stands tall among the country's few academic institutes that have successfully blended technology and management. It commands national standing in Quality Management, Materials Management, Logistics, Business Process Re-engineering (BPR), Enterprise Resource Planning (ERP), Supply Chain Management and Technology Management. NITIE is also recognized as a pre-eminent Indian institution engaged in Management Development Programmes (MDPs), professional industrial consultancy and applied research, in Industrial Engineering and allied areas.

ACADEMIC PROGRAMMES

ADMISSIONS

The number of students admitted in the various programmes (2019-2021)

Programme	Intake	Students Admitted	Students Left
Fellow	40	24	01
Pgdie	140	143	10
Pgdim	308	272	04
Pgdisem	42	20	01
Pgdmm	44	43	04
Pgdpm	44	41	01
Vlfm	30	26	-

NITIE offers the following Academic Programmes:

1. FELLOW (Doctoral) Programme

Fellow (Doctoral) programme started from the year 1984, aims to admit individuals with the sound academic background, strong motivation and potential to become excellent researchers at national and international level. The interdisciplinary nature of the programme stimulates opportunities in exploring different facets of research areas.

2. Post Graduate Diploma in Industrial Engineering (PGDIE)

Two-year' residential Post Graduate Diploma in Industrial Engineering was introduced from the year 1971, equivalent to Master's Degree in Industrial Engineering, recognized by the Government of India, Association of Indian Universities, and All India council for Technical Education. The PGDIE programme has focus on techno-managerial and cross-functional skills. Admission is restricted to the candidates who qualify through Graduate Aptitude Test in Engineering (GATE), followed by Group Discussion and Personal Interview. Industry Sponsored candidates fulfilling eligibility criteria are also considered for admission.

3. Post Graduate Diploma in Manufacturing Management (PGDMM)

NITIE launched two-years' residential Post Graduate Diploma in Manufacturing Management from the year 2014. Admission is offered to the candidates who qualify through Graduate Aptitude Test in Engineering (GATE), followed by Group Discussion and Personal Interview. Industry Sponsored candidates fulfilling eligibility criteria are also considered for admission.

4. **Post Graduate Diploma in Project Management (PGDPM)**

NITIE launched two-years' residential Post Graduate Diploma in Project Management from the year 2014. Admission is offered to the candidates who qualify through Graduate Aptitude Test in Engineering (GATE), followed by Group Discussion and Personal Interview. Industry Sponsored candidates fulfilling eligibility criteria are also considered for admission.

5. **Post Graduate Diploma in Industrial Management (PGDIM)**

NITIE introduced two-year' residential Post Graduate Diploma in Industrial Management (PGDIM) from the year 1994, recognized by All India council for Technical Education. The PGDIM addresses all the strategic, tactical and operational issues involved in today's business. An understanding of the various perspectives and dimensions of business are at the base of this programme. The programme has focus on Systems, Operations, SCM, Business Policy, Tools and Techniques, Human Resources, Marketing and Finance areas which help in developing the right knowledge amalgamation. The programme addresses the needs of the Industry by targeting the entire value chain of the business organization.

Admission to PGDIM programme is restricted to Engineering Graduates who qualify through Common Admission Test (CAT) conducted by the IIMs followed by Group Discussion and Personal Interview.

6. **Post Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM)**

NITIE introduced two-year' residential Post-Graduate Diploma in Industrial Safety and Environmental Management from the year 2001, approved by All India Council for Technical

Education. Objective of the Programme is to provide knowledge to improve quality of Industrial safety and environmental practices, to equip the students.

With necessary expertise to manage Industrial safety and environmental problems effectively paving the way for cleaner and safer production, to inculcate a systematic approach in dealing with Industrial Safety and Environmental Management through scientific management methodologies available for decision-making, and to provide foundation for specialized studies and research in safety and environment.

Admission to PGDISEM Programme is restricted to Engineering Graduates who qualify through Common Admission Test (CAT) conducted by the IIMs followed by Group Discussion and Personal Interview.

7. **Post Graduate Programme for Executives in Visionary Leadership for Manufacturing (PGPEX-VLFM)**

NITIE launched one year full time post graduate programme for Executives in Visionary Leadership for Manufacturing (PGPEX-VLFM) jointly with IIT Delhi from the year 2017. This programme is specially designed for experienced engineers with 5 – 12 years of experience in manufacturing domain. Professionals who are eager to drive the manufacturing renaissance by putting themselves through a challenging, peer driven and experiential learning experience are encouraged to apply in either of the two categories – individual or sponsored.

Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)

A sum of Rs. 4646.00 lakh has been released to NITIE, Mumbai till 31st January, 2020 against the budgetary allocation of Rs. 3469.75.00 lakh.

National Institute of Foundry & Forge Technology (NIFFT), Ranchi, Jharkhand

Overview

National Institute of Foundry and Forge Technology (NIFFT), Ranchi was established by the Govt. of India, in collaboration with UNDP-UNESCO in 1966. The Institute is located in a lush green and academic friendly campus spreading over 53 acres of land in Hatia, Ranchi, Jharkhand. The Institute offers 2 Advanced Diploma Courses, 2 B. Tech. courses and 4 M. Tech. courses. The Institute also offers Ph.D programme in Engineering, Science and Humanities. While the ADC courses is directly run by the Institute, all UG, PG and Ph.D programmes are affiliated to Jharkhand Technical University from 2018-19 (affiliated to Ranchi University prior to that). Efforts are being made to get Deemed University status for the Institute.

Students are admitted in B.Tech. courses through JoSAA/CSAB based on JEE (Main) Rank, in M.Tech. courses through CCMT based on GATE score, in Ph.D/PDF programmes through Test and/or Interview and in ADC through a written test conducted by the Institute.

Ever since its inception in 1966 by the Govt. of India in collaboration with UNDP- UNESCO, National Institute of Foundry and Forge Technology (NIFFT), Ranchi, has been looked upon by the industry to provide qualified engineers and well trained specialists in the field of Foundry Technology, Forge Technology and other allied manufacturing areas and has earned reputation as a leading institute for imparting technical education and organizing teaching and training programmes in these engineering disciplines. The institute has also been tenaciously and meticulously conducting industrial research, design and development work in the relevant areas

and providing consultancy and documentation services to the industries.

NIFFT is registered as a society under the Societies Registration Act of 1860. The management of the Institute is vested with the Board of Governors with chairman at its apex and members drawn from AICTE, MHRD, Private and Public Enterprises, Technical and R&D institutions.

Placement

The Placement of Students for the year 2019-20 (till October, 2019) has been satisfactory with placement of 95%, 86%, and 15% for the ADC, B.Tech. and M.Tech. programmes, respectively (till November 2019). This will further improve in the following months till March 2020.

Academic Programmes :

NIFFT has five departments of study viz. Foundry Technology, Forge Technology, Manufacturing Engineering, Materials and Metallurgical Engineering and Applied Sciences and Humanities. The Institute offers the following regular programmes :

- Post Doctoral programmes
- Doctoral programmes
- M. Tech. course in Foundry and Forge Technology
- M. Tech. course in Manufacturing engineering
- M. Tech. course in Environmental Engineering
- M. Tech. course in Materials Science and Engineering
- B. Tech. course in Manufacturing Engineering
- B. Tech. course in Metallurgy and Materials engineering

- Advanced Diploma course in Foundry Technology
- Advanced Diploma course in Forge Technology

The Institute has kept its objective broadening and expanding with time for adapting to the dynamics of the industries and needs of the society. In order to give impetus to other allied fields, some new courses are being planned to be introduced shortly.

Continuing Education :

Continuing education at all levels such as part time research programmes, refresher and special courses in established and emerging practices for industry personal is one of the most important activities of the institute contributing towards development of society. The programmes are usually of 1-2 weeks duration offering a wide range of topics covering Foundry and Forge Technology, pollution control, energy conservation and management, manufacturing processes, materials characterization, inspection and quality control and other fields of industrial importance. The activities also include unit based programmes of short term duration on request from the industries or organizations as per their need either at the premises of industry /organizations concerned or at the institute. The Institute has also the privilege of imparting training to people from other developing countries of South-East Asia and Africa. Students from countries like Burma, Sri Lanka and Nigeria have undergone training at this institute in the past. The Institute has also conducted unit based programmes in Foundry Technology for Nepalese and Sri Lankan engineers/technologists (Technocrats).

Research Activities :

One of the main objectives of the Institute is to carry out industrial research and development work in Foundry, Forge and associated scientific

and engineering fields. All infrastructural facilities exist in the institute for carrying out research activities. R&D programmes cover areas like pattern design and manufacture, sand system design, melting, methoding of castings, forging process simulation, die life estimation, evaluation of lubricants, CAD & CAM of casting and forging, failure analysis, Mechanical and Non destructing testing, chemical and instrumental analysis, environment & pollution control, metal matrix composites and powder metallurgy forging. Most of the faculty members are holding Ph. D. students registered under Jharkhand Technical University. The faculty members continuously participate in various seminars/symposia/conferences to

present their research works. Many research papers are also published in different national and international journals of repute.

Consultancy Services:

The Institute provides consultancy services to the industries in the field of foundry, forge and allied fields on payment basis depending on quantum of the work involved besides pre-consultancy charges. Consultancy services are extended in the form of preparation of feasibility reports, preparation and execution of technical projects, selection and evaluation of equipment and machinery, testing of raw materials and quality control of products.

Experimental and Testing Facilities :

The Institute has well equipped laboratories and workshop for carrying out practical study work by the students and for extending testing facilities pertaining to foundry, forge, metallurgical analysis and materials characterization to the outside organizations on payment basis.

The department of Foundry Technology has Cupola Furnace (1.5 tonnes per hour), Crucible

furnace (2 nos., 50 Kg each), Electric Arc Furnace (20Kg), Skelener furnace (15Kg Aluminum), Induction furnace(100Kg), Electric Pit furnace (5Kg Al), Pressure Die Casting machine (60 tonnes), On line Carbon Silicon Analyzer & Thermal Analysis System, Complete Sand Plant (Pioneer), Sand Mullers, Jolt and Squeeze Moulding Machine, Shell Moulding Machine, Permiability Meter, Compressive Strength Tester, Mould Hardness Tester, Thermo Lab, Surface Area Measurement Equipment, Universal Testing Machine foe Sand, AFS Clay Determinator, Shatter Index Testing Machine, Gas Measurement Equipment, Moisture Teller, Sample Preparation Machine etc.

The department of Forge Technology has 750 Kg Friction Hammer, 150 tonnes Hydraulic Press, Pneumatic Power Hammer (50, 150 & 250 Kg), 120 tone Trimming Press, 1” Multi Forge Upsetter, Laboratory Rolling Mill, Carbolite Furnace, Oil Fired Billet Heating Furnace, Surface Roughness Tester, Tensometer & Forging Screw Press, Ball Mill for Powder Production.

The department of Materials & Metallurgical Engineering has major equipments such a Servo Hydraulic Dynamic Testing Machine, differential Thermal Analyzer, Scanning Electron microscope, X-ray Diffractometer, Impact Testing Machine, In situ Metallographic Equipment, Universal Tensile Testing Machine, Metallography Image Analyzer, Portable X-ray Fluorescence FIM, Magnetic Crack Detector, Induction Heating Machine, High Temperature Muffle Furnace, Ultrasonic Flaw Detector, Fluorescent Penetrant Inspection Equipment.

The Department of Manufacturing Engineering has well equipped Pattern and Machine shops, Metrology Laboratory having profile Projector, Laser Micrometer, Layout Measuring cum Marketing Machine, Auto Collimator, Surface Roughness Testing Machine and Form Tester ;

Welding Laboratory having Shielded Metal Arc Welding M/C, TIG welding attachment, MIG welding M/C, Submerged Arc Welding M/C , Spot Welding Machine, Plasma Arc Cutting M/C, Oxy Acetylene Cutting M/C, Spay Coating Unit, CAD/CAM and FMS laboratory having 4 – axis CNC Milling Machine, CNC Lathe, Robot (Linear Slide Base).

The department of Applied Sciences & Humanities has classical Chemical Analysis, Optical Emission Spectrometer, Orion Iron Meter, Atomic Absorption Spectrometer, Photovac Air Analyzer, Nano Pure water system, Automatic Particulate Matter Detector, Vacuum Coating Unit with Electron Beam Evaporation, Scanning Potentiostat/Galvanostat, Electrical & Electronics Laboratory, Modern Language Laboratory & Communication centre.

Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)

A sum of Rs. 4568.00 lakh has been released to NIFFT, Ranchi till 31st January, 2020 against the budgetary allocation of Rs. 4105.13 lakh.

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

1. Introduction:

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 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 Ministry of Human Resource Development (MHRD), Government of India, from 1st April, 1994. It has been conferred with the “Deemed to be University” status on May 31st, 2005, by the MHRD under Section-3 of UGC Act, 1956.

2. Academic Programmes:

The Institute follows a modular pattern of education, having a multiple entry and exit system and is producing skilled man-power in different levels, i.e., Certificate, Diploma and Degree, through its innovative educational programmes. The system of education adopted at NERIST is aimed at enabling 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 eight beneficiary state of the Institute in the year 2006.

The Institute has demonstrated successful implementation of modular pattern of education, which has been able to provide skilled manpower at nine Certificate courses, six Diploma courses and seven Degree courses, being offered by the different departments, namely, Agricultural Engineering, Civil Engineering, Computer Science and Engineering, Electrical Engineering, Electronics & Communication Engineering, Mechanical Engineering and Forestry. Chemistry, Physics, Mathematics, Humanities & Social Sciences also have a pivotal role as supporting departments. Although the Institute admits students at a tender age (after Class-X) having heterogeneous academic standards, but its academic and administrative set up has been quite effective to ensure appreciable academic growth including development of different traits

of personality amongst the students.

The Post-Graduate academic programmes were started in 1996-97 in two subjects viz., Information and Technology and Environmental Science & Engineering with due approval of AICTE and MHRD. After acquiring ‘Deemed to be University’ status in 2005, PG and Ph.D. programmes have also started both part time and regular basis, in all Engineering departments, M.Sc. in Forestry w.e.f. 2007-08 and M.Sc. in Physics, Chemistry and Mathematics, w.e.f., 2009-10 sessions. Full time, as well as part time Ph.D programmes have been started in all 11 departments since 2006 including MBA. NERIST has the distinction of being the first institute in the state of Arunachal Pradesh to start M.Tech and MBA programmes.

3. 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 the society meeting the global requirements and standards in a multicultural environment.

4. Mission of the Institute:

1. To create a niche in the field of science & technology education and research through an innovative modular system.
2. To produce globally competitive technical and scientific manpower in different disciplines with high ethical values and with particular reference to the North Eastern Region.
3. To induce in engineers/technologists and trainees a mind-set full of creativity to pursue excellence with focus on stakeholders, accountability, environment, and people.

4. 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.
5. **Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)**

A sum of Rs.9897.90 lakh has been released to NERIST, Itanagar till 31st January, 2020 against the budgetary allocation of Rs. 12209.00 lakh.

Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Punjab

Brief Background of the Institution:- 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.

Spread in sprawling more than four hundred acres, the institute is wonderfully blessed with natural beauty and greenery. It expresses through refreshing shades revealing the environment and conditions truly designed to give the human spirit

true satiety and comfort. Large plantations carried out at the institute make the institute a living beauty - a sign of endless and inexhaustible plenty. Live atmosphere enhances working environment, bringing a humanizing and softening touch to the surroundings. Institute plays a host to a number of migratory birds giving the glimpse of some of the rarest species of birds in the world. Splendor of the natural environment and beauty of the birds are the perfect setting for a spiritual and academic aesthete. Institute provides an atmosphere which weans oneself away from the worries, converging desires and promoting the values of thinking and analysis. A student at the institute does not have the usual lures prevalent in urbanized dwellings, making him physically, ethically and academically sturdy.

The Sant Longowal Institute of Engineering & Technology (Deemed - to - be - University), Longowal (SLIET) was set up by the Ministry of Human Resource Development, 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 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.

Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)

A sum of Rs. 8478.39 lakh has been released to SLIET, Longowal till 31st January, 2020 against the budgetary allocation of Rs. 9695.00 lakh.

Central Institute of Technology (CIT), Kokrajhar, Assam

Central Institute of Technology (CIT), Kokrajhar is a centrally funded Institute under Ministry of

Human Resource Development, Government of India which is situated at a serene landscape near the Head Quarter of Kokrajhar District of Bodoland Territorial Council (BTC) in Assam. The Institute was established on the 6th day of December, 2006. The genesis of this Institute was the memorandum of Settlement on Bodoland Territorial Council (BTC) signed between the Union Government, the Govt. of Assam and the Bodo Liberation Tigers, on February 10, 2003. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under a Board of Governors (BOG).

CIT is mandated to impart Technical and Vocational Education such as Information Technology, Bio-Technology, Food Processing, Rural Industries, Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfil the aspirations of the Local people of Assam.

CIT offers the following programs:

1. Electronics and Communication Engineering
2. Computer Science and Engineering
3. Food Processing Technology
4. Instrumentation Engineering
5. Civil Engineering
6. Information Technology
7. Animation and Multimedia Technology
8. Allied Engineering
 - i. Mechanical Engineering
 - ii. Electrical Engineering
9. Basic Sciences
 - i. Physics
 - ii. Chemistry
 - iii. Mathematics
10. Humanities and Social Science.

Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)

A sum of Rs. 4416.36 lakh has been released to CIT, Kokrajhar till 31st January, 2020 against the budgetary allocation of Rs. 4731.00 lakh.

Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal

Ghani Khan Choudhury Institute of Engineering & 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 entrepreneurship, providing guidance and counseling services to help students to take up self-employment ventures, the Institute is offering following programs:

- (i) 4-year B. Tech programs in EE, AE/FPT/FT & ME from session of 2018-19 under , Affiliation with MAKAUT, WB
- (ii) 3-year Diploma programs in CE, CST, EE, AE/FPT& ME from session of 2018-19 under the WBSCT&VE&SD, Kolkata
- (iii) Skill development programs under the PMKVY-TI scheme/Utkarsh Bangla.
- (iv) Recruitment : 5 Associate Professors, 5 Assistant Professors, 1 Sr.Trainer and 1 Trainer has been recruited in 2019-20 session, out of which 11 faculty members have already joined and one has proposed to join in the upcoming month.

1. *New Initiatives :*

i) **Launching of IGNITE during 21st and 22nd November, 2019:**

A MOU has been signed between M/S InnovatioNext and Ghani Khan Choudhury Institute of Engineering and Technology on 22nd October, 2019 for establishing a Centre of Excellence on innovation and technology exchange in the institute. InnovatioNext runs an AI Powered 5 in 1 Integrated unique Centre of Excellence programme titled “IGNITE” which meets the requirement of Industry 4.0. M/s InnovatioNext, under this IGNITE programme, will organize industry-academia co-innovation programs for the institution. Its industry-academia tools & pedagogy will help in developing future ready through the leaders, intrapreneurs, Innopreneurs, technopreneurs etc. It will develop future ready creative talent and industry professionals for most rewarding careers through providing challenging assignments to the students, meaningful interactions with top companies, collaborating with international universities for international projects, industry monitoring, industry support, new innovation programs for the industry, and others. This will scale up the evolutionary ideas of students into revolutionary business models in the industry. Overall, it will offer an opportunity of placement for the students in MNCs and leading companies. M/s InnovatioNext will convert institute’s computer labs into industry open innovation labs by upgrading & installing their innovation toolbox and innovation knowledge bank on main server for easy access by all faculty and students of the institution. The new labs will serve as new playground of innovation where students can imagine, create and innovate in a structured mind for their future journey. It will provide 3D Ideal Generators Software. Through this software, the new possibility and fusion of ideas can bring into a shape by the creative genius of the institute. It

will provide access of course materials, tools and lecture series etc. in different academic branches such as manufacturing and others. It will provide/organize trainings/programs for the students and faculty members of the institute. Overall, the InnovatioNext will set up 5-in-1 centre in the Institute and support the institute with digital tools, which will act as mentor to the students and faculty in creating breakthroughs and startups to make them ready for Industry 4.0.

ii) **Initiatives of Training and Placement section:**

Since the new Training and Placement Office (TPO) officials took over in early September, 2019, the following new initiatives has been taken. The TPO has

1. Created a cloud based repository for the important documents.
2. Started generating a database of past and potential core companies/institutions who can train/recruit our students.
3. Started creating a digital framework to maintain the data for easy retrieval in future.
4. Already established contacts with companies for training of students.
5. Working on becoming a member institute in National Apprentice and Training Scheme and few other govt. and private initiatives.
6. Planning a regular interaction with students through classes, motivational talks, exhibitions and industry visits.
7. The Training and placement officer along with the Dean academics has attended AICTE workshop on ‘Internship policies’ held at Delhi 29th Septem, 2019. The TPO is trying to use the information gained for the institute.

8. The TPO is in touch with different companies for imparting soft skill to the students so as to prepare them for Job interviews and higher education.
9. The TPO has taken initiative to invite different companies to visit the campus and arrange information sessions. Already few companies have visited the campus.

2. Completion of pending student evaluation and result publication of modular pattern courses

The degree programs (3rd module) of 2-year duration under modular pattern of education were not affiliated to any University. However, the 1st batch of degree module (3rd module) students was admitted in the session of 2014-15 and completed their final semester (4th Semester) in November, 2016. Evaluation and result publication of their Final Semester Examination were pending. In sequence, the 2nd batch of degree module (3rd module) students was admitted in the session of 2015-16 and completed only 1st year of their courses. They appeared to the 2nd Semester Examination in November, 2016. The evaluation and result publication of the 2nd Semester Examination of the 2nd batch were pending. All above examinations were conducted by GKCIET, Malda and issued mark-sheets (grade cards) to the students considering credit based system according to the Academic Rules and Regulations-2014. Thereafter, the classes of the 2nd batch in 2nd year of their courses and new admission to degree module (3rd module) were suspended in November, 2016 by the then administration.

a) Evaluation & Publication of the pending Results of Degree Module/3rd Level of Modular Programme of 2014-16 & 2015-17 batches

Evaluation and publication of the results for

degree batches of 2014-16 and 2015-17 of 3rd level of modular programme was pending since 2016. After the Gazette Notification (Extraordinary, Part-I & Section-1) by the MHRD on 29th August, 2018; the evaluation and subsequent publication of 4th Semester of 2014-16 batch was published on 20th November, 2018. The result for 2nd Semester examination of 2015-17 batch was published on 06.12.2018.

• Provision for providing mark-sheets with marks and grades for the students of degree module/3rd Level of Modular Programme

As per Academic Rules & Regulation - 2014, the grade cards were issued to the students of degree module/3rd Level of Modular Programme of 2014-16 (for 1st to 3rd semesters) & 2015-17 (only for 1st semester) batches. As the MHRD notified in the Gazette of India (Extraordinary, Part-I & Section-1) on 29th August, 2018 that the degree module/3rd Level of Modular Programme is equivalent to 4 year B. Tech programs. In comparing with the conventional B. Tech programs of other Universities/ Institutes, the competent authorities of GKCIET passed the decision of issuing mark-sheets with marks and grades for the students of degree module/3rd Level of Modular Programme. Accordingly, published the results, and then mark-sheets for the final (4th) semester of 1st batch (2014-16) and 2nd semester of 2nd batch (2015-17) were issued (results published on 20/11/2018 and 06/12/2018, respectively) to the respective students. Subsequently, earlier published results were also modified include marks as well as grade for 1st to 3rd semesters in case of 1st batch (06/12/2018) and 1st semester for 2nd batch (13/12/2018). The mark-sheets of all batches and all previous semesters of degree module were revised (10-14/12/2018 for 1st batch and 17/12/2018 for 2nd batch). Rest of semesters for 2nd batch were evaluated as per decision of

the 2nd Academic Council and issued mark-sheets including both marks and grades. Result for 3rd semester of 2nd batch (2015-17) was published on 12.03.2019 (modified on 03/07.2019) and subsequent, 4th semester result was published on 06/06/2019 (modified on 03/07.2019).

- **Issue of certificates by GKCIET, Malda for Degree Module/3rd Level of Modular Programme**

The MHRD notified in the Gazette of India (Extraordinary, Part-I & Section-1) on 29th August, 2018 that the degree module/3rd Level of Modular Programme is equivalent to 4 year B. Tech programs. Students who have successfully completed the 3rd Level of Modular Programme of GKCIET are eligible for all employment and higher education avenues where B.Tech (4 year) in engineering is the eligibility requirement. Accordingly, the competent authorities of GKCIET passed the decision of issuing degree/3rd Level of Modular Programme certificates to the pass out students of degree module/3rd Level of Modular Programme. Accordingly, certificates have been issued (10th July, 2019) to the passed out students of 3rd level of modular programme of session 2014-16. Recently supplementary result for the 2nd batch of degree module has been published (3rd July, 2019).

- **Admission/Registration of the Diploma students session of 2017-19 to their 1st& 2nd Semesters of Diploma Module/ 2nd Level of Modular Programme**

These students (diploma of session of 2017-19) were vertically promoted to their respective 2-year diploma programs after successful completion of the Certificate courses in the year 2018. The certificate students of ChT & STT were vertically promoted to diploma program in Computer Science & Technology. The course-wise students' strength is provided below.

Name of Diploma Courses	No. of Students Registered
Civil Engineering	18
Computer Science & Technology	22
Electrical Engineering	15
Food Processing Technology	10
Mechanical Engineering	14

The results of 1st Semester of their diploma programs/ 2nd Level of Modular Programme was published on 12.07.2018. Thereafter, these students have been registered/admitted for their 2nd semester of diploma programs/2nd Level of Modular Programme in the year of 2018-2019.

- Published 2nd Semester Results on 11.12.2018
- Published 3rd Semester Results on 13.02.2019
- Published 4th Semester Results on 27.08.2019

- b) **Academic Achievements/Success in introducing the 4-Year B. Tech Programs at GKCIET, Malda under MAKAUT, West Bengal**

As per decisions of the competent authorities (BoG/Society) after joining the 1st Hon'ble Director of GKCIET, Malda in August, 2017; the Institute has approached continuously to the MaulanaAbulKalam Azad University of Technology (MAKAUT), West Bengal for affiliation of B. Tech programs in (i) Electrical Engineering, (ii) Food Processing Technology and (iii) Mechanical Engineering for the Session of 2018-19, each of courses is of 60 intake capacity. The MAKAUT, WB has accorded academic affiliation to the above B.Tech programs of GKCIET, Malda after obtaining AICTE approval to the courses for the session of 2018-19 with a change in the Institute's address to Narayanpur, Malda vide no. 355/B. TECH/Affiliation/2018-19 dated 14.05.2018. However, as per Government decision, 50% of the total seats of GKCIET are reserved for the candidates of West Bengal on merit and rest 50%

will be filled on all India basis. Of the seats to be filled on all India basis, half (25%) will be filled by the candidates belonging to North-East (NE) states on merit and rest (25%) will be filled by the candidates from other states excluding states of NE & West Bengal. Accordingly, the following activities are performed by the Institute for admitting students/candidates in the 4-year B. Tech programs of GKCIET under MAKAUT for the session of 2018-19 for the first time.

Budget Estimates/Revised Estimates and release position for the year 2019-20 (upto 31st January, 2020)

A sum of Rs. 2382.36 lakh has been released to GKCIET, Malda till 31st January, 2020 against the budgetary allocation of Rs. 2650.00 lakh.

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 which 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 Ministry has deputed 8 candidates for August, 2019 semester and 5 candidates for January, 2020 semester. The Annual Budget for AIT has been kept as Rs. 50 lakh which includes Rs.3 lakh for 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.



Technical Education Quality Improvement Programme

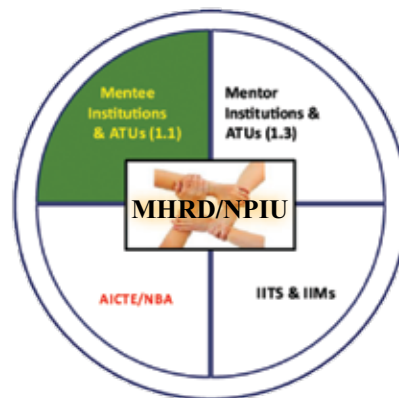
Technical Education Quality Improvement Programme (TEQIP) Phase-III

Third phase of Technical Education Quality Improvement Programme (referred to as TEQIP-III) is fully integrated with the Twelfth Five-year Plan objectives for Technical Education as a key component for improving the quality of Engineering Education in existing institutions with a special consideration for Low Income States and Special Category States (SCS) and support to strengthen few affiliated technical universities to improve their policy, academic and management practices.

Salient features

- Central Sector Scheme (fully funded by GoI)
- Total outlay: Rs. 3600 crores
 - Initial cost: Rs. 2660 crores
 - Additional financing of Rs. 940 crores at later stage
 - Co-financing (50%) by World Bank (USD 201.5 Million)
 - Implementation period: April-2017 to September-2020, Co-terminus with 14th Finance Commission with a possibility of extension
- Cabinet approval: September 12, 2016
- Signing of Financing Agreement by DEA and World Bank: February 1, 2017

- Date of project effectiveness: April 1, 2017
- Project components:
 - Component 1: Improving quality and equity in focus States
 - Subcomponent 1.1: Strengthening institutions in focus States (91 institutions are participating)
 - Subcomponent 1.2: Widening Impact through ATUs in focus States (9 ATUs are participating)
 - Subcomponent 1.3: Twinning with mentor institutions and ATUs in non-focus States (71 Institutions and 3 ATUs are participating)
 - Component 2: System level strengthening (NPIU, SPIUs, IITs, IIMs, AICTE, NBA)
- The fund is linked to the Disbursement Linked Indicators (DLIs) and will be disbursed only after achieving and verification of some of the indicators.



1. Participation of Affiliating Technical Universities (ATUs) to improve the quality of education of unaided institutes affiliated to ATU
2. Well performing TEQIP-I & TEQIP-II institutes selected as mentor. One mentor for each mentee institute of focus state
3. Student Learning Assessment (SLA) by Stanford University
4. Direct Fund Transfer System (DFTS) based on EAT module of PFMS.
 - Component-wise allocation and booking of expenditure
 - Direct payment/credit to the vendor/beneficiary of institutes
 - In alignment to GoI initiative of Digital India
5. Disbursement Linked Indicators (DLIs) are defined to assess the progress of the project implementation. World Bank will reimburse the funds on the basis of achievement of DLIs by participating institutes. The DLIs for TEQIP-III are as under:-
 - NBA Accreditation
 - Autonomy
 - Training final year engineering students to take exit examination (e.g. GATE)
 - Establishing BoG in each institute as per prescribed structure and regular meetings
 - Timely allocations, and utilization of funds
6. Faculty Recruitment Plan: 1706 contract faculty (Assistant Professors for the Project duration) recruited in 71 participating engineering colleges. Induction Workshops for earlier recruited 1225 faculty were conducted at different IITs participating under scheme. Currently 1543 faculty is working in Focus State institutes.
7. 10-Point AICTE mandate incorporated in Project Implementation Plan (PIP) of TEQIP-III and same incorporated by institutions/ATUs in their Institutional Development Plan (IDP) and made part of action plan
8. Workshops conducted for promoting start-ups activities and coordinators in each institute/ ATUs appointed
9. Total workshops conducted: 6
10. Total number of beneficiaries (Start-up Coordinators): 160
11. FDPs conducted by ATUs: 99
12. IITs/IIMs Interventions: KIT guidelines prepared, training calendar of IIMs prepared. So far 58 batches of PDTs conducted by IIMs with 1780 faculty trained. IITs imparted Pedagogical training for 5200 faculty.
13. NPIU has empaneled highly reputed service providers for imparting GATE training and employability skills training to final year Engineering students in TEQIP focus States.
 - Final year UG students from Focus State institutions in during 2017-18: 8645 & 17384 in 2018-19
 - GATE qualification & Placement percentage of students has significantly improved.
 - National average of GATE which was 17 % in 2017 improved to 18.3 % in 2018-19.
 - GATE in 1.1 focus states: 22 %, improved to 23.04 %.

- The overall TEQIP average has also been improved to 28 % from 25 %.
 - Placement percentage of focus State institutes improved from 32.86% in 2017-18 to 39.51% in 2018-19.
14. Outcome Based Education (OBE) Workshops have been conducted in which ABET Criteria for accreditation was discussed and about 5000 Faculties got benefitted.
 15. The percentage of students enrolling in institutes from traditionally disadvantaged groups has been increased to about 20% (2019) from 15% (2016) for SC/ST students and transition rate of students from first year to second year has been increased to 60.74% (2018) from 45% (2016) for female students and overall transition increased to 57.32% (2018) from 50% (2016).
 16. An amount of Rs. 1554.00 Cr. has been released since inception of project and expenditure till date is Rs. 1471.77 Cr.
 17. Rs628.65 crore (\$89.29 Million) have been received from the World Bank as the disbursement claim.
 18. The number of **NIRF ranked** TEQIP participating institutes have increased to 52 in 2019 from 37 in 2018.
 19. **Collaborative Research grant programme:** The Collaborative Research Scheme (CRS) for TEQIP faculties was launched (Cost of 48 crores) under which 396 proposals were selected. 25% of budget allocation was released as grants. 1609 researchers from 221 institutions are working on CRS (Research Grant: 47.56 Cr.). 2nd instalment of Funds of Rs 11.7 Cr was released to 351 PIs. **CRS in ATUs** :A total of 448 projects awarded worth Rs 11.4 Cr. More than 1000 collaborators working on 448 R&D projects to promote research collaborations in 10 domains.
 20. **Research Hubs:**12 Research Hubs providing common research facilities to students and faculties are established in TEQIP participating Affiliating Technical Universities (ATUs).
 21. **Accreditation by NBA:** Under Teqip-III, out of 437 programmes, a total of 203 programmes (46.4%) have either obtained accreditation or uploaded Self-Assessment Report (SAR) [156 uploaded SAR and 47 programmes got accreditation].
 22. 49.5% institutions in Focus States are either Autonomous by UGC or as per law.
 23. 87 out of 91 Focus State Institutes now have fully functioning Board of Governors which are meeting quarterly to enhance governance at Institute Level. Good Governance summits have been conducted for BOG chairpersons and Directors / Principals. This has helped to improve quality due to enhancement of accountability of institute functionaries. Expert Advisory Group (EAG) has been constituted to help institutions to achieve key milestones under Good Governance.
 24. **Pedagogy**
Digital Infrastructure: 107 selected TEQIP-III institutes have been provided Interactive Digital Board (65"). Initially 1150 IDBs are supplied to the institutes and operational training to 2675 faculty/ Technical staff is in progress.
Digital Pedagogy: Online learning material (SWAYAM TT Module) for 10 hours is being developed by a team of educational technology department of IIT, Bombay.

25. **Faculty Training for Future Skill:** To make engineering students industry ready for complying to the future skill requirements of IT-ITes industries, faculty of Project institutes (PIs) training of 2500 faculty is in progress at 11 IITs/IIIT. These faculties are expected to train 125000 students before May 2020.
26. **Assessment of students on Future Skills by NASSCOM:** NASSCOM is empanelled for assessment and certification of candidates for IT-ITes skills. So far diagnostics test has been completed for 65000 students to be further assessed for certification.
27. **Pedagogy Training at IITs:** A total of 4000 faculty/Research Scholars/Sr Students have received training Advance Pedagogy and Short-Term Courses at IITs and Subject domain training.
28. **Professional Development Training (PDTs) at IIMs:** PDTs are provided to Sr Faculty of the PIs by 8 IIMs for effective governance. So far 1780 functionaries have been trained through 58 batches by IIMs.
29. **Exam Reforms:** The examination reforms workshops are being conducted by AICTE at Chandigarh and Hubli, with 12 ATUs of TEQIP-III. 53 autonomous non - CFTI TEQIP institutions have been selected. The workshops shall be held in batches at BVBCET, Hubli between 10/01/2020 to 9/2/2020. The revised pattern of examination question paper should come in effect latest by A.Y. 2020-21.

Quality Improvement: Infrastructure: Jio, Wi-Fi has been provided to students in 84 PIs out of these 41 institutions are live and for 24 institutions, work is in progress.

30. **Ease of Governance:** Website to be integrated with ERP with 10 modules (Academics, HR, A/C, Purchase, CEC, Hostels, R&D) for 55 institutions with the help of IIT Kharagpur.

PROCUREMENT:

- The Project being a World Bank assisted, procurement of all goods, works and services are being carried out in accordance with the World Bank's guidelines and the agreed procedures described in the Legal Agreements.
- Procurement activities under the project are being processed and monitored through Procurement Management Support System (PMSS), a web based software system. PMSS specifically developed for TEQIP-III project, ensures adherence of the agreed norms and guidelines and reduce variance in procurement processing.

Key activities envisaged for institutions:

- a) **Improve student learning**
 - **Faculty training**
 - Qualification Upgradation
 - Subject upgradation and research competence
 - Participation in Seminars, Conferences, Workshops, etc.
 - Pedagogical Training and Management Capacity Development Programmes
 - **Staff Training**
 - Qualification Upgradation
 - Subject upgradation
 - Training in respective functional areas
 - **Enhancement of Research & Development & Innovation**
 - Promotion of Innovation and Start-ups
 - Increasing capacity for postgraduate

- education and establishing teaching and research
 - **Improving transition rates of all categories of students and non-cognitive skills of students**
 - Diagnosing Student Weaknesses and Continuous Tracking of Performance
 - Improving Performance in Academic Subjects
 - Peer Learning Groups
 - Appointing Faculty Advisers for Students
 - Timing of Remedial Courses and Repeat Exams and Bridge courses
 - **Curricular Reforms**
 - NBA Accreditation
 - Improved Student Performance Evaluation
 - Performance appraisal of faculty by students
 - Faculty incentive for Continuing Education (CE), Consultancy and R&D
 - **Non Academic Reforms**
 - Exercise of autonomies-- Academic, Administrative, Managerial and Financial
 - Establishment of Sustainability Fund (Corpus Fund, Faculty Development Fund, Equipment Replacement Fund and Maintenance Fund)
 - Generation, retention and utilization of revenue generated through variety of activities
 - Filling-up existing teaching and staff vacancies
 - Delegation of decision-making powers to senior institutional functionaries with accountability
- b) Student employability**
- **Increasing interaction with industry through establishment of Industry-Institute-Interaction Cell (IIIC)**
 - To impart technical and soft skills required for working in industry (Managerial, Entrepreneurial, Leadership, Communication, Technical and Team working skills)
 - 3 Mandatory Internship for all UG student each spanning 4 weeks
 - **Student career counselling and placement through establishment of Career Counseling Cell**
 - career planning
 - preparation for selection tests
 - summer placement and final placements
- c) Increasing faculty productivity and motivation**
- Sponsored research, consultancy and other revenue generating activities
 - To promote increased participation of faculty in research, R&D projects and consultancy
 - Encouraging UG and Masters students to get associated with Industry oriented/ sponsored research programmes under the guidance of senior faculty
 - Offer “Seed grant” for research to faculty members and / or students to venture into innovative research and to strengthen research culture
- d) Twinning Arrangements to Build Capacity and Improve Performance**
- knowledge transfer, exchange of experience, optimizing the use of resources and developing long-term strategic partnerships.

Technology Enabled Learning

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

Department of Higher Education, Ministry of Human Resource Development 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 the 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 facility of performing experiments through virtual laboratories, online testing and certification,

online availability of teachers to guide and mentor learners and launch of 32 Direct to Home (DTH) educational Channels on 24X7 basis for delivery of courses.

How the projects sanctioned under NMEICT scheme have shaped:

Virtual Labs:

The vision of the Virtual Labs Project is to develop a fully interactive simulation environment to perform experiments, collect data, and answer questions to assess the understanding of the knowledge acquired. In order to achieve the objectives of such an ambitious project, it is essential to develop virtual laboratories with state-of-the-art computer simulation technology to create real world environments and problem handling capabilities. IIT Delhi as the Nodal institute with other 10 institutes are undertaking this initiative.

There are about 275 such labs that are operational, with more than 2200 experiments and benefitted more than 18 lakhs students.

e-Yantra:

e-Yantra is a project undertaken by IIT Bombay for enabling effective education across engineering colleges in India on embedded systems and robotics. The training for teachers and students is imparted through workshops where participants are taught basics of embedded systems and programming. Engagement of teachers and students in hands-on experiments with robots by way of competition-event is another innovative method of problem-solving

with out-of-box solutions. e-Yantra also helps colleges to set-up Robotics labs/clubs to make it a part of their routine training curriculum. More than 2300 colleges across India have benefited with this initiative. About 380 Lab has been setup and more than 7800 Teachers have been trained. All the projects and code are available on the e-Yantra web-site (www.e-yantra.org) as open source content.



e-Yantra 2019 finalist

Shodh Shuddhi:

Shodh Shuddhi is a Plagiarism Detection Software(PDS). The project is being implemented by INFLIBNET Centre. The project has commenced from July 2019. The target fixed by the INFLIBNET Centre is 1053 Universities.

Plagiarism Detection Software was launched by Shri Ramesh Pokhriyal ‘Nishank’, Hon’ble Minister for Human Resource Development, Govt of India, during the Special Session of Central Advisory Board of Education (CABE) on 21st Sep 2019 at Vigyan Bhawan, New Delhi in presence of 26 State Ministers, other MHRD and UGC officials.



PDS launch on 21st Sep 2019

ERP (SAMARTH) :

Department of Higher Education, MHRD has mission to provide quality education to students across all Universities & HEIs. For this, ERP software will help in the HEIs to automate their functions & processes which in turn improve the functioning of these Institutions and bring transparency and quality improvements. This will also help centrally obtaining certain critical parameters from these Institutions using ERP for monitoring and formulation of new policies and guidelines for optimum utilization of Resources. The project has been launched recently and being implemented by University of Delhi. Target fixed by Delhi University is for implementation of ERP in 15 Central Universities by March, 2020.

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

Under the National Mission on Education through Information and Communication Technology (NMEICT), project FOSSEE has been envisaged to promote use of open source software in educational Institutions. It does through instructional material, such as spoken tutorials, documentation, textbook companions, awareness programmes, conferences, training workshops, and Internships. Textbook Companion (TBC) is a collection of code for solved examples of standard textbooks The Free and Open Source Software for Education (FOSSEE). This project sanctioned to IIT Bombay has been promoting use of open source software in educational institutions (<http://fossee.in>).

About 2,000 college students and teachers have participated in this activity & close to 780 Institutions have been created in Scilab and made them available for free download.

Application of Spoken Tutorial:

The Spoken Tutorial Project is about teaching and learning a particular FOSS (Free and Open

Source Software) like Linux, Scilab, LaTeX, PHP & MySQL, Java, C/C++, Libre Office etc. via an easy Video tool - Spoken Tutorials. The project is being implemented by IIT Bombay.

SWAYAMPBABHA-DTH Educational Channels

The SWAYAM Prabha has been conceived as the project for telecasting high quality educational programs through 32 DTH channels on 24x7 basis to reach out to student/learners of India with wide reach and minimal cost. It aims to support those students who do not have good learning options like lack of teacher or internet etc. It also aims to provide dedicated channels 'IITPAL' to assist the students of 11 and 12 standards aspiring to join premier educational institutions in the country. It also covers the curriculum based higher/school educations covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc.

Every day, there is new content for at least (4) hours which is repeated 5 more times in a day, allowing the student to choose the time of his convenience. After the telecast, all videos are hosted as archives on YouTube. Some channels also provide live interactions.

There are over 3 lakh DTH connections set up to receive SWAYAM Prabha channels. 60,000 videos have been telecasted. There are more than 2 crore views on Youtube.

SWAYAM Prabha project is managed by Chief Coordinator from IIT Madras. The channels are uplinked from the Teleport at BISAG Gandhinagar. INFLIBNET, Gandhinagar maintains the SWAYAM Prabha portal which provides the schedules of channels and other various information related to SWAYAM Prabha viz www.swayamprabha.gov.in

National Digital Library (NDL):

Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology initiated the National Digital Library of India (NDL India) project to develop a framework of virtual repository of learning resources with a single-window search facility.

It was formally launched by the Shri Prakash Javadekar, Hon'ble Human Resource Development Minister in the august presence of Shri Mahesh Sharma, Hon'ble Culture Minister and Hon'ble Dr. Satya Pal Singh, Human Resource Development Minister of State on 19.06.2018 at Vigyan Bhawan, New Delhi.



NDLI Stall at the Kolkata International Book Fair 2019

NDL is developed by IIT Kharagpur and is a national asset. The objective of the project is to integrate all the existing digitized and digital contents across educational and cultural institutions/bodies to provide a single-window access to different groups of users ranging across the entire population. NDL will fetch metadata of the contents and store and index these metadata in the National Digital Library servers so that all the e-contents can be searched and accessed in the full-text by users through a single window. NDL does not store the actual (full-text) contents in its servers; instead it gives to users' links of

respective content hosting sites as part of search results. Users access contents from respective content hosting sites by clicking these links.

- NDL (<https://ndl.iitkgp.ac.in>) has a Mobile App and is integrated with UMANG (Unified Mobile Application for New-age Governance).
- It can help the school students, UG, PG students, Research scholars and Lifelong learners. It also has vernacular contents.
- It has a UNIQUE SEARCH Facility, where users will get the exact information of the availability of the relevant resources. It also facilitates access to differently abled users.
- 4.3 crore content, harvested from 250 sources; in 300 + languages
- Contents are available in different forms - Text/Audio/Video/Simulation/Graphics
- As of now, the platform supports 8 languages (English, Hindi, Bengali, Gujarati, Odiya, Marathi, Tamil, Kannada). Another 3 languages to be integrated soon.
- 6 lakh e-books from two publishers of national license content like World E-book Library (40 lakh+ books) and South Asian Archives (Journals, Articles) are also available for integration with NDL.
- 70% of all the contents are Freely Downloadable. Rest is restricted to be subscribed.
- 55 lakh + Registered users, 23 lakh + Active users
- NDL also so far trained about 2000 librarians covering about 1075 Institutions for setting up IDRs, through Workshops

NDL 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 250+ other relevant repositories, learners can locate multidisciplinary and interdisciplinary contents from premium educational sources using this platform.

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 lecture, (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 the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy/technology. In order to ensure that

best quality content are produced and delivered, 9 National Coordinators have been appointed. They are, UGC for Post-Graduation Education, CEC for Under-Graduate Education, NPTEL for Engineering, NCERT & NIOS for School Education, IGNOU for out of the School Students, IIM Bangalore for Management Studies, NITTTR for teachers training program and AICTE for Self-paced courses, ARPIT Courses & by Foreign Universities

SWAYAM was formally launched on 09.07.2017 by the Hon'ble President of India. Till date, a total of 2867 Courses have been offered through SWAYAM and about 567 courses will be on offer in January 2020 Semester. About 57 lakhs (57,84,770) unique users/registrations have been made on SWAYAM platform and about 1.25 cr (125,04,722) enrollments in various courses of SWAYAM. The framework for transfer of credits (upto a maximum of 20%) has been put in place by AICTE and UGC by bringing out necessary regulations. With this the students studying in a conventional Institutes/Colleges can transfer the credits earned through the SWAYAM Courses into their academic records. About 133 Institutions/Universities have recognized the SWAYAM Courses for credit transfer and many others are in the process of doing the same.

Recently registered students appeared in SWAYAM Exam held for 174 courses of UGC/CEC/IIMB on 9th–10th November, 2019 for credit transfer. Those who score 40% and above would be awarded certificate.



MoU signing ceremony at IITM on 15.03.2019

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 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 3,800 Local Chapters have been created in Universities / Institutions for creating awareness on SWAYAM through Workshops and Seminars.

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

Ministry of HRD has signed an MoU with the Islamic Republic of Afghanistan on cooperation in the field of Human Resource Development at IITM, Chennai on 15.03.2019.

Under phase-II SWAYAM, some of the MOOCs content, including Transcription of Video, shall be text translated into best of 10 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 is integrated with conventional education, it shall bring-in tremendous learning opportunity in 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-ShodhSindhu: Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three MHRD-funded Consortia;
- Develop a formidable collection of e-journals, e-journal archives and e-books on perpetual access basis;
- Monitor and promote 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 digital divide and move towards an information-rich society;
- Provide access to selected e-resources to additional institutions including open universities and MHRD-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require 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 3,200 colleges covered under 12(B) and 2(f) Sections of the UGC Act and 97 Centrally-funded Technical Institutions (CFTIs) including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. For the year 2019, the consortium subscribed to 22 resources (includes 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. The Consortium negotiated rates of subscription for 120 resources in comparison to 43 resources that were negotiated till 2017. The College component of the consortium, called N-LIST, continued to provide access to 6,500+ journals and 31,35,000+ e-books to more than 3200+ colleges under the N-LIST programme. The Consortium also provides access to four e-resources, namely, ASCE, ASME, Bentham Pharmacy to 75 institutions with the funding from the AICTE.

e-Shodh Sindhu (ESS) have 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) InfiStats - COUNTER & SHUSHI - Data Service usages compliance.
- c) JGatePlus for Document Delivery Service (DDS), Meta Harvesting and Discovery Services (DS).

GIAN

- Global Initiative of Academic Networks (GIAN) in Higher Education was launched

on 30th November, 2015. The programme seeks to invite distinguished academicians, entrepreneurs, scientists, experts from premier institutions from across the world, to teach in the higher educational institutions in India.

- The Scheme envisages garnering the best international experience into our systems of education, enabling interaction of students and faculty with the best academic and industry experts from all over the world.
- Under this programme the international faculty would conduct one to two week course at an Indian institution. The upper limit of overall expenditure allowed for each such course is \$8000 for 12-14 hours and \$12000 for 20-28 hours course.
- IIT Kharagpur is the national coordinating institute for GIAN and Director IIT Kharagpur is the National Coordinator for GIAN Scheme.
- A GIAN Implementation Committee headed by Secretary (HE), Ministry of Human Resource Development (MHRD) and 13 Sectional Committees for 13 different disciplines have been constituted to finalize and approve various courses and also to decide on budget allocation.
- Till date 1956 courses (including 117 courses approved recently in January 2020) have been approved by the Apex Committee. Out of these, 1577 courses have already been organized in which 1451 foreign faculties & industry experts have participated. Collaboration with 56 countries is going on to attract the best international talent. Most of the courses are video recorded and some of them were also live webcasted depending on the available infrastructure and consent of the foreign faculty. This enables others

to view the content later through the local and national GIAN portal and the National Digital Library. Student/participants registration facility is opened in the GIAN portal for the students from all over India to register for the courses.

- 13 areas in which GIAN courses have been conducted:-

S.No.	Course area	S.No.	Course area
1	Architecture, Design, Planning and Heritage (ADP)	8	Life Sciences & Healthcare (LSH)
2	Chemical, Bio-Chemical & Material Sciences (CBM)	9	Mathematical & Computer Sciences (MCS)
3	Earth & Environment Sciences (EES)	10	Management (MMT)
4	Electronics, Electrical, Information & Communication Technology (EIC)	11	Mechanical Sciences & Infrastructure (MSI)
5	Humanities & Liberal Arts (HLA)	12	Physical Sciences (PSC)
6	LAW	13	Social Sciences (SSC)
7	Other Categories / Interdisciplinary Categories (LIC)		



GIAN Course in progress in December, 2019

- **Top five areas in which GIAN Courses have been conducted:-**

S.No.	Course area
1	Electronics, Electrical, Information & Communication Technology (EIC)
2	Mechanical Sciences & Infrastructure (MSI)
3	Mathematical & Computer Sciences (MCS)
4	Chemical, Bio-Chemical & Material Sciences (CBM)
5	Physical Sciences (PSC)

- **Top group of institutions which have benefitted from GIAN Courses:-**

S.No.	Name of institution
1	Indian Institutes of Technology (IITs)
2	National Institutes of Technology (NITs)
3	UGC State Universities
4	Central Universities (CUs)
5	AICTE Engg. Colleges
6	IISc, IISERs
7	IIITs, IIIEST, SPA, ISI
8	IIMs

- **Top five countries from which professors have come to deliver GIAN courses:-**

S.No.	Name of Country
1	United States of America
2	United Kingdom
3	Germany
4	Australia
5	Canada

Frontier Areas of Science and Technology (FAST)

The XI Plan Working Group on Technical Education recommended establishment of 50 Centres of Excellence (CoEs) for advanced training and research in selected areas. Originally 33 CoEs were functioning under the scheme.

Objective of the Scheme were:

- Conduct advanced research and training.
 - Conduct advanced courses.
 - Organize seminars, symposia, workshops, conferences, short term training programs including summer and winter schools.
 - Provide opportunities for upgrading qualifications and to attract bright young post graduates to the teaching profession and help produce outstanding faculty members and
 - Collaborate with the existing premier institutes within and outside India.
- As per the instructions of Ministry of Finance, third party evaluation of FAST scheme was done by Science Education and Research Board (SERB) in 2017 for continuation of scheme beyond 12th Plan Period.
 - The scheme resulted in more than 970 Publications, 840 Human Resource Trained, 5 new courses introduced, 21 MoU signed.
 - The scheme was able to promote research culture in smaller institutions.
 - 3rd party evaluation found the overall outcome of the scheme to be outstanding.
 - Based on the overall outcome, SERB rated the FAST scheme as “Excellent”

and recommended 33 CoEs out of the original 36 CoEs for continuation and also recommended that more CoEs be sanctioned under the Scheme.

- Inclusion of 21 new CoEs as A+ with a provision of Rs.4 crore each maximum under the scheme was recommended by the IMPRINT team.
- Proposal was to provide fresh funds amounting to Rs. 105 crore for the scheme.

2. Next 3rd Party Review has again been done by SERB in September, 2019 who have graded these 33 CoEs as 8 CoEs as Excellent, 10 CoEs as Very Good and 9 CoEs as Good. Out of the 33 Centers of Excellence (CoEs), 10CoEs were established in Universities. They are:- (i) Amrita Vishwavidyapeetham University, Tamilnadu, (ii) Anna University, Chennai, (iii) Centre of Advanced Study in Marine Biology, Annamalai University, Tamil Nadu, (iv) University of Kerala,

Thiruvananthapuram, (v) TERI University, New Delhi, (vi) Central University of Jharkhand, Ranchi, (vii) Sathyabama University, Chennai, (viii) Banasthali University, Rajasthan, (ix) Tezpur University, Assam and (x) Tamil Nadu Agriculture University, Tamilnadu.

3. The SERB commented that the CoEs had performed well as per the defined objectives. Some of the CoEs showed excellent outcome in terms of research conducted and output generated. The overall output was very diverse spanning research, development and capacity building. The quantitative output includes about 1750 publications, 56 patents (filed/granted), a large number of trained persons, 165 MoUs, few start-ups, etc. FAST grant has served as a seed to initiate activities in frontier areas by serving as a platform for faculty from multiple disciplines to come together and work towards a common goal. As such, the FAST scheme has been successful in driving research in select areas.



National Institutes of Technical Teachers' Training and Research

Four National Institutes of Technical Teachers' Training and Research (NITTTRs) were established as autonomous societies under the Ministry of Human Resource Development at Chennai, Bhopal, Kolkata and Chandigarh for the qualitative growth of technical education in the country. The mandate of these Institutes is to train technical education teachers, develop curriculum and institutional resources, assist the National, State Governments and Technical Institutes towards improving related processes and products, etc.

National Institute of Technical Teachers' Training and Research, Shamla Hills Bhopal

The significant activities undertaken from 1st April 2019 to 31st December 2019 are as follows:

1. **Training Programmes:** For improvement of the quality of Technical Education in the country in general and in the Western Region in particular NITTTR, Bhopal offering short term contact mode training programmes and workshops to the technical teachers and administrators (of the engineering college and polytechnic) for excelling systematically and professionally.
 - a) **In Contact Mode-** NITTTR Bhopal had planned and carried out total 118 training programmes and workshops out of which 47 were for one week calendar and

17 TLC, 39 were for two weeks duration training programme and 01 for four week (TLC), 07 were three days, 05 for two days and 02 one day workshops during 1st April to 31st December 2019 held and total 3088 participants had participated from all over the country in these training programme and workshops.

- b) **Through SWAYAM MOOCs Project-** 2900 and 1546 participants were registered for courses on Learning and Instruction and Accreditation for PG Engineering Programmes concluded on 26th April 2019 and 3rd May 2019 respectively among the six courses developed and offered by NITTTR Bhopal through prestigious national SWAYAM Massive Open Online Courses (MOOCs) for training in-service and aspiring technical teachers. They are covering wide range of areas in Technical Education System including "Accreditation for Diploma Engineering Programmes (40hrs)", "Accreditation for Undergraduate Engineering Programmes (48 hrs)", "Fundamentals of Curriculum in Engineering Education (20hrs)", "ICT in Teaching and Learning (20hrs)", "Learning and Instruction (20hrs)", and "Accreditation for PG Engineering Programmes (20hrs).

In this project nearly all the faculty members are contributing for developing the e-content and the video programmes.

2. **International Technical Economic Cooperation (ITEC) Programmes:**

The institute has organized /conducted the following International training programmes under ITEC of Ministry of External Affairs:

- a) 'Women Entrepreneur and Start up' from 09 to 20 September 2019 participated by 18 participants from 18 countries.
- b) 'Developing Transition Pathway for Climate Change Mitigation and Adaptation' from 14-25 October 2019 participated by 16 participants from 12 countries.
- c) 'Managerial Skills for Technical Teachers and Administrators' from 09 to 20 December 2019 participated by 54 participants from 35 countries.

Total 88 participants participated from 65 countries of the world.

3. **National Projects/Programmes/Activities:**

- i) **Teaching Learning Centre (TLC) Project under PMMMMNMTT of MHRD, Government of India:** NITTTR Bhopal is undertaking this national important project in which the academic and industrial training needs of teachers have been identified and programmes have been planned. So far we have done one Faculty Induction Programme (FIP), one Training of Trainers (TOT) for teachers, LR Development in Mechanical, Manufacturing and

automobile Engineering, Computer Engineering, IT and ITes, and Training on Vocationalisation of higher Education been done. Preparations of 24 learning resources (reference Books) is under progress. 11 faculty members of NITTTR Bhopal are fully involved in this project.

- ii) **NRC Project:** National Resource Centre (NRC) For Student Assessment and Evaluation under ARPIT Scheme at NITTTR Bhopal was launched by MHRD. Till December 2019, 785 teachers registered from universities, engineering and polytechnic colleges, 180 registered for online examination, about 50% passed the examination for certificate and designed 18 e-contents, 20 videos, 10 assignments, and two MCQ based test papers.

4. **Research and Development-** On recommendations of the Research Project Award and Monitoring committee 17 Research project were awarded with institutional funding in the first phase. These 17 research project are covering wide range of issues pertaining to technical education system in India and fall under the stated mandate of the institute. Second phase of the research proposals invitation is about to start. Research and development activities are undertaken through master's programme in engineering and technology and 31 PhD researchers are pursuing various disciplines related work on technical education, engineering and technology, science and management. A DST project for the Railways is also being undertaken.

5. **Aicte Teacher Training Project Through MOOCs** – NITTTR Bhopal is part of the project team developing national level AICTE technical teacher training

project broad contents of the instructional modules to be delivered during the first term of Faculty Induction Program (FIP) on following three module:

- **MODULE 2:** Professional Values, Ethics, Ecology & Sustainable Development
- **MODULE 4:** Instructional Planning and Delivery
- **MODULE 5:** Technology Enabled Learning and Life-long Self-learning

6. Curriculum Development -. NITTTR, Bhopal has rendered assistance to its client states for curriculum redesign and revision project for the state of Maharashtra and Chhattisgarh.

7. Extension Services and Consultancy-Community Development Project- The institute is supporting community development through polytechnic scheme of Government of India through 97 Community Polytechnics in the western region.

8. Project on 'Persons with Disability'- Institute is supporting 14 Polytechnics to implement the scheme for integrating person with disabilities in the main stream of Technical and Vocational Education (PWD scheme).

9. Print Materials- All faculty members are involved in the development of print materials required for different programmes and projects like TLC, NRC and MOOCs. All these are unique print material are being prepared with regard to engineering education in the context of how to improve the Indian technical education system.

National Institute of Technical Teachers Training and Research, Chandigarh

Faculty Development

❖ Long-Term Programmes

During the year 2019-20, **54** and **53** teachers were admitted in Masters' Degree Programmes through regular and modular mode respectively. Total number of ME students on roll are **186** and **239** in regular and modular mode respectively and combined strength is **425**. As on 31 December, 2019, **79** students were undergoing Ph.D programmes in different disciplines.

❖ Short-Term Programmes Workshops/Conferences/Seminars for Polytechnics and Engg Colleges

During the year 2019-20, **178** contact based programmes were conducted and attended by **3164** participants. **38** training programmes were conducted through ICT mode, wherein **3768** persons are trained. **ARPIT course on (Big Data Analytics for Smart Grid)** was launched as National Resource Centre through SWAYAM and **8233** learners have enrolled for the same. The rating for this course is **4.7 out of 5.11** Workshops, International/National Conferences, Seminars were conducted which are attended by **698** participants. **06** training programmes were conducted for **146** students. The institute organized an International Conference on "IoT Inclusive Life" held on 19-20 December, 2019 which was sponsored by AICTE and sanctioned **a grant of Rs. 5 Lacs**. AICTE also sanctioned an amount of **Rs. 3.10 lacs and 2.08 lacs** to conduct STTP and FDP which were conducted successfully by the Institute.

Curriculum Development

The Institute designed **2 Curricula at Diploma level for UP state** and **9 curricula at Diploma level for MRSPTU, Bathinda**.

Instructional Material Development

The institute prepared a variety of print and non-print instructional material during the year under report viz: Text Books **01**, Modules **02**; Readers **01**; Educational Video Films **116**; Lecture Based Video Films/(NCTEL)**37**. In addition, **40** video lectures of SWAYAM are uploaded on You Tube. To support National Technical Teachers Training Scheme of AICTE, this year **03** MOOC Courses (**Creative Problem Solving and Meaningful R&D, Institutional Management, Communication Skills, Mode and Knowledge Dissemination**) have been developed by NITTTR Chandigarh.

Research and Development

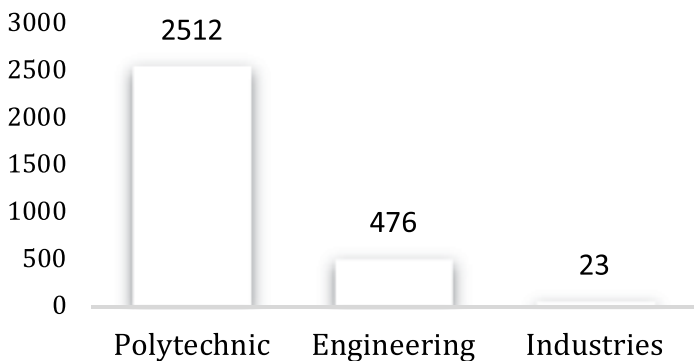
Research and development activities in engineering & technology and technical education formed an important aspect of the institute programmes and activities. In addition, the institute faculty guided the thesis of Ph.D and M.E. students. **4** Ph.D and **166** ME thesis were completed during the year under report. **69** papers of the institute faculty were published in International/National Journals of repute. **07** Research Studies have been completed by faculty of the institute. Two Research projects

are sponsored by DST. MeitY has sponsored a **research project**” Establishment of Advanced Cyber Security Laboratory for Technical Teachers Training of worth **62 lakhs**. The Institute also received a grant for **Rs. 50 lacs** from AICTE under Marg Darshan Scheme.

Extension Services and Consultancy

The institute extended its services to the polytechnic education system in promoting industry-institute linkages, entrepreneurship development, educational planning and management, implementation of curriculum, media development and implementing the schemes of Government of India on Unnat Bharat Abhiyan. The institute signed **04** MOUs with Technical Institutions/Universities of repute in various states, industry and other research organisations. The institute provided consultancy to government, public sector and other organizations in the areas of engineering and technology, management, education and distance education. The institute conducted training programmes for technical institutions and also for students. During the year under report, the institute undertook multiple projects on Design and Testing Services to Industry.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHENNAI

<p style="text-align: center;">ACTIVITIES FOR THE PERIOD APRIL 2019 – December 2019</p>	<p style="text-align: center;">Faculty Development Programme</p>						
 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Polytechnic</td> <td>2512</td> </tr> <tr> <td>Engineering</td> <td>476</td> </tr> <tr> <td>Industries</td> <td>23</td> </tr> </table>	Polytechnic	2512	Engineering	476	Industries	23	<p>The institute organizes scientifically designed training programme to the technical teachers. During the period (April – December 2019), we trained around 2988 participants. In addition to that three sponsored training programmes were conducted with 53 participants.</p>
Polytechnic	2512						
Engineering	476						
Industries	23						

<p>SUMMARY OF INSTITUTE ACTIVITIES April 2019 – December 2019</p> <p>The National Institute of Technical Teachers Training and Research (NITTTR) Chennai takes initiatives to offer services in the areas namely (i) Faculty Development Programmes, (ii) Overseas Training Programme (iii) Curriculum Development (iv) Instructional Resource Development, (v) Research and Consultancy Projects. A summary of activities in each of these areas is given below:</p>		<p>In addition to the training, the institute is also involved in the Engineering Education Research and Civil Engineering Research. At present 25 scholars are working (Anna University - 8 and University of Madras - 17) in the Institute.</p>
<p>OVERSEAS TRAINING PROGRAMME</p>		
	<p>For the past 38 years, NITTTR organizes training programme to the international participants in the cutting edge technologies. During this period nine programmes were conducted with 237 participants from 40 countries.</p>	
<p>POST GRADUATE PROGRAMME</p>	<p>INSTRUCTIONAL RESOURCE DEVELOPMENT</p>	
<p>A specially designed Masters of Engineering on “Infrastructure Engineering and Management” is offered under Anna University, Chennai. A total of 16 participants are undergoing this programme during this year.</p>		<p>The development learning material is one of the mandate of this institute. The material in the form of print and video format are developed for the training programmes. For the SWAYAM – MOOC institute developed IRD using four quadrant approach. A total of two courses of 20 hours duration was developed.</p>

CURRICULUM DEVELOPMENT

The institute periodically engaged in revising the content of the training programmes in various core engineering subjects, pedagogy and management as per the requirement of the client system. In addition to this, the institute also extended its expertise to the SBTET of Andhra Pradesh and Telangana States.

Research and Consultancy Projects

The institute has undertaken various research and consultancy projects to contribute the faculty members technical expertise towards developing knowledge society. In this connection, our faculty members have undertaken five research projects sponsored by Ministry of Human Resource Development and Tamil Nadu Pollution Control Board. Our institute was designated as a national coordinator under SWAYAM for teacher education programme and also identified as National Resource Centre under Civil and Environmental Engineering. Total research projects to the tune of Rs. 5.57 crores. In addition to the research projects, faculty members also undertaken consultancy projects to the tune of Rs. 33.73 lakhs sponsored by MHRD, Tamil Nadu Road Sector Project, Tamil Nadu Slum Clearance Board and Public Works Department, Govt. of Tamil Nadu.



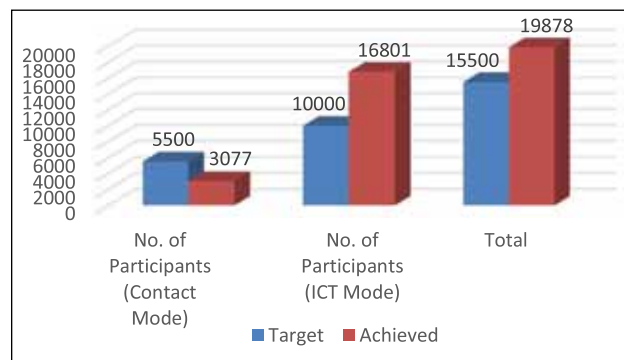
National Institute of Technical Teachers' Training and Research, Kolkata

Report on Various activities performed in the Institute

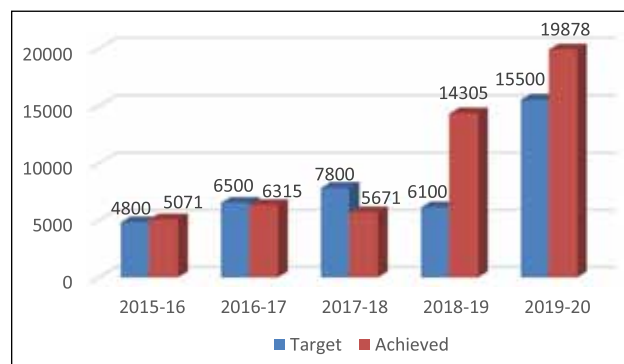
I. Training Achievement Report:

During the period (01 April, 2019 to 31 December, 2019), the Institute has conducted 192 Short-Term, In-House Training and E-Learning (ICT

Mode) Programmes to train 18887 faculty members, officers and Staff members of various Polytechnics, Engineering Colleges, Universities and other organizations across the country.



Participants in Targeted Vs Conducted STTPs in 2019-20



Comparative study on number of participants in STTPs in last 5 years

II. Other Academic Achievement Report:

A. NITTTR, Kolkata organized workshop on Technical Education annually. With this objective the institute organized the 5th Regional Workshop on Technical Education System for North Eastern States during 25-27 April, 2019 at Hotel Atithi, Guwahati, Assam. The workshop was inaugurated by Directors of Technical Education and/or their representatives, State Officials, Principals of Polytechnic Colleges of North Eastern States, BOG members, AICTE, New Delhi & Eastern Region representative, Faculty & support staff of NITTTR, Kolkata.



Meeting with DTEs



Interactive Session



Cultural Programme



Validictory Session

5th Regional Workshop on Technical Education System for North Eastern States during 25-27 April, 2019 at Guwahati, Assam

- B. (i)** A curriculum revision workshop was held at NITTTR, Kolkata during 3-7 June, 2019 for the state of Nagaland. Thirteen participants from different polytechnics of Nagaland participated in the workshop.
- (ii)** Another Curriculum revision workshop was conducted for Biju Pattanaik Film and Television Institute, Odisha on 17 and 18, September 2019. Around 4 no. of participants from different branches attended the workshop.



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 the 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 the society in all parts of the country at affordable costs. IGNOU has been steadily expanding opportunities for life-long higher education by adopting a flexible and innovative learning approach which 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 staff strength of 254 Teachers, 233 Academics, 391 Technical and 915 Administrative Staff. The Ministry of Human Resource Development sanctioned grants of Rs. 130.0 Crore (90 Crore under OH-31; 30.0 Crore under OH-31 and 10 Crore under OH-36) in addition of 30.0 crore through HEFA loan in the reported period.

IGNOU offers 251 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies. The university introduced twenty six new academic programmes in July 2019 and January admission

cycles to meet diversified needs in the disciplines of health sciences, vocational areas, Tourism, climate change, yoga, development study, etc. Newly introduced academic programmes also includes three Graduate-general (BA, B.Com and B.Sc), nine Graduate-honours programmes under CBCS and three already existing certificate level programmes are introduced through Online mode (BA, B.Com, B.Sc – General under CBCS)

Academic programmes introduced in July 2019 admission cycle:

- a) Bachelor of Arts General under CBSE
- b) Bachelor of Commerce under CBSE
- c) Bachelor of Sciences under CBSE
- d) Post Graduate Diploma in Development Studies;
- e) Post Graduate Certificate in Climate Change;
- f) Certificate in Yoga; and
- g) Awareness Programme on Goods and Services Tax

Academic programmes introduced in January 2020 admission cycle:

- a) Master of Arts (Journalism and Mass Communication);
- b) Bachelor of Business Administration (Services Management) programme;
- c) B.A. (Vocational Studies) Tourism Management ;
- d) Post Graduate Diploma in Computer Applications;

- e) Certificate in Peace Studies and Conflict Management;
- f) Post Graduate Certificate in Medical Management of CBRNE Disasters;
- g) Diploma in Modern Office Practice.

Programmes under CBCS

- h) BA(Honours) Economics
- i) BA(Honours) History
- j) BA(Honours) Political Science
- k) BA(Honours) Psychology
- l) BA(Honours) Public Administration
- m) BA(Honours) Sociology
- n) Bachelor of Science (Honours) (Anthropology)
- o) BA (Honours) English
- p) BA (Honours) Hindi

The university also introduced following certificate level academic programmes through online mode for the first time from January 2020 admission cycle:

- a) Certificate in Arabic,
- b) Certificate in Russian and
- c) Certificate in Tourism Studies.

The University follows two annual academic cycles for its academic programmes, which are January to December and July to the following June. Regional Centres are the nodal points for admission. The enrolment strength in the July 2019 and January 2020 admission cycles was 12,09,620; out of which 46.8% were female students, 19.3% SC, 10.9% ST, and 34.7% students reside in rural areas. The University has over 3.0 million students on-roll in its various academic programmes. The volume of admission clearly speaks about the contribution of IGNOU in improving GER at higher education in tune

with the Govt. of India's target to achieve 30% GER in higher education by the end of year 2020.

The University needs to make arrangements at mega scale for delivery of learning and assessment of students' performance. IGNOU offers academic support to students through a three tier students support network which comprises Headquarters at New Delhi, 67 Regional Centres (RCs) (9 RCs in North-East States 47 RCs in rest of the India, 11 Recognized Regional Centres established in collaboration with the Indian Army, the Indian Navy and Assam Rifles (six in Indian Army, four in Indian Navy and one in Assam Rifles), at second level and 1,961 Learner Support Centres (LSCs) spread across the country at third level, out of which 232 LSCs were established in the reported period. LSCs are established in existing academic, research, training and industry. IGNOU established Special LSCs to ensure access of higher education to the marginalized and disadvantaged section of the society. The University established 6 new Special LSCs to enhance inclusiveness of marginalized segment in the reported financial year; the cumulative numbers of Special Study Centres was about 497 spread across the country out of which 171 are inside jail premises, 152 in remote areas, 54 for SC/ST, and 45 for Minority. Counseling and academic support to individual student is provided through approximately 35,385 part-time counselors engaged at LSCs.

The University published 2.39 Crore blocks of instructional materials of 1065 courses to meet requirements of 12.1 lacs learners enrolled during the reported period. The university dispatched course packets to students through central dispatch system in the headquarters. The summative assignment of performances of students in the form of Term-End-Examination (TEE) is held twice in a year in the months of June and December. In July, 2019 Term End Examination, over 7.5 lakh students appeared in

1,433 courses across 910 Examination Centres, which included a striking number of 124 Jail Centres and 16 International Centres. Similarly, 6.6 lakh students appeared in Term-End-Examination held in December, 2018 appeared in 1,450 courses across 835 Examination Centres, included 108 Jail Centres and 16 International Centres. The University conferred 2,00,212 awards to successful students in the 32nd convocation held on 3rd April 2019 (45 Ph.D, 03 M.Phil, 83,147 Master, 70,022 Bachelor, 36,432 Diploma and 10,563 Certificate levels). Hon'ble Shri Vankiya Naidu, Vice-president was chief-guest in function.

The Library collection of the University comprise 1.54 lakh printed books at the Central Library at Headquarters and 2.51 lakh printed books at Libraries situated at Regional Centres and LSCs. The university is core member of E-ShodhSindhu and has remote access of 75 thousand journals and 1.7 thousand books in digital form. The university has also collaborated with the National Digital Library, an MHRD project, which creates a knowledge base for students belonging to all areas and ages to access digitised education content on a common platform. The university got free access of 2 databases from National Digital Library in 2019. E-resources (e-journals/e-books) are remotely accessible to research scholar, staff and faculty, spread across Headquarters, Regional Centres and Study Centres. Development of faculty and administrative staff of the Open & Distance Learning is a regular activity of the University.

Multimedia, Gyan Vani and Gyan Dharshan

The university is the nodal centre for managing Gyan Darshan 1 and 2 education TV channels and Gyan Vani FM education radio stations spread across the county. Gyan Darshan and

Gyan Vani are managed in collaboration with other academic and training institutions. The multimedia support to the students is provided through Audio/Video educational programmes. The University developed 368 new audio programmes and 385 new video programmes in the reported period in addition 772 sessions of interactive teleconferencing Gyan Darshan, it is done for two hours on every working day and 633 session of Interactive Radio Counseling (IRC). The University signed an MOU with All India Radio (AIR) for operationlization of Gyan Vani 10 KW FM radio station from 37 cities on 9th December 2016, it was followed by renewal of Wire Less Operating license (WOL) for these Gyan Vani stations with the Ministry of Communication & IT on 18th September 2016. Gyan Vani Delhi's Test transmission started on 10th January, 2017, it is followed by transmission from 15 Gyan Vani stations located at Aurangabad, Bangalore, Chandigarh, Cochin, Delhi, Indore, Jaipur, Jalandhar, Lucknow, Madurai, Nagpur, Pune, Raipur, Tirunelveli, Varanasi. The University introduced internet based interactive audio counseling/web radio service titled as Gyan Dhara as low cost solution. The interactivity with students is further extended through Webcasting, Web-conferencing and Discussion Forums of important events/topics. During the year 2019-20, a total 09 web-casting events, 35 web-conferencing sessions along with 24x7 webcasting of GyanDarshan was done by the University. The platform used for web-conferencing is Adobe Connect through <http://classroom.ignouonline.ac.in>.

Promotion of Vocational & Skill Based Education

The University offers continuing education programmes in various vocational and skill areas. These programmes are beneficiary for updating of knowledge and skill of employed

students as well as fresh job seekers. The University prioritizes strengthening of linkages with industries and other academic institutions. The University periodically reviews and updates curriculum of academic programmes and introduced new academic programmes to meet changing knowledge and skill requirements of industries and job market. The university launched Bachelor of Arts (Vocational Studies) Tourism Management in July 2019 to meet increasing demand of workforce in tourism sector in recent years. The university also introduced new academic programmes in vocational areas i.e. Computer applications and Modern Office practices in current financial year. The university signed an MOC with INMAS, DRDO for developing and offering specialized technical distance learning programmes for Armed Forces, Paramedical Forces and Civilians; the university launched PG Certificate in Chemical, Biological Radiological Nuclear and Explosive Medical Management in January 2020 under this initiative.

The university signed an MOU with MoHFW for development of short term skill based training Certificate training Programmes for para medical workforce. The university launched four certificate programmes under this initiative i.e. Certificate in General Duty Assistance; Certificate in Geriatric Care Assistance; Certificate in Phlebotomy Assistance and Certificate in Home Health Assistance in current financial year. The university established Skill Training Cell under the School of Health Sciences to extend logistic supports for training academic programmes are in offered for health professional under the MOU.

The university launched a MOOCs programme on Awareness programme on Solar Water Pumping System (APSWP) through SWAYAM in collaboration with International Solar Alliance (ISA) for farmers. Four MOOCs were already in offer in previous years in vocational areas in food and Agriculture sectors i.e. Poultry Farming,

Food Laws and Standards, Technology of Fermented, Cheese, Ice-cream and By-products and Indian Agricultural Development. IGNOU signed an MOU with Food Industry Capacity & Skill Initiative (FICSI) for Capacity Building of professionals in food safety in previous financial year. This year the university trained 14 professionals under these initiatives.

The University signed an MOU with the State Handicraft and Cottage Industries, Govt. of Odisha and State Institute for Development of Arts and Crafts (SIDAC) for skill upgrading on 09th August, 2019. Artisans and their family members from Odisha state will be the beneficiaries of the scheme so as to generate skilled human resources for overall state growth.

IGNOU in collaboration with Ministry of Power implemented the competency based skill development training for electrical technicians/ equivalent level workforce in the country. A six month 16 credits, need-based and tailor made innovative skill development programme ‘Certificate of Competency in Power Distribution (CCPD) for technicians’ is in offer. Many potential organisations / industries such as National Power Training Institute (Durgapur, Nagpur, Kolkata); BSES Delhi; Reliance Energy, Mumbai; Indian Oil Corporation (IOCL), Bhubaneswar have been involved in sponsoring and providing on the job training to the learners. This year, Indian Oil Corporation Ltd. (IOCL), Bhubaneswar has sponsored students of the Skill Development Institute, Govt. of India, Bhubaneswar for the programme.

The university in collaboration with Gandhi Smriti and Darshan Samiti developed an appreciation certificate programme on “Relevance of Gandhi in the Contemporary World”. This course is launched by Hon’ble Dr. Jitendra Singh, Minister of State, Ministry of Personnel, Public Grievances and Pensions, Govt. of India on 30th January,

2020 through iGOT (Integrated Government Online Training) programme of the Department of Personnel and Training to augment online module based training for government officials on flexitime basis. The course is available to all IAS, IFS, IPS, Central and State Government officials.

Capacity Building of open and Distance Learning system

Staff Training & Research Institute of Distance Education (STRIDE) of the University is national level institution engaged in training of the staff of ODL institutions. It conducted seven workshop/training/faculty development programmes for teachers and academic of IGNOU, 280 academic/teachers participated in these programmes.

The university acquired online learning mode, hence conducted a series of capacity development programmes to empower faculty members for Innovative use of ICT/web tools in design and delivery of academic programmes according to provisions are made under the online programme regulation of the UGC. Two faculty development programmes were held for teachers and academic of State Open Universities (SOUs), Distance Education Institutions (DEIs) across India; 60 teachers/academics from different SOUs/DEIs were benefited from these programmes, two workshops were organised for administrative staff; 58 staff members were benefited. The University organised 105 orientation programmes for Academic Counsellors; 138 Coordinators Meeting and 148 orientation programmes for staff of LSCs in the last one year through its network of Regional Centres spread across India. Discipline specific workshop and seminars are regularly organised by specific School of Studies and other academic/research units of the university.

Training of in-service teachers: The university signed a MoC with state government of Jammu

& Kashmir and Sarva Shiksha Abhiyan (SSA), Govt. of J&K for training of 19,909 in-service teachers of J&K State by offering them B.Ed. programme under its Regional Centre situated at Jammu. The university established 119 LSCs in project mode for offering support services under this initiative. The school organised Orientation programme for the Academic Counsellors of B.Ed. programme (Second Year) project mode during May, 2019 through teleconferencing on Gyandarshan

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/steps to reach out to women learners especially in remote and rural areas to ensure gender equality and women's empowerment. The University has established a network of Special Lerner Support Centres (LSCs) for women. At present, the university has 26 LSCs exclusively for women.

The School of Gender and Development Studies (SOGDS) aims at achieving gender justice and equity through research, academic programmes and training in the area of women's and gender studies as well as gender and development studies. Research in Gender and Development Studies examines the existing gender gap and addresses the issue of gender disparity. Women's and Gender Studies analyses the status of women and other genders in society with the objective of promoting deeper conceptual understandings of the factors which determine their position in society and ways to redress these through theory, critical analysis, praxis, research and practicum. The SOGDS offers two research programmes (Ph.D.) in "Women Studies" and "Gender and Development Studies" apart two masters; elective courses in under graduate degree (BA, B.Com. and B.Sc.) and two diploma levels programmes in the discipline of gender and development studies.

The University also offers short term vocational and awareness knowledge programmes in food and nutrition, rural development, social work and agriculture, the prime target groups of the programmes are women.

The School envisages technology-enabled learning/training initiatives through innovative online (blended) programmes/packages/modules derived from existing programmes and new skilled based (praxis) modules/ initiatives in Gender sensitization. Expansion of learning/training initiatives, digitization of learning materials, discussion forum and provision of interactive learning materials would constitute major thrust areas. The University introduced Web enabled system to extend additional academic supports to learners in academic programmes in the discipline of Gender and Development especially in areas with limited enrollment to ensure high quality academic supports to learners from remote areas.

The University has created a Women's and Gender Resources (WiNGS) Space to create an inventory of books, documents, e-resources, monographs, reports and audio-visual material in the area of women's and gender studies, it is open to anyone in the University.

Indigenous Knowledge

The university has developed academic programmes and awareness programmes; conducts seminars and lectures to spread indigenous knowledge. The university offers programmes in value education, regional languages, environment/climate changes, different forms of traditional dances, etc. The university launched a certificate programme in Yoga in July 2019 session and initiated designing of master degree in Sanskrit. MA-Hindi will be made available through online mode in next financial year, so that learners across International Borders are also benefited.

The Centre for Freedom Struggle was established in 2008 sponsored by the Ministry of Culture, Govt. of India. The Centre conducted two days seminar on Showcasing India's Freedom Struggle through Museums to celebrate 77th Anniversary of Quit India Movement on 08-09 August, 2019. Lt. Bharati Choudhary and Lt. B.N. Pandey, INA shared their experiences interactions / experiences with Neta Ji in INA.

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 north eastern states, Himachal Pradesh, Uttarakhand and Jammu and Kashmir. The initiatives began with the establishment of IGNOU Regional Centres in all these states. Since then, the University has contributed significantly by expanding its students support network to ensure access in equity of higher in remote corners of these states; supplementing the conventional forms of education. The university through its network in Hill states made remarkable contribution in expansion of higher education in remote areas. The university has established 61 LSCs in Uttarakhand and 122 LSCs in Jammu and Kashmir. The university in collaboration of state government of Jammu and Kashmir is involved in training of about 20 thousand in-service teachers. Details of IGNOU learner support network in other hill states in North-east region is mentioned separately in other section.

Reduction of fee in short term vocational programmes

The university introduced short term vocational academic and training programmes to enhance chances of employment of marginalised segment

in short duration. The university reduced fee in short term vocational programmes which are less popular but more relevant and employable.

Educational Development of Jail inmates

In order to enhance the outreach of education among jail inmates, IGNOU is providing fee exemption to Jail inmates. The university has established 171 Special Study Centres within jail premises spread across the country enabling over 33 thousands jail inmates to join the national pool of educated human resource. The university enrolled 15,742 jail inmates in 2019 through its special study centres within jail premises. The university also conducts examination twice in a year through these centres.

Educational development of North East Region

IGNOU facilitates expansion of educational development in NER by providing opportunities of higher education, training, skill development and other initiatives through its network of 9 Regional Centres (RC) and 532 Learners Support centres (LSCs) across 8 states in the NER. Presently, about 6.5 percent of the University's enrolment comes from the North-East Region. Academic supports to students are provided through 4,144 counsellors empanelled on temporary basis. 40 special LSCs are established in North-East Region to ensure inclusiveness of higher education in areas densely populated by marginalized segment of society.

The university established 9 LSCs in the reported period. The North-East Council for IGNOU Regional Centres (NECIRC) focuses on the development of the North-East Region having mandated to evolve strategies for overall educational development of the North-East Region. A Nodal Office for NECIRC is at

RC Shillong and the Regional Director of RC Shillong coordinates operations of the NECIRC as Convener in the first two years. Regional centres in North – east region conducted 8 faculty development programme for counselors in which 126 counselors were benefitted.

Policy on Assessment & Accreditation of ODL Institutions, an initiative of NAAC

The Ministry of Human Resource Development (MHRD), Government of India and the UGC, took the initiative to develop a Scheme for Assessment and Accreditation (A&A) of Open and Distance Learning (ODL) Institutions of the country. National Task Force on Assessment and Accreditation of ODL is chaired by Prof. Nageshwar Rao, Vice Chancellor of the university. This Task Force entrusted the Centre for Internal Quality Assurance (CIQA) of IGNOU with the task of compiling the draft manuals and Self Study Report (SSR) for States Open Universities (SOUs) and Directorates of Distance Education Institutes (DEIs) through nationwide consultations. Manual and Self Study Report (SSR) for SOUs and DEIs were uploaded on the NAAC portal on 29th April 2019.

The university conducted a seminar on “National Education Policy-2019” on 10th June, 2019 with emphasis on issues related to Open and Distance Learning as represented in the National Education Policy 2019. The university organised a workshop to increasing Gross Enrolment Ratio (GER) through ODL on 21st may 2019. The seminar and workshop were attended by State Open Universities' Vice-Chancellors; Central Universities offering education in dual mode, i.e., Conventional as well as Open mode and Officials from MHRD. The workshop was prescribed over by Prof. Nageshwar Rao, VC, IGNOU.

International Operations and Collaborations

The ODL is integral component of delivery mechanism in cross boarder education where students and teachers can participate in learning without crossing international boundaries. IGNOU has made its presence felt on the international scenario. The university has adopted a fourfold approach viz; collaboration, coordination, cooperation and competition for expanding IGNOU's reach in the International arena. It has its reach to South Asian, Middle East and African nations. The University offers about 70 academic programmes to its Overseas / Foreign Students Residing in India (FSRI) students. Presently, IGNOU's academic programmes are on offer through a network of 19 Overseas Study Centres (OSCs) and three Partner Institutions in fourteen countries i.e. U.A.E (Sharjah), Kuwait, Kingdom of Saudi Arabia, Kingdom of Bahrain and Sultanate of Oman among the Gulf countries; Nepal, Afghanistan and Sri Lanka among the SAARC countries; Ethiopia, Kenya, and Ivory Coast in Africa, Kyrgyzstan Mauritius and Singapore. IGNOU has a Cumulative enrolment of 75,215 International Students till date. The fresh admission for July 2019 session was 974 and Re-registration for July'2019 & January 2020 is 1615.

Thailand Civil Services Commission (CSC) officials visited the university to understand functioning of Open and Distance Education system. IGNOU also hosted delegation from Kenya Accountants and Secretaries National Examination (KASNEB) in the year 2019.

Promotion of schemes and programmes of the Government

IGNOU has made significant contribution for expanding the outreach to rural, remote and hitherto unreached areas by its proactive participation in schemes and programmes of the government.

Swachh Bharat Abhiyan

In pursuance of the objectives of the Swachh Bharat Mission, IGNOU has been carrying out number of activities through its nationwide network of regional centres under the Swachha Bharat Abhiyan since 2014. These include activities like Swachhta Pledge, awareness programmes, workshops/lectures on swachhta, swachhta rallies, cleaning of office premises, poster competition, slogan writing competition, sanitation drives, and plantation drives organized across the country through the coordination of the well-knit network of Headquarters, Regional and Study Centres of IGNOU. 266 activities have been conducted under Swachh Bharat Abhiyan Activities in the last one year.

IGNOU has improved its Swachhata Ranking to second position from the fifth position in the previous year of Higher Education Institutions under University (Non-Residential) category by the MHRD, Government of India.

Unnat Bharat Abhiyan

In pursuance of the directives of MHRD and to attain the objective of Unnat Bharat Abhiyan (UBA) IGNOU has joined this mission and adopted 90 villages through its network of Regional Centers across India. Indira Gandhi National Open University has special focus on rural, disadvantaged and marginalized section of the society by offering cast effective, learner centric and quality education. In these adopted villages IGNOU regularly organizes various programmes for enhancement of livelihood options of villagers, awareness campaigns about health-related issues, free health check-up, programmes on digital literacy, awareness among voters, agricultural development and entrepreneurship, and on related concerns of the villagers. 244 activities have been conducted under Unnat Bharat Abhiyan Activities in the last one year.

One Student One Tree Plantation Drive

The university with the support of all stake holders viz Regional Centre officials, local government, forest department, learner support centre functionaries, officials of the host institutions, learners etc. university had planted thousands of trees in the different regions across the country.

Endeavour for Innovations

On the recommendations of the Ministry of Human Resource Development; the university constituted Institution's Innovation Council (IIC). The aim of the IIC is to systematically foster the culture of Innovation through multitudinous modes leading to an innovation promotion ecosystem at IGNOU. The university organised a one-day workshop on "Creative and Innovative Teaching through ODL" under the aegis of the Institution's Innovation Council (IIC) on 24 September 2019. The objectives of the Workshop were to create awareness about creative teaching and innovation in the ODL system with an aim to inculcate innovative thinking among the students using various models.

The university published two e-books titled "A Collection of Innovations and Ideas in the ODL System" and "One Decade of Innovations@NCIDE" to promote innovations in current financial year. It regularly publishes e-newsletter titled "Ennovate".

The university instituted the "Student Innovation Award" to be given every year to first three innovator students across the country. The four best entries are given innovator students awards on the occasion of the Foundation Day of IGNOU on 19th November, 2019.

On the directions of the Ministry of HRD, an Innovation Club was established in the university with aim of creating a culture of innovation among the faculty members, staff and IGNOU

students both at the IGNOU headquarters and the Regional Centres spread across India. Its objectives include generating awareness about creativity, innovations and IPR, among the faculty members, staff and IGNOU students both at the IGNOU headquarters and the Regional Centres spread. There are eighteen (18) established innovation clubs at the Regional Centres across India contribute in identifying grass-root level innovations by the faculty and the students of IGNOU, creating a network of innovators and a culture of innovation at the Regional Centres as well as at the study centres. The InnovationClub@IGNOU organised periodic brainstorming meetings, Seminars and workshops of the members in the reported period. IGNOU Innovation Club@ICA Kathmandu, on May 25, 2019 (Saturday) organized a Talk Program on "Artificial Intelligence The Fear of Job Losses – Real or Imaginary?" at ICA premises. The university launched IDEABANK@IGNOU, a virtual pool of gathering and disseminating ideas and innovations from various stakeholders and functionaries of ODL on the occasion of World Creativity and Innovation Day. A half Day Seminar on Innovator Speaks: Stories of Innovation by IGNOU Students was organised on November 20, 2019.

The university developed innovative pedagogy in styles of content presentation, and strategies of instructions, self-assessment and delivery of learning. Low cost technology is instrumented to enhance interactivity.

Technology enabled teaching-learning initiates

Web Enabled Academic Support (WEAS-व्यास)

The university designed in-house LMS package titles 'Web Enabled Academic Support (WEAS-व्यास)' to extend web enabled academic

counselling and other supports to the students. There is provision of Low cost Web mediated Video Counselling under this initiative.

Digital instructional materials

The university's concerns on the adverse environmental impact of printing at mass level lead to creating an option of digital materials to the students. The university offers 15% concession in fees for students opting SLM in digital form. Around 17% of the students opted for digital instructional materials in the period of report. A mobile application- 'IGNOU e-Content' was developed and made available to students to permit access to course material through their Smartphone anywhere anytime.

Admission

The University introduced online admission system in July 2015 admission cycle so that admission aspirants can enroll in IGNOU without visiting Regional Centres of the University and Bank. The Online admission was managed through in-house software till June 2019 admission cycle. Now, the University has switched its process of admission of students on SAMARTH Portal, Government of India initiative for Universities and Higher Education Institutions under "National Mission in Education through ICT". This step brings consistency in admission process at par with other central universities, which had already brought their admission process on SAMARTH Portal. This step also avoids unnecessary expenditure of maintaining in-house software.

Examination

An Online Question Paper Delivery System (OQPDS) for practical examination was introduced in July 2019 examination session. It was successfully used for all practical centres of

152 courses in July 2019 session. The University introduced online evaluation of answers scripts from December, 2019 Term End Examination (TEE) cycle on pilot basis in above 200 courses. An introduction of encrypted question papers in terms-end-examinations from December, 2019 to be delivered at examination centres just before commencement of exams ensures high security and reliability of the system.

Swayam

IGNOU as national coordinator for SWAYAM MOOCs Project for Diploma and Certificate level courses facilitates development of SWAYAM MOOCs. The university offers 21 courses in January 2020 session including 15 independent MOOCs and 06 additional courses as a part of online programmes. So far IGNOU has attracted more than 90000 learners on SWAYAM Platform. Exams for the above MOOCs were conducted by National Testing Agency (NTA).

Swayam Prabha

IGNOU is also national coordinator for five channels of SWAYAM PRABHA, the DTH channel initiative of Government of India. IGNOU has been allotted five channels viz- viz Channel 23: Liberal Arts and Humanities; Channel 24: Agriculture (Vocational) and Allied Sciences; Channel 25: Gyandarshan; Channel 26: State Open Universities (SOU) and Channel 32: Teacher Education- Vagda. Channel 25 (earlier known as Culture channel) is being operated by IGNOU as Gyan Darshan Channel of IGNOU from 01st April 2019 onwards. The university designed contents for 100 hours under the SWAYAM PRABHA. Social Media (SM) Group for SWAYAM and SWAYAM PRABHA has been created as per directions of MHRD to feed regular updates on Twitter, Facebook and WhatsApp.

E-Gyankosh

IGNOU has redesigned and reactivated its popular Educational Resource portal e-GyanKosh with enhanced features to provide open access (read only) of its instructional materials to public and students. This repository facilitates learners to search and access the Self Learning Material of more than 227 Programs offered by IGNOU. The repository can be accessed at e-GyanKosh portal. (www.egyankosh.ac.in).

Gyan Dhara

Gyan Dhara is an internet audio counseling service offered by IGNOU. It offer low cost counseling opportunity and students from oversea can also participate in counseling. Students can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone.

Campus Placement

The University provides opportunity for continuing lifelong education for employees in organized and unorganized sectors; hence a large group of students of the University are already employed and joined IGNOU to update their knowledge and skills. The University makes its best efforts to provide better job opportunities for its successful students. During the reported period, the University closely worked with Corporate Organizations as well as HR Agencies for the placement of IGNOU students and alumni, it organised four Campus Placement Drives at headquarters; 1239 students attended these drives out of which 542 were shortlisted/selected. The university introduced alumni portal in the reported period for establishing a network of aluminizes for better job opportunities and sharing of knowledge, 8047 students were registered on this portal.

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 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 admission of Person with Disability (PwD). The study materials are made available on demand in Braille for blind learners. University regularly conduct, for staff to

The university has established 15 special Learners Support Centres (LSCs) for PwD students, and enrolled 1062 students with disability in various academic programmes on offer by the University in the reported period. The type of disabilities of the enrolled students includes visual impairment, speech and hearing impairment, low vision and locomotor impairment. To facilitate the students in completing their studies successfully, the University provides soft copies of study materials of selected courses to students having Visual Impairment and Low Vision and also conducting counseling for using soft copies through various software. The soft copies are provided on demand to students. The university established Equal Opportunities Cell to priorities resolving of issues of disabled students and other disadvantaged groups. The National Centre for Disability Studies (NCDS) has been set up exclusively for promoting advocacy, research and development in the field of Disability Studies and Rehabilitation.

The university obtained membership of Sugamya Pustakalaya so that disabilities enrolled can have access to over 3.5 lac books in accessible format. The study materials of MA– Hindi are converted into electronic form for easy access of PwD.

The university telecast eight teleconferencing programmes and orientation programmes to spread awareness and sensitize on issues of PwD. The university celebrated the World Mental Health Day and the International Day of Persons with Disabilities. This year a series of programmes like a Painting Competition, a Sensitization Programme for Parents on the topic “Mental Health for Adolescents”, Slogan Competition, a teleconference session on the topic “International Day of Persons with Disabilities”, Nukkad Natak on the theme “Rights of Persons with Disabilities and Societal Attitude towards them” were organized during 01st to 04th December, 2019. Ms. Ira Singhal, IAS, an expert in disability issues and Deputy Commissioner, North Municipal Corporation of Delhi was invited to deliver a sensitization lecture on “Inclusive Society and Persons with Disabilities” on 6th December 2019.

Benefits for SC/ST students provided by IGNOU

The university established 26 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 students support network) in each states of the North East Region of the nation, these states are highly populated with ST Population, these Regional Centres 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.

Fee Exemption for SC/ST students: IGNOU has been providing the fee exemption to unemployed students belonging to Scheduled Castes and Scheduled Tribes in the academic programmes offered at Bachelor, Diploma and Certificate levels. The University extended the direct benefit transfer under fee exemption scheme to 84,914 learners belonging to SC/ST categories for July 2019 session. This number has shown substantial increase over previous admission sessions.

Research

The university publishes Indian Journal of Open Learning (IJOL) to improve both the scholarly and public quality of refereed research on different aspects of open distance learning and innovation. Three volume of journal are published annually. It is listed in UGC-CARE Group 1 in Social Science Discipline. The URL for the IJOL is: <http://journal.ignouonline.ac.in/iojp/>.

Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) are offered and conducted by the University in accordance with UGC (Minimum Standards and Procedure for Award of MPhil/PhD Degree) Regulations, 2016 and amendments from time to time. The University enrolled 77 (4 MPhil and 73 PhD) Research Scholars in the Research Degree Programmes for July 2019 cycle. The university conferred 45 Ph.D, 03 M.Phil degrees in 32nd convocation held on 3rd April 2019. From 1st April to 31st December 2019, about 10 students received the UGC-JRF, 05 students received the ICSSR-Doctoral Fellowship and 02 research scholars had received the ICSSR-Post Doctoral Fellowship. One scholar under UGC-Rajiv Gandhi National Fellowship for SC/ST, one in UGC –MANF, one in UGC-NFOBC, one in CSIR-Research Fellowship, three in ICHR –Research Fellowship, two in ICSSR Post Doctoral Fellowship. In addition, the University has instituted IGNOU-Research Fellowship (IGNOU-RF), an initiative aimed at motivating

talented candidates who are not in receipt of any financial assistance from any source to pursue research degrees. The University provides fellowship of Rs. 5,000/- p.m and 8,000/- p.m to MPhil and PhD scholars, respectively. Selected candidates are also provided annual contingency of Rs.8000/-. Presently there are 29 beneficiaries under the scheme.

The Research Unit conducted an induction programme in July, 2019 for newly joined Research Scholars, research Degree Programme coordinators and Directors of Schools of Studies. The university also conducted a Five days' workshop on Research Methodology in November, 2019 for the newly admitted MPhil/ PhD students.



Gyanotsav organized by Shiksha Sanskrit Utthan Nyaas and IGNOU on 18th August 2019



125th Bharat Ratna Dr. B.R. Ambedkar Jayanti Celebration on 24th April 201



Signing of MOU between IGNOU and Food Industry Capacity and Skill Initiation (FICSI) on 27 February 2019



Celebration of 05th International Yoga Day on 21 June 2019



Gyan Vani Bangluru goes on Air



Sensitization lecture by Ms. Ira Singhal, IAS on the occasion of International Day of Disabled Persons on 06 December 2019



Resource Persons and Participants of the Workshop on Working with Unicode in Hindi on 21 August 2019



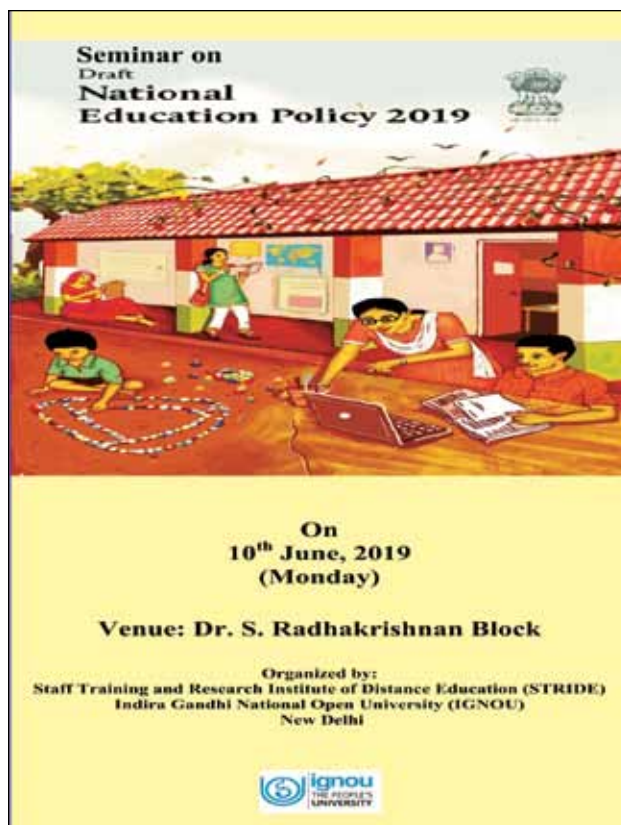
Resource Persons and Participants of the Workshop on Creative and Innovative Teaching through ODL on 24 September 2019



Resource Persons and Participants of the Workshop on “Creative Use of ICT Tools : Towards Innovative Learning Solutions” 09-10 April 2019



Students innovation award 2019 on 34th Foundation day of the university on 19 November 2019



Seminar on Draft National Education Policy – 2019 on 10 June 2019



Induction Meeting of Fresh Learners on 27 March 2019



Personal hygiene Campaign under Unnat Bharat Abiyan



A six-member delegation from Office of the Civil Service Commission (OCSC), Thailand visited IGNOU on 3 September, 2019



A delegation from Kenya Accountants and Secretaries National Examinations Board (KASNEB) visited IGNOU on 4 November, 2019



IGNOU signed MoU with Handlooms, Textile and Handicraft Department, Govt. of Orissa



Swachh Campaign Ranking 2019 of Higher Educational Institutions



32nd Convocation on 3 April 019



Campus Placement Drive at IGNOU Headquarters on 18 October 2019



Alumni Meet at RC Bijapur



National Voters' Day on 5 March 201



Awareness Programme on World No Tobacco Day



Awareness campaign Celebration on World Malaria Day



Awareness Campaign against Child Labour

Commonwealth of Learning (COL)

1. The Commonwealth of Learning (COL) is an intergovernmental 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.
2. 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.
3. COL is financed by Commonwealth government on a voluntary basis. India is a major donor.
4. India is represented on the Board of Governors and Executive Committee of COL through secretary, Department of Higher Education.
5. COL has located its Educational Media Centre for Asia (CEMCA) in India, located in New Delhi and joint secretary in charge of Distance Learning is a member on the Advisory of CEMCA.

COL has established Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA provides consultancies in capacity building and information resource and exchange mechanism in the region.



Language Institutions

Central Hindi Directorate

The direction given under article 351 of the Indian Constitution for the development of Hindi Language is as under-

“It shall be the duty of the Union to promote the spread of the Hindi language to develop it so that it may serve as medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India specified in the eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages”.

In keeping with above cited constitutional injunction the Central Hindi Directorate was established on 1st March, 1960 as a subordinate office of the then Ministry of Education (which has now been renamed as Ministry of Human Resource Development, Department of Higher 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.

Target and achievements of Different Schemes/ Programmes of C.H.D. during financial year 2019-20

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
1. Teaching Hindi through correspondence courses	<p>The aim of 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.</p> <p>1. Certificate Course in Hindi (English, Tamil, Malayalam and Bangla media)</p> <p>2. Diploma Course in Hindi (English, Tamil, Malayalam and Bangla media)</p> <p>3. Advance Diploma in Hindi</p> <p>4. Civil Services Hindi Course</p> <p>5. Development of supplementary teaching material in print and electronic formats.</p> <p>(a) Self taught</p> <p>(b) Conversational Guide</p> <p>(c) Personal Contact Programme</p>	<p>Teaching Hindi to the students of non-Hindi speaking Indians and Foreigners enrolled in various courses.</p> <p>Advertisement to run different courses Certificate, Diploma (English, Tamil, Malayalam and Bangla media) and Advance Diploma as per mandate.</p> <p>Modification and Printing of Lesson material, dispatch of study material, Annual examinations and organizing of 10 Personal Contact Programmes.</p> <p>Standardization of Devanagari scripts and development of Diacritical marks. .</p> <p>Preparation of self taught and conversation guides and conversion of the guide into CD.</p> <p>Preparation of e-book on different study materials.</p>	<p>Admitted a total no. of 6,553 students in different courses.</p> <p>Advertisement for the Certificate, Diploma (all media) and Advance Diploma.</p> <p>The advertisement for Hindi Civil Service Course is under process.</p> <p>Expert committee meetings conducted for intensive revision/ modification of lesson materials pertaining to all the courses as per schedule.</p> <p>Prepared and Published study material and supplementary materials for all the courses.</p> <p>One Personal Contact Programme was conducted in Hugli..</p> <p>Examination conducted at 56 Nationwide centres for all the courses and results of the said was declared as per the calendar.</p> <p>Evaluation of response sheets of various courses.</p> <p>CRC preparation 02 Conversation Guides and one taught book and publication of 01 self taught and manuscript preparation of one Self taught.</p> <p>Standardization of Devanagari Script has been done and uploading of conversational guides in e-book form is under process.</p>

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
			<p><u>Special Achievement</u></p> <p>The courses are conducted as per schedule. The study materials through online and digitized mode were made available to learners. The study and supplementary materials are prepared in e-book format and uploaded in website also. Our video programmes/ documentaries are available in <u>youtube, Hindi Bhasha Vani Channel.</u></p>
2.Hindi Through Cassettes	Hindi teaching and promotion through cassettes/DVDs on the authorized channel of Central Hindi Directorate “Hindi Bhashawani”.	Preparation of 2 visual DVDs based on educational materials.	Production of 2 visual DVDs fully completed and process of preparation of 02 DVDs is underway.
3.Extension Programmes	Awards to 19 Hindi Writers of non-Hindi speaking States and 05 Shiksha Puraskaar each of rupees one lakh.	24 writers	<p>Scrutiny of entries received in both categories of award i.e. Hindi Writers of non-Hindi speaking States and Shiksha Puraskaar for the year of 2018 are under process.</p> <p>High level committee meeting on Award for the year 2018 of both will be held shortly.</p> <p>Preparation of “A detailed pictorial book of writers” who had been awarded from 2002 to 2016 by Central Hindi Directorate has been published.</p>
	The propagation and dissemination of Hindi in non-Hindi speaking states. These programme by	Total number of eight (8) Non-Hindi speaking Neo-Hindi writer camp	One (1) Non-Hindi speaking Neo-Hindi writer camp has been organised till date.
		Total number of two (2) Students Study Tour	Under process.

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
	co-opting non- Hindi speaking Hindi enthusiasts, scholars, writers, researchers, students, teachers and translators bring closer the various language speaking people on all India basis.	Total number of twenty (20) Research Students Travel Grant	Letters have been issued to the Students / Scholars for availing the Research Students Travel Grant.
		Total number of eight (8) Teacher Lecture Series	Letters have been issued to Teachers / Associate Professors / Professors to complete Teacher Lecture Series till March 2020.
		Total number of two (2) National Seminars	Four (2) National Seminars have been organised.
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. The scheme has proved to be very useful and it not only enlists co-operation but also helps those engaged in the propagation of Hindi. Objective of the scheme is the promotion of Hindi language in Hindi and non Hindi speaking states.	GIAC approved total 107 VHOs for the financial year 2019-20.	As per the decision of the High level Grants in Aid Committee meeting (GIAC) process for releasing the grants to VHOs for the year 2019-20 is in pipeline.
(ii) Scheme of Financial assistance for Publication in Hindi	The object of publication is providing financial assistance to the various writers and manuscripts.	Cost Vetting for manuscripts is completed by cost vetting committee. It will be presented in the second GIAC meeting proposed to be held in the month of January 2020.	Under Process.

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
<p>5. Schemes of Publications</p> <p>(i) Preparation of dictionaries</p>	<p>Dictionaries of Foreign Languages</p> <p>Keeping in view the importance, propagation and dissemination of Hindi at national and international level these dictionaries especially dictionaries of languages of United Nations and Neighbouring countries are being prepared. These dictionaries have a great role to play in strengthening good feelings and friendly relations with neighbouring countries and in providing language and cultural bridge between above said countries.</p>	<p>Work on preparation of 11 dictionaries will be continued.</p> <p>Preparation of 4 Dictionaries Hindi-Chinese, Polish-Hindi Hindi-Nepali and Hindi-Sanskrit Vartalap Pustika will be continued.</p>	<ol style="list-style-type: none"> 1. Bhartiya Bhasha Kosh has been printed. 2. Hindi - Bulgarian Kosh sent for printing. 3. Hindi-Russian Dictionary has been printed. 4. Persian - Hindi Dictionary is in final stage. 5. Hindi-Dogri Kosh sent for printing. 6. Hindi Vyutpatti Kosh has been sent for printing. 7. First proof of Hindi-Arabic Kosh is being vetted. 8. Second proof of Hindi-French Kosh is being vetted. 9. First proof of Pushto-Hindi Kosh is being vetted. 10. First proof of Hindi-Bulgarian Kosh is being vetted. 11. First proof of Hindi-Maithili Kosh is being vetted. 12. Second proof of Hindi-Sanskrit Conversation Guide is being vetted.
<p>(ii) Bhasha Varshiki & Sahityamala</p>	<p>Hindi-Hindi and Kshetriya Bhasha Kosh</p> <p>These projects basically aim 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</p>	<p>Work of Hindi-Santhali Kosh will be initiated this year.</p>	<p>Special Achievement</p> <p>A prestigious publication of CHD, Bhartiya Bhasha Kosh was released by Hon'ble Minister for Human Resource Development.</p> <p>E-edition of all the dictionaries published by CHD have been prepared and uploaded on the website of CHD.</p>

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
	<p>those studying Hindi literature. Kshetriya Bhasha kosh scheme was initiated to strengthening good feelings and relations amongst different Indian language spoken people of India.</p> <p>To encourage Hindi Writers and promote Hindi at National Level articles of eminent Hindi and non- Hindi speaking writers are published in BHASHA.</p> <p>Varshiki Survey based articles on the literary compositions/ books of all Indian languages published during the year are compiled in Varshiki- an yearly publication.</p>	<p>Publication of 6 issues of Bhasha bimonthly magazine</p> <p>One issue of Varshiki annual magazine.</p>	<p>6 issues of 'Bhasha' magazine including 2 special issues has been published.</p> <p>One issue of Varshiki (2018) has been published.</p> <p>Organised 2 Seminars on literary topics in Hyderabad and delhi.</p>

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
6. Distribution	To propagate and disseminate Hindi in non-Hindi speaking states, supplies Hindi Books / periodicals free of cost to educational institutes, Public libraries and Voluntary Hindi Organisations that are engaged in the cause of Hindi.	Selected number of books and magazines are expected to be purchased and distributed to around 1000 educational institutes, Public libraries and Voluntary Hindi Organisations that are engaged in non-Hindi speaking areas for the promotion and propagation of Hindi .	As per revised process of the scheme received around 1250 catalogues from Hindi publishers/ writers/ magazine editors from which 1926 books and 85 magazines have been maekeed by Experts of High Level Books selection committee. Meeting of High level Book Selection Committee to be held shortly. The revised scheme has been divided into following steps : 1. Inviting catalogues of books. 2. Marking of books by Experts. 3. inviting sample copies of marked books. 4. Selection of books and magazines by High Level Book Selection Committee. 5. Free distribution of selected books.
7. Exhibition & Sale	To make available Directorate publications at concessional prices to Hindi and non Hindi speaking states.	12 Book Exhibitions in all over country.	12 Book exhibitions have been conducted as per the schedule .

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 Commission 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

The Commission is working on the following main areas:

- Preparation and publication of english-hindi technical dictionaries/ glossaries
 - Preparation and publication of english-regional language technical dictionaries / glossaries
 - Preparation and publication of trilingual glossaries
 - Preparation and publication of definitional dictionaries
 - Preparation and publication of learner's glossaries
 - Preparation, approval/publication of departmental glossaries
 - Propagation, expansion and critical review of terms coined and defined
 - Production of university level books in hindi and regional languages
 - Publication of monographs
 - Publication of journals
 - Free distribution of publications
 - Organising exhibitions
1. **Propagation Programmes-** Approx. **2000** participants trained/exposed during year through **15** Workshops, Seminars, Training programmes were conducted in Colleges/ Universities/ Scientific Institutes/PSU & etc. at following places.
1. SRM Institute of Science and Technology, Ghaziabad, U.P (26-28 April,2019)

2. Vaidik Ganit Vyakhyanmala, CSTT, New Delhi (08.05.2019)
 3. HNBU, Tehri Garhwal (Uttarakhand)
 4. Dakhuakhana College, Dakhuakhana, Assam (14-15 June, 2019)
 5. A.B.E.S Engg. College, Ghaziabad, U.P (26-27 June, 2019)
 6. DAV PG College Banaras, UP (29-30 June, 2019)
 7. UCO Bank Patna (30-31 July, 2019)
 8. NTR Govt College, Chittoor (AP) (29—30 Aug, 2019)
 9. Matatma Gandhi 150, CSTT, New Delhi (01-02 Oct, 2019)
 10. Vaidik Ganit evm Bhartiya Bhashayen, CSTT, New Delhi (08.10.2019)
 11. Shri Ram Murti Smarak College of Engineering & Technology, Bareilly (15-16 Nov, 2019)
 12. PAHER University, Udaipur (Raj) (03-04Nov, 2019)
 13. Maharaja Rajnjit Singh College, Indore (08-09 Nov, 2019)
 14. BBD Engg & Tech University, Lucknow, UP 16-17 Aug, 2019)
 15. Prof, Rammege College of Engg & Mngt., Amrawati (MH) (28-29 July 2019)
 16. Prof. SRMU Barabanki, UP (23-24 Oct, 2019)
 17. IGNOU, New Delhi (25-26 Nov, 2019)
2. *Grant-in-Aid:* Commission indirectly published university level books in Hindi and other Regional languages through various Granth Academics, University Cells, Textbook Production Boards by

providing the grants-in-aid. The total sanctioned budget (for this year) under this scheme has been released.

Kendriya Hindi Sansthan, Agra

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Govt. of India and controlled by Ministry of Human Resource Development, Department of Higher Education. 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 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 of the feeler area. Besides, Sansthan has 02 affiliated colleges owned & governed by Govt. of Nagaland and Mizoram

Sansthan conducts more than 17 courses of Hindi Teaching and Training. More than **88,892** Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute till 2018-19. **7284** Foreign students at Headquarter, Delhi centre and ICCR Colombo belonging to different countries have learnt Hindi from KHS under the program “Propagation of Hindi Abroad Scheme”.

Central Institute of Indian Languages

This is the Golden Jubilee Year of CIIL as it completed 50 years of its establishment. A week long grand celebration was inaugurated by the Hon’ble Vice President of India that saw participations from scholars across the country.

This year also saw the release of large datasets in 18 Indian languages for the development of artificial intelligence and language technology in Indian languages. As part of Golden Jubilee Series, several lectures from renowned scholars in the various sub-disciplines of language and linguistics were conducted at CIIL. CIIL also started publications in the Golden Jubilee Series with a total of 50 books being selected to be published under this series. On the infrastructure front, work has started at Bhubaneswar Centre with CPWD while tenders have been floated for the Solan centre. Patiala Centre is making progress to get the work started for the academic and administrative building. As earlier, the Institute conducted several conferences, seminars, symposiums and workshops this year also, both on its own and across India in collaboration with other academic organizations. The Scheme/ Unit/Project-wise details of the activities of the Institute are as following:

1. **National Testing Service (NTS) :** The NTS conducted more than 12 programmes on Hindi, Urdu and Kannada, Tamil and Telugu languages and three 45-day workshops on Material Production. It also trained 222 teachers of school and college level institutions. During the current financial year. NTS has readied a large database of questions that can be readily deployed to conduct online, on-the fly tests.
2. **Linguistic Data Consortium for Indian Languages (LDC- IL) :** LDC-IL made a major headway when the Hon'ble Vice President released its data distribution portal hosted at <https://data.ldcil.org> in April, 2019. The portal lists a total of 31 data sets in text and speech covering 18 major Indian languages. Since its release, the data portal has seen more than 300 registrations from academia and industry

with close to 1 crore being generated as revenue while more than 20 academicians, mainly research scholars getting these datasets. More annotated datasets getting ready for release.



Figure 1: Hon'ble Vice President releasing LDC-IL Data distribution Portal

3. **National Translation Mission (NTM):** The NTM conducted more than 25 programmes including two Translators' Training Programmes. In the current financial year, NTM brought out 4 publications and two issues of Translation Today journal. More than 20 books are in press and translations of more than 200 titles are ongoing. NTM also conducted 6 workshops on glossary developments for various types of technical terminology development useful for translation of academic/technical texts in various languages.
4. **Centres of Classical Languages:** While Centre of Excellence for Studies in Classical Kannada (CESCK) is running in its full swing in its new space provided by the University of Mysore, the Centre of Excellence for Studies in Classical Telugu (CESCT) got a new headway when it got a new home in Nellore. All the staff of CESCT is now working out of Nellore. Odissa Govt. has already provided building for the Classical Odia and the centre start soon there. Similarly, the Centre for the Classical Malayalam is also on progress

and the Malayalam University has allocated some space to house the centre.



Figure 2: Hon'ble Vice President, Hon'ble Governor, AP and Hon'ble HRM visiting the Nellore Classical Telugu Centre

5. **Scheme for Preservation and Protection of Endangered Languages (SPPEL) :** Reports of several languages have been submitted. Digital dictionaries of 12 endangered languages were released including Gutob Gadada, Hakkipikki, Lamkang, Manda, Sanenyo, Siddi, Soliga, Bondo, Dirang Monpa, Gahri, Bhunjia, Malayan. Documentation and grammar writing works are ongoing for 14 languages at present and are at various stages towards completion. Some of the reports are ready to be published.
6. **Bharatavani Project (BvP) :** During the financial year 2019-20 expanded its works and currently hosts contents in a total 96 languages, out of the total target of 121 languages. The Bharatavani app now has a total 181 digitized dictionaries in one place while the portal contains a total 431 scanned/PDF dictionaries. In total, there are 4996 titles of different types currently hosted on the Bharatavani portal.
7. **Regional Language Centres (RLCs) :** This year saw also an increase in the total number of trainees reporting for training in the 20 scheduled languages being taught at these centres and the number increased to 177. The RLCs also needed an upliftment

in terms of infrastructure which are approved and CPWD has started works at Bhubaneswar and Solan.

8. **Official Language (Hindi) :** The unit for Official language (Hindi) organised 6 programmes including 4 meetings, two workshops and two training programmes. The Hindi implementation committee also recommended training of 4 staff of the Institute and they are undergoing training in this academic year.

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 Human Resource Development, Government of India was established at Chennai on 19.5.2008. 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 researched 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 researched 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 civilisation.

Short term projects, seminars, training programmes are financially supported by CICT for promoting Classical Tamil. An amount of Rs.7.70 crore allotted to CICT for the year 2019-20.

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 Human Resource Development under Societies Registration Act of 1860 (Section 21) on 26.05.1994 vide registration no.1085 at Vadodara, Gujarat. The Headquarter of the Council is at Delhi since 2006. The aim of the Council is to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language.

❖ 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.

For the purpose of propagation and development of Sindhi language, the following Schemes are being implemented:-

- Financial assistance to Voluntary Organizations for selected

promotional activities relating to the Sindhi Language;

- Bulk purchase of Sindhi Books/ Magazines/Audio-Video Cassettes related to Sindhi, published/ produced during the concerned financial year for free distribution to Educational Institutions/Schools/ Colleges /Public Libraries, etc;
- Financial Assistance for publication of books in Sindhi Language;
- Conducting Sindhi Language Learning Classes ; and
- Award to Sindhi Writers for Literary books.

❖ 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.

Provided that such registration has been made at least three full calendar years prior to the date of application for such assistance, and Provided that the applicant organization is not of the kind that it is registered or incorporated or functions in a manner that profits of any kind arising from its activities are distributed among its members or shareholders in the form of bonus or dividend.

❖ 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.

For the promotion of Sindhi Language & encouraging writers for writing valuable books/magazine and production of Audio-video Cassette/CDs/VCDs/DVDs etc. and consequent upon the recommendations of Bulk Purchase Committee followed by approval of the Executive Board, copies of selected books/magazines/Audio-video Cassettes/CDs/VCDs/DVDs are purchased under the scheme for distribution to 150 Schools / Colleges / Libraries / Educational Institutions all over India.

❖ **Financial Assistance for Publication of Books/Manuscripts.**

The following kind of publications qualify for consideration under the Scheme:

1. Books of references like encyclopedias, books of knowledge, anthologies and compilations, bibliographies and dictionaries;
2. Descriptive catalogues of rare manuscripts;
3. Self-instructors for Sindhi Language written in other language media;
4. Original writing on linguistic, literary works fiction, drama, poetry, Ideological, social, anthropological and cultural themes;
5. Critical edition and/or publication of old manuscripts with or without translations (in other Indian Languages or English);

6. Translations and publications in Sindhi language of books;

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 a 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 Awardsnamely: Sahityakar Sanman and Sahitya Rachna Sanmanof 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.

❖ **SINDHI LANGUAGE LEARNING COURSE**

- 9942 students enrolled themselves for the Certificate/Advance Diploma / Diploma courses of NCPSL during 2019-20 under the scheme of Sindhi Language Learning Course. The classes have been started w.e.f 16.08.2019 in various parts of country where large number of Sindhi population exists and examination was held on 15th December, 2019.

Sindhi Chairs established by the Council

- Maharishi Dayanand Saraswati University, Ajmer, Rajasthan
- Sindhi Chair, Indira Gandhi National Open University
- Sindhu Shodh Peeth, Devi Ahiliya Viswavidhyalaya, Indore
- Sindhi Chair, Central University of Gujarat
- Sindhi Chair, National Institute of Open Schooling
- Amar Shaheed Sant Kanwarram Sahib Centre for Sindhi Studies
- Sant Shaaram Sahib Centre for Sindhi Studies

National Council for Promotion of Urdu Language

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Human Resource Development 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 Application and Multilingual DTP Centres:

During the year 2019-20 (upto 31.12.2019), NCPUL established 38 new study centre to make total 539 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 31358 students including 12543 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. About 1113 faculties got employment to teach 31358 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres:

So as to preserve and promote traditional Calligraphy, 69 Calligraphy and Graphic Design Centres continued wherein 207 (faculties + attendant) got employment to teach about 3425 students including 1873 girls registered in this course.

Grant-in-Aid(Urdu):

Financial assistance to support selected Urdu promotion activities, approved which consists proposal of 165 NGOs/institutions/agencies for holding seminars, 60 lecture series, 211 manuscripts and 22 projects of writers and 436

Urdu books, 79 journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion:

NCPUL provided financial assistance to 446 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1369 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 18 new titles, 27 re-print, 30 course books, 08 issues of monthly magazine Urdu Duniya, 08 Khawateen Duniya, 08 Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehqeeq published.

Book Promotion:

Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book Fairs. The book fair for the year 2019-20 held at Srinagar (J&K).NCPUL participated 06 Book Fairs organized by other agencies in Lucknow, Delhi, Gurugram & Varanasi 04 trips of exhibition on wheel covering Madhya Pradesh, Maharashtra, Andhra Pradesh, Kerala, Karnataka.

Academic Project/Collaboration:

NCPUL continued 60 academic projects of production books consisting of dictionaries, encyclopedias Terminology, projects/manuscripts monograph, 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:

- 08 National Seminar organized which

includes Interactive programmes with study centres on 16.06.2019 in Srinagar J&K, Mass Media on 16.09.2019 at Delhi, Representative of School, College of Meghalaya Shillong on 22.09.2019, Seminar on Shakilur Rahman and Aesthetics of Literature on 27-28 September, 2019 at Motihari, Bihar, Mohammad Darashikoh Life & Work on 09-10 October, 2019 at Delhi, Cultural Programme on 25.10.2019 at Shillong, Meghalaya, Celebration of Birth Anniversary of Mulana Abul Kalam Azad as National Education Day on 11.11.2019 at Delhi and Orientation Programme for teacher of Madarasas on 19-25 November, 2019 at Hyderabad.

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.

- 35 episodes produced and telecast by News 18 T.V. (Urdu).

Distance Education (Urdu):

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 1426 study centres including 539 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 2040 part-time Urdu teachers got employment through 1426 study centres teach 91624 students which consists 42427 girls students. The Urdu Online learning course launched in which total 32058 learners consisting 29228 Indian and 2830 foreigners online registered themselves from different 28 countries.

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. 819 study centres of Arabic wherein 1356 part time teachers got employment to teach 52894 learners including 23820 girls admitted in both the courses. 54 centres for One Year Certificate course in Persian are also running in which 86 part time Persian teacher got employment to teach 3284 students including 1401 girls students.

Grant-in-Aid (Arabic/Persian):

Financial assistance to NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 09 seminar, 13 lecture series, 09 manuscripts, of writers for providing printing assistance, 09 projects and 18 Arabic/Persian books of bonafide writers including journal approved.

Vocational Course:

Six month Certificate course in Paper Machie continued at 03 centres in collaboration with University of Kashmir in J&K State to train 120 trainees.

Rashtriya Sanskrit Sansthan (Deemed University), New Delhi

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. The Sansthan 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 Rashtriya Sanskrit Sansthan are to propagate, develop and encourage Sanskrit learning and research. As Sanskrit is invariably connected with Pali and Prakrit languages, from 2009-10, Sansthan has taken up the task to promote both Pali and Prakrit languages and their literatures. The Sansthan 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 Rashtriya Sanskrit Sansthan and other agencies and Sansthan 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 Rashtriya Sanskrit Sansthan has since been declared Deemed to be University w.e.f. 7th May 2002 by the MHRD, Govt. of India and the UGC.

The Rashtriya Sanskrit Sansthan is presently managing its 13 campuses situated at New Delhi (H.Q.), 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). 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 4 campuses at Jaipur, Jammu, Bhopal and Puri.

Graduate/Postgraduate Level Courses

The Rashtriya Sanskrit Sansthan offers teaching courses at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha,

Siddhant Jyotisha, Sarva Darshana, Veda, Nyaya [Navya], Mimamsa, Advaita Vedanta, Dharma Shastra, Vedanta, Sankhya Yoga, Paurohitya, Jain Darshan, Bauddha Darshan, Puranetihasa 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.) is also conducted in the Campuses. The Campuses also offer research programme leading to the degree of Vidyavaridhi (Ph.D). About 20,950 students were enrolled for the last examinations of the Sansthan.

Main activities

- i. **Sanskrit Saptahotsava** - The Sansthan celebrated Sanskrit Saptahotsava from 12th to 18th August, 2019 in collaboration with the Ministry of Human Resource Development, Govt. of India, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, Sanskrit Bharati, University of Delhi, JNU and other organizations at Auditorium, National Museum, New Delhi. During this period, a series of programmes were organized for the eminent Sanskrit Scholars and different competitions for the students.



- ii. **Hindi Pakhwada** –from 13.09.2019 to 27.09.2019.



iii. The Foundation Day was celebrated on 15-10-2019 at the Head Quarters Office, New Delhi.



iv. **Unnat Bharat Abhiyan**– Under the initiatives taken up by the Ministry of HRD, Govt. of India in respect of Action Plan 17-by-17, the Rashtriya Sanskrit Sansthan has adopted five villages near to its five campuses under the activity “**Unnat Bharat Abhiyan**” for helping the rural poor community in translating the knowledge for their use.

Campuses of the Sansthan which have adopted the villages and the villages so adopted are as following–

Campus	Adopted	Village
1.	RSkS(DU), Ekalavya Campus, Agartala (Tripura)	- Jibtara (Mohanpur)
2.	RSkS(DU), Ved Vyas Campus, Balhar, H.P.	- Masot (Pragpur)
3.	RSkS(DU), Rajiv Gandhi Campus, Sringeri, Karnataka	- Chittebail (Shimoga)
4.	RSkS(DU), Guruvayoor Campus, Thrissur, Kerala	- Adat (Puzhakkal)
5.	RSkS (DU), Bhopal Campus, Bhopal, M.P.	- Barai (Huzoor)

Primarily, Sansthan has completed house-hold survey in these villages.



Financial Assistance Provided Under Various Central Schemes –

(i) **The Sansthan provides financial assistance for**

(a) Sanskrit teaching towards salary of Sanskrit teachers in traditional Sanskrit Pathshalas / Schools/

Colleges, at the rate of Rs. 8000/- per month engaged in the propagation, development and promotion of Sanskrit.

(b) Scholarships at the rate of Rs.300/- per month to Sanskrit students.

(c) For construction and repair of buildings.

- (d) For purchase of furniture and library books, etc.

During the year, 612 Sanskrit Institutions/ Organizations have been assisted with allocated grant-in-aid amounting to Rs.1067.25 lakh under the Scheme of Development of Sanskrit Education. The Rashtriya Sanskrit Sansthan provides financial assistance to 21 Adarsh Sanskrit Mahavidyalayas and 4 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 2019-20, an amount of Rs.3522.00 lakh has been allocated for ASM/ASS and about 4510 students of these 25 institutions were benefited. The Sansthan also pays honorarium to 43 retired eminent Sanskrit Scholars at the rate of Rs.10,000/- per month for teaching in Campuses, Adarsh Sanskrit Pathshalas and other State Sanskrit Colleges under the Shastra Chudamani Scheme. Financial assistance is also provided for organizing vocational training; purchase and publication of rare Sanskrit books & manuscripts and for organizing All India Elocution Contest, etc.

- (ii) **Financial Assistance to Sanskrit Dictionary Project, Pune** -The Deccan College, Post Graduate and Research Institute, Pune undertook the project for preparation of Encyclopedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. During this Financial Year a total amount of Rs.50.00/- lakh has been allocated by

Rashtriya Sanskrit Sansthan for this project.

- (iii) **Non-formal Sanskrit Education** - A total number of 71 centers for Non-formal Sanskrit Education (including 23 centers at NER) are functioning at different places. Each Center is imparting education at two levels. Through this programme, about 7000 students in the country have been benefited with Sanskrit learning during the year.
- (iv) **Financial Assistance for Teachers of Modern Subjects** -The Sansthan 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 Sansthan has sanctioned financial assistance to 164 institutions for Modern subject teachers and 28 Sanskrit teachers of Government Schools in different States for teaching Sanskrit. Sansthan has allocated scholarships to the extent of Rs.534 lakh to 15349 students of traditional & modern stream from Class IX to Ph.D. level under one of the Schemes of Development of Sanskrit Education.
- (v) **Samman Rashi to Sanskrit Pandits in Indigent Circumstances** -The Sansthan also provides financial assistance in the form of Samman Rashi at Rs.36,000/- per annum to the eminent Sanskrit Pandits above the age of 65 years who are in indigent circumstances. 212 Pandits are getting Samman Rashi under this programme.

(vi) 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 Maharshi 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.

(vii) Ashtaadashi (18 Projects)

Ministry of Human Resource Development, Govt. of India, had constituted a thirteen (13) Member Committee under the Chairmanship of Shri N. Gopaldaswamy, 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, Rashtriya Sanskrit Sansthan has launched

Ashtaadashi Scheme (18 projects) for much-required boost for the growth engine of Sanskrit. During the year 2019-20, an amount of Rs. 2.84 crore has been allocated for 84 approved projects under this scheme.

(viii) Financial Assistance to Universities & Deemed Universities, etc.-Financial Assistance to the extent of Rs. 25.00 lakh has been allocated during the year to NGOs and Deemed Sanskrit Universities/Universities for various programmes/activities for promotion and development of Sanskrit.

(ix) Pali & Prakrit Development Project-Pali & Prakrit Development Project was started in the 2009 on the initiative taken by Ministry of Human Resource Development, Govt. of India. This Project has been included as regular scheme of Rashtriya Sanskrit Sansthan (Deemed University). Activities of this project are under taken at Sansthan'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. 85.00 lakh has been made for development of Pali & Prakrit during this year.

(x) National e-Data Bank of Sanskrit Literature - In view of the rising trend of information technology, Rashtriya Sanskrit Sansthan 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/scholar.

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 Sansthan 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.

- (xi) **Special provision for North Eastern Region (NER)-** The Sansthan 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. 23 Non-Formal Sanskrit Education centers have been sanctioned in NE Region. Scholarship amounting to Rs.3.48 lakh has been allocated to 123 students in NE Region. Besides the above, the Sansthan has established its 12th campus in the State of Tripura and is named as Ekalavya Campus. The campus has started functioning at Agartala in West Tripura from the academic year 2013-14. The State Govt. of Tripura has allotted 3.25 acres of land at D.C. Nagar under Sadar Sub Division for the campus in favour of the Sansthan.

- (xii) **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 Rashtriya Sanskrit Sansthan. The study centres in campuses of the Rashtriya Sanskrit Sansthan are called Swadhyaya Kendras. It offers traditional programmes from Prak Shastri to Acharya level. 2240 students were enrolled during the year. Teaching is supported by meetings, workshops and orientation programmes.

The Rashtriya Sanskrit Vidyapeetha

Rashtriya Sanskrit Vidyapeetha, a Deemed to be University declared under section 3 of the U.G.C. Act, 1956 is a premier institution in the field of higher learning in Sanskrit studies, Traditional Sastras and Pedagogy. It is fully funded by the UGC, New Delhi. The Vidyapeetha has a long history in the service of Sanskrit education, since 1961 and upgraded to Deemed to be University in the year 1987. It has been accredited at “A” grade by NAAC with CGPA of 3.71 score in 4.0 point scale (Cycle-2) in the Academic year 2015-16. UGC also granted Category –I Deemed to be University, 12B status which were feather in the cap of the Vidyapeetha.

All the past glory and achievements of the Vidyapeetha, the MHRD decided to elevate as National Sanskrit University in this regard the Bill was passed in the Lok Sabha on 13-12-2019.

The Vidyapeetha was established in the area of 41.48 acres of land leased by the Tirumala Tirupati Devasthanams (TTD). At present nine hostels, Academic building, Administrative Building, Education building, Sanskrit Net Centre, 22 staff Quarters, are constructed in the campus.

The Vidyapeetha has four faculties i.e. Faculty of Education, Sahitya & Samskriti, Darsanas, Veda-Vedangas. The Institution is having 71 teaching staff and 80 Non-teaching staff. The Vidyapeetha is having a Library which consists of 1,11,113 books. The Vidyapeetha has also digitized the

manuscripts to the tune of 1337 out of the 4,000 rare manuscripts available. It is also subscribing 05 International/150 National Journals for the benefit of students.

The Vidyapeetha offered 50 regular programmes from Certificate to Ph.D level through the 26 departments apart from these programmes the Vidyapeetha started B.Sc. Yoga and M.Sc. Yoga Therapy programmes on Yoga and 06 programmes are being offered under Distance Education mode with the help of DEB funds. The Vidyapeetha has enrolled 1881 students for the academic year 2019-20 for regular programmes and 402 students are under distance education mode.

The Vidyapeetha has organized seminars / conferences and workshop for the benefit of students in addition to the National festivals and National Important events. More than 45 faculty members have participated in National seminars / Workshops conducted by the other Universities. The Vidyapeetha has organized All India Students Talent Festival, Sanskrit Week Celebrations, Vagavaridhini Parishad. The Vidyapeetha has also launched to promote the Sanskrit Language Speaking programme among the public in ten days programme (Sanskrit Sibhiras) for children's and members of the public in and around Tirupati. The Vidyapeetha has awarded Ph.D degrees in different sastras in its 22nd convocation. It is also conducting classes for the Yoga for the staff, students & members of public. Sanskrit Sikhana Sibirams were conducted for the members of public in and around of Tirupati.

Ministry of Culture, Govt. of India funded 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 Vidyapeetha. Prof. K.E.Devanatha, is the Director, Prof. C.Ranganathan and Dr. Bharat

Bhusan Rath are Co-ordinator and Additional Co-ordinator of the project respectively.

Collaborations and linkages with Universities and Centres of Indic Studies around the World in Sanskrit and attract more number of foreign students i.e. Kavikulaguru Kalidas Sanskrit University (KKSU), Ramtek, French Institute of Pondicherry (IFP), Pudicherry and

Collaboration with Nepal Sanskrit University, Kathmandu, Nepal, The Bhiksu University of Sri Lanka is in the process.

MHRD has sanctioned 2 construction works Viz., 500 Bedded Boys Hostel and Classroom complex for Rs.56.79/-cr, under HEFA to the Vidyapeetha

Laid Foundation stone for Construction of 500 bedded boys Hostel, Classroom Complex and Sewage Treatment Plant (STP) by Sri Ramesh Pokhriyal "Nishank" Hon'ble Minister for HRD, New Delhi on 14-8-2019. With the Financial Assistance of HEFA.

New Departments viz. Dept. of Yoga, Performing Arts and Translations introduced by the Vidyapeetha and inaugurated by the Hon'ble Minister for HRD on 14-8-2019.

Online programmes: a programme has been crafted on the theme of Temple Administration and Temple Culture through MOOCs (submitted to UGC for approval).

Shastrs in Simple Standard Sanskrit – The Vidyapeetha is publishing text books in all Shastras which are scientifically prepared for beginners so for 4 books in 4 Shastras have been published.

All the vacant posts of Teaching and Non-teaching have been filled as per the timelines prescribed by the UGC.

New Evening Certificate programmes are introduced in Translation, Music (Vocal), Dance (Bharatanatyam) and Sitar.

The “Vedic Class for All” programme is organized with the sponsorship of Maharshi Sandipani Rashtriya Vedavidya Pratishthan, Ujjain and 100 members were joined in the programme.

In collaboration with the MSRVVP, Ujjain the Vedabhashyam prasikshna sibiram was organized.

During the financial year 2019-20 the Vidyapeetha has received grants of Rs. 1213.38 lakhs under Recurring grant upto October, 2019 through the UGC.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

The Maharshi Sandipani Rashtriya Veda Vidya Pratishthan was established in January, 1987, by the Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi, with the objectives of preservation and development of the Oral Tradition of Vedic Recitation. To achieve these objectives the Pratishthan undertakes various activities such as, supporting traditional Vedic institutions and scholars, providing fellowships/scholarship, production of audio/video tapes, etc.

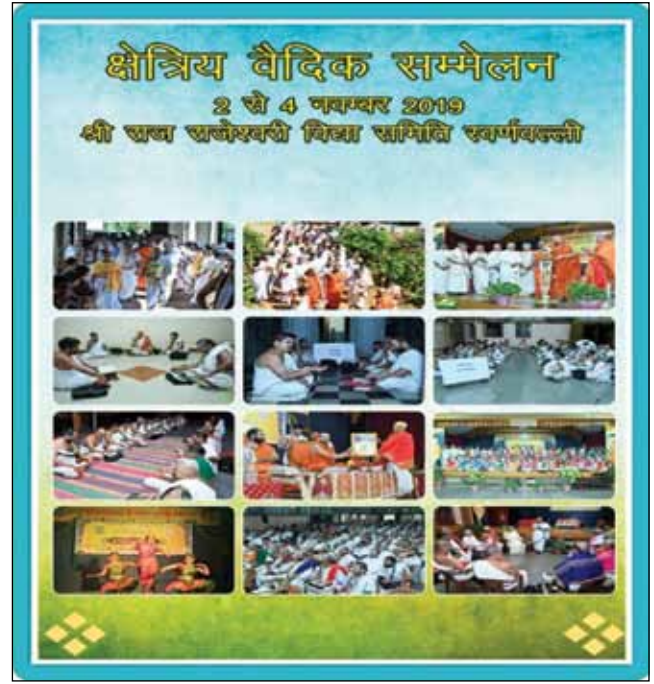
Various Schemes and activities of the Pratishthan

1. Scheme of Preservation of Oral Tradition of Vedic Recitation - Under the scheme of Preservation of Oral Tradition of Vedic Recitation, Pratishthan provides financial assistance to traditional **Vedic Pathshalas** and **Guru Shishya Parampara Units** all over the country for promotion of Vedic education culminating in award of **Veda Bhushana** certificate (after five years of study) and **Veda Vibhushana** certificate (after 7 years of study).

- 2. Vedic Conferences (Vedic Sammelans)** - The Vedic Conferences play a significant role in the programmes of the Pratishthan and are helpful to disseminate Vedic studies and knowledge all over the country.
- 3. Seminars (Vedic Sangoshthi)**- The seminars are being organized for promotion of research in Veda and Veda related field by the Pratishthan. These are fully or partially financed by the Pratishthan.
- 4. Publication – Publication of Research Journal & Monthly News Letter** - Publication is an important programme of the Pratishthan to fulfil its objectives. The out of print and rare texts relating to Vedic literature are reprinted and published under this programme. Printing of critical editions and translations into various languages of certain texts, monographs on important topics and report of research work done by Fellows of Pratishthan are also undertaken.

In order to promote new research activities, Pratishthan publishes a Research Journal “**Ved Vidya**” in which good essays relating to Veda are written in Hindi, English and Sanskrit languages so that its advantage may be availed by the Vedic scholars as well as by general public. A monthly newsletter “**Veda Varta**” is also published by the Pratishthan.
- 5. Fellowships** - There is a provision of Fellowship for promoting Vedic research. The Pratishthan offers Fellowship Scheme for this purpose.
- 6. Vedic Classes for All** - The Pratishthan has a scheme of conducting Vedic Classes to disseminate Vedic knowledge and popularise Vedic studies for all those who are interested even if they do not possess the required academic qualification.

7. **Veda Jnana Saptah Samaroh** – In order to promote Vedic literacy and to create awareness in the country about the Vedas, Vedic knowledge and Indian Culture, a seven days programme of Veda Gyan Saptah Samaroh is organized by the Pratishtan in various parts of the country.
8. **Financial Assistance to Nityagnihotris** - The Pratishtan has a scheme to provide financial assistance of Rs. 4000/- per month each to those Nityagnihotris who, along with their wives, perform and follow traditional Vedic recitations with Agnyadhan as per procedure and cow worship and Agnihotra Anushtan regularly at their homes.
9. **Financial Assistance to Aged Veda Pathis** - Pratishtan provides financial assistance @ Rs. 4000/- per month to Aged Veda Pathis who have crossed the age of 65 years or handicapped aged Veda Pathis.
10. **Tape Recording of Vedic Recitations-** One of the essential activity of the Pratishtan is to maintain the record for preservation of oral tradition of various branches of Vedas recitation through Tape Recording C.D./D.V.D.
11. **Vedic Education at Home-** The Pratishtan conducts a correspondence course on “Ghar Baithe Vedon Ki Shiksha”. The pass out Vedanuragis are awarded “Veda Nipun” certificate.
12. **Maharshi Sandipani Rashtriya Veda Vidya Puraskar-** Pratishtan has one Award scheme with prize money of Rs. 1,00,000/- and a citation to promote original writings in Vedic Studies and Vedanga literature, edition of manual scripts, research in Vedic education, Vedic culture and to preserve rare vedic knowledge. The General Body of the Pratishtan has approved enhancing the number of Awards to sixteen with prize money of Rs.5,00,000/- each (Eleven Awards) and Rs.1,00,000/- each (Five Awards) for senior level and junior level respectively to be implemented in 2020 with effect from 2017 Award year.
13. **Vedic Refresher Course** - The Pratishtan conducts Refresher Course for Vedic Teachers of all registered aided Veda Pathshalas by the Pratishtan, for technical advancement of Vedic education and enhancement of the quality of their teaching methodology and skills.
14. **Rashtriya Adarsh Veda Vidyalaya** – With the approval of the Ministry of Human Resource Development, the Pratishtan has operationalised Rashtriya Adarsh Veda Vidyalaya in the campus of Maharshi Sandipani Rashtriya Veda Vidya Pratishtan, Ujjain with effect from the academic year 2018-19. The new batch of students for the academic session 2019-20 have also joined in July/August, 2019 making the RAVV running in its full capacity.
15. **Veda Parayana Scheme** – The Pratishtan has introduced Veda Parayana Scheme in which Veda Parayana of various Veda Shakhas will be performed at different places. Sarva Veda Parayana has been organized in MSRVP campus in 2019-20.
16. **Veda Sandesh Yatra Scheme** – The Pratishtan has introduced Veda Sandesh Yatra Scheme under which students of Veda along with their teachers may visit any place in the country as educational tour as a tool for propagation of Veda.



Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha Vision of the Vidyapeetha

The Vidyapeethahas been established to preserve Shastraic tradition, provide higher education in Indian traditional knowledge leading to excellence and fully conforming to the concept of a University. As a deemed to be university,

it is providing higher quality teaching and continuously working for the advancement of knowledge and its dissemination through various research programmes.

The Vidyapeetha has the following objectives to make distinctive contributions in the area of higher education:

- (i) To preserve shastraic traditions.

- (ii) To undertake interpretation of the shastras.
- (iii) To relate relevance of the shastras to the problems in the modern context.
- (iv) To provide means for intensive training in modern as well as shastraic lore for teachers.
- (v) To achieve excellence in its disciplines in order to have a distinct character of its own.

In pursuance of the above objectives, the Vidyapeetha has decided to:

- (i) Impart education in traditional Sanskrit lore with special attention to highly specialized branches.
- (ii) Provide for the training of Sanskrit teachers and conduct of research in pedagogical aspects of Sanskrit Education.
- (iii) Provide facilities for the study of such languages and literatures of Asia that have a bearing on Sanskrit studies, such as Pali, Iranian, Tibetan, Mongolian, Chinese, Japanese, etc.
- (iv) Prescribe syllabus for various courses with special emphasis on Indian culture and values and conduct examinations in Sanskrit and allied disciplines.
- (v) Publish literature and develop print and non-print materials in and about Sanskrit, including original texts, commentaries and translations of manuscripts.
- (vi) Arrange for publication of research findings, journals and aids to research such as indices, digests and bibliographical materials.
- (vii) Collect, preserve and publish manuscripts and build up a National Sanskrit Library and Museum and provide means for

training in manuscriptology, specifically in scripts used in Sanskrit studies.

- (viii) Provide means for education in modern disciplines needed for meaningful interpretation of original Sanskrit texts including technical literature in Sanskrit.
- (ix) Promote interaction between modern and traditional scholars for mutual understanding on various issues related to scholarship.
- (x) Organize ShastraParishads, Seminars, Conferences and Workshops.
- (xi) Recognize degrees, diplomas and certificates of other educational bodies, and Institutes as equivalent to those of the Vidyapeetha.
- (xii) Establish faculties and constitute such boards and committees as may be necessary for the fulfillment of the objectives of the Vidyapeetha.
- (xiii) Institute and award fellowships, scholarships, prizes and medals in accordance with the rules and by-laws adopted from time to time.
- (xiv) Subscribe to and become a member of, or co-operate with, any other association, society or institution having wholly or partly similar objectives as those of the Vidyapeetha.
- (xv) Undertake all such activities, necessary or conducive to the attainment of all or any of the objectives of the Vidyapeetha.

Activities conducted during the period from 01.04.2019 to 31.12.2019

The Department of Education, being a Teachers' Training department, organizes various activities that are necessary to inculcate sense of values and professional ethics among the students.

(i) Starting of the New Session

The new session was started on 11th July, 2019 and admission procedure was completed within the time-schedule given in the Academic Calendar of the Vidyapeetha.

(ii) Orientation of Students

The new session was formally inaugurated by Prof. K. Bharath Booshan, Dean-Faculty of Education (12/7/2019) and the students of B.Ed. and M.Ed. were given orientation about their compulsory and optional theory papers by the teachers. The B.Ed. students were specially oriented about their practice teaching while M.Ed. and M.Phil. students were oriented about their dissertations.



Non-Teaching staff on the dias on the occasion of Hindi Training Workshop



Hon'ble Vice-Chancellor read the introductory offer of the Indian Constitution and all teachers, employees and students of the Vidyapeetha

Academic and Cultural Activities

Sanskrit-Week and Sanskrit Day

Sanskrit Week was celebrated w.e.f. 12.08.2019 to 19.08.2019 in the Vidyapeetha which was headed by Prof. Kamla Bhardwaj, Dean Student's Welfare and Sanskrit Day was celebrated on 15.08.2019.



Run for unity on the occasion of Ekta Diwas



Officers on the dias on the occasion of Prof. Vachaspati Upadhyaya Memorial Lecture



Officers on the dias on the occasion of Faculty Induction Programme



Lecture delivered by Prof. Ramesh Prasad Pathak on the occasion of National Education Day.



Officers on the dias on the occasion of TLC workshop

Schemes Run by the Vidyapeetha

Sl. No.	Name of the Scheme	Detail
1	Women's Studies Centre	The Centre for Women's Studies of Vidyapeetha was established in 2006 during the 10th five year plan of UGC Scheme. This Schemes will continue till 31.03.2020 under the 12 th five year plan. The focus of the centre is to study and re-interpretation of Ancient Texts from Women's perspective and to develop gender equality and sensitization among the students of Vidyapeetha.
2	Remedial Coaching for SC/ST/OBC (Non Creamy Layer) & Minority Community Students	This scheme is approved by the UGC and will continue till 31.03.2020 under the 12 th five year plan. Under this scheme, supplementary classes are given to the students of SC, ST, OBC and Minority Students.
3	Coaching for National Eligibility Test or State Eligibility Test for SC/ST/OBC (Non Creamy Layer and Minority Community Students)	This scheme is approved by the UGC and will continue till 31.03.2020 under the 12 th five year plan. Under this scheme, classes are given to the students of SC, ST, OBC and Minority Students to prepare for competitive examinations.
4	PanditMadan Mohan Malaviya National Mission of Teachers & Teaching (PMMMNTT)	PanditMadan Mohan Malaviya National Mission of Teachers & Teaching (PMMMNTT) is a centrally sponsored scheme of Government of India during XIIthPlan which aims at ensuring quality in educational development at all levels of education (primary, secondary & tertiary). The Teaching Learning Centre (TLC) was approved by Department of Higher Education of MHRD under PMMMNTT scheme in the Department of Education of ShriLalBahadurShastriRashtriya Sanskrit Viyapeetha, New Delhi. The centre was inaugurated by Padamshri Ram BahadurRai (Chairman, Indira Gandhi National Centre for the Arts, New Delhi) on 24th October, 2017. The main objective of the centre is to develop and enhance competencies needed for planning, designing, implementing and evaluating teaching learning systems in teachers, teacher educators & researchers associated with language education especially Sanskrit.

Sl. No.	Name of the Scheme	Detail
5	Special Assistant Programme (DRS-III) in Jyotish Department	Special Assistance Programme approved by UGC which is continuing in Stage I DRS-I (2004 to 2009), Stage II DRS-II (2009 to 2012) and Stage III DRS-III (2018 to 2023) in the Vidyapeetha. The main topic of this plan is Medical Astrology.
6	Special Assistance Programme (DRS-II) in Sahitya Department	Special Assistance Programme approved by UGC which is continuing in Stage I DRS-I (2009 to 2014), Stage II DRS-II (2018 to 2023) in the Vidyapeetha.
7	Massive Open Online Course: (MOOCs)	Online Courses (MOOCs) related to higher education (approved by UGC) have been uploaded by the Vidyapeetha on the SWAYAM portal of the Ministry of HRD. Through this programme, education is provided to the people in any corner of the world through internet.
8	Repurposing into MOOCs Course:	Repurposed Online Courses (MOOCs) related to higher education (approved by UGC) are prepared and uploaded by the Vidyapeetha on the SWAYAM portal of the Ministry of HRD.



National Institute of Educational Planning and Administration

(i) Brief Background of the NIEPA

The National Institute of Educational Planning and Administration (NIEPA), established by the Ministry of Human Resource Development, 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.

(ii) 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 policy makers, planners, administrators and academics.

(iii) 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, 231 research scholars for M.Phil., 118 for Ph.D. Programme have been registered at NIEPA. As many as 126 M.Phil. and 23 Ph.D. Degrees have been awarded so far till December 2019. In 2019-20, 33 students including 21 in M.Phil. and 12 in 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 the poverty and elevate their economic and social life.

During 2019-20, one hundred and forty one training programmes have been proposed which include long-term and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. NIEPA has organized 47 such training programmes till December 2019. 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 6 research studies in the field of educational planning and administration during 2019-20 and 26 new research proposals have been approved for conducting research studies during the period 2019-20.

NIEPA has provided Grants-in-Aid to 3 organizations for organizing seminars and conferences on education and allied areas.

(iv) Major Policy/Reforms taken during the year 2019-20

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.

Major Activities conducted by the Departments/Centres/Units of NIEPA

Department of Educational Administration

The Department of Educational Administration is actively engaged in studies, research and dissemination of knowledge on various dimensions of administration and management covering all sectors and all levels of education. One of the prime concerns of the Department is to build a sound knowledge base and create a strong professional support for educational administrators and researchers on multiple aspects of educational administration and management. In tune with the focus the department has built a sound knowledge and data base on educational administration and management besides an extensive outreach up to district and block level education officers across the states and union territories of India through survey, research, workshop and conferences and capacity building programmes. Some of the important achievements are listed below.

- 1. Survey of educational administration-** The Department of Educational Administration initiated a major project on Survey of educational administration in all the states of India. This is a unique initiative intended to build a major data base on educational administration across the states and UTs. This is further meant to help the policy makers and administrators to take informed decision on various aspects of school educational administration. Till date survey of educational administration has been completed in 26 states and reports have been finalized for dissemination. Survey in remaining states is in process.

2. National Conference on Innovations in Educational Administration and Awards Function, 2019

The department of Educational Administration implemented the Scheme of *National Awards for Innovations in Educational Administration* for District and Block Level Education Officers. The basic objective of the Awards Scheme is to recognise, award and disseminate innovations and good practices in educational administration at the field level. Awards are given to the selected DEOs and BEOs in a national awards function in New Delhi coinciding with a two-three day conference on innovations in educational administration of DEOS and BEOs. The National Conference on Innovations in Educational Administration Awards Function was organized from 03-04 January 2019 at Pravasi Bhartiya Kendra, Chanakyapuri, New Delhi. About 150 District and Block Level Education Officers from different states and UTs and a good number of resource persons and education experts participated in the conference and awards function. Shri Prakash Javadekar, Honourable Minister

for Human Resource Development, Govt. of India, and Shri Satyapal Singh, Honourable Minister of State for Human Resource Development, Govt. of India graced the occasion of Awards Function and distributed the awards to selected officers. Ms Rina Ray, Secretary, Department of School Education and Literacy, Dr. Sravana Kumar, Joint Secretary Department of Higher Education, MHRD besides many other dignitaries attended the function. The selected cases of innovations and good practices were shared during the conference and awards functions.

Leadership Development in Higher Education Programmes

Two programmes on Leadership in Educational Administration for Academic Administrators in Universities were organised during the period besides two other important programmes on Workshop on Innovations and Good Practices in Institutional Governance of Higher Education. Each of these programmes was attended by senior level educational administrators and academic leaders such as Pro-Vice-Chancellors/ Registrar/ Deans/ Directors/ Heads of Departments from universities from different states and regions of India.





Department of Educational Planning

The Department of Educational Planning (DEP), one of the fundamental divisions of NIEPA, strives to promote evidence based educational planning with the ultimate mission of contributing towards advancement of human development. The focus of the Department, therefore, has been on generating and disseminating new knowledge on various planning models and techniques,

particularly those that facilitate decentralized planning in education. With the shift in emphasis towards decentralized programme planning for delivery of education, the main effort of the DEP has been to study approaches, frameworks, inputs, processes and products of planning at institutional, district, state and national levels so as to understand educational planning in the country.





Courses in Teaching Programmes

The Department of Educational Planning is also actively engaged in teaching activities in the various courses conducted by the University. These courses include the M. Phil/ Ph. D and Diploma programmes conducted by the University.

U-DISE and SDMIS

An IT based initiative under the District Primary Education Project (DPEP) was implemented for the first time in India in 1995 to create a school education management information system. The school based computerized **Education Management Information System (EMIS)** initiated in 1995 by NUEPA (the then NIEPA) with support from MHRD, Government of India and, financial assistance from UNICEF India Country Office was known as the **District Information System for Education (DISE)** till the year 2011. Beginning with 42 districts in seven states (Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu), the coverage of DISE was later on expanded to include 271 districts across 18 states with the scaling up of the DPEP. Initially, the district was

taken as the unit for collection, computerization, analysis and utilization of school level data, which was later on extended to state and national levels.

In 2001, the scope of the DISE was reviewed and expanded to include upper primary stage of school education and its software restructured. Restructuring of the DISE software in 2001, in fact, was a landmark, which aligned the school EMIS to the 'information demand' for better planning, management, M&E, and reporting performance of elementary education sub-sector in the country. It was also designed to meet the data needs of the *Sarva Shiksha Abhiyan (SSA)*, which was rolled out in the country in 2002.

Since then, DISE 2001 has traversed a long distance incorporating a number of new features. It was renamed as Unified-DISE (U-DISE) in 2011 and covered the entire school education sector (i.e. pre-school to grade XII), i.e. K-12. The U-DISE became a school census based Education Management Information System (EMIS), which included all elementary, secondary and higher secondary schools. As a developmental initiative, U-DISE was created by merging DISE and the Secondary Education Management Information

system (SEMIS¹) in 2011/12 for adopting a “**whole school approach**” in data collection and promoting evidence based decision-making in school education by producing, managing and disseminating educational statistics (www.udise.in). The ‘school,’ instead of a given ‘level of school education’ (viz., primary, upper primary, elementary, secondary, etc.) become the unit for data collection and analyses. By 2012/13, it had acquired the status of the single largest school based EMIS in the country, and a major source of official statistics on school education.

Moreover, in 2016/17, MHRD, Government of India in consultation with State Governments decided to upgrade the U-DISE by introducing the Student Database Management Information system (SDMIS) (see <http://student.udise.in>) in sync with U-DISE. The SDMIS, envisaged to be a longitudinal database for tracking the schooling status of students through the school education cycle and aimed at providing critical data and information for policy formulation and programme management.

Further, in 2018, the Department of School Education and Literacy, MHRD decided to rename U-DISE as U-DISE Plus (+) to collect real time data from schools/educational institutions online, and the U-DISE+ portal was launched in 2018. Accordingly, NIEPA has stopped collecting data in U-DISE since 2018/19. However, it continues with its U-DISE operations by analyzing the available data (up to the year 2017/18) for publishing around 14 reports including the U-DISE Flash Statistics on School Education, and maintaining U-DISE related websites for data dis-

¹The SEMIS was conceptualised and implemented by NIEPA (the then NUEPA) in the year 2008, which covered all recognised secondary schools/sections in the country. The SEMIS was created to meet the information demands of the MHRD, GOI sponsored Rashtriya Madhyamik Shiksha Abhiyan (RMSA), which was launched on 1st April 2009.

semination for supporting planning and management of school education at national as well as sub-national levels, promoting transparency and accountability in school education, and meeting data needs of individuals and organizations engaged in research and development activities in the school education sector.

Department of Educational Finance

The Department of Educational Finance is one of the thematic academic departments of the institution, specialised in the area of educational finances.

The twin objectives of the Department are to conduct and promote serious research on economic and financial aspects of education at all levels, national, sub-national and global as well as to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries.

Research/consultancy/publications

Themes such as funding methods /models , trends and patterns in public (government), household and private financing of education, external funding, privatization, innovations in educational finance and changes in education policies, internationalization of education, Centre-State relations in financing, Institutional planning and management of education funds, Adequacy, Accountability and efficiency in education finance at the institutional level, Student support, scholarship/incentive schemes, etc. are the focus areas of the department.

Teaching and Supervision

The Faculty in the department is involved in teaching and coordinating core and optional courses in M.Phil as well as project and dissertation supervision for long term diploma, M.Phil and Ph. D courses.

Capacity Development Programmes

The department regularly organizes training programmes covering varied aspects of financing in Education both at the level of school and higher education. The clientele group of the programmes consists of officers from State education Departments as well as university and college systems. Participants in different programmes include Education Secretaries/ Joint Secretaries, Directors/Joint Directors, Planning and Finance Officers and from SSA/RMSA/RUSA and other senior officers dealing with the financial aspects of Education in education departments; Registrar and Finance Officers, Audit and Accounts Officers of Central and State Universities as also College Principals, Heads and Deans.

Department of Educational Policy

The Department of Educational Policy has conducted five Orientation Workshops/Orientation Programmes and National Discussion Meet along with the NIEPA Foundation Day and National Education Day from April to December, 2019. The Department has also conducted seven field based Orientation Workshops on 'Functioning of Local Authority and Autonomous Councils Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States' of North East Region of India since 2014 onwards.



Department of School and Non-formal Education

The Department of School and Non-formal Education focuses on issues relating to school

education, non-formal education and adult literacy within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Care and Childhood Education. The major tasks of the department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECC, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECC, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving education in India. The department is also engaged in capacity development programmes for national, state and district-level officials to enhance the knowledge, competencies and skills to achieve quality education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and oldest department of the institute, its professional contributions has substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA). During the year 2007-2011, department as part of the 'The Consortium for Research on Educational Access, Transition and Equity' (www.create-rpc.org) contributed significantly in the area of 'Educational Access'. Another sizeable project completed are the Mid-decade assessment of the Education for All in India where a National Report, several thematic studies and State-reviews for each of the six EFA

goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The department has also been contributing in policy recommendations for SSA, RMSA and Centrally Sponsored Teacher Education (CSTE).

In the recent years, under the auspices of MHRD, department also supported to institutionalize two national programmes to improve school education sector in India i.e., National Programme on School Standards and Evaluation (Shaala Siddhi) and School Leadership Programme. It also facilitated in establishing ‘National Center for School Leadership’ and ‘School Standards and Evaluation Unit’ to develop concept, materials and implement both the programmes in right perspectives.

In this era of education outcomes, the quality of education, improve performance and increase demand for effectiveness at all levels of school education have been emphasized and continuing as center of policy deliberations. Acknowledging the quality of education as the foundation to improve quality of life and critical towards achieving Sustainable Development Goals (SDG), the department proposes to engage in determinants and index of quality of school education, school effectiveness and improvement as long-term goal. The department would also focus on ECC as critical area and generate evidence-based knowledge for policy and planning.

Shaala Siddhi

National Programme on School Standards and Evaluation

Shaala Siddhi: An Innovative Initiative towards School Evaluation for Quality Improvement

The critical role of the schools in the changing education context in terms of its effectiveness

and improvement is gaining key importance to provide quality education for all children. School as an institutional space for learning is now recognized as the key agency to improve learning outcome and to realize the educational objectives. Internationally and nationally, there is gradual shifting of focus towards schools to engage themselves in changing the schooling processes and practices. Therefore, to meet the demands for high quality education, a growing emphasis is being placed upon comprehensive and holistic school evaluation system as central to school improvement initiatives. The purpose of school evaluation needs to be understood in the context its role and contributions to the wider goal of improving the quality of school education.

The National Programme on School Standards and Evaluation (Shaala Siddhi) programme is a national initiative to institutionalize comprehensive school performance evaluation system in India. The major objective for creating Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve in a sustainable manner. It visualizes ‘*School Evaluation*’ as the means and ‘*School Improvement*’ as the goal. This programme provides clear pathways for each school, for self and external evaluation towards school improvement with accountability. School evaluation therefore refers to the evaluation of an individual school-its performance in a holistic manner. It facilitates the schools to understand their strength, opportunities for improvement, prioritizing actions, decision making and creating evidence-based support for their improvement.

The Shaala Siddhi programme is based on the notion of ‘*All children can learn*’ and ‘*All school can improve*’. The programme further focused on methodology to evaluate the performance of 1.53 million diversified Indian schools and facilitate them to take action for improvement.

Department of Training and Capacity Building in Education

International Diploma in Educational Planning and Administration (IDEPA)

NIEPA offers an International Diploma in Educational Planning and Administration (IDEPA) for the senior and middle educational policy makers, planners and administrators annually for the international participants. IDEPA was started in the year 1985 as a sequel to the recommendations of the sub-regional meeting for Asian countries organized by the Indian National Commission for Cooperation with UNESCO in 1983. The National Institute has successfully completed as many as thirty five such IDEPA Programmes one in each successive year.

International Programme for Educational Administrators (IPEA)

International Programme for Educational Administrators (IPEA) is a short-term specialized programme which has been conceptualized keeping in view work load of most of the educational functionaries and their constraints to participate in a long term programme

International Programme in Educational Management (IPEM)

International Programme in Educational Management (IPEM) was designed as short-term specialised programme which had been conceptualised keeping in view the request to build capacities in leadership and governance. This programme was designed for the benefit of their educational functionaries in order to build their capacities. IPEM was fully funded under the ITEC/SCAAP programme of Ministry of External Affairs, Government of India and was an effort to promote international cooperation with Myanmar.

Post-Graduate Diploma in Educational Planning and Administration (PGDEPA)

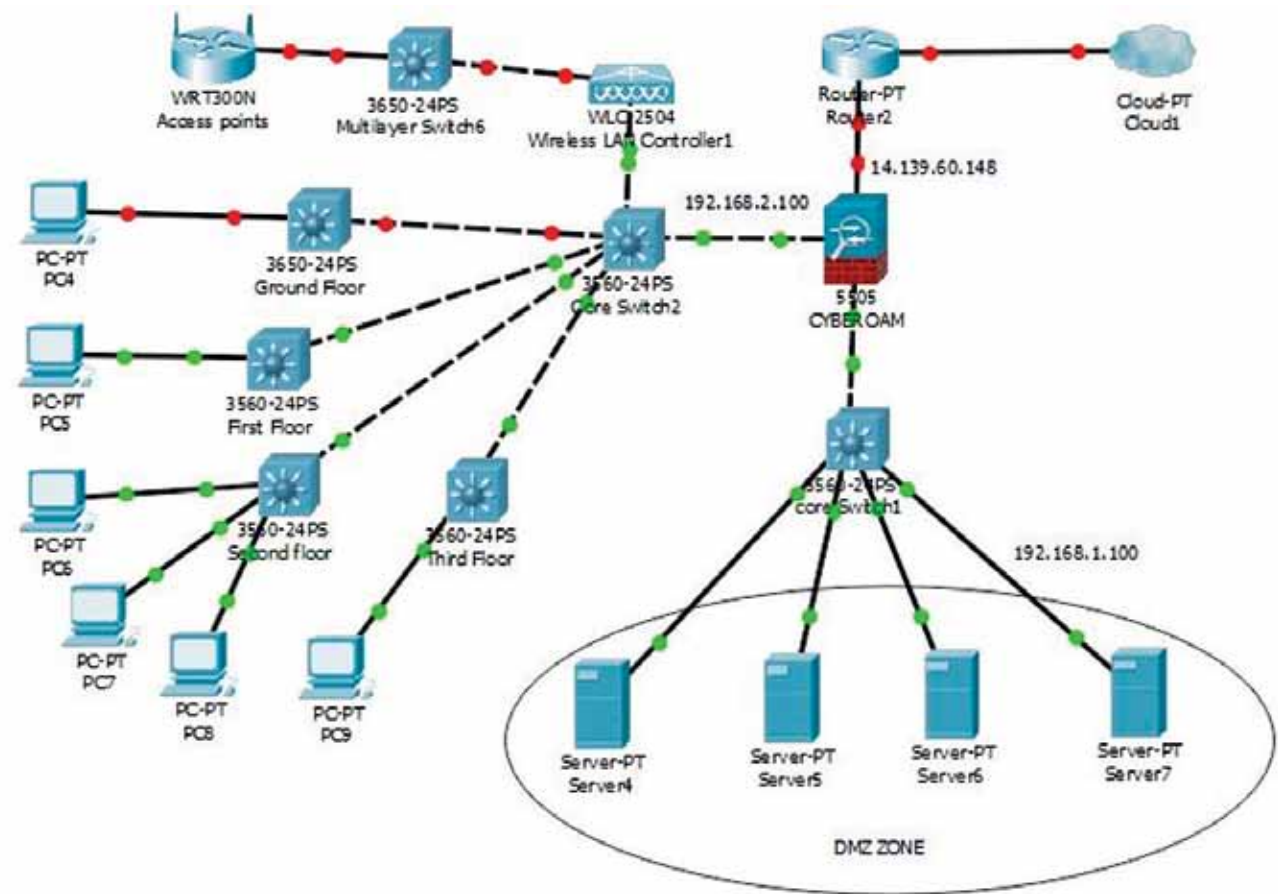
The Post-Graduate Diploma in Educational Planning and Administration is one of the most sought after programme of NIEPA and has sustained for over three decades by training the Educational Administrators all over the country to carry out important tasks in their respective states. Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) is envisaged as twelve months training programme. In this programme Educational Administrators from all over India from different departments such as SCERTs, SIEMATs, DIETs, DEOs etc. represent their respected states. PGDEPA programme provides DEPA and PGDEPA Certificates after the successful completion of the programme.

Department of Computer Centre

The Computer Centre backs up the information technology needs of the University. The network as the backbone of the university and its active components are administered, maintained and controlled by Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fiber Internet Connectivity provided by NKN/MTNL under the project NMEICT.

Computer Centre maintains the Servers for the well know project Unified District Information System for Education (U-DISE) under the Flagship program of Govt. of India Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The Web Portal for National Programmer on School Standards and Evaluation (NPSSE) - Shaala Siddhi is also maintained in the Data Centre maintained by the Computer Centre.

NIEPA Data Centre Network Architecture



I) National Centre for School Leadership (NCSL)

The National Centre for School Leadership (NCSL) was set up in the National Institute of Educational Planning and Administration in 2012 with support from SSA and RMSA, MHRD to empower school leaders with knowledge, skills and attitudes to transform schools. Since its inception, it has been engaged in various activities at the national and state level and has formulated the National Programme Design and Curriculum Framework on School Leadership Development, the guiding document for the work carried out by the Centre. The Centre has developed materials, handbooks and resource books for conducting various types of capacity

building programmes for different clientele spanning both current and prospective school leaders. Over the past seven years of its existence, the Centre has enabled the launch of the School Leadership Development programme in all the states and union territories of the country. The Centre predominantly works on four different components viz. **Curriculum and Material Development, Capacity Building, Networking and Institution building and Research and Development.**

II) Special Feature: Live Streaming Episodes in collaboration with CIET-NCERT

The website of the Online Programme also has an added feature from this year

onwards. It has a section which displays links for Live Streaming episodes on School Leadership and Development by NCSL Faculty. These episodes are broadcast on “Kishore Manch” DTH TV Channel#31 and on “NCERT Official” Youtube channel every Friday, 1645-1715 pm. As on 6th December 2019 total number of 34 live streaming episodes is successfully conducted.

III) Role of National Centre for School Leadership, NIEPA in NISHTHA

The National Resource Group (NRG) constituted is responsible for first level capacity building of State Resource Groups across all States/UTs. NRG has members from NCERT, NCSL-NIEPA and other national governmental organizations. NCSL-NIEPA is primarily responsible for building capacities of State Resource Person- Leadership (SRPLs) whereas NCERT and its partner organizations build capacities of Key Resource Persons (KRPs). Together, KRPs and SRP-Ls form the State Resource Group, where the ratio of KRP to SRP-L is 5:1. NCERT and NCSL-NIEPA have to build capacities of approx. 33,000 SRG members. In the next level of capacity building, the State Resource Group builds capacities of approx. 42 lakh Head Teachers and Teachers at the elementary stage of government school education.

NCSL faculty has been attending the workshops and meetings for the design of capacity building programmes and also in the development of module on School Leadership. During the

meetings it was observed that NCSL-NIEPA will develop module on school leadership and build the capacity of SRP-L.

NCSL has generated a module on School leadership which entails themes such as Characteristics of an Effective leader, Academic Leadership, Building a Learning Culture in Schools and creating a School Development Plan. In addition, the School Leadership Package also includes themes such as Pre-school education, Pre-vocational education, Gender issues and Initiatives in School Education. NCSL faculty has been transacting the leadership module and few other sessions across different states of India.

NISHTHA has been rolled out to states/UTs in August 2019. Until 5th December 2019, NCSL-NIEPA has conducted School Leadership Programme during 5 day trainings with SRP-Ls across 21 States. There are a total of 42 cycles where NCSL-NIEPA faculty has attended and transacted the school leadership module. **Out of 42 cycles, NCSL faculty with a small number has transacted the leadership package in 37 cycles and State Resource Group members trained by NCSL-NIEPA have conducted 5 cycles independently.**

Centre for Policy Research in Higher Education (CPRHE)

The CPRHE was established in NIEPA as a specialised Centre in the area of higher education policy and planning. The Centre is funded by the Ministry of Human Resource Development (MHRD). The Centre enjoys autonomy to develop and implement its own research agenda and other programmes, and, mobilise resources.



Higher Education Financing Agency

Higher Education Financing Agency (HEFA) was set up as a Section 8 Company and NBFC by the Government with Canara Bank as the Joint Venture partner in 2017 to fund infrastructure projects of premier higher educational institutions. Subsequently, in 2019, as part of Revitalising of Infrastructure & Systems in Education (RISE by 2022) the financing of physical infrastructure and laboratories etc. of higher education, school education and medical education institutions were mandated to be financed through HEFA, as per different financing windows, structured according to the age profile and financial capacity of the institutions. The Government would undertake the loan servicing obligation in various bands, depending upon the financial capability of the Institution. This arrangement would enable the Government to fund the infrastructure needs of a larger number of institutions overcoming the shortage of budgetary grants. All institutions would obtain funds in project mode and not in grant mode, thereby ensuing

greater accountability. The mechanism of HEFA where the loan amount is released directly to the vendor executing the project ensures financial efficiency and prevents parking of funds with the institutions. This also eliminates cost and time overruns since funding is provided based only on stages of work completion.

The authorized equity of HEFA is Rs. 10,000 crore of which the Government equity is Rs. 6,000 crore and Canara Bank would contribute 10% of the Government stake. HEFA is also authorized to raise additional leverages through debt; either by floating bonds or direct borrowings.

HEFA is expected to fund projects to the tune of Rs. 100,000 crore by 2022. As on 30th December, 2019, projects worth Rs. 37,001.21 crore have been approved; for which a loan amount of Rs. 25,744.82 crore have been sanctioned and Rs. 5,828.34 crore have actually been disbursed. The number of educational institutions that have availed funding through HEFA stands at 75.



Research Councils & Other Bodies

I. 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 Human Resource Development (MHRD). Considering the size and scale of higher education in India and also the needs of a diverse society, promoting and funding social sciences research is the most important responsibility of ICSSR. ICSSR funds research to the faculties/scholars in universities, research institutes, institutes of national importance and colleges. It provides National, Senior, Post-Doctoral and Doctoral fellowships to the faculties and researchers, financial assistance to conduct research on vital issues related to social sciences, to organise seminars, conferences and workshops, publication assistance to social science research journals, and also encourages networking with social science research institutions in India and abroad through international collaborations.

To fulfil the above objectives, the ICSSR has a number of programmes and schemes which are as follows:

1. Research Fellowships
2. Research Programmes (Interdisciplinary/ multidisciplinary/ Inter-institutional)
3. Research Projects (Major and Minor)
4. International Collaborations for activities like Joint research projects, seminars/ workshops, publications etc.
5. National and International Seminars
6. Supporting Research Institutes
7. Regional Centres (to research on issues of regional priorities)
8. Research Methodology and Capacity Building Programmes
9. Publication and Research Surveys
10. Library and Documentation (NASSDOC)
11. Research Projects & Seminars/Conferences/Workshops under IMPRESS Scheme

The International Collaboration Programme 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 ICSSR provides maintenances and development grants to Research Institutes and fully funds its Regional Centres located in different parts of the country. The Council is at present supporting 24 Research institutes, 6 Regional Centres & 5 Recognized Institutes.

The Council has already published, in addition to journals, a large number of books and monographs on issues of vital importance. ICSSR also supports publications 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 and Social Anthropology, Psychology, and Geography.

National Social Science Documentation Centre (NASSDOC) provides library and information support services to researchers in social sciences, which includes faculty and other scholars in academic institutions and autonomous research organisations, policy makers, planning and research units of government departments, and industry. A good number of international, national e-resources are subscribed by National Social Science Documentation Centre (NASSDOC) of ICSSR, New Delhi for the benefit of scholars and a large number of ICSSR Research Institutes.

Apart from continuing fellowships and projects awarded in the previous year, the ICSSR has awarded 525 Doctoral Fellowship, 269 Post-Doctoral Fellowship, 46 Senior Fellowship, 04 National Fellowship, 38 Training and Capacity Building Programmes, 176 grants for Data Collection and Seminar/Conference participation abroad, 211 International/ National Seminars, and 367 research projects during the financial year 2019-20. Under the recently launched scheme of IMPRESS (Impactful Policy Research in Social Science), 739 research projects and 107 proposals for seminar/ conferences have also been awarded. The set targets have been achieved as identified in the MoU with the Ministry. About 20,000 to 25,000 social science scholars, faculties, and researchers draw benefits (directly/indirectly) from various programmes and schemes of ICSSR on an annual basis.

During F.Y. 2019-20, Rs. 95.40 Crore (upto 31st December 2019) was released to ICSSR, Delhi as Grant-in-Aid.

II. Indian Council of Historical Research (ICHR), New Delhi

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 year 2019-2020 (as on 31st December 2019):-

S. No.	Programme	Targets	Targets Achieved
1.	Research Projects	NA	31
2.	Senior Academic Fellowship	10	08
3.	Foreign Travel Grant	NA	07
4.	Publication Subsidy	NA	34
5.	Junior Research Fellowship	80	81*
6.	Post –Doctoral Fellowship	10	10
7.	Study-cum-Travel Grant	NA	73
8.	Seminar/Symposia/Conferences, etc. by professional organizations of historians.	NA	51
9.	National Fellowship	03	03
10.	Gurukul Fellowship	02	01

*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) Modern India: Princely States. (vi) Modern India: Politics and Demography (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) Revisiting Jallianwala Bagh, 13 April 1919. (xii) Dictionary of Martyrs: Upto Goa Liberation 1961. (xiii) The collection of source material for the history of the Yadavas- Documentation of Yadava inscriptions found in Western Region. (xiv) Documentation of Cultural Heritage and setting up of museums corners in Peripheral regions/villages of India. (xv) National Survey of Museums of India.

During the F.Y. 2019-20, Rs.13.73 Crore (upto 31st December 2019) was released to ICHR, Delhi as Grant-in-aid.

III. Indian Council of Philosophical Research (ICPR), New Delhi

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.

The Council was set up by the Government of India with the following aims and objectives: (1) to review the progress of research in Philosophy from time to time; (2) to sponsor or assist projects or programmes of research in Philosophy; (3) to give financial support to institutions and organizations engaged in the conduct of research in Philosophy; (4) 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; (5) to indicate periodically areas in and topics on which research in Philosophy should be promoted and to adopt special measures for the development of research in neglected or developing areas in Philosophy; (6) to co-ordinate research activities in Philosophy and to encourage programme of interdisciplinary research; (7) 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; (7) to give grants for publication of digests, journals, periodicals and scholarly works devoted to research in Philosophy and also to undertake their publication; (8) To institute and administer fellowships, scholarships and awards for research in Philosophy by students, teachers and others; (9) to develop and support documentation services, including maintenance and supply of data, preparation of an inventory of current research in Philosophy and compilation of a national register of philosophers. During the year 2019-20, the MHRD allocated a grant of Rs1815 lakhs.

During the year 2019-20, the Council awarded 13 General Fellowship, 52 Junior Research Fellowship whereas 1 National Fellows, 4 Senior Fellows, 13 General Fellows and 49 Junior Research Fellows who joined during 2018-19 continued in their research work.

The Council organized/ extended financial assistance for 43 Seminars/ Conference/ Symposia, 6 Philosophy Associations for their annual sessions, 5 Workshops, 9 International conferences/seminar and 5 Teachers Meets. The Council has proposed to organise 6 more Teachers Meets 10 seminars/workshops upto March 2019.

The Council extended financial support for 6 research projects in the year 2019-2020 and 24 research projects of previous years 2018-19 and 2017-18 are continuing.

Under the Lecture Programme, the Council organized 2 lectures on Yoga day, National Unity Day, Teacher's Day, Constitution Day Programme at ICPR Delhi Office/Academic Centre, Lucknow. Financial support was provided to 51 colleges

for organizing periodic lectures for promoting philosophy at local level. Financial support was also provided for the World Philosophy Day celebration to 24 Department of various Universities in the Country for organizing one day seminar/symposia/lecture etc.. For celebrating Indian Philosophers Day also, the Council extended financial support to 30 universities/institutions during the year 2019-20. Council also approved the lectures of 2 each of ICPR Visiting Professor (Indian and foreign). Hindi Pakhawara Programme was also organized at ICPR Delhi and ICPR Academic Centre, Lucknow.

Under the International Collaboration and Academic exchange, the Council organize 2nd Inter religious Dialogue between Islam and Hinduism in collaboration with Center for Inter-religious and Inter-cultural Dialogue of Islamic Culture and Relations Organization, Tehran, IRAN, held at Tehran, IRAN 24-27 August, 2019. The Council proposed to hold “Cultural Exchange Programme between Nepal & ICPR”. Under the ICPR foreign travel grants the Council extended financial supports to 2 scholars.

Under the publication activities, the Council approved Publication Subsidy to 7 scholars, Book Grants to 13 Colleges/Institutions, approved 2 monographs and 5 MSS for publication. Whereas, two Vols. of JIPCR, the Journal of the ICPR were brought out up to December 2019.

At its Academic Centre at Lucknow, the Council organized 7 different academic programmes and 9 Study Circles Programme. The exclusive philosophy reference library of the Council is having more than 36360 books.

During F.Y. 2019-20, Rs. 11.40 Crore (upto 31st December 2019) was released to ICPR, Delhi as Grant-in-Aid.

IV. Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad

Mahatma Gandhi National Council of Rural Education (MGNCRE) is an autonomous organization registered under the Andhra Pradesh (Telangana Area) Public Societies Registration

Act, 1350F (Act No.1 of 1350F), established by the Department of Higher Education in the Government of India in the year 1995 as per the Programme of Action (PoA) on National Policy on Education (NPE)-1986 under the Ministry of Human Resource Development (MHRD).

The Council strives to promote resilient rural India through Higher Education interventions. MGNCRE designs, develops and promotes curriculum inputs for higher education programmes offered by Universities and Autonomous Institutions in India and seeks to usher in rural change and inclusive growth as a catalyst organization with the following main objectives:

- (i) to promote Higher Education covering rural concerns
- (ii) to regulate the quality of education of universities in the area of rural higher education in India;
- (iii) to design a variety of courses at the tertiary level around emerging rural occupations;
- (iv) to encourage field-oriented courses of universities and
- (v) to promote action research as a tool for social and rural reconstruction and advise the Government on all such matters pertaining to higher education on rural aspects as may be referred from time to time.

During the year, the Council in partnership with various Central / State Universities promoted Rural Education and Curriculum Development.

The activities mandated to MGNCRE in 2019-2020 were under these main domains:

- Curriculum Development
- Experiential Learning – Gandhiji’s Nai Talim
- Rural Immersion & Community Engagement
- FDPs/Workshops/Roundtables under PMMMMNTT
- SFDRR related Capacity Building Programmes for HEI Faculty in partnership with UNICEF
- Industry-Academia Meets cum Exhibitions on Waste Management in 15 HEIs
- Monitoring and Implementation of Swachhta Action Plan in 100 HEIs and 200 villages

- Unnat Bharat Abhiyan (UBA) Activities as a Regional Coordinating Institute
- Internships
 - Curriculum development on ***BBA and MBA in Rural Management as well as MBA in Waste Management and Social Entrepreneurship were major academic achievements.***
 - The Jal Shakti Campus and Jal Shakti Gram Manuals were prepared and released nationwide in 25 states and 6 Union Territories through the Chancellors of State Universities who are Governors of respective States. In addition, in Union Territories the Lt Governors and Administrators were involved in the programme which was simultaneously conducted across the country on 2nd October. This will have far reaching effect in getting Higher Education Institutions involved in Water Conservation Movement in campuses and neighbourhood villages and had a great impact on HEIs.
 - Continuing our previous agenda of Faculty Development Programmes FDPs and workshops and roundtables, we are instilling the spirit of Gandhiji's Nai Talim and Rural Community Engagement in all states slowly and steadily.

The details of the programmes conducted by the Council during the year 2019-2020 are as stated below:-

MHRD	
Round Tables	30 (Achieved 2019-20 commitment)
Workshops	30 (Achieved 2019-20 commitment)
Faculty Development Programmes	30 (Achieved 2019-20 commitment)
PMMMNTT	
Round Tables	60 (Achieved 2019-20 commitment)

Workshops	80 (Achieved 2019-20 commitment)
Faculty Development Programmes	40 (Achieved 2019-20 commitment)
Swachhta Action Plan	
Round Tables	5 (Achieved 2019-20 commitment)
Workshops	4 (Achieved 2019-20 commitment)
Faculty Development Programmes	3
Industry-Academia Meets cum Exhibitions 10	
HEI Visits	100 (Achieved 2019-20 commitment)
Village Visit	200 (Achieved 2019-20 commitment)
UNICEF (SFDRR and WASH Volunteerism) (Telangana, Andhra Pradesh and Karnataka)	
Round Tables	2
Workshops	6
Faculty Development Programmes	3
Rural Immersion Training Programs (RITPs)	16
UBA Activities	
Roundtables	27
Workshops	05
FDPs	3
Collectors' Meeting	11
Follow Up Meeting with Institutions	07
Research and Scholarship	
Interns	120 (Achieved 2019-20 commitment)
Minor Research Projects	47 (Achieved 2019-20 commitment)
Action Research Projects	35 (Achieved 2019-20 commitment)
Case Studies	200 (Achieved 2019-20 commitment)

Research Publications	40 (Achieved 2019-20 commitment)
MBA Rural Management Caselets	41 (Achieved 2019-20 commitment)
MBA Waste Management Caselets	10 (Achieved 2019-20 commitment)
National Consultation on Rural Management Curricular Framework	3

Curriculum Development

BBA in Rural Management

MBA in Rural Management

MGNCRE's contribution to India's rural concerns has been significant, and now another milestone is developing Curriculum on Rural Management for Bachelor's and Master's Degree. This is the result of our 2 year effort along with several Institutions including IRMA, XIMB, KSRM, Kalyani University, Patna University, Goa University, Mizoram University, Viswabharathi University, Bangalore University, Kumaun University and Satavahana University spearheaded by MGNCRE.

Course Books

MBA in Waste Management and Social Entrepreneurship

The books have been developed by Subject Matter experts. The MBA program is now approved by AICTE. 15 HEIs have come forward to offer the MBA Program.

Rural Management

The books on Rural Management have been developed by Subject Matter Experts.

Publications

Journal

Indian Journal of Rural Education and Engagement (IJREE) – Volume 4 was published in September. It is a blind peer reviewed half yearly

Scholarly Journal published by MGNCRE. The journal is basically intended to diffuse Scholarly information on Academia Community Engagement/ Rural Engagement and its related issues such as Rural Education, University Community Engagement, Rural Tourism, Rural Entrepreneurship and Rural Communication. It publishes research and review papers, intended notes on Community Engagement and Education. It is intended to benefit the academia, policy makers, government departments and all others interested in Rural Community Engagement.

Newsletters (English and Hindi)

Connect–10 Newsletters in English and Hindi each offering a ringside view of the several activities of MGNCRE are published every month. The whole gamut of activities of MGNCRE are captured and complemented by activity photographs.

Swachh Campus (Vernacular)

Swachh Campus, a Standard Operating Procedure (SOP) manual identifies the responsibility of the persons and indicates the processes of waste management. This manual is for supporting this task of promoting cleanliness on the campus and promoting a culture of taking responsibility to keep the campus clean through continuous monitoring and practice. Swachh Campus initiative builds not only community hygiene but also public health in over 6,55,000 villages. The manual originally launched in English in 2018 was translated into 10 vernacular languages.

Swachh Rankings 2019-2020

- Compiled at the behest of the Ministry, the book is Submissions by Higher Education Institutions for Swachhta Rankings for the year 2019. The Swachhta mission enthusiastically observed by Universities/ HEIs has given fruitful results both on and off campus. A total number of 3515 residential and 3405 non-residential colleges participated in the entire nationwide campaign.

Swachh Campus – Institutional Achievements 2019

- Exercise to rank Universities and Higher Educational Institutions on the basis of cleanliness and hygiene has become annual now. Factors such as student: toilet ratio, kitchen hygiene, campus green cover, solid and liquid waste management, garbage disposal, solar energy usage and other relevant areas are assessed. Some of the best practices followed by them are documented here at the instance of the Ministry.
- The Jal Shakti Abhiyan initiated by the Ministry of Water and Sanitation is focused on water conservation and providing safe drinking water to whole of India. It is heartening to note that we are working parallelly with the government in this initiative. For the Swachhta Pakhwada Week – September 1 – 15, in pursuance of Jal Shakti Abhiyan, our Jal Shakti Campus and Jal Shakti Gram manual has been prescribed which is also now available on the ministry's webpage at the link - [https:// mhrd.gov.in/manual-jal-shakti-campus-and-jal-shakti-gram](https://mhrd.gov.in/manual-jal-shakti-campus-and-jal-shakti-gram). All Heads of Universities and Colleges have been requested to adopt the manual for suitable action.

During F.Y. 2019-2020, Rs.236.64 Lakh (as on 31.12.2019) was released to MGNCRE, Hyderabad as Grant-in-aid.

V. Indian Institute of Advanced Study (IIAS), Shimla

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. Rashtrapati Nivas itself, and the natural surroundings which constitute the estate, provides an ambience conducive to living a life of the mind and exploring the different facets of the human condition.

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 6th Rabindranath Tagore Memorial was organised at the IGNC Auditorium, New Delhi on 17th December 2019. The Hon'ble Vice President of India Shri Venkaiah Naidu delivered the Lecture on "*Vision for the New India*"
2. **Dr. Sarvepalli Radhakrishnan Memorial Lecture:-** The 24th Dr. Sarvepalli Radhakrishnan Memorial Lecture was organised at India International Centre, New Delhi on 21st November 2019. His Holiness Dalai Lama delivered the lecture on "*Universal Ethics*".

3. **Seminars, conferences, symposia and round tables:** During the year, IIAS organized eight National seminar, one International seminar, four National Conferences, one International symposia, one Study week.
4. **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 thirty seven weekly seminar.
5. **Best mind of India series:-** During the year, two lectures were delivered by the Invited speakers. Lecture on great minds from the past or themselves be considered leading living experts in their respective fields.
6. **Distinguished Lecture series:** The Institute organized six distinguished lecture series by the eminent people from all walks of life who would speak on a wide –ranging spectrum of topics of wider national and international interest.
7. **Special lectures by Visiting Professors and Visiting Scholars and Guest fellows:** The IIAS organised four lectures delivered by the Visiting Professors and fifteen lectures by the visiting scholars and one lecture by Guest fellow.
8. **Inter- University Centre for Humanities an Social Sciences:** Associates also take part in seminars and conferences Sixty four IUC Associates presented papers during period under report.
9. **Foundation day:** IIAS Shimla celebrated its Foundation Day on 20th October 2019.
10. **Funding:** During the F.Y. 2019-20 upto 31st December 2019, the total GIA received by IIAS is Rs. 1368.50 Lakh.

Association of Indian Universities (AIU), New Delhi

Association of Indian Universities (AIU) is an Apex Inter-University organization established

to bring all higher education institutions in India to a common platform to protect the interest of Indian higher education and to promote it at global level.

SIS AND JOURNEY

On 23rd March, 1925, Association of Indian Universities was incepted as 'Inter-University Board of Education', an authorized central agency to develop Indian higher education to highest standards with concerted efforts of all universities and other higher education bodies together. It was registered under Societies Registration Act, 1860, on September 29, 1967 and was rechristened as Association of Indian Universities (AIU) in 1973. It is now a flagship body for Indian higher education institutions and valued source of research-based policy advice institution to the Government of India. Starting as wide eyed startup with higher education as its focus, it is growing resiliently and resolutely adding new and allied dimensions like Equivalence of Degrees/Qualifications of Indian and Foreign Universities, Research and Training, Sports, Cultural Activities, Promotion of Youth Affairs etc. into its ambit. Apart from cooperating and coordinating among universities and national and International bodies in matters of common interest, AIU has been playing a vital role in shaping Indian Higher Education by being an integral part of all major decision making Committees and Commissions of higher education in the Country.

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 liaison between the universities and the Government (Central as well as the State Governments) and to co-operate 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.

AIU New Initiatives: Recently, AIU has taken some new initiatives and introduced some value added services like AIU Admission Portal, AIU Job Portal, Good Practices and AIU Collaboration Portal. In order to improve transparency, speed, accuracy and efficiency, AIU has also entered into the Digital Era by automating all the existing AIU activities for betterment of services provided to all Stakeholders across the Globe.

Equivalence and Recognition of Qualifications: AIU is vested with the authority of according academic equivalence to the degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses and employment. During financial year 2019-20, 2600 Equivalence Certificates were issued to Indian and Foreign students during 1st April, 2018 to 18th February, 2020.

Membership: As on date, a total of 771 universities are members of AIU. These include 756 Central Universities, State Public Universities, State Private Universities, Deemed to be Universities and Institutions of National Importance. In addition, 16 International universities are also Associate members of AIU.

Annual and Zonal Meets of the Vice Chancellors/Directors: Continuing with its tradition, AIU organized five Zonal Meets in the year 2019-20 and one Annual General Meet of the Vice Chancellors/Directors scheduled to be held from 23-25 March, 2020.

National Seminars/International Conferences/Roundtables: During the year, AIU organized 08 Round table of Vice Chancellors and 09 other additional activities.

Capacity Building Seminars/Workshops/Conferences: AIU organized 05 capacity building seminars/conferences/workshops for improving the quality and efficiency of the higher educational institutions.

Anveshan: AIU organized 05 Student Research Convention and 01 National Convention during the FY 2019-20.

International Collaborations: AIU has been playing a proactive role in promoting international collaboration in the field of higher education. AIU supports MHRD by providing input and comments on MOUs and educational exchange and development programmes with other countries at the bilateral as well as multilateral level.

Youth Affairs: AIU organized National Youth Festival at Amity University, Noida during February 3-7, 2020 and conducted five Inter-University Zonal Youth Festivals at The Assam Royal Global University, Guwahati during November 11-15, 2019 (East Zone) Alagappa University, Karaikudi, TN during December 18-22, 2019 (South Zone), Jiwaji University, Gwalior during December 18-22, 2019 (Central Zone), Guru Nanak Dev University Amritsar, Pb during December 25-29, 2019 (North Zone) and UkaTarsadia University, Gujarat during December 27-31, 2019 (West Zone). The 1st AIU International Youth Festival was organized at Chandigarh University, Chandigarh during September 25-27, 2019. The 4th Inter-University National Qawwali Competition was organized at Indira Gandhi National Tribal University in Collaboration with Association of India Universities on 6th and 7th November, 2019. The South Asian Universities Youth Festival (SAUFEST) is scheduled to be held at Kurukshetra University, Kurukshetra during February 24-28, 2020. 1st AIU National Moot Court Competition was organized at Rajiv Gandhi National University of Law, Patiala, Pb. 1st AIU National Women Student Parliament is proposed to be held during March 28-30, 2020 at Mewar University, Rajasthan.

Funding: Substantially financed by the annual subscription received from the member Universities, revenue generated through Publications and Equivalence of Qualifications, AIU receives grants from the Government of India, Ministry of Human Resource Development. During the F.Y. 2019-20, AIU received of Rs. 225.00 Lakh as Grant-in-aid.

EdCIL (India) Limited

EdCIL (India) Limited is a Category - I, Mini-Ratna Central Public Sector Enterprise under the administrative control of the Ministry of Human Resource Development, Government of India. It is the only CPSE under Ministry of HRD. The Company offers Project Management and Consultancy Services in the entire education and human resource development value chain within India and overseas.

EdCIL is an ISO 9001-2015 & 14001-2015 Certified Company. The Company has in the past four years registered rapid growth with the turnover having reached to Rs 317 crores in FY 18-19. The PAT in the said period has increased to Rs 30 crores.

Clients of EDCIL include most State and Central Govt. Departments including MHRD, PSUs and Autonomous bodies including IITs, NITs, IIMs, IIITs, IISERs, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School Society. The company has also executed several projects overseas including the recently executed order for supply of 39680 Education Tablets for Class-I, II & III children of Mauritius. The company is presently executing a Govt. of India's large scheme named "Study in India" to attract higher numbers of overseas students to study in quality higher education institutes in India.

Service Spectrum

EdCIL undertakes end-to-end projects on turnkey basis from concept to commissioning in the Educational space and ensures effective management of activities from identification of objectives through continuous monitoring leading to optimal fulfilment of targets within the stipulated time frame.

The verticals have 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 our core competency in all areas of Education and human resource development. EDCIL presently has strong verticals in the following areas:

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





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BOOK PROMOTION

Book Promotion

National Book Trust (NBT)

The National Book Trust, India, an autonomous organization under the Ministry of Human Resource Development, Government of India, was established in 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 arrange Book Fairs/Exhibitions and take all necessary steps to make the people book minded in the country.

Activities of the Trust

(a) Publishing

The Trust 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 for all age-groups. The Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates. The NBT publications are moderately priced in English, Hindi and other regional languages. The NBT publishes books under 21 series like (a) India-The Land and the People (b) Popular Science & Social Science (c) Folklore (d) National Biography and Autobiography of Indians who have made outstanding contribution towards the development of Indian Society, culture, science,

economy, polity etc. (e) Nehru Bal Pustakalaya (f) Creative Learning (g) Books for neo-literates (h) AadanPradan for forging national integration through exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k) General series (l) Braille books (m) Veergatha series (n) Women Pioneers and (o) Navalekhan Mala.

The 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 been trying to adapt 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. While strengthening its ongoing activities, the Trust has also initiated special efforts towards publishing books in many minor languages like Dhurbi, Dorli, Gondi, etc. The Trust pays special attention to those genres of publishing, which, 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 2019, the Trust has brought out 1751 titles in English, Hindi and other Indian languages as under:

Number of titles brought out by NBT

S. No.	Language	Original	Translation	Reprint	Revised	Total
1.	Asamiya	0	07	0	0	07
2.	Asuri	0	03	0	0	03
3.	Bangla	0	0	144	0	144
4.	Bhutia	0	03	0	0	03
5.	Biho	0	03	0	0	03
6.	Birajia	0	03	0	0	03
7.	English	05	01	387	0	393
8.	Gujarati	0	0	274	01	275
9.	Hindi	45	08	601	02	656
10.	Ho	0	09	0	0	09
11.	Kannada	0	0	15	0	15
12.	Khadiya	0	05	0	0	05
13.	Khasi	0	0	01	0	01
14.	Kokborok	0	0	10	0	10
15.	Kudukh	0	06	0	0	06
16.	Maithili	0	04	0	0	04
17.	Malayalam	0	50	0	0	50
18.	Marathi	02	12	01	34	49
19.	Mizo	0	08	0	0	08
20.	Mundari	0	06	0	0	06
21.	Odia	04	05	49	0	58
22.	Punjabi	03	02	11	0	16
23.	Sanskrit	0	05	01	0	06
24.	Spanish	0	12	0	0	12
25.	Tamil	0	05	0	01	06
26.	Urdu	01	01	0	01	03
	Total	60	150	1535	06	1751

Sale and Distribution of NBT Publications

NBT publications are promoted at schools, panchayats, anganwadis, institutions etc. through display, sales exhibitions, mobile exhibitions and

collaborations etc. NBT books are sold at NBT managed 13 physical bookstores in 11 cities – Delhi, Mumbai, Kolkata, Bangalore, Chennai, Hyderabad, Kochi, Guwahati, Agartala, Cuttack

and Patna. These bookstores are well managed and stock NBT books in many Indian languages. NBT books are also available at retail stores through its trade partners. For convenience of the buyers, NBT books are sold through its online web portal www.nbtindia.gov.in. NBT has also made its titles available on other digital marketplaces like Amazon. During the period under review, i.e. April to December 2019, NBT sold about 2.15 crore copies of its publications. NBT also sells e-books through its mobile app available on android and ios platform.

Organization of Book Fairs in India

During the period from April 2019 to December 2019, the Trust organised 06 Book Fairs across the country including Ajmer Book Fair (13 – 21 April 2019), Dharamshala Book Fair (27 April – 5 May 2019), Ujjain Book Fair (31 August – 08 September 2019), Tuticorin Book Fair (7-15 September 2019), Udaipur Book Fair (12-20 October 2019), and Bilaspur Book Fair (9 – 17 November 2019).

Book Promotional Activities in North East

The Trust also stepped-up its book promotional activities in the Northeast through a number of Book Fairs, literary activities and special sales drive. During the year under review, the Trust, as part of North East Book Fair held at Assam Engineering Institute playground from (1-12 November 2019), organized the North East Day on the second day of the Fair. The programme was organized in association with All Assam Publishers and Booksellers Association. The daylong celebration included a quiz competition on language and literature of North East for children; a panel discussion on the topic 'Literature and Society in North East: Connections and Influences' and a North East Folk cultural programme.

Organization of New Delhi World Book Fair 2019

The Trust organised the annual New Delhi World Book Fair, 2019 from 5 to 13 January 2019 at Pragati Maidan, New Delhi. The Fair was organised in association with India Trade Promotion Organisation (ITPO). Shri Prakash Javadekar, Hon'ble Minister for Human Resource Development, Government of India inaugurated the Fair. Sheikh Fahim Bin Sultan Al Qasimi, Executive Chairman of the Department of Government Relations, Sharjah was the Guest of Honour. Mr. Ahmad bin Rakkad Al Ameri, Chairman, Sharjah Book Authority; Shri J. L. Kaul, Padma Shree Awardee and Secretary General, All India Confederation of the Blind; Mr. Habib Yousff Abdallah Al Sayegh, Authors's representative from Sharjah; Shri R. Subrahmanyam, Secretary, Minister of Human Resource Development and Shri Deepak Kumar, Executive Director, ITPO were felicitated on the occasion.

New Delhi World Book Fair 2019 focused on 'Books for Readers with Special Needs'. The walls of the pavilion were decorated with the panels and posters of well-known differently-abled celebrities like Stephen Hawking. Besides there were panels of books on and for persons with special needs, panels defining disorders like, autism, etc. The pavilion exhibited over 500 books including Braille books, audio books, silent books, tactile books, integrated print-Braille books, books for differently abled, children with sight or ear impairment, autistic kids, children/reader with ADHD, behavioural/psychological problems/anxieties etc.,. Nearly 800 publishers, booksellers and distributors participated in the Fair including foreign participants from 20 countries like, Belgium, Canada, China, Denmark, Egypt, France, Germany, Hungary, Iran, Italy, Mexico, Nepal, Pakistan, Poland,

Slovenia, Spain, Sri Lanka, Sweden, UAE, and United Kingdom. Besides, international organizations like UNESCO and WHO were also at the Fair.

The other major features of the New Delhi World Book Fair were Authors' Corner, CEOSpeak over Chairman's Breakfast, New Delhi Rights Table, Children's Pavilion, etc.

Promotion of Indian Books Abroad

In order to promote Indian books abroad, the Trust participates in various International Books Fairs by displaying a cross-section of representative Indian publications brought out by various Indian publishers. Since 1970, the Trust has participated in more than 350 International Book Fairs. During the period under review the Trust participated in 9 such International Book Fairs, including Abu Dhabi International Book Fair (24-30 April 2019); Tehran International Book Fair (24 April to 04 May 2019); Warsaw Book Fair (23-26 May 2019); Beijing International Book Fair (21-25 August 2019); Colombo International Book Fair (20-29 September 2019); Baku International Book Fair (27-29 September 2019); Frankfurt International Book Fair (16-20 October 2019); Sharjah International Book Fair (30 October-9 November 2019); Guadalajara International Book Fair (30 November-8 December 2019)

NBT FAP

To promote Indian books abroad, the Trust has initiated the 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. So far financial assistance has been extended for: *The Missing Queen* by Samhita Arni (originally published by Zubaan) published by Lit Edizioni SRL in Italian; *My Little India* by Manoj Das (originally

published by NBT, India) published by Booksea Publishing in Korean; *Looking Back: India in 20th Century* (originally published by NBT, India) published by Booksea Publishing in Korean and *Stories by Ambai* by Ambai (originally published by Kalachuvadu) published by Editions Zulma in French. As part of this programme, the Trust organized the seventh Rights Table Forum for publishers during the New Delhi World Book Fair, 2019, in which over 60 publishers from India and abroad participated. Besides, major publishers from across India, foreign participants included publishers from China, Egypt, France, Iran, Japan, Kenya, Singapore, UAE, and United States of America.

Pustak Parikrama - Organizing Village-level Mobile Exhibitions

The Trust has been organizing village level Mobile Book Exhibitions to make books available at remote areas throughout the country where sufficient bookshops are not available. So far it has organised more than 16000 Mobile Exhibitions throughout the country including the North eastern states. During the period under report, the Trust organised Mobile Book Exhibitions at about 71 places in 6 (Six) states including Delhi, Uttarakhand, Himachal Pradesh, Punjab, Rajasthan and Uttar Pradesh.

National Centre for Children's Literature (NCCL)

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 for monitoring, coordinating, planning and aiding the publication of books for children in the country. The primary objective of setting up the NCCL is to collect and make available Indian and foreign material and expertise which are

relevant to the promotion of a rapid and balanced development of children's literature. 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. With a view to promote and develop the reading habit of the children at the school level, the NCCL encourages setting up of Readers' Clubs at the schools throughout the country and also conducts surveys and takes up research work relating to children's literature. During the period under review, the NCCL established 33,000 Readers' Clubs, besides organizing meet-the-author programmes, storytelling sessions, workshops, seminars, Readers' Club Orientation programmes and other children's activities in various parts of the country. In addition, four quarterly issues of *Readers' Club Bulletin*, a bilingual magazine for promotion of reading habit among children were also brought out. During the period, over 60 programmes for children were held at different places across the country.

Celebration of NBT Foundation Day

The eighth NBT Foundation Day Lecture on 'Books and Reading in Today's India' was organized to mark NBT's 62nd Foundation Day celebrations in Vasant Kunj, New Delhi on 1 August 2019. Shri B K Sharma, former Chairman, NBT delivered the lecture. In his lecture, Shri Sharma said that, "Our civilization has gifted the world, the most ancient books – the Vedas."

"The four Vedas, Rigveda, Yajurveda, Atharveda and Samveda, according to him, are treasure house of knowledge," said Shri B K Sharma. He brought into light the philosophical and scientific aspects of Vedas. Shri B K Sharma concluded by saying that our objective should focus on publishing books that are remembered forever. The publishing industry should not only focus on providing jobs to the youngsters but also publish

books that give vivid knowledge to them.

"For any organization, the day of its foundation is very important," said Prof. Govind Prasad Sharma, Chairman, NBT. He said that because of continuous hard work and sincere efforts of the employees of the Trust since its establishment, NBT has achieved a lot. He thanked the employees of the Trust for their contribution and remarked that with its growth, the responsibilities too have increased.

Earlier, Ms Neera Jain, Director, NBT welcomed the guests present on the occasion. On this occasion, the employees of the Trust who completed 25 years of their service were also felicitated.

New Initiatives

Samagra Shiksha

Under this initiative, age group-wise books for school children in more than 50 Indian languages including tribal languages have been published by the Trust. Covering around 1.5 lakh schools of 16 states and Union Territories, the highlights of the programme include publication of two crore books of different genres; creation of 25,000 Readers' Clubs; publication of over 200 Braille books in five languages as well as publication of over 300 illustrated books, chapter books, tactile books, silent books, e-books, etc.

Books for Children with Special Needs

To coincide with the theme of the New Delhi World Book Fair 2019, which was 'Books for Readers with Special Needs' and to further augment its publishing programme in Braille languages, the Trust has brought out quality publications in braille, tactile, audio/digital formats for readers with special needs.

So far, around 300 books have been published in Hindi, English, Gujarati, Kannada, Malayalam,

Marathi and Tamil. These books were exhibited at the Theme Pavilion at NDWBF 2019. On this occasion, Braille Catalogue was also released.

Guest of Honour Presentation at Abu Dhabi International Book Fair

India was designated as the Guest of Honour at the 29th edition of Abu Dhabi International Book Fair held from 24 to 30 April, 2019. National Book Trust, India was the nodal agency coordinating the Guest Country Presentation at the Book Fair. A strong delegation of nearly 100 delegates comprising of authors, children writers, science communicators, artists, CMDs, Directors, Senior publishing professionals of 21 publishing houses led by Prof. Govind Prasad Sharma, Chairman, National Book Trust, India participated at the Fair.

With the slogan ‘Let Our Lives Be Open Books,’ the India Pavilion housed 21 Indian publishers from across the country, in addition to Illustrator’s and Author’s Corner, Children’s activity area, Literary programmes and Cultural events stage, Mahatma Gandhi installation, Indian Books Rights’ Exchange Corner and Catalogue Showcase, Business Club, Reading spaces display, Indian Banyan Tree installation highlighting the plurality and diversity of Indian languages. Several literary events, children’s activities and other programmes being held at the India Pavilion, including various business sessions like India and Arab/Emirati Round Table conferences, NBT special exhibition of Indian languages.

Some of the important delegates included eminent authors, artists and publishers such as Pandit Birju Maharaj; Prof. Manoj Das; Shri Madhav Kaushik, Vice-President, Sahitya Akademi; Shri Birad Rajaram Yagnik; Ms Preeti Shenoy; Shri Divik Ramesh; Shri Sarjoo Katkar, Ms P Sivakami, Ms Rakshanda Jalil; Ms Indu Menon; Prof. Zikurur Rahman; Ms S. Saradakutty; Shri

Surjit Patar; Shri Amish Tripathi; Shri Lalit Behari Goswami; Dr Anjana Chattopadhyay, Shri Nand Kishore Pandey, Director, Kendriya Hindi Sansthan, Agra; Shri Aquil Ahmad, Director, NCPUL; Ms Viky Arya; Shri Ramesh Mittal, Chairman, CAPEXIL and President, FIP; Shri A K Sinha, Director, IGNSA; Shri Arvind C Ranade of Vigyan Prasar; Shri Rajendra Bhatt, Director, Publications Division; Prof. M Siraj Anwar of NCERT; Shri Harpreet Singh; Shri Jasbeer Jassi and Shri Kutle Khan.

Guest of Honour Presentation at Guadalajara International Book Fair, Mexico

India was designated as the Guest of Honour at the 33rd edition of Guadalajara International Book Fair (*Feria Internacional del Libro de Guadalajara*), Mexico held from 30 November to 8 December 2019. National Book Trust, India was the nodal agency coordinating the Guest Country Presentation at the Book Fair.

The India Pavilion was formally inaugurated by Shri Sanjay Dhotre, Hon’ble Union Minister of State of Human Resource Development, Government of India and by Shri Manpreet Vohra, Ambassador of India to Mexico in the presence of Mr Ricardo Villanueva, the Rector of the University of Guadalajara; Mr Raúl Padilla, President of the FIL Guadalajara; Ms Marisol Schulz, Director-General of FIL; Ms Neera Jain, Director National Book Trust, India and Mr Alejandra Frausto, Secretary of Culture of Mexico.

On this occasion, Shri Sanjay Dhotre released two Spanish translations of NBT books, titled *Stories from Babu’s Life* and *Holidays have Come*, by Rabindranath Tagore. National Book Trust, India has published Spanish translations of 12 NBT titles.

With a huge aesthetically built India Pavilion at the book fair in around 1200 sq.m., the Pavilion

integrated the representation of Indian scripts; Books from India in English, Hindi and Sanskrit as well as those in Spanish languages; a huge Bookstore; Business Tables for Indian publishers; Rights exchange areas; Author's Corner for literary events and other activities; Digital exhibitions; Gandhi installation; and much more.

A large number of academic, literary and cultural activities were organised at the Fair to showcase the rich culture and literary heritage of India in which delegates from India participated. The Indian delegates included eminent authors and scholars including Shri Arup Kumar Dutta; Shri B R Ramakrishna; Shri Benoy K Behl; Shri Dibyajyoti Mukhopadhyay; Shri Kailash Vishvakarma, Shri Leeladhar Jagoori; Ms Madhu Pant, Prof. Makarand Paranjape; Ms Rachna Yadav; Ms Manjula Rana; Dr Sukanya Datta and Shri Yogendra Nath Sharma.

The Trust also coordinated with other national institutions and with support from the Embassy of India, brought together to the book fair representatives from Sahitya Akademi, CAPEXIL, Vigyan Prasar, Lalit Kala Akademi, IGNSA, ICCR, Central Hindi Directorate, CSTT and also private publishers.

Book Clubs

The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 680 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.

Organizing of Literary Activities like Seminars, Workshops and Book Release Functions and Publishers and Authors' Meet

During the period under review, the Trust organized over 100 literary activities like seminars; meet-the-author programmes, workshops for book promotion and book release

functions including two day Children's Literature Festival; translation workshops in Punjabi, Gujarati, Hindi, Malayalam, Marathi, Particularly Vulnerable Tribal Groups (PVTG) languages of Jharkhand; discussions on 'Printed Words in the Age of Internet,' 'Role of Books in Today's Times,' 'Literature and Media,' etc; the release of recently published NBT titles *Swadhinta Andolan Mein Uttarakhand Ki Patrakarita*, *Hamara Samvidhan: Bhav Evam Rekhanakan*, *Junglee Ghas*, *Kumbh*, *Garam Pahaadamong* others; two day National Seminar on 'Indian Children's Literature Today: New Dimensions.'

Financial Assistance Programme for Book Promotion Activities

The Ministry of Human Resource Development had entrusted the scheme of Financial Assistance to Voluntary/Private organizations for holding Seminars/Training Courses/Workshops/Annual Conventions/Book Fairs related to the Book Promotional Activities to the Trust. During the year under review, Grants were released to 04 organizations by the Trust to meet 75% of the approved expenditure of organizing Book Fairs/ Exhibitions, Seminars, Workshops, etc. The total amount of Grant given is Rs.1,24,690.

Training Courses in Book Publishing

The Trust also organizes short-term Training Courses in Book Publishing in various parts of the country with the objective to create a talent pool of trained professionals for the publishing industry. During the period under review, two short-term publishing courses were held in New Delhi (08 August -04 September 2019) and Allahabad (07-16 September 2019)

India-China Translation Programme

In a significant initiative in cultural diplomacy, the Government of India and the Government of 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 National Book Trust, India. To implement this project the External Publicity and Public Diplomacy Division of Ministry of External Affairs, Government of India and the National Book Trust, India signed anMoU, to translate the 25 Chinese works into Hindi.

About 20 Chinese literary works have been assigned for translation of which six are under various stages of production. Among which the books *Confucius Ke Chaar Granth*, translated by Prof. B R Deepak; *Rikshawala* translated by Tanvi Negi; *Dikhne Mein Khubsurat* translated by Madhurendra Jha and *Bing Xin Rachnavali* translated by Severin Kouk, have since been published.

550th Birth Anniversary of Guru Nanak Dev

To commemorate the 550th Birth Anniversary of Guru Nanak Dev, National Book Trust, India has brought out three Punjabi titles – *Guru Nanak Bani*, *Nanak Bani*, and *Sakhian: Guru Nanak Dev* – to spread across the message of Guru Nanak Dev's writings and teachings. In a specially organised function, the books were released by Dr Ramesh Pokhriyal 'Nishank', Hon'ble Minister of Human Resource Development, Govt. of India; and by Smt. Harsimrat Kaur Badal, Hon'ble Minister for Food Processing Industries, Govt. of India, at Shri Guru Teg Bahadur Khalsa College, University of

Delhi on 7 November 2019. Prof. Govind Prasad Sharma, Chairman, National Book Trust, India; Shri Manjinder Singh Sirsa, President, SGPC Delhi; Dr Jaswinder Singh, Principal, Shri Guru Teg Bahadur Khalsa College; Shri S. Tarlochan Singh, former Rajya Sabha Member and currently Chairman, governing body of Shri Guru Teg Bahadur Khalsa College; and Dr Jaspal Singh, former Vice Chancellor, Punjabi University, Patiala and Member NCMEI were also present on the occasion. The *Guru Nanak Bani* has also been published in Urdu, Odia, Marathi, Hindi and Gujarati languages and were also released on the occasion.

National Education Day

As part of National Education Day celebrations, National Book Trust, India organised a lecture on the topic 'Reading Material Other Than Textbooks Help Children' at NBT Conference Room, Vasant Kunj, New Delhi on 11 November 2019. Shri Chandra Bhushan Sharma, Chairman, NIOS delivered the lecture. Shri Chandra Bhushan Sharma talked about the importance of reading books other than textbooks and inculcating the habit of reading among children.

NBT Celebrates Hindi Pakhwada

National Book Trust, India celebrated Hindi Pakhwada from 1 to 15 September 2019. During the Pakhwada, several competitions for the employees of the Trust were organized. Besides, a lecture on the topic a lecture on 'Premchand Ki Bhasha Aur Unki Pehchaan' was organized at its premises in Vasant Kunj, New Delhi on 9 September 2019. Dr Kamal Kishore Goyenka, noted author and Vice Chairman of Kendriya Hindi Sansthan, Agra delivered the lecture. Dr Kamal Kishore Goyenka brought into light the importance of Hindi in freedom struggle of India. He said that the significance of Hindi was first recognized by Mahatma Gandhi in 1903 in South Africa. He gave a speech in Hindi there. Later

when he visited India in 1915, he accepted Hindi as a language of struggle for freedom of India. Dr Goyenka also talked about some of the unknown and interesting facts about the life of Premchand and his writings. On this occasion, the prizes were given away to the winners of competitions held during Hindi Pakhwada.

NBT Observes Constitution Day

National Book Trust, India observed Constitution Day at its premises in Vasant Kunj, New Delhi on 26 November 2019. Shri S K Sharma, former Secretary, Lok Sabha and Delhi Assembly delivered the lecture on this occasion. Shri Sharma highlighted the qualities of Constitution of India. He remarked that India has seen four wars, assassination of two Prime Ministers, Babri Masjid demolition, and yet the Constitution survived and continues to do so, even after 70 years.

World Book Day

To mark the World Book Day celebrations, National Book Trust, India in collaboration with Shri Madhya Bharat Hindi Sahitya Samiti organized a panel discussion on the topic 'Democratic Values in Children's Literature' at Indore, and a panel discussion on 'The Future of Printed Books in the Age of Internet' at Pithoragarh. The programme was organized in collaboration with Azim Premji Foundation.

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

1. 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. Administration of the ISBN system in India is the responsibility of the **Raja Rammohun Roy National Agency**

(RRRINA) which works under the aegis of Ministry of HRD and is affiliated to UK based International ISBN Agency.

2. ISBN is also known as short machine-readable identification number, which makes any book identifiable and is an essential instrument in the modern book distribution. The system helps to promote indigenous publications and in identifying publishers and individual titles.
3. Over a period of time with the growth of the publishing industry and awareness about ISBN, the request for ISBN has increased exponentially. Efforts have been made from time to time to streamline the operations of the agency which caters to the requirement of the applicants of the entire country. In this direction an attempt has been made by designing the ISBN online portal <http://isbn.gov.in> to further streamline the operations. Thus post 30th April 2016 all the ISBN applications are being processed via online portal. From 1st January, 2019 to 31st December 2019, approx. 7997 users have been registered on the portal, 13,776 applications have been received from the registered users and approx 1,68,436 ISBNs have been issued to the publishers/ authors/ seminars against their applications. Depending upon requirement/ usages, ISBNs allotted from 1st January, 2019 to 31st December 2019 are:

Category	No. of registered users allotted ISBNs (Approx.)
(10 ISBNs)	4664
(100 ISBNs)	1047
(1000 ISBNs)	33
Author/ Seminars cum Publishers	4758



ICC & Unesco

ICC Branch

International Cooperation Division is actively engaged in strengthening relations with other countries through educational cooperation and collaboration by signing Educational Exchange Programme/Memorandum of Cooperation/Understanding/Joint Declaration of Intent/Letter of Intent in the field of education. In addition to above, schemes namely Study in India (SII), Scheme for Promotion of Academic and Research Collaboration (SPARC) and ASEM DUO India Fellowship Programme are also handled in this Division. Some of the achievements 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 40 plus 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. For granting scholarships to foreign students taken admission under SII, it has been decided to conduct Indian Scholastic Aptitude Test (Ind-SAT) from the next year. EdCIL (India) Limited, a CPSE under Ministry of Education (MoE) is the implementing agency of Study in India Programme. During 2019-20, total number of foreign students who took admission

under SII is 3164, out of which scholarships were granted to 1723 students. Some short term courses (Niche courses) are also being introduced under this programme.

Scheme for Promotion of Academic and Research Collaboration (SPARC): It is an initiative of MHRD with an allocation of Rs. 418 Crore spread over a period of two years 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 600 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) and the best foreign institutions satisfying the criteria: (top-500 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, Norway, Portugal, Austria, 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 first phase of SPARC, total 394 Projects with a total budget of 25109.21 Lakhs have been approved by the Apex Committee headed by Secretary (HE)

ASEM–DUO India Fellowship Programme : DUO-India Fellowship Programme was initiated, in 2019, with the aim of promoting exchange of faculty and students between India and European countries on a balanced and permanent basis. For this program, only such institutes which are part of Joint Research Projects under SPARC are eligible to participate.

DUO-India aims to fund, every year, student-pairs and faculty - pairs for exchanges for one semester, starting from 2020 onwards to improve mobility between Indian and European institutes. In this respect, DUO-India requires that a PAIR (two persons) of students be exchanged, and they should be from any of the collaborating institution (both home and host) under SPARC projects.

In the first year 15 pairs of students (30 students, 15 each from India and ASEM countries) and 97 pairs (194 professors) of professors were awarded fellowship where as the main idea was to award fellowships to 100 pairs of students and 50 pairs of professors.

Important bilateral/multilateral meetings held during 2019-20:

ASEM: A delegation led by Secretary (HE) participated in the 2nd Senior Officials' Meeting (SOM2) and 7th ASEM Education Ministers' Meeting (ASEMME7) from 14-16th May, 2020 at Bucharest, Romania.

3rd Meeting of SAARC Ministers of Education / Higher Education preceded by Senior Officials Meeting: India participated in the 3rd meeting of SAARC Ministers of Education/Higher Education preceded by Senior Officials Meeting held in the Maldives from 9-10th October, 2019.

India–China First Joint Working Group Meeting: An Education Exchange Programme between Ministry of Education (erstwhile MHRD) and the Ministry of Education of People's Republic of China on Cooperation in the

field of Education was signed on 15th May, 2015. To implement the EEP, the First India and China Joint Working Group (JWG) meeting was held on 15th –16th October, 2019 in Beijing, China. The Indian side was led by Mr. Madan Mohan, ADG, MHRD and the Chinese side was led by Mr. Fang Jun, DDG, Department of International Cooperation and Exchanges, MoE, China.

Ministerial Meeting with Gambian Minister: Meeting of Hon'ble MoS(HRD) with Minister of Higher Education, Research, Science and Technology of the Republic of Gambia held on 29th October, 2019.

Ministerial meeting with Germany: A bilateral Minister level meeting between Hon'ble HRM and Ms Anja Karliczek, the Education minister of Germany took place during the visit of German Chancellor Angela Merkel for Inter-Governmental Consultations (IGC) on 01st November, 2019. At this meeting an addendum to MoU between India and Germany for extension of the Indo-German Partnership (IGP) Programme was signed. An MoU between UGC and DAAD was also signed at the same event to implement the IGP programme.



Photo of Bilateral meeting held on 01.11.2019

Ministerial meeting with Australia: A bilateral meeting between Hon'ble HRM and Mr Dan Tehan, Education Minister of Australia was held on 22nd November, 2019.



Photo of Bilateral meeting held on 22.11.2019

5th Australia India Education Council meeting: 5th Australia India Education Council (AIEC) meeting was held on 22nd November, 2019 which included delegations led by Hon'ble HRM from the Indian side and Mr Dan Tehan, Education Minister of Australia.



Photo of 5th AIEC meeting held on 22.11.2019

India-Australia International Education and Research Workshop: The first ever India-Australia International Education and Research Workshop was organized at Dr. Ambedkar International Centre, New Delhi on 22nd November, 2019.

G-20 Meeting: India participated in G-20 First Education Working Group Meeting under Saudi Arabia's Presidency held on 15-16th December, 2019.

Meeting with Norwegian delegation: A bilateral meeting between Norwegian delegation led by Ms. Anne Line Wold, Director General, Ministry of Research and Higher Education of Kingdom of Norway and Indian delegation led by Secretary, Higher Education, Ministry of Education was held on 03.02.2020 to discuss educational cooperation between India and Norway.

Higher Education Leadership Development Programme for Administrators: Hon'ble Minister of Education launched Higher Education Leadership Development Programme for Administrators' on 26.02.2020 which aims to deliver a leadership development programme for middle and senior level administrative functionaries in Indian Universities in collaboration with United Kingdom.

Other initiatives:

Establishment of Chairs on Shri Guru Nanak Dev Ji in Universities each in UK and Canada: The Chair has been formally established at the University of Birmingham, UK on 01.11.2019. UGC, in consultation with Indian High Commission at Ottawa and Shastri Indo Canadian Institute (SICI), is in the process of establishing Chair in one of the prominent Universities in Canada.

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.

Permanent Delegation of India to UNESCO, Paris

Executive board 206th session.

The 206th session of the Executive board was held at the UNESCO headquarters in Paris from 03rd to 17th April, 2019. Prof J S Rajput, India's representative to the Executive board attended the session from 7th to 10th April and delivered his speech in the plenary session on 9th April, 2019.

Overall 43 items were listed on the agenda of the Executive board for the 206th session. These items were examined by the Committee and Commission constituted for the purpose. The Programme and External Relations Commission (PX) examined a total of 23 items in its seven meeting and presented 31 recommendation to be adopted by the Plenary. The Financial and Administrative Commission (FA) examined a total of 7 items in 4 sessions and took a total of 20 decisions. The focus of the discussion centered around criteria for sharing of management cost which is the percentage which UNESCO earns on voluntary contributions, imbalance in geographical representations and gender balance amongst the UNESCO staff, management framework of Category 2 Institutes.

Joint meetings of the FA and PX Commission examined matters relating to carry forward of unspent funds from the previous biennium which led to extensive debates. Numerous suggestions were made for utilization of the funds for organization of Cultural forum, Budget allocation for the biennium 2020-21 were discussed. The Secretariat was asked by the previous to suggest

four options for discussion. Though extensive debates ensued but no decision could be arrived at in the said session. The secretariat made proposal to increase the appropriation limit from current 2 % to 5 % which did not find favour with the members.

Prior to the Executive board, the Preparatory Group meeting was held on 19th & 20th March, 2019 to examine 17 items of the agenda of the Executive board to save time due to the heavy agenda of the board. The meeting of the preparatory group was open to all member states of UNESCO.

During the session the plenary was held on 8th & 9th April and then on 16th & 17th April, 2019. The session on 8th & 9th April 2019 was reserved for the General Policy Debate in which all members of the Executive board took the floor to deliver an address outlining their respective priorities. From our side, Prof J S Rajput delivered the address on 10th April, 2019. The focus of the speech was the celebration of the 150th anniversary of Mahatma Gandhi, commending the efforts of the Director General in the strategic transformation of UNESCO and India's pledge to constructively engage in the effort and the importance of UNESCO work in its core mandate of Education, science and Culture and India's positive contribution in the area.

The plenary reconvened on 16th & 17th April, 2019 to approve and rubber stamp the decision taken in the Commission meetings.

World Heritage Committee

The 43rd session of the World Heritage Committee was held in Baku Convention Centre from 30 June until 10 July 2019. H.E. Mr. Abulfaz Garayef, the Minister of Culture of the Republic of Azerbaijan, chaired the session, which was attended by more than 2300 participants.

The session examined 16 agenda items divided between the following 8 subject matters including inter-alia, Reports, Examination of the State of Conservation, Establishment of the World Heritage List and the List of World Heritage in Danger, Global strategy for a representative, balanced and credible world heritage list, Periodic reports, Working methods and tools and Financial and administrative issues.

India has included the nomination of the Walled City of Jaipur for inscription in the representative list of the World Heritage site. A strong delegation led by former Permanent Representative of India to UNESCO, Mr Vinay Sheel Oberoi, official from the Rajasthan State Government, Representative of ASI, PDI Paris and Embassy of India Baku official participated in the Committee meeting. The nomination of the Walled City of Jaipur was inscribed on the World Heritage List taking the total number of Indian sites inscribed to 38. Furthermore, the session organized more than 30 side events and 50 exhibitions. The next 44th Session of WHC will be held in Fuzhou, China.

207th session of the Executive board.

The 207th session of the Executive board was held from 9th to 23rd October, 2019. Besides the officers of the PDI, Prof. J. S. Rajput, India's Representative to the Executive board of UNESCO attended the session and participated in the General Policy debate and delivered India's statement on 15th Oct, 2019. A total of 52 items were listed on the agenda items which were examined by the PX Commissions, FA Commissions, Joint session of PX & FA and decisions adopted in the plenary session.

The major highlights of the session are as follows:

- i) Budget adjustment arising from donations and specials contributions- Concerns were expressed at earmarked donation which did not provide opportunity to UNESCO to utilize funds based on its priorities but the donor had the liberty to prescribed conditions based on its donor's agenda. The second issue was the utilization of amount under management costs which accrued to UNESCO on voluntary contributions. After protracted deliberation the decision to utilize the amount for invest for efficient delivery was adopted by decision contained in 207 EX/56.
- ii) Human Resource Management strategy- It was suggested to manage the Human resources in an efficient manner by encouraging the geographical mobility within the UNESCO headquarter and field office with the objective of career development and keeping the staff requirements into consideration. A decision as proposed was adopted to be reviewed in later Executive board sessions.
- iii) UNESCO was tasked to report on the work of other International Organizations on different aspect of artificial intelligence with an objective of devising a standard setting instrument on the ethics of AI. Few concerns were expressed by member states relating to a gap between developed and developing countries which should be factored in the exercise. The process of debate and deliberations would continue in future sessions.
- iv) UNESCO has been working with other UN agencies in prevention of violent extremism related initiatives to prevent hate speech and present its report in each session of the board.
- v) Memory of the World Programme- A comprehensive review of the programme

has been undertaking to iron out the difference amongst member states through an open ended working group which has been deliberating for some time to reach a consensus. The aim to de-politicization of the programme since some member states have endeavored to place on the programme some elements controversial in history. No consensus has so far been reached and it has been decided to extend the mandate of the working group which has expired.

- vi) Future of the International Bureau of Education (IBE)- IBE was a Category I Institute of UNESCO based in Geneva and funded by the Swiss Government. The Institute has run into problem for some time now due to reduced funding from the donor and the Swiss Government. The issue was taken by for possible solutions and various options were explored which included shifting the Institute to some other locations or UNESCO Headquarters. It will come up for discussion in the next session.
- vii) Draft Programme and Budget (40 C/5)-It relates to the budget for biennium 2021-22. The Secretariat was to propose options for funding of the organization and realization of resources with various options. A budget scenario of 534.6 million was put in bracket as there was no consensus on amount since it would result in enhanced contribution percentage which would have a greater impact for big contributors.

40th session of the General Conference of UNESCO

The 40th session of the General Conference of UNESCO was held at the UNESCO Headquarters in Paris from 12th November, 2019 to 27th

November, 2019. The agenda of the General conference included overall 15 items including sub items under each agenda items. The session began with the introduction by the President of the 39th session of the General conference after which election was held for a New President and 6 Vice Presidents, one from each electoral group. Mr. H. E. Ahmet Altay Cengizer Ambassador, Permanent Delegate of Turkey was elected as the President and from the ASPAC the Ambassador of Japan was elected as the Vice President.

Elections were also held for the electoral group of the Executive board. The Executive board has 58 seats and election to half of the seats, is held every two years during the General Conference. The ASPAC group to which India belong, elected Afghanistan (147 votes), Kyrgyzstan (157 votes), Myanmar (142 votes), Pakistan (154 votes), Republic of Korea (158 votes) and Thailand (156 votes) to the Executive board.

Elections were also held for members of Committees, Commissions and other subsidiary organs established by the General Conference.

The Indian delegation to the conference was led by Shri Ramesh Pokhriyal Nishank, Hon'ble Minister of Education who delivered his speech in the General Policy debate on 15th November, 2019.



Photo of 40th session of the General Conference of UNESCO held from 12-27th November, 2019

In addition to the General Conference, certain side events like the Youth Forum, Forum for Minister of Culture and High level Ministerial meeting on Education were also held. Hon'ble Minister of Education participated in the High level Ministerial meeting on 13th November, 2019. Mr Arun Goel, Secretary of the Ministry of Culture attended the Forum for Ministers of Culture on 19th November, 2019. The purpose of this meeting was to discuss the way forward in the areas of work related to various themes on the issue.

The items on the agenda of the General Conference were examined on thematic basis in Education Commission, Science Commission, Social and human Science Commission, Cultural Commission, Communication and Information Commission and the Administrative and Programme Commission. These Commissions which are open to all member states examined the items and proposed decision which were finally adopted in the plenary session of the General Conference.

The highlights of the major decisions taken are as follows:-

- (i) **Education:** Implement the programme for the period 2020-21 along 3 objectives of providing support to member states, empowering learners and coordinating the agenda 2030 and addressing UNESCO priorities of gender equality and Africa. Monitoring the functioning of the Category I Institute and their contribution in realization of the objectives of Agenda 2030. Two Category II Institutes have been approved, one is the IEPA in Ghana and other is OCE in Paris on climate change. One important decision taken was the organization of a conference in June 2020 in Berlin to develop a framework for ESD
- (ii) **Natural Sciences:** Implement the programme for the period 2020-21 along with 2 strategic objectives of strengthening science, technology and innovation systems and policies nationally, regionally and globally and also promoting international scientific cooperation on critical challenges to sustainable development. The main line of action would be to harness basic science and technology for sustainable development, management of natural resource, disaster risk reduction and Climate change action and improving knowledge and strengthening capacity at all level to achieve water security. The implementation is to be achieved through various programme and Category I & II Centers of UNESCO. An innovative plan of action is drawn on the desirability of a recommendation on open science.
- (iii) **Social and Human Science:** Implement the programme for the period 2020-21 with the strategic objectives of supporting inclusive social development, fostering intercultural dialogue for rapprochement of cultures and promoting ethical principles, mobilizing knowledge and embedding rights and ethics to foster and achieve social inclusion and equitable societies, fostering intercultural dialogue and engaging young women and men for peaceful and participatory societies. The line of action is to modify the statutes of the existing mechanism to bring it in conformity with the objectives, establishment of category 2 Centres, devising the standard setting instrument viz. the ethics of artificial

intelligence and elimination of racial hatred and discrimination in the world.

- (iv) **Culture:** Implement the programme for the period 2020-21 with strategic objectives of Protecting, promoting and transmitting heritage; Fostering creativity and the diversity of cultural expressions. The main line of action is to strengthen the Cultural Conventions, operationalizing through Category 2 Centres and celebration of international days and providing funding through dedicated funds source like the International fund for promotion of Culture.
- (v) **Communication and Information:** Implement the programme for the period 2020-21 with the strategic objective of Promoting freedom of expression, media development, and access to information and knowledge. The main line of action is through Fostering freedom of expression online and offline, promoting all aspects of the safety of journalists, advancing diversity and participation in media, and supporting independent media and building knowledge societies through ICTs by enabling universal access to, and preservation of, information and knowledge. The implementation is through various Category 2 Centre, devising standard setting instrument and implementation of Open Educational Resources and celebration of events like Global and media Literacy week.

Besides the programmatic issues discussed above, the conference also examined matters related to administrative and financial situation of the organization, staff matters, items related to maintenance of Headquarters, issues related to proposed amendments to the constitution of UNESCO, budget allocation, Midterm strategy for the next eight year period 2022-29(41 C/4).

Details of these could be seen on the website of UNESCO at www.unesco.org.

14th session of the meeting of the Intangible Cultural Heritage Committee

The 14th annual meeting of the ICH committee was held in Bogota, Colombia from 9 to 14 December 2019. The meeting was attended by a delegation led by H.E. Shri Vinay Mohan Kwatra, Ambassador of India to France and Ambassador and PR to UNESCO and included Smt. Ananya Agarwal, Second Secretary, Permanent Delegation of India to UNESCO, Shri Anupam, Director AYUSH and Shri Padma Gurmet, Sowa Rigpa Expert.

India's dossier on Sowa Rigpa was examined by the Committee in its meeting in Bogota. Sowa Rigpa, the knowledge or science of healing is the traditional medical system of communities, which inhabit the Himalayan belt in India. Traditionally Its practicing families and Sowa Rigpa Gurus were the custodians of this ancient healing system of India. The Sowa Rigpa practice is well fitted into the socio-cultural system of Himalayan region since ages, where every village has an Amchi (practitioner of Sowa Rigpa) family to look after the public health. India's nomination dossier on Sowa Rigpa was referred to the State Party for resubmission for considered for Inscription on the representative list of UNESCO Intangible Culture Heritage by the 24 Member Committee.

Visit of Director General of UNESCO to India

The Director-General of UNESCO, Mrs. Audrey Azoulay made a 3 day visit to India from 3rd to 7th February, 2020. Her visit re-emphasizes India's close ties with UNESCO since its inception in 1946 and she shared ethos of promotion of peace and intercultural dialogue. She began her visit at Rajghat by paying her respects to Mahatma Gandhi.



**Photo of visit of Director General-UNESCO
from 3rd to 7th February, 2020**

The Director General and the Hon'ble Minister of Education, Shri Ramesh Pokhriyal Nishank, who heads the Indian National Commission for Co-operation with UNESCO, discussed issues of importance to both India and UNESCO. Shri Pokhriyal reaffirmed to the Director General that India, as a founding member of UNESCO, was committed to achieving UNESCO's goals through various national and international programmes. With over 700 million young people in India, issues of education at all levels, primary, higher and tertiary, are of great importance to both UNESCO and India. The Hon'ble Minister and the Director General discussed means by which education can benefit from technological advancements such as information technology and how to gear it up for the future in this digital age. Education for girls and their increasing participation in STEM, vocational education, teacher training, education for the weaker and marginalized sections of society and those with differently abled are also important issues that formed a part of their discussions. Together they signed the Operational Agreement extending the presence of Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) for a further period of 5 years starting from 1st January, 2020. MGIEP is a New Delhi based UNESCO's Category 1 Research Institute, maintained wholly by the

Ministry of Human Resource Development that focuses on Sustainable Development Goal (SDG) 4.7 towards education for building peaceful and sustainable societies across the world. In line with its vision of 'Transforming Education for Humanity', the institute's programmes and products are designed to mainstream social and emotional learning in education systems, innovate digital pedagogies and to put youth as global citizens at the center of the 2030 agenda for Sustainable Development.



**Photo of signing of Second operational
Agreement of MGIEP**

During her visit, DG UNESCO and Hon'ble EM jointly unveiled foundation stone for permanent premises for MGIEP in the 2 acres of land offered by UGC and to be transferred to the name of Ministry of Education by JNU which is the original owner of the land.



**Photo of unveiling foundation stone for permanent
premises for MGIEP during visit of Director General-
UNESCO from 3rd to 7th February, 2020**

The Hon'ble Minister of Culture Shri Prahlad Singh Patel also met with the Director General and reemphasized India's commitment to preserving its heritage for its future generations. We supported this endeavor by UNESCO initiatives such as the World Heritage Convention, the Convention for Safeguarding of Intangible Cultural Heritage, Creative Cities programme and the World Network of Biosphere reserves. These programmes and Conventions have helped us draw attention to various aspects of culture and environment and supported the efforts for their preservation by providing expert guidance. Shri Patel also shared his vision for the role of culture in public policies for sustainable development, the future of India's culture diplomacy in maintaining peace, the impact of the creative industries, and the emergence of the digital creative economy, on education and employment, and how culture continues to transform our cities. The subject of culture is of special importance to the Director General as she has previously served as Minister of Culture for France. As a part of the visit, the Director General also visited several World Heritage Sites in India famed for their beauty and historical significance.

The Director General also visited the Kasturba Gandhi Balika Vidyalaya that provides high quality education to the girls of disadvantaged groups in a residential school with boarding facilities at elementary level, promoting UNESCO's mandate of gender equality, a subject on which the DG delivered a lecture at the UNESCO field office in New Delhi, followed by interaction with staff and students.

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 2166 people from 46 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, 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 2019-20 being Rs.18.20 crore.

Dr. Karan Singh, former Member of Parliament, Rajya Sabha, has been appointed as Chairman, Auroville Foundation vide Notification dated 23rd November, 2016.

Sh. P.R. Srinivasamurty, Under Secretary, Auroville Foundation is presently looking after the charge of Secretary, Auroville Foundation as the post of Secretary fell vacant on 13th June, 2019. Appointment of a new Secretary is under process.

Shastri Indo Canadian Institute

Ministry of Human Resource Development, Government of India and Shastri Indo-Canadian Institute (SICI) have signed, on 15th July, 2016, an ADDENDUM X to the Memorandum of Understanding (originally signed on 29th November, 1968) for a period of five years i.e. from 1st April, 2016 to 31st March, 2021 after obtaining approval of the Union Cabinet. Subsequent to the signing

of the Addendum, Indian Advisory Council and Administrative Committee were formed. The first meeting of the Indian Administrative Committee with respect to the Xth addendum was held on 3rd October, 2016 and the 50th Meeting of the

Indian Advisory Council was held on 16.4.2019.

Government of India provides grants to the Institute with allocation for the year 2019-20 being Rs. 794.00 lakhs (RE).



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 said period 137 more offices/regional offices and schools under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976. It should be noted that 41 offices/regional offices and schools have already been notified during the last year.

Monitoring on implementation of Official Language Policy

a) During the said period the official language inspections of 22 offices have been done by the Ministry till date. 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 constituted in the Ministry under the Chairmanship of **Joint Secretary (Languages)**. 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.

Hindi Salahkar Samiti

The last meeting of the Hindi Salahkar Samiti of the Ministry was held on 14th May, 2018 under the chairmanship of Hon'ble Minister of Human Resource Development. Action to reconstitute the Hindi Salahkar Samiti is under process.

Training

In pursuance of the Official Language Policy of the Government remaining employees of the Ministry, who are yet to be trained in Hindi Language, Hindi typing and stenography, are nominated in the training programmes conducted by the Department of Official Language.

Workshop

With an objective to promote the progressive use of Official Language Hindi in the Ministry

and to resolve issues faced in doing official work in Hindi, Hindi Workshops are being organized regularly by Official Language Division of this Ministry.

Translation work

To comply with the Official Language Policy of the Government, the Official Language Division of the Ministry perform translation work of all letters, documents, reports etc., required to be issued in Hindi and English, bilingually.

Hindi Fortnight in the Ministry

From 9th to 23th September, 2019 ‘Hindi Fortnight’ was celebrated. On the occasion of ‘‘Hindi Diwas’’, Honourable Minister of Human Resource Development gave an inspiring message (Sandesh) to increasingly use of Hindi for official purposes and to promote the official language Hindi. On this occasion, competitions on Hindi Noting/Drafting, Hindi Typing, Hindi Debate, Self-composed Poem Recitation, and Hindi Quiz were organized. A total number of 89 participants participated in these competitions. The ‘‘prize distribution ceremony’’ was held on 14th November 2019 in which Secretary (HE) distributed cash awards to 63 winner participants.

On this occasion, two poets were invited as distinguished guest.

Akhil Bhartiya Rajbhasha Sangosthi (Symposium)

With a view to provide a platform to Rajbhasha Adhikaris, Hindi Translators of this ministry and its offices, an **Akhil Bhartiya Rajbhasha Sangosthi** is organized every year by the Ministry Of HRD. However, this year, a two days Regional Official Language Sangosthi was organized successfully from 9th & 10th October, 2019 at IIT, *Gandhinagar, Gujrat*. Rajbhasha Adhikaris as well as the officials dealing with official language Hindi of the Subordinate Offices/ *Higher Education Institutes of this Ministry in the states viz. Rajasthan, Gujrat, Maharashtra and Goa* and Rajbhasha Adhikaris /Officials working in the offices of KVS and NVS along with the Principals of KVS and NVS etc. in *these states also participated in this Sangosthi*.

Website

Website of both the Departments of the Ministry has been made bilingually i.e. in Hindi and English. It is being updated from time to time.

Directions have been issued to all the offices under the Ministry to make their website bilingual.





ANNEXURES



List of NITs and IEST

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
13.	NIT-Raipur	Chhatisgarh
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-Uttrakhand	Uttarakhand
31.	NIT-Andhra Pradesh	Andhra Pradesh
32.	IEST-Shibpur	West Bengal



List of Institutions of higher education which have been declared as Deemed to be Universities under Section 3 of the UGC Act, 1956 As on 12-02-2020

S. No.	Deemed to be University	Date of Notification as Deemed to be University
	ANDHRA PRADESH	
1.	Gandhi Institute of Technology and Management (GITAM), Gandhi Nagar Campus, Rushikonda, Visakhapatman – 530 045, Andhra Pradesh.	13.08.2007
2.	Koneru Lakshmaiah Education Foundation, Greenfields, Kunchanapalli Post, Vaddeswaram, Guntur District-522002, Andhra Pradesh.	20.02.2009
3.	Rashtriya Sanskrit Vidyapeeth, Tirupati-517 507, Chittoor District, Andhra Pradesh.	16.11.1987
4.	Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam, Anantapur-515 134, Andhra Pradesh.	10.11.1981
5.	Vignan's Foundation for Science, Technology and Research, Vadlamudi, Guntur District – 522213., Andhra Pradesh.	19.12.2008
	ARUNACHAL PRADESH	
6.	North Eastern Regional Institute of Science & Technology, Nirjuli, Itanagar-791109, Arunachal Pradesh.	31.05.2005
	ASSAM	
7.	Central Institute of Technology (CIT), Balagaon, BTAD, Kokrajhar, Assam.	13.12.2018
	BIHAR	
8.	Nava Nalanda Mahavihara, Nalanda – 803 111, Bihar.	13.11.2006
	CHANDIGARH	
9.	Punjab Engineering College, Sector – 12, Chandigarh-160 012.	16.10.2003
	DELHI	
10.	Indian Agricultural Research Institute, Pusa Institute, Pusa, New Delhi-110 012.	22.08.1958
11.	Indian Institute of Foreign Trade, B-21, Qutub Institutional Area, New Delhi- 110 016.	20.05.2002
12.	Indian Law Institute, Bhagwandas Road, New Delhi-110 001.	29.10.2004
13.	Institute of Liver and Biliary Sciences (ILBS), D-1, Vasant Kunj, New Delhi – 110 070.	10.07.2009
14.	Jamia Hamdard, Hamdard Nagar, New Delhi-110 062.	10.05.1989
15.	National Museum Institute of History of Art, Conservation and Musicology, National Museum, Janpath, New Delhi-110 011.	28.04.1989
16.	National University of Educational Planning & Administration, 17 – B, Sri Aurobindo Marg, New Delhi 110 016.	11.08.2006
17.	Rashtriya Sanskrit Sansthana, 56, 57, Institutional Area, Janakpuri, New Delhi-110 058.	07.05.2002
18.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Qutub Institutional Area, New Delhi-110 016.	16.11.1987
19.	TERI School of Advanced Studies, 10, Institutional Area, Vasant Kunj, New Delhi – 110 070.	05.10.1999
	GUJARAT	
20.	Gujarat Vidyapeeth, PO Navjivan, Ashram Road, Ahmedabad-380 014, Gujarat.	16.07.1963
21.	National Rail and Transportation Institute (NRTI), NAIR Campus, Lalbaug, Vadodara, Gujarat.	26.07.2018
22.	Sumandeep Vidyapeeth, Village - Piparia, Taluka Vaghodia, District - Vadodara, Gujarat.	17.01.2007

S. No.	Deemed to be University	Date of Notification as Deemed to be University
	HARYANA	
23.	Lingaya's Vidyapeeth, Nachauli, Old Faridabad – Jasana Road, Faridabad – 121 002, Haryana.	05.01.2009
24.	Maharishi Markandeshwar, Mullana, Ambala , Haryana.	12.06.2007
25.	Manav Rachna International Institute of Research & Studies, Surajkund Road, Faridabad, Haryana.	21.10.2008
26.	National Brain Research Centre, S.C.O, 5, 6, 7, Sector 15 (2), NH 8, Gurgaon, Haryana-122 050.	20.05.2002
27.	National Dairy Research Institute, Karnal-132 001, Haryana .	28.03.1989
28.	National Institute of Food Technology, Entrepreneurship & Management (NIFTEM), Plot No 97, Sector 56, HSIIDC Industrial Estate, Kundli, Dt. Sonapat, Haryana.	08.05.2012
	JAMMU & KASHMIR	
29.	Central Institute of Buddhist Studies, Choglamsar, Leh (Ladakh), Jammu & Kashmir	15.01.2016
	JHARKHAND	
30.	Birla Institute of Technology, Mesra, Ranchi-835 215, Jharkhand.	28.08.1986
	KARNATAKA	
31.	B.L.D.E., Smt. Bangaramma Sajjan Campus, Sholapur Road, Vijayapura – 586103, Karnataka.	29.02.2008
32.	Christ, Hosur Road, Bangalore – 560 029, Karnataka.	22.07.2008
33.	Indian Institute of Science, Bangalore-560 012, Karnataka.	12.05.1958
34.	International Institute of Information Technology, 26/c, Opp. Infosys (Gate - 1), Electronic City, Hosur Road, Bangalore – 560 100, Karnataka.	28.02.2005
35.	JSS Academy of Higher Education & Research, Jagadguru Dr. Sri Shivarathri Rajendra Circle, Ramanuja Road, Mysore – 570 004, Karnataka.	28.05.2008
36.	Jawaharlal Nehru Centre for Advanced Scientific Research, Jakkur Campus, Jakkur, Bangalore-560 064, Karnataka.	17.08.2002
37.	Jain, 91/2, Dr. A.N. Krishna Rao Road, V.V. Puram, Bangalore, Karnataka.	19.12.2008
38.	K.L.E. Academy of Higher Education and Research, J.N.Medical College Campus, Belgaum (Karnataka)	13.04.2006
39.	Manipal Academy of Higher Education, Madhav Nagar, Udupi, , Manipal- 576 104, Karnataka .	01.06.1993
40.	NITTE, University Enclave, Medical Sciences Complex, Deralakatte, Mangalore – 575018, Karnataka.	04.06.2008
41.	Sri Devraj Urs Academy of Higher Education and Research, B. H. Road, Tamaka, Kolar – 563 101, Karnataka.	25.05.2007
42.	Sri Siddhartha Academy of Higher Education, Tumkur District – 572 102, Karnataka.	30.05.2008
43.	Swami Vivekananda Yoga Anusandhana Samsthana, Eknath Bhavan, 19, Gavipuram Circle, Kempegowda Nagar, Bangalore – 560 019, Karnataka.	08.05.2002
44.	Yenepoya, University Road, Deralakatte, Mangaluru – 575018, Karnataka.	27.02.2008
	KERALA	
45.	Chinmaya Vishwavidyapeeth, Adi Sankara Nilayam, Veliyanad, Ernakulam - 692313, Kerala.	16.01.2017
46.	Indian Institute of Space Science and Technology, Thiruvananthapuram, Kerala.	03.07.2008
47.	Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy - 679 531, via Thrissur, Kerala	14.03.2006
	MADHYA PRADESH	
48.	Lakshmi Bai National Institute of Physical Education, Shakti Nagar, Gwalior- 474 002, M.P.	21.09.1995

S. No.	Deemed to be University	Date of Notification as Deemed to be University
	MAHARASHTRA	
49.	Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg, Pune-411 030, Maharashtra.	26.04.1996
50.	Central Institute of Fisheries Education, Fisheries University Road, 7 Bungalows, Andheri West, Mumbai-400 061, Maharashtra.	27.03.1989
51.	D.Y. Patil Educational Society, Line Bazar, Kasaba, Bavada, Kolhapur – 416 006, (Maharashtra)	31.05.2005
52.	Datta Meghe Institute of Medical Sciences, Sawangi (Meghe), Wardha – 442 004, Maharashtra.	24.05.2005
53.	Deccan College Postgraduate & Research Institute, Pune-411 006, Maharashtra.	05.03.1990
54.	Defence Institute of Advanced Technology, Girinagar, Pune-411 025, Maharashtra.	10.09.1999
55.	Dr. D.Y. Patil Vidyapeeth, Sant Tukaram Nagar, Pimpri, Pune-411 018, Maharashtra.	11.01.2003
56.	Gokhale Institute of Politics & Economics, BMC College Road, Deccan Gymkhana, Pune-411 004, Maharashtra.	07.05.1993
57.	Homi Bhabha National Institute, Regd. Office: Knowledge Management Group, Bhabha Atomic Research Centre, Central Complex, Mumbai-400 085, Maharashtra.	03.06.2005
58.	Indira Gandhi Institute of Development Research, General Vaidya Marg, Santosh Nagar, Goregaon East, Mumbai-400 065, Maharashtra.	05.12.1995
59.	International Institute for Population Sciences, Govandi Station Road, Deonar, Mumbai-400 088, Maharashtra.	31.07.1985
60.	Institute of Chemical Technology, Nathalal Parekh Marg, Matunga, Mumbai, Maharashtra – 400 019.	12.09.2008
61.	Krishna Institute of Medical Sciences, Malka Pur, Karad, Distt. Satara – 415 (M.S).	24.05.2005
62.	MGM Institute of Health Sciences, MGM Campus, Sector – 1, Kamothe, Navi Mumbai– 410 209, Maharashtra.	30-08-2006
63.	Narsee Monjee Institute of Management Studies, VL Mehta Road, Vile Parle West, Mumbai-400 056, Maharashtra	13.01.2003
64.	Padmashree Dr. D.Y. Patil Vidyapeeth, Vidya Nagar, Sector 7, Nerul, Navi Mumbai – 400 706, Maharashtra.	20.06.2002
65.	Pravara Institute of Medical Sciences, P.O.-Loni BK-413 736, Tal – Rahata, District Ahmednagar, Maharashtra.	29.09.2003
66.	SYMBIOSIS International, Lavale, Pune-412115, Maharashtra.	06.05.2002
67.	Tata Institute of Fundamental Research, Homi Bhabha Road, Mumbai – 400 005, Maharashtra.	07.05.2002
68.	Tata Institute of Social Sciences, VN Purav Marg, Deonar, Mumbai-400 088, Maharashtra.	29.04.1964
69.	Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhawan, Gultekedi, Pune-411 037, Maharashtra.	28.04.1987
	ORISSA	
70.	Kalinga Institute of Industrial Technology, AT/PO KIIT Patia, Khurda, Bhubaneswar-751 024, Odisha.	26.06.2002
71.	Kalinga Institute of Social Sciences, KISS Campus-3, Bhubaneswar - 751024, Odisha.	25.08.2017
72.	Shiksha 'O' Anusandhan, J – 15, Khandagiri Square, Bhubaneswar - 751 030, Odisha.	17.07.2007
	PUNJAB	
73.	Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur 148 106, Punjab	10.04.2007
74.	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Bhadson Road, Patiala-147 004, Punjab.	30.12.1985
	PONDICHERY	
75.	Sri Balaji Vidyapeeth, SBV Campus, NH – 45A, Pondy-Cuddalore Main Road, Pillaiyarkuppam, Puducherry – 607 403.	04.08.2008

S. No.	Deemed to be University	Date of Notification as Deemed to be University
	RAJASTHAN	
76.	Banasthali Vidyapith, Banasthali-304 022, Rajasthan.	25.10.1983
77.	Birla Institute of Technology & Science, Pilani-333 031, Rajasthan.	27.06.1964
78.	Institute of Advanced Studies in Education, Gandhi Vidya Mandir, Sardarshahr - 331 401, Distt. Churu, Rajasthan.	25.06.2002
79.	I.I.S. (Deemed to be University), IISU Campus, Gurukul Marg, Mansarovar, Jaipur - 302020, Rajasthan.	02.02.2009
80.	Jain Vishva Bharati Institute, Post - Ladnun- 341306, Dt. Nagaur, Rajasthan.	20.03.1991
81.	Janardan Rai Nagar Rajasthan Vidyapeeth, Pratap Nagar, Udaipur - 313001, Rajasthan.	12.01.1987
82.	LNMI Institute of Information Technology, Gram - Rupa ki Nagal, Post - Sumel, Via Kanota, Dist. - Jaipur - 303 012 (Rajasthan).	03.02.2006
	TAMILNADU	
83.	Academy of Maritime Education and Training, 135, East Coast Road, Kanathur - 603112, Chennai, Tamil Nadu.	21.08.2007
84.	Amrita Vishwa Vidyapeetham, Ettimadai Post, Coimbatore-641105, Tamilnadu.	13.01.2003
85.	Avinashilingam Institute for Home Science & Higher Education for Women, Bharathi Park Road, Coimbatore-641 043, Tamilnadu.	08.06.1988
86.	Bharath Institute of Higher Education & Research, 173, Agharam Road, Selaiyur, Chennai-600 073, Tamilnadu.	04.07.2002
87.	B.S. Abdur Rahman Crescent Institute of Science & Technology, Seethakathi Estate, GST Road, Vandalur, Chennai - 600048, Tamil Nadu.	16.12.2008
88.	Chennai Mathematical Institute, Plot H1, SIPCOT IT Park, Padur Post, Siruseri- 603 103, Chennai (Tamilnadu)	15.12.2006
89.	Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District, Tamil Nadu.	04.08.2008
90.	Dr. M.G.R. Educational and Research Institute, Periyar EVR Salai (NH 4 Highway), Maduravoyal, Chennai-600 095, Tamilnadu.	21.01.2003
91.	Gandhigram Rural Institute, Gandhigram, Dindigul -624 302, Tamilnadu.	03.08.1976
92.	Hindustan Institute of Technology and Science (HITS), No. 1, Rajiv Gandhi Salai (OMR), Padur (via), Kelambakkam, Chennai - 603016, Tamil Nadu.	05.05.2008
93.	Kalasalangam Academy of Research and Higher Education, Anand Nagar, Krishnankoil, Virudhunagar - 626 190, via Srivilliputhur, Tamilnadu.	20.10.2006
94.	Karunya Institute of Technology and Sciences, Karunya Nagar, Coimbatore-641 114, Tamil Nadu.	23.06.2004
95.	Karpagam Academy of Higher Education, Pollachi Main Road, Eachanari Post, Coimbatore-641021, Tamilnadu.	25.08.2008
96.	Meenakshi Academy of Higher Education and Research, No. 12, Vembuli Amman Koil Street, West K.K. Nagar, Chennai-600 078, Tamilnadu.	31.03.2004
97.	Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Dt. Kanyakumari, Tamil Nadu - 629 175.	08.12.2008
98.	Periyar Maniammai Institute of Science & Technology (PMIST), Priyar Nagar, Vallam, Thanjavur -613 403, Tamil Nadu.	17.08.2007
99.	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Yagappa Chavadi, Thanjavur - 614 904, Tamilnadu.	04.01.2008
100.	S.R.M Institute of Science and Technology, SRM Nagar, Kattankulathur - 603203, Kancheepuram District, Tamil Nadu.	02.08.2002
101.	Sathyabama Institute of Science and Technology, Jappiaar Nagar, Old Mamallapuram Road, Chennai - 600119, (T.N).	16.07.2001
102.	Saveetha Institute of Medical and Technical Sciences, 162, Poonamalle High Road, Velappanchavadi, Chennai-600 077, Tamil Nadu.	18.03.2005
103.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Tirumalai Samudram, Thanjavur - 613 402, Tamilnadu.	26.04.2001

S. No.	Deemed to be University	Date of Notification as Deemed to be University
104	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Sri Jayendra Saraswathi Street, Enathur, Kancheepuram-631 561, Tamilnadu.	26.05.1993
105	Sri Ramachandra Institute of Higher Education and Research, 1, Ramachandra Nagar, Porur, Chennai-600 116, Tamil Nadu.	29.09.1994
106	St. Peter's Institute of Higher Education and Research, Avadi, Chennai - 600054, Tamilnadu.	26.05.2008
107	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, Tamilnadu	04.06.2008
108	Vellore Institute of Technology, Vellore – 632 014 (Tamilnadu).	19.06.2001
109	Vinayaka Mission's Research Foundation, Sankari Mani Road, NH 47, Ariyanoor, Salem-636 308, Tamilnadu.	01.03.2001
110	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, No. 42, Avadi-Vel Tech Road, Avadi, Chennai - 600062, Tamilnadu.	15.10.2008
	TELANGANA	
111	Chaitanya Institute of Science & Technology, Warangal, Telangana.	29.11.2019
112	International Institute of Information Technology, Survey No. 25, Gachibowli, Ranga Reddy District, Hyderabad-500 032, Andhra Pradesh	21.08.2001
113	ICFAI Foundation for Higher Education, Plot No. 52, 2 nd Floor, Nagarjuna Hills, Punjagutta, Hyderabad – 500 982, Andhra Pradesh	16.12.2008
	UTTAR PRADESH	
114	Sam Higginbottom Institute of Agriculture, Technology & Sciences, P.O. Agricultural Institute, Allahabad – 211 007, U.P.	15.03.2000
115	Bhatkhande Music Institute, 1 Kaiser Bagh, Lucknow, Uttar Pradesh.	24.10.2000
116	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221 007, Uttar Pradesh.	05.04.1988
117	Dayalbagh Educational Institute, Dayalbagh, Agra-282 005, Uttar Pradesh.	16.05.1981
118	Indian Veterinary Research Institute, Izatnagar-243 122, Uttar Pradesh.	16.11.1983
119	Jaypee Institute of Information Technology, A-10, Sector-62, Noida-201 307 Uttar Pradesh.	01.11.2004
120	Nehru Gram Bharati, Kotwa – Jamunipur - Dubawal, Allahabad – 221505, Uttar Pradesh.	27.06.2008
121	Shobhit Institute of Engineering & Technology, NH-58, Modipuram, Meerut –250110, Uttar Pradesh.	08.11.2006
122	Santosh, 1, Santosh Nagar, Ghaziabad, Uttar Pradesh – 201 009.	13.06.2007
	UTTRAKHAND	
123	Forest Research Institute, P.O. New Forest, Dehradun-248 006, Uttarakhand.	28.11.1991
124	Gurukul Kangri Vidyapeeth, PO - Gurukul Kangri, Haridwar-249 404, Uttarakhand.	19.06.1962
125	Graphic Era, 566/6 Bell Road, Clement Town, Dehradun - 248002, Uttarakhand.	14.08.2008
	WEST BENGAL	
126	Indian Association for the Cultivation of Science (IACS), 2A & 2B, Raja S.C. Mullick Road, Jadavpur, Kolkata, West Bengal – 700032.	08.05.2018
127	Ramakrishna Mission Vivekananda Educational and Research Institute, P.O. Belur Math, Distt Howrah – 711 202, West Bengal.	05.01.2005

These Deemed to be Universities are presently regulated under the provisions of UGC (Institutions Deemed to be Universities) Regulations, 2019.



State wise list of private universities as on 31.03.2019

S.No	Name of Private University	Date of Notification
	ARUNACHAL PRADESH	
1	Apex Professional University, Pasighat, District East Siang, Arunachal Pradesh - 791102.	10.05.2013
2	Arunachal University of Studies, NH-52, Namsai, Distt – Namsai - 792103, Arunachal Pradesh.	26.05.2012
3	Arunodaya University, E-Sector, Nirjuli, Itanagar, Distt. Papum Pare, Arunachal Pradesh-791109	21.10.2014
4	Himalayan University, 401, Takar Complex, Naharlagun, Itanagar, Distt – Papumpare – 791110, Arunachal Pradesh.	03.05.2013
5	North East Frontier Technical University, Sibupuyi, Aalo (PO), West Siang (Distt.), Arunachal Pradesh –791001.	03.09.2014
6	The Global University, Hollongi, Itanagar, Arunachal Pradesh.	18.09.2017
7	The Indira Gandhi Technological & Medical Sciences University, Ziro, Arunachal Pradesh.	26.05.2012
8	Venkateshwara Open University, Itanagar, Arunachal Pradesh.	20.06.2012
	ANDHRA PRADESH	
9	Centurian University of Technology and Management, Gidijala Junction, Anandpuram Mandal, Visakhapatnam- 531173, Andhra Pradesh.	23.05.2017
10	KREA University, 5655, Central, Expressway, Sri City-517646, Andhra Pradesh	30.04.2018
11	Saveetha Amaravati University, 3 rd Floor, Vaishnavi Complex, Opposite Executive Club, Vijayawada- 520008, Andhra Pradesh	30.04.2018
12	SRM University, Neerukonda-Kuragallu Village, mangalagiri Mandal, Guntur, Dist-522502, Andhra Pradesh (Private University)	23.05.2017
13	VIT-AP University, Amaravati- 522237, Andhra Pradesh (Private University)	23.05.2017
	ASSAM	
14	Assam Don Bosco University, Azara, Guwahati	12.02.2009
15	Assam Down Town University, Sankar Madhab Path, Gandhi Nagar, Panikhaiti, Guwahati – 781 036.	29.04.2010
16	Krishnaguru Adhyatmik Vishwavidyalaya, Nasatra, Barpeta, Assam- 781307	11.04.2017
17	Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Srimanta Sankaradeva Sangha Complex, Haladhar Bhuyan Path, Kalongpar, Nagaon-782001, Assam.	14.08.2013
18	The Assam Kaziranga University, Jorhat, Assam.	11.04.2012
19	The Assam Royal Global University, Betkuchi, Opp. Tirupati Balaji Temple, NH-37, Guwahati – 781035, Assam.	23.08.2013
	BIHAR	
20	Al-Karim University, Near Katihar-Purnea Road, Sirsa, Karim Bagh, Katihar- 854106, Bihar.	15.06.2018
21	Amity University, Rupaspur, Bailey Road, Patna- 801503, Bihar	18.08.2017
22	Dr. C.V.Raman University, Block- Bhagwanpur, NH- 77, (Patna- Muzaffarpur Highway), District- Vaishali- 844114, Bihar	29.01.2018
23	Gopal Narayan Singh University, Jamuhar, PO- Jamuhar, Dist- Rohtas- 821305, Bihar	15.06.2018

S.No	Name of Private University	Date of Notification
24	Mata Gujri University, Purabpali Road, Kishanganj- 855107, Bihar	20.02.2019
25	Sandip University, Village–Sijoul, Dist.–Madhubani – 847235, Bihar.	08.06.2017
26	K.K. University, Berauti, Nepura, Biha rsharif, Nalanda, Bihar – 803115.	08.06.2017
	CHHATTISGARH	
27	AAFT University of Media and Arts, Vill- Maath, Tehsil-Tilda, Dist-Raipur, Chhattisgarh	17.04.2018
28	Amity University, Village-Manth, Tehsil-Tilda, Distt-Raipur, Chhattisgarh.	21.08.2014
29	Dr. C.V. Raman University, Kargi Road, Kota, Bilaspur.	03.11.2006
30	ICFAI University, NH-6, Raipur-Bhilai Road, Gram-Chorha, RI Circle, Ahiwara, Dhamdha, Dist. – Durg, Chhattisgarh.	24.03.2011
31	ISBM University, Village – Nawapara (Kosmi) Block, tehsil – Chhura, Dist – Gariyaband – 493996, Chhattisgarh.	09.09.2016
32	ITM University, PH No. 137, Uparwara, Naya Raipur, Dt. Raipur – 493661, Chhattisgarh.	03.02.2012
33	Kalinga University, Raipur-492101, Chhattisgarh.	24.03.2011
34	Maharishi University of Management and Technology, Post: Mangla, Bilaspur – 495 001.	18.04.2002
35	MATS University, Arang Kharora Highway, Gram Panchayat: Gullu, Village: Gullu, Tehsil : Arang, District: Raipur.	03.11.2006
36	O.P. Jindal University, Knowledge Park, Gharghoda Road, Punjipathra, Raigarh-496001, Chhattisgarh	21.08.2014
37	Shri Rawatpura Sarkar University, Near Shadani Darbar, Vill- Dhaneli, Post Office- Mana, Dhamtari Road, Raipur, Chhattisgarh	17.04.2018
	GUJARAT	
38	Ahmadabad University, AES Bungalow # 2, Navrangpura, Ahmedabad – 380 009.	07-07-2009
39	Anant Natinal University, Sanskardham Campus, Bhopal-Ghuma-Sanand Road, Ahmedabad, Gujarat – 382115. (Private University)	09.05.2016
40	Atmiya University, Yogidham Gurukul, Kalawad Road, Rajkoko- 360005, Gujarat	13.04.2018
41	AURO University of Hospitality and Management, Surat, Gujarat.	12.10.2011
42	Calorx Teacher’s University, Ahmadabad.	07.07.2009
43	Centre for Environmental Planning and Technology University, University Road, Narvrangpura Ahemdabad-380 009 (Gujarat)	12.04.2005
44	Charotar University of Science & Technology, Changa – 388 421, Distt – Anand.	04.11.2009
45	C.U. Shah University, Surendranagar-Ahmedabad State Highway, Near Kothariya Village, Wadhwan City – 363030, Dt. Surendranagar, Gujarat.	22.04.2013
46	Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Post Box No. 4, Gandhinagar - 382 007.	06.03.2003
47	Ganpat University, Ganpat Vidyanagar, Mehsana, Goazaria Highway, District Mehsana – 382 711	23.03.2005
48	G.L.S. University, Gujarat Law Society Campus, Opp. Law Garden, Ellisbridge, Ahmedabad-380006, Gujarat.	15.04.2015
49	Gokul Global University, Gokul Educational Campus, Nr. G.R.S.L, Sujapur, Patia, Sidhpur, Dist- Patan, Gujarat	23.03.2018
50	GSFC University, Vigyan Bhavan, PO Fertilizernagar – 391750, Dist. Vadodara, Gujarat.	19.12.2014
51	Indrashil University, Ratanpur, Dhandhuka, Ahmedabad – 382465, Gujarat.	31.03.2017
52	Indus University, Indus Campus, Rancharda, Via-Thaltej, Ahmedabad–382115, Gujarat.	02.05.2012
53	Indian Institute of Public Health-Gandhinagar, Sardar Patel Institute of Economics and Social Research Campus, Drive-in-Road, Thaltej, Ahmedabad – 380054, Gujarat.	02.05.2015
54	Institute of Advanced Research, Institutional Area, Koba, Gandhinagar – 382007, Gujarat.	12.10.2011

S.No	Name of Private University	Date of Notification
55	ITM-Vocational University, Plot 6512, Ajwa Nimeta Road, Ravaal Taluka, Waghodia, Vadodara, Gujarat.	08.05.2014
56	Kadi Sarva Vishwavidyalaya, Sarva Vidyalaya Campus, Sector 15/23, Gandhinagar.	16.05.2007
57	Karnavati University, 907/A, Uvarsad – 382422, Dt. Gandhinagar, Gujarat.	31.03.2017
58	Lakulish Yoga University, “Lotus View” Opp. Nirma University, S.G. Highway, Chharodi, Ahmedabad-382481, Gujarat.	16.04.2013
59	Marwadi University, Rajkot-Morbi Highway, Rajkot – 360003, Gujarat.	09.05.2016
60	Navrachana University, Vasna-Bhayli Road, Vadodara – 391410, Gujarat	07.07.2009
61	Nirma University, Sarkhej, Gandhinagar Highway, Village-Chharodi, Ahmedabad.	12.3.2003
62	Pandit Deendayal Petroleum University, At Raisan, Dist. Gandhinagar – 382 009.	04.04.2007
63	Parul University, PO Limda, Tal – Waghodia, Dist. Vadodara-391760, Gujarat.	21.04.2015
64	Plastindia International University, Dungra, GIDC, VAPI, Dist. Valsad – 396195, Gujarat.	09.05.2016
65	P. P. Savani University, NH-8, GETCO, Near Biltech, Village – Dhamdod, Kosamba, Ta – Mangrol, Dist – Surat – 394125, Gujarat.	31.03.2017
66	R.K. University, Rajkot-Bhavnagar Highway, Kasturbadham, Rajkot, Gujarat.	14.10.2011
67	Rai University, Ahmedabad, Gujarat.	02.05.2012
68	Sankalchand Patel University, Sankalchand Patel Vidyadham, Visanagar-384315, Gujarat.	09.05.2016
69	Swarnim Startup & Innovation University, Bhojan Rathod Rathod, Opp. IFFCO, Adalaj-Sertha Road, Gandhinagar – 382420, Gujarat.	31.03.2017
70	Team Lease Skills University, Tarsali-Vadodara Road, Tarsali Bypass, Vadodara – 390009, Gujarat.	22.04.2013
71	UKA Tarsadia University, Maliba Campus, Gopal vidyanagar, Baroli-Mahuva Road, Dist. Surat, Gujarat	14.10.2011
	HARYANA	
72	Al-Falah University, Faridabad, Haryana.	02.05.2014
73	Amity University, Amity Education Valley, Panchgaon, Manesar, Distt. – Gurgaon-122 413, Haryana.	26.04.2010
74	Ansar University, Gurgaon, Haryana.	10.02.2012
75	Apeejay Stya University, Palwal Road, Sohna, Gurgaon – 122 103, Haryana.	02.11.2010
76	Ashoka University, Plot No. 2, Rajiv Gandhi Education City, Kundli, NCR, Sonapat, Haryana. (Private University)	02.05.2014
77	Baba Mast Nath University, Rohtak, Haryana.	10.02.2012
78	BML Munjal University, 67 th KM Stone, NH-8, Sidhrawali, Dist. Gurgaon – 123 413, Haryana.	02.05.2014
79	G.D. Goenka University, G.D. Goenka Education City, Gurgaon sohna Road, Gurgaon, Haryana – 122 103.	03.05.2013
80	IILM University, 1, Knowledge Centre, Golf Course Road, Sector- 53, Gurugram-122003, Haryana	06.04.2018
81	Jagan Nath University, State Highway 22, Bahadurgarh-Jhajjar Road, Jhajjar – 124 507, Haryana.	03.05.2013
82	K.R. Mangalam University, Sohna Road, Gurgaon, Haryana – 122 103.	03.05.2013
83	Manav Rachna University, Sector-43, Delhi-Surajkund Road, Faridabad, Haryana.	06.08.2014
84	M.V.N. University, Palwal, Haryana.	10.02.2012

S.No	Name of Private University	Date of Notification
85	Maharashi Markandeshwar University, Sadopur, Distt. Ambala, Haryana	29.10.2010
86	NIILM University, 9 KM Milestone, NH-65, Kaithal – 136 027, Haryana.	27.09.2011
87	O.P. Jindal Global University, Sonipat.	10.11.2006
88	PDM University, Post Box No. 15, Sector – 3A, Sarai Aurangabad, Bahadurgarh-124507, Haryana.	14.01.2016
89	Shree Guru Gobind Singh Tricentenary University, Farukh Nagar Road, Budhera, Distt. Gurgaon, Haryana.	03.05.2013
90	SRM University, Plot No. 39, Rajiv Gandhi Education City, Delhi-NCR, Sonapat-Kundli Urban Complex, Haryana – 131 029.	03.05.2013
91	Starex University, NH-8, Village – Binola, PO–Bhorakalan, Gurugram, Haryana.	25.08.2016
92	The Northcap University, HUDA Sector 23 A, Gurgoan-122107, Haryana.	21.10.2009
93	World University of Design, Plot No- 1, Rajiv Gandhi Education City, Rai, Delhi- NCR, Sonipat- 131029, Haryana	07.02.2018
	HIMACHAL PRADESH	
94	Abhilashi University, Chailchowk (Chachiot), Distt. Mandi, Himachal Pradesh.	23.01.2015
95	A.P.G. (Alakh Prakash Goyal) University, Shimla, Himachal Pradesh.	07.06.2012
96	Arni University, Kathgarh, Tehsil Indora, Distt. Kangra (H.P)	03.11.2009
97	Baddi University of Emerging Sciences & Technology, Makhnumajra, BADDI, District – Solan,	15.10.2009
98	Bahra University, VPO – Wagnaghat, Tehsil – Kandaghat, Distt. – Solan, Himachal Pradesh	21.01.2011
99	Career Point University, Hamirpur, Himachal Pradesh.	03.05.2012
100	Chitkara University, HIMUDA Education Hub, Kallujhanda(Barotiwala), Distt.-Solan – 174 103.	21.01.2009
101	Eternal University, Baru Sahib Himachal.	22.10.2009
102	I.E.C. (India Education Centre) University, Baddi, Solan, Himachal Pradesh.	11.05.2012
103	ICFAI University, HIMUDA Education Hub, Kalujhinda, PO Mandhala, Via Barotiwala, Baddi, Solan Distt., Himachal Pradesh – 174 103.	20.10.2011
104	Indus International University, V.P.O. Bathu, Tehsil Haroli, Distt. – Una, Himachal Pradesh – 174 301.	01.02.2010
105	Jaypee University of Information Technology, Distt-Solan-173 215.	22.05.2002
106	Maharishi Markandeshwar University, Kumarhatti, Sultanpur Road, Solan – 173 229, Himachal Pradesh.	19.09.2010
107	Maharaja Agrasen University, Atal Shiksha Kunj, Distt – Solan – 174 103, Himachal Pradesh.	15.01.2013
108	Manav Bharti University, Solan, H.P.	22.09.2009
109	Shoolini University of Biotechnology and Management Sciences, Solan.	15.10.2009
110	Sri Sai University, Palampur, Himachal Pradesh.	27.01.2011
	JHARKHAND	
111	Amity University, Ranchi City Campus, Niwaranpur, Main Road, Ranchi, Jharkhand.	13.05.2016
112	AISECT University, Matwari Chowk, Infront of Gandhi Maidan, Hazaribagh, Jharkhand.	13.05.2016
113	ARKA Jain University, Opp. Kerala Public School, Mohanpur, Gamharia, Dist – Seraikela Kharsawan – 832108, Jharkhand.	04.07.2017
114	Capital University, Ranchi-Patna Main Road, District- Koderma, Jharkhand- 825410	11.10.2018
115	Jharkhand Rai University, Kamre, Ratu Road, Ranchi- 835222, Jharkhand.	02.02.2012

S.No	Name of Private University	Date of Notification
116	Netaji Subhas University, Pokhari, PO- Bhilai Pahari, PS- MGM, Dist- East Singhbhum, Jamshedpur-831012, Jharkhand	19.09.2018
117	Pragyan International University, Bariatu Road, Booty More, PO – RMCH, Ranchi – 834009, Jharkhand.	16.05.2016
118	Radha Govind University, Radha Govind Nagar, Lalki Ghati, Ramgarh- 829122, Jharkhand	11.10.2018
119	Ramchandra Chandravansi University, Nawadihkala, PO & PS Bishrampur, Palamu-822132, Jharkhand (Private University)	19.09.2018
120	Sai Nath University, Ranchi, Jharkhand.	27.04.2012
121	Sarla Birla University, Birla Campus, Village – Ara, PO – Mahilong, Ranchi-Purulia Highway, Ranchi – 835103, Jharkhand.	20.07.2017
122	The Institute of Chartered Financial Analysts of India University, Grand Emerald Building, Between Road No. 1 & 2, Ashok Nagar, Ranchi – 834 202, Jharkhand.	17.06.2008
123	Usha Martin University, 12 Mile, Ranchi Khunti Road, NH-75, Ranchi – 835221, Jharkhand.	20.01.2014
124	YBN University, Panchwati South Railway Colony, Ranchi – 834001, Jharkhand.	04.07.2017
	KARNATAKA	
125	Adichunchanagiri University, NH-75, Tq- Nagamangala, Dist- Mandya, B.G.Nagara-571448, Karnataka	22.01.2018
126	Alliance University, Bangalore (Karnataka)	16.09.2010
127	Azim Premji University, 134, Doddakanneli, Next to Wipro Corporate Office, Sarjapur Road, Bangalore, Karnataka.	13.10.2010
128	CMR University, 2,3 rd , 'C', 6 th Main Road, 2 nd Block, BRBR Layout, Kalyan Nagar, Bangalore – 560 043, Karnataka.	16.05.2013
129	Dayanand Sagar University, Shavige Malleshwara Hills, Kumaraswamy Layout, Bangalore-560078, Karnataka.	16.05.2014
130	Garden City University, GCC House, 340, 5 th Main, Indira nagar Double Road, 1 st Stage, Indiranagar, Bangalore – 560038, Karnataka.	24.06.2013
131	Institute of Trans-Disciplinary Health Sciences and Technology, 74/2, Jarakabande Kaval, Yelahanka, Via Attur Post, Bangalore-560064, Karnataka.	26.06.2013
132	JSS Science & Technology University, JSS Technical Institutions Campus, Mysuru – 570006. Karnataka.	16.01.2016
133	Khaja Bandanawaz University, Administrative Building, Khaja Bandanawaz University Campus, Rauza-i Buzurg, Kalaburagi- 585104, Karnataka	21.04.2018
134	KLE Technological University, B.V. Bhoomaraddi College Campus, Vidyanagar, Hubballi – 580031, Karnataka.	04.04.2015
135	M.S. Ramaiah University of Applied Sciences, Administrative Block, New BEL Road, MSRIT Post, Bangalore – 560 054, Karnataka.	09.07.2013
136	PES University, 100 Feet Ring Road, BSK III Stage, Bangalore-560 085 (Karnataka)	16.05.2013
137	Presidency University (Karnataka), Dibbur & Igalpur Village, Hesaraghatta Hobli, Bangalore (Karnataka).	16.05.2013
138	Reva University, Kattigenhalli, Yelhanka, Bangalore – 560 064.	16.05.2013
139	Rai Technology University, Doddaballapur Nelamangala Road, SH-74, Off Highway 207, Doddaballapur Taluk, Bangalore-561204 (Karnataka)	17.09.2014
140	Sharnbasva University, Kalaburgi (Gulbagra) – 585103, Karnataka	29.07.2017

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141	Srinivas University, Srinivas Group of Colleges Campus, Srinivas Nagar, Mukka, Surathkal, Mangalore-574146.	20.02.2015
	MEGHALYA	
142	CMJ University, Shillong (Meghalaya)	20.07.2009
143	Mahatma Gandhi University, 13 th Mile, G.S.Road, Khanapara, Dist- Ri-Bhoi, Meghalaya-793101.	04.01.2011
144	Martin Luther Christian University, Dongkatieh, Nongrah, Block-1, Shillong – 793006, Meghalaya.	13.07.2005
145	Techno Global University, Shillong Polytechnic Campus, Mawlai, Shillong – 793 022.	02.12.2008
146	The Institute of Chartered Financial Analysts of India University, 4 th Floor, Near Sundari Hotel, Circular Raod, Tura Bazar, Tura – 794 001.	04.11.2009
147	University of Science & Technology, Meghalaya Techno City, Kling Road, Baridua, G.S.Road, 9 th Mile, Dist- Ri-Bhoi, Meghalaya- 793101	02.12.2008
148	University of Technology & Management, Shillong, Meghalaya	27.05.2011
149	William Carey University, Zoram Villa, Bomfylde Road, Shillong – 793 001, Meghalaya.	13.07.2005
	MIZORAM	
150	The Institute of Chartered Financial Analysts of India University, Salem Veng, Chaltlang, Aizawal – 798 012, Mizoram.	21.03.2006
	MADHYA PRADESH	
151	A.K.S. University, Satna, Madhya Pradesh.	31.12.2011
152	Rabindranath Tagore University (Formerly AISECT University) Village- Mendua, Bhopal-Chiklod Road, Tehsil Goharganj, Dist Raisen, Madhya Pradesh	30.12.2010
153	Amity University, Maharajpura Dang, Gwalior, Madhya Pradesh.	30.12.2010
154	Avantika University, Vishwanathpuram, Lekoda Village, Ujjai-456 006, Madhy Pradesh.	12.01.2017
155	Bhabha University, NH-12, Hoshangabad Road, Jatkhedhi, Bhopal- 462026, Madhya Pradesh	11.01.2018
156	Dr. A.P.J. Abdul Kalam University, Indore-Devas Bypass Road, Village – Arandia, Post – Jhalaria, Madhya Pradesh – 452016.	04.01.2016
157	Dr. C. V. Raman University, Khandwa-Indore Road, Post- Chhaigaon Makhan, Khandwa-450771, Madhya Pradesh	28.07.2018
158	G.H. Rasoni University, Village-Saikheda, Dhoda Borgaon, Tah – Saunsar, Dist – Chhindwara, Madhya Pradesh.	27.08.2016
159	ITM University, ITM Campus, Opp. Sithouli Rly. Station, NH – 75, Jhansi Road, Gwalior-474 001, Madhya Pradesh.	04.05.2011
160	Jagran Lakecity University, Gram Panchayat Mugaliya Chhap, Tehsil Huzur, Bhopal – 462 044, Madhya Pradesh.	24.04.2013
161	Jaypee University of Engineering & Technology, AB Road, Raghogarh, Distt. Guna – 473 226 (M.P.)	13.08.2010
162	LNCT University, JK Town, Sarvadharam C Sector, Kolar Road, Bhopal – 462042, Madhya Pradesh.	08.01.2015
163	Madhyanchal Professional University, Patel Group of Institutions Campus, Ratibad, Bhopal- 462044, Madhya Pradesh	11.01.2018
164	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur-482 001	29.11.1995
165	Malwanchal University, Index City, NH – 59 A, Nemawar Road, Near Khudel, District – Indore-452016, Madhya Pradesh.	04.01.2016

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166	Mandsaur University, Rewas Dewda Road, SH-31, Mandsaur – 458001, Madhya Pradesh.	19.08.2015
167	Mansarovar Global University, Village Gadia and Ratnakhedi, Block- Bilkisganj, Sehore, Madhya Pradesh	11.01.2018
168	Medi-Caps University, A.B. Road, Pigdamber, Rau, Indore-453331, Madhya Pradesh.	22.07.2015
169	Oriental University, Opp. Rewati Range Gate No. 1, Sanwer Road, PO Box No. 311, Vijay Nagar Post Office, Indore – 452 010, Madhya Pradesh.	04.05.2011
170	People's University, Bhanpur, Bhopal – 462 037.	04.05.2011
171	P.K. University, Village – Thanara, Tehsil – Karera, NH – 27, Shivpuri, Madhya Pradesh-473551.	19.08.2015
172	Renaissance University, Survey Number-34/2, 51/1/1 Gram Reoti, Sanwer Road, Behind Aurobindo Hospital, Indore- 452015, Madhya Pradesh	24.08.2017
173	RKDF University, By-Pass Road, Near RGPC Campus, Bhopal, Madhya Pradesh.	19.07.2011
174	Sage University, Kailod Kartal, Indore-Dewas Bypass Road, Rau, Indore- 452020, Madhya Pradesh	24.08.2017
175	Sardar Patel University, Sardar Patel Knowledge City, Waraseoni Road, Dongariya, Balaghat, Madhya Pradesh	28.07.2018
176	Sarvepalli Radhakrishnan University, NH-12, Hoshangabad Road, Jatkhedi, Bhopal, Madhya Pradesh.	08.01.2015
177	Shri Krishna University, NH- 86, Village Chowka, Sagar Road, Chhatarpur- 471001, Madhya Pradesh	28.07.2018
178	Shri Vaishnav Vidyapeeth Vishwavidyalaya, Sanwer Road, Indore-453111, Madhya Pradesh.	08.01.2015
179	Sri Satya Sai University of Technology & Medical Sciences, Bhopal-Indore Road, Opposite Pachama Oil Fed Plant, Pachama, Sehore – 466001, Madhya Pradesh.	12.02.2014
180	Swami Vivekananda University, Sagar, Madhya Pradesh.	31.12.2011
181	Symbiosis University of Applied Sciences, Bada Bangadda, Super Corridor, Indore – 452001, Madhya Pradesh.	27.08.2016
182	Techno Global University, Lateri Road, Sironj (Near Gosala), Dist – Vidisha, Madhya Pradesh – 464 228.	09.01.2013
183	VIT Bhopal University, Bhopal-Indore National Highway, Kothrikalan, Sehore- 466114, Madhya Pradesh	24.08.2017
	MAHARASHTRA	
184	Ajeenkya D.Y. Patil University, Charholi Badruk, Via Lohegaon, Pune-412105, Maharashtra.	25.02.2015
185	Amity University, Mumbai - Pune Expressway, Bhatan, Post – Somathne, Panvel, Mumbai, Maharashtra – 410206.	25.07.2014
186	Chhatrapati Shivaji Maharaj University, Near Shedung Toll Plaza, Old Mumbai Pune Highway, Panvel, Navi Mumbai, Maharashtra	09.08.2018
187	Dr. Vishwanath Karad MIT World Peace University, S.No. 124, Paud Road, Kothrud, Pune – 411038, Maharashtra.	05.06.2017
188	D.Y.Patil International University, Sector-29, Pradhikaran, Akurdi, Pune 411044, Maharashtra	14.03.2018
189	Flame University, GAT No. 1270, Village Lavale, Taluka Mulshi, Pune-411042, Maharashtra.	13.02.2015
190	G.H.Raisoni University, Badnera, Anjangaon, Bari Road, Amravati-444701 Maharashtra	20.07.2018
191	MIT Art Design & Technology University, Rajbaug, Next to Hadapsar, Loni Kalbhori, Pune – 412201, Maharashtra.	13.10.2015

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192	Sandip University, Trimbak Road, Mahiravani, Nashik, Maharashtra.	09.10.2015
193	Sanjay Ghodawat University, A/P – Atigre – 416118, Hatkanangale, Dt. Kolhapur, Maharashtra.	13.07.2017
194	Spicer Adventist University, Aundh Road, Gandshkhind Post, Pune-411004, Maharashtra.	25.07.2014
195	Symbiosis Skills and Open University, Village – Kiwale, Adjoining Pune Mumbai Expressway, Tal – Haveli, Pune – 412101, Maharashtra.	05.05.2017
196	Vishwarkarma University, Survey No. 2,3,4, Laxminagar, Kondhwa Budruk, Pune – 411048, Maharashtra.	05.05.2017
	MANIPUR	
197	Manipur International University, MIU Palace, Ghari, Airport Road, Imphal- 795140, Manipur	14.02.2019
198	Sangai International University, Churachandpur, Manipur.	05.05.2015
	NAGALAND	
199	St. Joseph University, Virgin Town, Khekiho-zhimomi road, Ikishe Model Village, PS-Diphyupar, Dimapur – 797115, Nagaland.	16.12.2016
200	The Global Open University, Wokha – 797 111, Nagaland.	18.09.2006
201	ICFAI University, 6 th Mile, Sovima Village, Kohima Road, Dimapur-797112, Nagaland.	04.11.2009
	ODISHA	
202	AIPH University, Pahala, On Bhubaneswar-Cuttack NH-5, Bhubaneswar- 752101, Odisha	26.02.2018
203	Birla Global University, IDCO Plot No. 2, Institutional Area, Village – Gothapatna, PS – Chandaka, Bhubaneswar – 751029, Odisha.	17.02.2016
204	Centurion University of Technology and Management, Village Alluri Nagar, Via-Uppalada, Paralakhemundi – 761 211, Gajapati, Orissa	27.08.2010
205	Gandhi Institute of Engineering & Technology University, Gunupur- 765022, Dist Rayagada, Odisha	27.12.2018
206	Sri Sri University, Bhubaneswar, Orissa.	26.12.2009
207	Xavier University, Xavier Square, Bhubaneswar, Odisha.	13.05.2013
	PUNJAB	
208	Adesh University, NH-7, Barnala road, Bathinda, Punjab.	10.07.2012
209	Akal University, Talwandi Sabo – 151302, District Bathinda, Punjab.	04.06.2015
210	Chandigarh University, Gharuan, Mohali – 140413, Punjab.	10.07.2012
211	Chitkara University, Chandigarh-Patiala National Highway (NH-64), Village Jhansla, Tehsil Rajpura, Distt–Patiala, Panjab – 140401.	07.12.2010
212	C.T University, Ferozepur Road, Ludhiana – 142024, Punjab.	23.12.2016
213	D.A.V. University, Jalandhar-Pathankot National Highway-44, Village-Sarmastpur, Jalandhar, Punjab.	18.02.2013
214	Desh Bhagat University, Amloh Road, Mandi Gobindgarh, Punjab.	18.02.2013
215	GNA University, Village-Sri Hargobindgrh, Phagwara, Distt Kapurthala-144401, Punjab.	21.08.2014
216	Guru Kashi University, Talwandi Sabo, Dt. Bhatinda, Punjab.	26.12.2011
217	Lovely Professional University, Jalandhar – Ludhiyana, G.T. Road, Nar Chehru Railway Bridge, Phagwara, District – Kapurthala, Punjab – 144 002	26.12.2005
218	Rayat Bahra University, VPO – Sahauran, Tehsil – Kharar, Distt. – Mohali, Punjab – 140105.	13.08.2014
219	RIMT University, Opposite Floating Restaurant, Sirhind Side, Mandi Gobindgarh-147301, Punjab.	08.12.2015

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220	Sant Baba Bhag Singh University, Village-Khiala, PO-Padhiana, Dist-Jalandhar-144030, Punjab.	12.02.2015
221	Sri Guru Granth Sahib World University, Sri Lalgidhar Niwas, Fatehgarh Sahib – 140 406, Punjab.	15.05.2008
222	Sri Guru Ram Das University of Health Sciences, Mehta Road, Vallah, Sri Amritsar – 143001, Punjab.	17.11.2016
	RAJASTHAN	
223	Amity University, Rajasthan NH-11C, Kant Kalwar, Jaipur- 303 002.	29.03.2008
224	Apex University, Jaipur, Rajasthan- 303002	05.10.2018
225	Bhagwant University, Post Box No. 87, Sikar Road, Ajmer-305 001.	16.04.2008
226	Bhartiya Skill Development University, Plot No. SI/INST/001, Social Infrastructure Zone, Mahindra World City, Off Ajmer Road, Jaipur – 302037, Rajasthan.	30.03.2017
227	Bhupal Nobles University, Maharana Pratap Station Road, Sevashram Circle, Udaipur – 313001, Rajasthan.	05.10.2015
228	Career Point University, Kota, Rajasthan.	02.05.2012
229	Dr. K.N. Modi University, Plot-1, RIICO Industrial Area Ph-II, Newai, Distt. Tonk , Rajasthan – 304 021.	22.04.2010
230	Geetanjali University, Udaipur, Rajasthan.	25.01.2011
231	Homoeopathy University, Saipura, Sanganer, Jaipur – 302 029, Rajasthan.	03.04.2010
232	ICFAI University, Khasra No. 505/1, Village-Jamdoli, Agra Road, Jaipur – 302 031, Rajasthan.	23.08.2011
233	IHMR University, 1, Prabhu Dayal Marg, Near Sanganer Airport, Jaipur -302 029, Rajasthan.	26.02.2014
234	J.E.C.R.C. University, Jaipur, Rajasthan.	02.05.2012
235	J.K. Lakshmiapat University, Laliya Ka Vas, PO Mahapura, Ajmer Road, Jaipur – 302 026, Rajasthan.	15.09.2011
236	Jagannath University, Vill.-Rampura, Teshil – Chaksu, Jaipur.	16.04.2008
237	Jaipur National University, Jagatpura, Jaipur.	21.10..2007
238	Jayoti Vidyapeeth Women's University, Vedant Gyan Valley Village, Jharna Mahala, Jabner, Link Road NH-8, Jaipur.	21.04.2008
239	Jodhpur National University, Narnadi Jhanwar Road, Jodhpur-342 001	11.08.2008
240	Lords University, Alwar-Tijara-Delhi Highway, Chikani, Alwar, Rajasthan	05.10.2018
241	Madhav University, Madhav University, "Madhav Hills", Opp. Banas Bridge Toll, NH-14, Village-Wada/Bhujela, Panchayat Samiti – Bharja, Tehsil – Pindwara, Abu Road, District-Sirohi, Rajasthan – 307026.	04.03.2014
242	Maharaj Vinayak Global University, Jaipur, Rajasthan.	21.03.2012
243	Maharishi Arvind University, Mundiaramsar, Near Bindayaka Industrial Area, Jaipur-302012, Rajasthan.	05.10.2015
244	Mahatma Gandhi University of Medical Sciences & Technology, RIICO Institutional Area, Sitapur, Tonk Road, Jaipur – 302 022.	15.09.2011
245	Mahatma Jyoti Rao Phoole University, SP-2 & 3, Kant Kalwar, RIICO Industrial Area, Tala Mod, NH-I, Achrol, Jaipur	03.02.2009
246	Manipal University, Vatika Infotech City, Near GVK Toll Plaza, Jaipur ajmer Experss Way, Post – Thikaria, Jaipur – 302 026, Rajasthan.	15.09.2011
247	Maulana Azad University, Village-Buzawad, Tehsil – Luni, Jodhpur – 342802, Rajasthan.	16.09.2013
248	Mewar University, Chittorgarh, Rajasthan	22.09.2008

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249	Mody University of Science and Technology, Lakshmanagarh, District Sikar Rajasthan.	16.09.2013
250	NIIT University, Neemrana, Rajasthan.	03.04.2010
251	NIMS University, Shobha Nagar, Jaipur – 303 001.	29.03.2008
252	OPJS University, Rawatsar, Kunjila, Tehsil-Rajgarh, Distt. – Churu, Rajasthan.	16.09.2013
253	Pacific Academic of Higher Education & Research University, (PAHER) Pacific Hills, Airport Road, Pratap Nagar Extension, Udaipur – 313 003.	29.04.2010
254	Pacific Medical University, Bhilo Ka Bedla, Bye Pass, National Highway 27, Udaipur, Rajasthan.	04.03.2014
255	Poornima University, Ramchandrapura, Sitapura Extension, Jaipur, Rajasthan.	16.05.2012
256	Pratap University, Sunderpura (Chandwaji), Amer, Delhi-Mumbai Highway, Jaipur, Rajasthan.	15.09.2011
257	Raffles University, Japanese Zone, National Highway 8, Neemrana-201 705, Rajasthan.	27.03.2011
258	R.N.B. Global University, RNB Global City, Ganganagar Road, Bikaner-334601, Rajasthan.	27.04.2015
259	Sai Tirupati University, Ambua Road, Village – Umarda, Girwa, Udaipur – 313015, Rajasthan.	21.04.2016
260	Sangam University, Bhilwara, Rajasthan.	02.05.2012
261	Shri Jagdish Prasad Jhabarmal Tibrewala University, Chudela, District – Jhunjhunu.	03.02.2009
262	Shri Kallaji Vedic Vishvavidyalaya, Kamdhaj Nagar, Nimbahera (Chittorgarh), Rajasthan	28.03.2018
263	Shri Khushal Das University, Suratgarh Road, Near Toll Plaza, Dablrathan, Hanumangarh-335801, Rajasthan	05.10.2018
264	Shridhar University, Pilani Chirawa Road, Pilani Rajasthan - 333 031	03.04.2010
265	Shyam University, Lalsot, Dist- Dausa, Rajasthan- 303511	05.10.2018
266	Singhania University, Pacheribari, Jhunjunu, Rajasthan.	29.03.2008
267	Sir Padmapat Singhania University, Bhatewar, Udaipur – 313 601.	29.03.2008
268	Sunrise University, Bagad Rajput, Tech. Ramgarh, Alwar, Rajasthan	22.09.2011
269	Suresh Gyan Vihar University, Mahal Jagatpura, Jaipur, Rajasthan.	21.04.2008
270	Tantia University, Hanumangarh Road, Sri Ganganagar – 335 002, Rajasthan.	16.09.2013
271	University of Engineering & Management, Jaipur, Rajasthan.	21.03.2012
272	University of Technology, Vatika, Tehsil – Sanganer, Jaipur, Rajasthan.	18.05.2017
273	Vivekananda Global University, Sector-36, NRI Road, Sisyawas, Jagatpura, Jaipur – 303012, Rajasthan.	02.05.2012
	SIKKIM	
274	Shri Ramasamy Memorial University, 5 th Mile, Tadong, Ranipool PO, Gangtok, Sikkim – 737 102.	16.01.2014
275	Sikkim Manipal University, Gangtok-737 101	11.10.1995
276	The Institute of Chartered Financial Analysts of India University, (ICFAI) Ranka Road, Lower Sichey, Gangtok, Sikkim - 737101.	04.10.2004
277	Vinayaka Missions Sikkim University, Plot No. 438, N-312 Sang Phatak Road, Middle Tadong, PO Daragaorn, Tadong, East Sikkim – 237 102.	30.07.2008
	TRIPURA	
278	Institute of Chartered Financial Analysts of India Agartala, Tripura – 799 001.	31.03.2004
	UTTAR PRADESH	
279	Amity University, Sector-125, Noida - 201303 (U.P.)	24.03.2005
280	Babu Banarasi Das University, 55, Babu Banarasi Das Nagar, Lucknow, Uttar Pradesh.	12.10.2010

S.No	Name of Private University	Date of Notification
281	Bareilly International University, Rohilkhand Medical College Campus, Pilibhit Bypass Road, Bareilly – 243006, Uttar Pradesh.	16.09.2016
282	Bennett University, Plot No. 8-11, Tech Zone II, Greater Noida – 201301, Uttar Pradesh.	16.09.2016
283	Era University, Sarfarazganj, Hardoi road, Lucknow-226003, Uttar Pradesh.	16.09.2016
284	G.L.A. University, Mathura (Uttar Pradesh)	01.09.2010
285	Galgotias University, 1, Knowledge Park, Phase-II Greater Noida – 201 306, Uttar Pradesh.	07.04.2011
286	IIMT University, O Pocket, Ganga Nagar, Mawana Road, Meerut – 250001, Uttar Pradesh.	16.09.2016
287	IFTM University, Lodhipur Rajput, Delhi Road, Moradabad – 244 102, Uttar Pradesh.	12.10.2010
288	Integral University, Kursi Road, Lucknow-226 026 (U.P)	26.02.2004
289	Invertis University, Invertis Village, Bareilly-Lucknow National Highway-24, Bareilly-243 123 (U.P.)	01.09.2010
290	Jagadguru Rambhadracharya Handicapped University, Chitrakoot Dham-210 204.	06.10.2001
291	Jaypee University, Aligarh Road, Anoopshahar, Dist. Bulandshahar – 203 390, Uttar Pradesh.	04.03.2014
292	J.S. University, Shikohabad, Firozabad, Uttar Pradesh.	24.06.2015
293	Mangalayatan University, Aligarh, UP.	30.10.2006
294	Maharishi University of Information Technology, Maharishi Bal Vidya Mandir & University Campus, Sitapur Road, Post-Diburia, Lucknow – 226 020, Uttar Pradesh.	24.09.2013
295	Mohammad Ali Jauhar University, Rampur, UP.	19.06.2006
296	Monad University, Kasmabad, PO-Pilkhua, Dt. Hapur, Uttar Pradesh.	12.10.2010
297	Noida International University Plot No. 1, Sector-17A, Yamuna Expressway, Gautam Budh Nagar, (U.P)	12.10.2010
298	Rama University, Rama City, G.T. Road, Mandhana, Kanpur – 209217, Uttar Pradesh.	10.01.2014
299	Sanskriti University, 28 KM Stone, Mathura-Delhi Highway, Chhata, Mathura, Uttar Pradesh.	16.09.2016
300	Sharda University, Gautam Budh Nagar, Uttar Pradesh	24.03.2009
301	Shiv Nadar University, Dadri, Gautham Budh Nagar, Uttar Pradesh	06.04.2011
302	Shobhit University, Adarsh Institutional Area, Babu Vijendra Marg, Gangoh, Distt. – Saharanpur – 247 341, (Uttar Pradesh)	05.07.2012
303	Shri Ramswaroop Memorial University, Hadauri, Deva-Lucknow Road, Dt. Barabanki, Uttar Pradesh.	04.07.2012
304	Shri Venkateshwara University, NH-24, Rajabpur, Gajraula, J.P. Nagar, Uttar Pradesh.	12.10.2010
305	Swami Vivekanand Subharti University, Delhi-Haridwar Bypass Road, Meerut, U.P.	05.09.2008
306	Teerthanker Mahaveer University, Delhi Road, Moradabad.	05.09.2008
307	The Glocal University, Ali Akbarpur, Mizapur Pole, Tehsil – Behat, Saharanpur – 247001, Uttar Pradesh.	05.07.2012
	UTTRAKHAND	
308	Bhagwant Global University, Village & Post – Uttari Jhandi Chaur, Tehsil – Kotdwar, Dist. – Pauri Garhwal, Uttarakhand – 246149.	19.12.2016
309	Dev Sanskrit Vishwavidyalaya, Gayatrikunj, Shantikunj, Hardwar-249 411.	22.01.2002
310	DIT University, Mussoorie Diversion Road, Dehradun – 248 009, Uttarakhand.	15.02.2013
311	Graphic Era Parvatiya Vishwavidyalaya, 600, Bell Road, Clement Town, Dehradun – 248 002, Uttarakhand.	28.04.2011
312	Himalayan Garhwal University, Dhaid Gaon, Pokhra, Pauri Garhwal, Uttarakhand.	07.12.2016

S.No	Name of Private University	Date of Notification
313	Himgiri Zee University, Sheeshambada, PO-Sherpur, Via-Sahaspur, Dehradun-248197, Uttarakhand	11.07.2003
314	IMS Unison University, Makkawala Greens, Mussoorie Diversion Road, Dehradun – 248 009, Uttarakhand.	15.02.2013
315	Institute of Chartered Financial Analysts of India (ICFAI), C-1/103, Indira Nagar, Dehradun-248 006 (Uttarakhand).	10.07.2003
316	Motherhood University, Village – Karondi, Post – Bhagwanpur, Roorkee, Distt. Hardwar, Uttarakhand.	19.01.2015
317	Quantum University, Mandawar (22 Km Milestone), Roorkee-Dehradun Highway (NH-73), Roorkee- 247167, Uttarakhand	07.04.2017
318	Ras Bihari Bose Subharti University, Subhartipuram Kotda Santaur, Aamwala Road, PO – Chandanwadi, Nanda Ki Chowki, Prem Nagar, Dehradun-248007, Uttarakhand.	08.12.2016
319	Sardar Bhagwan Singh University, Balawala, Dehradun- 248161, Uttarakhand.	03.08.2018
320	Shri Guru Ram Rai University, Patel Nagar, Dehradun, Uttarakhand.	
321	Swmi Rama Himalayan University, Swami Ram Nagar, Jolly Grant, PO – Doiwala, Dehradun, Uttarakhand.	12.03.2013
322	University of Patanjali, Patanjali Yogpeeth, Haridwar.	05.04.2006
323	University of Petroleum and Energy Studies, Building No. 7, Street No. 1, Vasant Vihar Enclave, Dehradun-284 006 (Uttarakhand).	10.07.2003
324	Uttaranchal University, Arcadia Grant, PO Chandanwari, Premnagar, Dehradun – 248 007, Uttarakhand	15.02.2013
	WEST BENGAL	
325	Adamas University, Barasat, Barrackpore Road, Barberia, PO Jagannathpur, PS Barasat, Kolkata – 700126, West Bengal.	11.04.2014
326	Amity University, Rajarhat, New Town, Dist. North 24 Parganas, West Bengal.	21.01.2015
327	Brainware University, 398, Ramkrishnapur Road, Barasat, Kolkata – 700 124, North 24 Pgs., West Bengal.	24.02.2016
328	JIS University, Agarpara, District North 24 Parganas, West Bengal.	03.02.2015
329	Seacom Skills University, Village – Kendradanga, PO – Sattore, PS – Panrui, Dist. – Birbhum-731236, West Bengal.	11.04.2014
330	Sister Nivedita University, DG-1/2, New Town, Rajarhat, Kolkata- 700156, West Bengal	22.02.2018
331	St. Xavier’s University, Premises No. IIIB-1, Plot No. IIIB/1, Action Area IIIB, PS New Town, Kolkata – 700156.	16.01.2017
332	Techno India University, EM – 4, Sector-V, Salt Lake, Kolkata – 700 091, West Bengal.	16.08.2012
333	The Neotia University, Jhinga, Sarisa, D.H. Road, 24 Parganas (S), West Bengal-743368.	03.02.2015
334	University of Engineering and Management, University Area, Plot No. III-B/5, Main Arterial Road (East-West), New Town, Action Area-III, Kolkata-700156, West Bengal.	03.02.2015



**Scholarship Disbursed Under the Central Sector Scheme of Scholarship for
College & University Students (01-04-2019 to 31-12-2019)**

S. No.	State	No. of Scholarships (Fresh/renewal)	Amount
1	Andhra Pradesh	5437	68150000
2	Assam	72	980000
3	Bihar	109	1150000
4	CBSE	2738	37170000
5	Chhattisgarh	1557	17740000
6	CISCE	26	260000
7	Goa	40	670000
8	Gujarat	4039	42540000
9	Haryana	246	4240000
10	Himachal Pradesh	310	3970000
11	Jammu and Kashmir	92	1610000
12	Karnataka	3912	48850000
13	Kerala	3311	44860000
14	Madhya Pradesh	3247	39060000
15	Maharashtra	2345	27940000
16	Manipur	45	460000
17	Meghalaya	93	930000
18	Nagaland	14	140000
19	Odisha	548	5520000
20	Puducherry	32	320000
21	Punjab	616	6800000
22	Rajasthan	990	12910000
23	Tamil Nadu	2656	30780000
24	Telangana	3558	40350000
25	Tripura	85	950000
26	Uttar Pradesh	2300	24650000
27	Uttarakhand	198	2060000
28	West Bengal	3752	41910000
	Total:	42368	506970000



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PART - III

**Common Activity of
Department of School
Education & Literacy
and
Department of
Higher Education**



**EDUCATION OF SCHEDULE
CASTES & SCHEDULE TRIBES**

Education of Schedule Castes & Schedule Tribes

Educational development plays a vital role for the socio-economic betterment of the weaker sections of the 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 the society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

1. 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...'

New Education Policy

(i) The National Policy on Education (NPE), 1986, which was modified in 1992 has stood the test of time. But in the last twenty years, the education scenario has seen monumental changes. Hence, the Government proposes to review the current policy and formulate a New Education Policy aimed at meeting the current requirements of the time. The Government has initiated the process

of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research with a view to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

- (iii) Two themes under New Education Policy are directly related to the educational development of Women/Girls. Theme X of School Education is focused on 'Enabling Inclusive Education - Education of Girls, SCs, STs, Minorities and Children with Special Needs'. Similarly, Theme X of Higher Education is titled 'Bridging Gender and Social Gaps'.
- (iv) The Ministry had carried out wide ranging thematic consultations through several institutions and autonomous bodies, Zonal Meetings with State Governments and National level consultations and also discussed it in CABE. Thereafter, the Ministry had constituted a Committee for Evolution of the New Education Policy on 31st October 2015 under the chairmanship of Late Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India which submitted its report on the 27th May, 2016. The Report States that the interventions which are currently being made to bridge these gender and social gaps need to be stepped up, and more

focused strategies need to be worked out for effective inclusion and participation of girls and other special category children. Further, it has been suggested in the Report that DIETs in hilly, tribal and inaccessible areas can run 5-year courses (or 10+3) exclusively for girls after Std. VIII, with full financial support and job assurance, to address the problem of teacher shortages in these areas.

- (v) **The government has constituted a Committee for the Draft National Education policy in June 2017 under the Chairmanship of Dr. K Kasturirangan, which submitted its report to the Ministry on 31st May 2019. Based on all feedback/comments received from various stakeholders on the draft NEP, the Ministry is in process of finalising the National Education Policy, 2020**

2. 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 had 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 MHRD is given below:

Department	SCSP	TSP
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 D/o 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.”

(Amount in crore)

Table: Funds Earmarked under DAPSC and DAPST (2019-20)

Department of Higher Education	Total		SCSP		TSP	
	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates
Scheme Component	11537.86	10426.41	1566.92	1396.51	812.08	732.50
Percentage*			16.60%	16.77%	8.60%	8.80%
Other than Scheme Component	26779.15	27890.60	1640.08	1810.49	792.92	872.50
Percentage			6.12%	6.49%	2.96%	3.13%
Total Higher Education	38317.01	38391.01	3207.00	3207.00	1605.00	1605.00

*Percentage has been calculated after deducting the Equity component of Rs.2750.00/2100.00 crore from the total Scheme allocation.

Table: Funds Earmarked under DAPSC and DAPST (2019-20)

Department of School Education and Literacy	Total		SCSP		TSP	
	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates
Scheme Component	48063.60	46423.41	9612.72	9344.93	5486.48	5469.94
Percentage			20.00%	20.13%	11.42%	11.78%
Other than Scheme Component	8473.03	10113.22	645.20	985.70	345.13	461.46
Percentage			7.61%	9.75%	4.07%	4.56%
Total School Education and Literacy	56535.63	56535.63	10257.92	10330.63	5831.61	5931.40

3. 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 (20.24%) 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 (8.60%) at national level is more than their share in the population (10.85%) as per census 2011 and an increasing trend can be seen over the years.

3.1 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.

Gross Enrolment Ratio of SCs/STs

Year	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2014-15	96.39	107.5	103.19	76.91	81.95	71.35	52.54	53.83	38.53
2015-16	96.42	107.38	102.42	79.30	84.56	73.71	55.73	56.70	42.83
2016-17	93.55	102.43	99.57	79.35	84.19	73.48	55.40	55.93	42.67
2017-18	93.03	100.84	100.98	79.38	83.70	77.49	56.50	56.72	46.07

Source:- U-DISE report

- 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.
- 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 children of scheduled castes and tribes.**
- v. Bridging gender and social gaps at all levels of school education is one of the major

objectives of the Samagra Shiksha Scheme. Consequently, the Samagra Shiksha 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 Focus is accorded while planning, implementation and monitoring to :

- i) 61 SC Concentrated Districts
- ii) 109 ST concentrated Districts

Special projects for Social equity:

Under Samagra Shiksha, 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.

- vi. Kasturba Gandhi Balika Vidyalayas (KGBVs) have been opened in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average. KGBVs are residential schools for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL) from Class VI to XII. Presently, total 5,930 KGBVs have been sanctioned in the country out of which 4,915 KGBVs are operational enrolling 6,35,116 girls (status as on 31.03.2020).

3.2 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 Central Schools (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 and also are provided with free books, uniform and transportation. All the SC/ST students are exempted from payment of tuition fee up to class XII.

3.3 National Council of Educational Research and Training (NCERT):

Education of SCs/STs in order to ensure quality education for the SC/ST concentrated areas, the NCERT has undertaken research studies and capacity building programmes. The research studies titled “ Assessing Community Participation in Promoting Elementary School Education in ST Dominated Areas’ Á Study of the Traditional Indigcnous Practice Followed by Select Scheduled Tribes for Conservation of natural Resource in Different Climatic Region of India’, Interventions to Achieve Quality Learning in science in Selected Schools in ST Concentrated Districts of Nagaland: A Framework’, ‘Status of Girls’ Hostel Scheme: An Exploratory study Focusing on Scheduled Castes (SC) Girls at Secondary Tribal Learners of Andaman and Nicobar Islands’ area conducted by the Council.

A capacity building programme in guidance for teachers working in SC, ST concentrated Areas was conducted at NERIE, Umam, Meghalaya from 14 to 18 October 2019 to equip teachers with

knowledge and skill for providing guidance to SC and ST students and Reduction in behavioural problems through group guidance activities. Forty-seven teachers from Ri-Bhoi District of Meghalaya participated in the programme.

A sensitization programme for teachers and wardens on special needs of students of Eklavya model residential school (EMRSs) in Scheduled Tribe concentrated blocks has been undertake with objective sensitize the teachers and wardens on the special needs of students (Orphans Children affected by LWEs, Children of Widows, divyang children of divyang parents) of EMRSs. A sensitisation programme was conducted at EMRS, Bhopal. MP from 26 to 28 December,2019 . A capacity Building on Action research for the State resource group belonging to SC, ST and Minority concentrated areas of the Aspiratinal districts of Rajasthan and Himachal Pradesh was organised at RIE, Ajmer from 14 to 20 November 2019.

3.4 National Council for Teacher Education (NCTE):

NCTE in its Statutory Role grants recognition to Teacher Education Institutions as mandated to it through its Act. The NCTE vide its notification dated 23.8.2010 and 29.7.2011 has already incorporated D.El.Ed (Special Education) for teachers to be appointed for class I to V and B.Ed (Special Education) in these notification making it one of the qualification for appointment of upper primary teach classes VI to VIII.

As per the above said notification, a teacher with B.Ed (Special Education) qualification for appointment as a teacher to teach classes I to V shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

As per the above notification Reservation Policy has been also determined. As per the Reservation

Policy, relaxation up to 5% in the qualification marks shall be allowed to the candidates belonging to reserved categories, such as ST/SC/OBC/PH.

Similarly as per NCTE regulation 2014 (Recognition Norms and Procedure) there is provision for reservation and relaxation in marks for admission to various teacher education programmes for ST/SC/OBC/PwD and other categories as per the rules of the Central Govt./ State Govt., whichever is applicable.

As per the NCTE Amendment Regulation 2017 notified dated 29.5.2017 there is provision of reservation for scheduled caste/scheduled tribes/ other backward caste/differently abled persons and other categories as per the extent policy of the Central Govt. or State Govt. as applicable to all other categories of service in Govt.

4. 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 3.32 percent from 2016-17 to 2017-18. The Gross Enrolment Ratio of STs has shown an increase of approximately 3.25 percent from 2016-17 to 2017-18. This indicates that there is an increase in representation of each of them in higher educational institutes.

GER in Higher Education (18-23 Years)

Year	GER of All Category Students	GER of SC Students	GER of ST Students
2014-15	24.3	19.1	13.7
2015-16	24.5	19.9	14.2
2016-17	25.2	21.1	15.4
2017-18	25.8	21.8	15.9
2018-19	26.3	23.0	17.2

Source: All India Survey on Higher Education, MHRD

The Central Education Institutions (Reservation in admission) 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 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 post, 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 the society in higher education.

To improve the access of the higher education institutes, centrally funded higher educational institutions are established in the unserved areas. The Rashtriya Uchchattar 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.

5. Programmes/Schemes for SCs/STs

5.1. Programmes/Schemes implemented by Department of Higher Education

5.1.1 Scheme of Scholarship for College and University Students:

Central Sector Scholarship is provided to those eligible Class XII pass out students, who are above 80th percentile, from a particular Board of

Examination and having family income of less than Rs. 8 lakh per annum. The annual target is 82000 scholarships (41000 for boys and 41000 for girls) which is divided amongst the State Education Boards based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year. Central Reservation Policy is being followed under the scheme 15% 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: 'Central Sector Scheme of Scholarship for College and University Students' has been on boarded to the National Scholarship Portal www.scholarship.gov.in.

Parental income ceiling criterion has been raised to Rs. 8 lakh per annum from Rs. 6 lakh per annum.

The budget is divisible for 'General Category including OBC (Minor Head 107), SCSP (Minor Head 789) and TSP (Minor Head 796) respectively.

Year	Beneficiaries (01.04.2019 to 31.12.2019)			
	SC		ST	
2019-20	Male	Female	Male	Female
		2204	2267	586

5.1.2 Special Scholarship Scheme for Jammu & Kashmir:

The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the State, 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. 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 inter-changeability of slots, subject to shortfall in the number of General degree i.e. if there is shortfall in the general stream intake, then the shortfall number is converted to seats equivalent to engineering /medical stream (1 General stream = 0.58 Engineering stream/0.325 Medical Stream).

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 is constituted to oversee the implementation and monitoring of the scheme.

New initiatives:

- Online allotment of seats based on students' merit and choice of institution in order of preference.
- One faculty member in each beneficiary institute has been appointed as the Nodal Officer for resolving the grievances and smooth disbursement of scholarship.
- Parental income ceiling criterion has been raised to Rs. 8 lakh per annum from Rs. 6 lakh per annum.
- The fresh students from 2019-20 are being paid the maintenance allowance on monthly basis.

J&K State Reservation Policy is adopted under the scheme i.e. 8% earmarked for Scheduled Castes, 11% for Scheduled Tribes and 25% for Socially and Economically Backward Classes (SEBC)

Year	Beneficiaries									Amount Disbursed (Rs. in Crore)
	SC			ST			PwD			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2019-20 (1.4.19 – 31.12.2019)	790	363	1143	718	318	1046	58	8	66	23.77

5.1.3 Interest Subsidy on Educational Loans:

There is a Central Sector Scheme called Central Sector Scheme of Interest Subsidy (CSIS), a Plan Scheme which is in operation since 01.04.2009. Under the Scheme, Interest Subsidy is given to economically weaker sections of the society i.e. to the students whose parental income is up to Rs.4.5 lakhs per annum for undergoing professional courses duly recognized and approved by the concerned bodies of higher education in India (and not abroad). The benefit is allowed only once. The amount is disbursed to the Canara Bank i.e. Nodal Bank. Canara Bank has

a dedicated portal for this. All activities are done online. Under the scheme, besides Canara Bank, the following organizations also participate:-

- National Safai Karamcharis Finance and Development Corporation (NSKFDC)
- National Scheduled Castes Finance and Development Corporation (NSCFDC)
- National Scheduled Tribes Finance and Development Corporation (NSTFDC)
- National Backward Classes Finance Development Corporation (NBCFDC)
- National Handicapped Finance Develop-

ment Corporation (NHFDC)

- vi) National Minority Development and Finance Corporation (ITIMDFC)

The disbursement is done directly to these bodies by MHRD. Interest Subsidy is given during moratorium period (i.e. Course Period plus one year)

All Scheduled Banks besides the aforesaid bodies are eligible to participate. The Co-operative Banks under Schedule/Regional Rural Banks (RRBs) also participate. Since the inception of the scheme, an amount of Rs. 12553.34 crores so far has been disbursed benefitting 25,55,523 students, out of which 23,20,225 are General, 1,77,054 are SC and 58,224 are ST.

Rs. 2510 crores is allocated for the year 2018-19 and for Interest Subsidy and Credit Guarantee Fund under the scheme.

The amount transferred to the Trustee Company (01.04.2019 to 31.12.2019) is as follows:-

Financial Year	General	SC	ST	Total
2018-19		1,00,000,00		1,00,000,00

Details of SC/ST/ PwD for Central Sector Scheme of Interest Subsidy

Fin year	No. of unique beneficiaries (in Actuals) (01.04.2019 to 31.12.2019)								
	SC			ST			PwD		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2018-19	2887	2271	5158	697	595	1292	201	126	327

5.1.5 Rashtriya Uchchar Shiksha Abhiyan (RUSA): Rashtriya Uchchar 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 development

Besides the Interest Subsidy Scheme, there is another Scheme “Credit Guarantee Fund for Education Loans” which has been notified on 17th September, 2015. The advantages of the Scheme 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 which will bring competition and quality in all spheres. The interest subsidy in educational loan is meant only for studies in India but the credit guarantee approved in corporates educational loan for pursuing of higher education abroad.

Fund Tracker and PFMS to monitor the performance of States and Institutions against funds released under RUSA Scheme as a whole which includes funds released under AWSC and STC.

5.1.6 Tribal Universities:

To encourage Education in Tribal dominated areas, the Government of India, Ministry of Human Resource Development has established a Central Tribal University in the State of Madhya Pradesh in the name of Indira Gandhi National Tribal University, Amarkantak in 2007.

The Andhra Pradesh Reorganization Act, 2014 provides the establishment of one Tribal University each in the State of Andhra Pradesh and Telangana.

Central Tribal University of Andhra Pradesh, Vijayanagram is operationalising from a transit campus by a mentor University i.e. Andhra University from the financial year 2018-19.

5.1.7 Babasaheb Bhimrao 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 informed 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 2019-20 "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.

5.2 Programmes/Schemes implemented by University Grants Commission (UGC)

5.2.1 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/ST students:-** This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ST to pursue higher studies leading to M.Phil and Ph. D. Degree (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities/ Institutions/Colleges. The UGC has been providing 2000 slots per year to SC candidates and 750 slots per year for ST Candidates.
- (ii) **Post-Graduate Scholarships for Students belonging to SCs/STs :** The objective of this scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/Institutions/Colleges.
- (iii) **Post-Doctoral Fellowships for SC/ST:** The objective of this scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering & Technology, Humanities and Social Sciences in recognized Indian Universities/ Institutions/Colleges. UGC has been providing 100 slots every year to them.

5.2.2 Coaching for SC/ST / OBC (non-creamy layer) & Minorities: UGC has been contributing towards social equity and social economic

mobility of the under privileged section of the 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 lakh (One time)

Recurring Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring Rs. 5.00 lakh (One time)

Recurring Rs.2.00 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 per annum

Ceiling of the grant for college

Non-Recurring Rs.3.50 lakhs (one time)

Recurring Rs.1.50 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 per annum

Ceiling of the grant for college

Non-Recurring Rs. 5.00 lakh (One time)

Recurring Rs.2.00 per annum

5.2.3 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 section 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 IITs/Medical Colleges.

5.2.4 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

5.2.5 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, are 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:

Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity/religion;

Developing understanding of the nature and dynamics of discrimination and exclusion;

Contextualizing and problematizing discrimination, exclusion and inclusion;

Developing an understanding of discrimination at an empirical level;

Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions:

- ✓ 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.
- ✓ Undertaking M.Phil and Ph. D. supervision.
- ✓ Undertaking empirical studies with theoretical perspective and build time series data bank for comparative studies and policy/programmes evaluation.
- ✓ Carrying out detailed rigorous analyses based on the socio-economic data generated by government agencies.
- ✓ Organizing conferences, seminars and symposia on the theme of Social Exclusion.
- ✓ Publishing regularly the research findings of the faculty and students.
- ✓ Organizing public lectures on the subject

- by eminent scholars,
- ✓ Reaching out to scholars, especially young scholars, in other universities and colleges through an active programme of inviting Visiting Faculty.
 - ✓ Establishing links with Civil Society Organizations engaged in combating Social Exclusion.
 - ✓ Conducting short-term Orientation courses for political leaders, Parliamentarians, government officials, trade unionists and media personalities.

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 33 centers in different universities to support research on the issue of social exclusion, which has a theoretical as well as policy importance. An amount of Rs. 5.42 Crore has been released to five Centers during 2018-19.

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

Establishment of SC/ST Cell in each of the institution 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 a SC/ST cell in newly established centrally funded universities where the SC/ST cell does not exist. For establishment of Cell,

the Commission has approved the non-teaching positions.

5.2.7 Guidelines for implementation of Tribal Sub Plan (TSP) and Scheduled Caste Sub Plan (SCSP) in University Grants Commission released after approval by 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 component 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.

5.2.8 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 page on their website for lodging such complaints of caste discrimination by SC/ST students and also place 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 indulge 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.

5.2.9 Reservation for Scheduled Castes/ Scheduled Tribes in the matter of appointment to teaching posts in Universities/Colleges:

With Reference the Allahabad High court in its order CMWP No. 43260 of 16 dated 07.04.2017 and later upheld by the Supreme Court in its judgment dated 21.07.2017 passed in SLP(C) No. 16515/2017, the UGC examine 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 switch 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.

5.2.10 Ishaan Uday: The UGC launched scheme of “Ishaan Uday” Special Scholarship Scheme for North Eastern Region from the academic session 2014-15. The Scheme envisages grant has launched a Special Scholarship Scheme for Students of North East Region of 10,000 scholarships to students from North East Region whose parental income is below 4.5 lakh per annum and would be provided scholarship ranging from 5,400 to 7,800 per month for studying at under graduate level in Colleges/Universities of the country. Number of Scholarship during last 2 years is given as below:

Year	SC Students	ST Students
2017-18	1066	2703
2018-19	1240	2702

5.3 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. Brief details of schemes and support provided as desired by the MHRD related to Development Action Plan for Scheduled Castes is furnished below:

1. Academic support Programme:

The Prerana scheme is an effort to overcome the acute shortage of faculty in engineering and polytechnic colleges by providing financial assistance to institutes who are willing to put extra efforts for encouraging SC / ST students

to go for higher education and give coaching to clear admission tests like GATE / GPAT/ CAT/ CMAT/ TOEFL/ IELTS and GRE for getting admission in renowned institutions.

A limited one-time financial assistance of Rs. 10 Lakh is given to the institutes, for a period of two years, for paying the application fee of students for these exams and for meeting expenditure on honorarium to eminent faculty members invited for conducting sessions.

During the financial year 2019-20, a grant of Rs. 2.32 Crore has been disbursed to 32 (8 old + 24 new) institutes to benefit the students.

From academic year 2020-21 this scheme will be operated through National Educational Alliance for technology (NEAT) initiatives of MHRD and AICTE by providing direct online support to the SC/ST students by enrolling them in the online courses related to the above areas.

➤ **Samriddhi Scheme**

The broad objective of this scheme is to help SC/ST students as per AICTE's startup policy in designing, launching, and running their own business/startup through entrepreneurship development programme after formal education is over/during their education.

Maximum limit of funding to the institute under this scheme is limited to Rs. 20 Lakh to be spent within a period of 02 years. Up to 9 start-ups of SC/ST students are selected by the committee set up at the institute level and the seed money of Rs. 2 Lakh (non-refundable) is provided to the selected candidates. The institute is provided Rs. 2 Lakh (Rs. 1 Lakh per year) for meeting the expenditure on honorarium to eminent faculty members/entrepreneurs invited for conducting sessions on entrepreneurship.

During the year 2019-20, the grant was released to 12 (10 cases of 2018-19 + 2 cases of 2019-20) institutes amounting to Rs. 1.19 Crore.

The state-wise distribution of grant under Samriddhi Scheme during 2019-20 is shown in **Table 1.1** and state-wise distribution of grant (in %) is shown in **Fig 1.1**

Table 1.3: State-wise distribution of grant under Samriddhi Scheme during 2019-20

S. No.	State	No. of Institutes	Amount Released (Rs. in Lakh)
1.	Maharashtra	1	6.30
2.	Karnataka	1	9.69
3.	Andhra Pradesh	2	22.46
4.	Tamil Nadu	8	80.43
Total		12	118.88

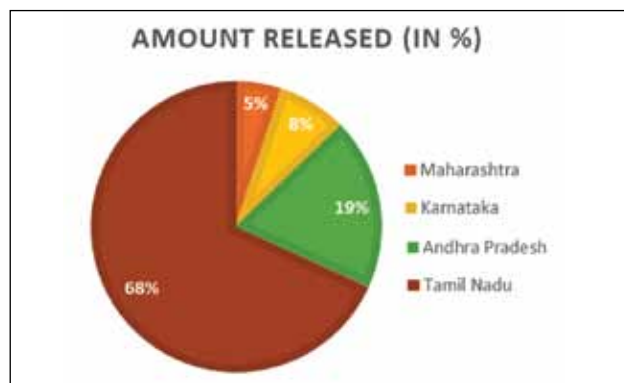


Fig 1.1: State-wise distribution of grant (%) under Samriddhi Scheme during 2019-20

2. **Scholarship schemes:**

➤ **PRAGATI Scholarship Scheme for Girl Students**

AICTE awards Pragati Scholarship to girl students with an aim to provide assistance to pursue technical education. This is an attempt to give young women the opportunity to pursue education and prepare a successful future by “Empowering Women through Technical Education”.

The scheme was launched on National Educational Day i.e., 11th November, 2014. The present salient features of the scheme are as under:

- Two girl child per family where the family income should be less than Rs.8 Lakhs /

annum.

- Number of scholarships per annum: 10000 (5000 for Diploma and 5000 for Degree) distributed across 23 States/UTs and for remaining 13 States/UTs (e.g. NER, J&K etc) all eligible girl students will get the scholarship.
- The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute or 2nd year through lateral entry.
- Amount of scholarship: Rs 50,000 per annum.
- Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant.
- The category-wise beneficiaries under Pragati scholarship scheme during 2019-20 is shown in Table 2.1 and category-wise beneficiaries (in %) is shown in Fig 2.1.

Table 2.1: Distribution of beneficiaries and grant released under Pragati Scholarship scheme during 2019-20:

S. No.	Category of students	No. of beneficiaries	Amount Released (Rs. in Lakh)
1	Gen (Open)	2225	506.66
2	OBC	4363	1050.27
3	SC	979	221.82
4	ST	171	38.89
	Total:	7738	1817.64

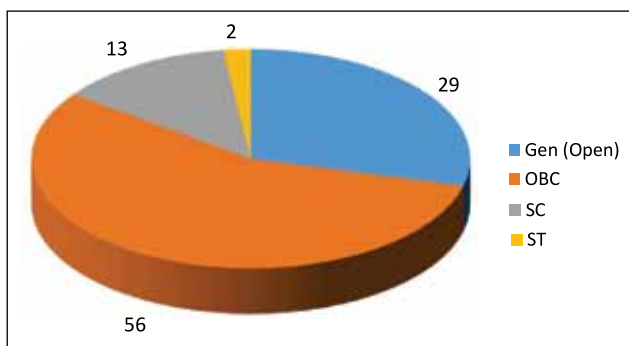


Fig. 2.1: Graphical Representation of Beneficiaries

➤ PG Scholarship

In order to ensure development of technical education in India AICTE awards Post Graduate Grant Scheme for GATE/GPAT qualified students @ Rs. 12,400/- month 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 University / Departments.

During the financial year 2019-20 an amount of Rs. 309.69 crores to 32461 beneficiary students was released by AICTE directly into their bank accounts through DBT. The category-wise beneficiaries under PG scholarship scheme during 2019-20 is shown in Table 2.3 and category-wise beneficiaries (in %) is shown in Fig 2.3

Table 2.3: The details of PG scholarship students and amount released

S. No.	Category of Students	No. of beneficiaries	Amount released (Rs. in crores)
1.	General (Open)	17567	168.32
2.	OBC	10122	96.22
3.	SC	3964	37.35
4.	ST	808	7.80
	Total	32461	309.69

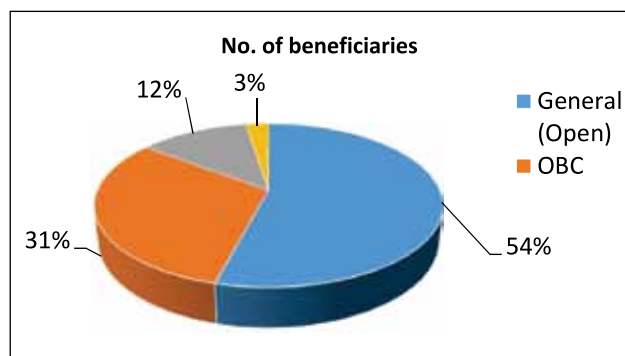


Fig. 2.3: Graphical Representation of Beneficiaries

➤ National Doctoral Fellow (NDF)

Scheme of National Doctoral Fellowship (NDF) was launched from the academic year 2018-19 for admitting full time meritorious students for Ph.D. program in the 28 identified research institutes of AICTE. Objectives of the National Doctoral Fellowship (NDF) are:

- To promote research culture in AICTE approved Institution.
- To nurture talents for technical research.
- To promote collaborative research between Institute and Industries leading to start-ups.

PSG College of Technology, Coimbatore was selected as National Nodal Center to handle the scheme on behalf of AICTE for the 3 academic years from 2018-19. Online applications were invited and the selected candidates after due selection procedures were directed to report to the Research Centers as per the research area chosen by the candidate and availability of guides. Reservation policy of the Government was only followed.

Selected candidates are entitled to receive a fellowship of Rs. 31,000/- month for first two years and Rs. 35,000 for the 3rd year and house rent allowance as per government norms. In addition to it an amount of Rs.15000/- per annum as contingency grant is also made available to scholars. The duration of the scheme is for a period of 3 Years. However, extendable by 6 months in 2 spells in special cases.

From the academic year 2019-20, the number of seats has been increased from 150 to 300. Presently a total of 351 scholars are pursuing research in 12 thrust areas under National Doctoral Fellowship (NDF) Scheme in its 37 identified research institutes of AICTE.

An amount of Rs. 11.64 crores were disbursed to the scholars as fellowship/HRA and contingency

during the financial year 2019-20 as per details below. The category-wise beneficiaries under National Doctoral Fellowship (NDF) scheme during 2019-20 is shown in **Table 2.4** and category-wise beneficiaries (in %) is shown in **Fig 2.4**

Table 2.4: NDF beneficiaries (Category wise) & amount released during 2019-20

Sl. No.	Category of students	No. of beneficiaries	Amount released (in crores)
1	General (Open)	138	4.45
2	OBC	126	4.25
3	SC	75	2.50
4	ST	15	0.44
	Total	354	11.64

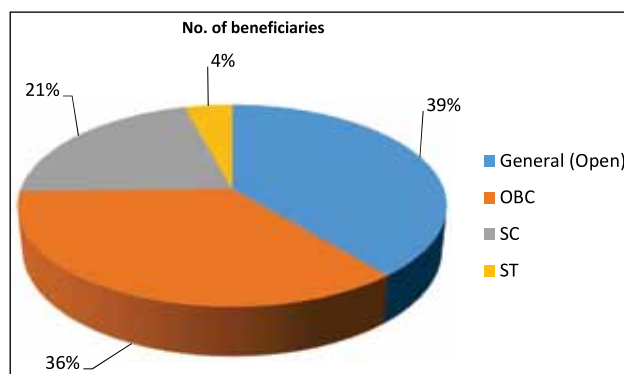


Fig. 2.4: Graphical Representation of Beneficiaries

From Academic year 2020-21 this scheme has been renamed as **AICTE – Doctoral Fellowship (ADF)** to be implemented through technical universities with maximum 300 scholars including SC/ST students will get the benefit of fellowship.

3. Construction of Hostel:

➤ AICTE-Scheme for providing Hostel for Students (SC/ST)

Considering the accommodation problem being faced by SC/ST students in taking admissions in good engineering colleges, a scheme for providing financial assistance for construction of hostels for men and women depending upon the

need of the Institution was launched.

The scheme aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/ researchers belonging to SC/ST category and from the year 2020-21 Govt/Govt aided Polytechnic institutes are also eligible to apply under this scheme.

In addition to the construction of hostel, three more components are added namely establishment of Gym, establishment of Indoor sports club and establishment of library (including installation of 10 Desktop PCs) for preparation of test for competitive examination/higher education with funding limit of Rs.5 lakh, 10 lakh and 10 lakh respectively from the year 2020-21.

The scheme will be operated with the name Scheme for Campus Accommodation & Facilities Enhancing Social-experience (CAFES)-SC/ST Students from the year 2020-21.

Statistics on construction of hostel for SC/ST students till date

Sl. No.	Particulars of hostel	No. of hostels
1	Hostel received all instalments/ completed hostels	38
2	Hostel refunded 1st instalment alongwith interest	6
3	Hostel received 1st instalment/ under process of construction	36
4	Hostel received 2nd instalment/ under process of construction	27
Total		107

In view of the above status shown in table, a total grant of Rs.166.69 crore (Rs.172.69 crore – Rs.6.00 crore refund of grant) has been released till date.

5. Soft Skill Development:

➤ Skill and Personality Development Program Centre for SC/ST Students (SPDC)

The scheme promotes the establishment of infrastructure in the form of a SPDP Centre in institutes to empower the SC and ST students by providing special skill trainings apart from regular study. The training is provided with the help of 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 in the industry increases. Maximum limit of funding to the institute under this scheme is limited to Rs.25 lakhs to be spent within a period of 03 years.

A total of 47 institutes supported (31 new SPDP Centres established and 16 already running SPDP centres) with disbursement of Rs. 279.02 lakh during the year 2019-20 and 63 institutes supported with disbursement of Rs. 468.01 lakh during the year 2020-21.

The scheme has been discontinued in Institutional Development Cell (IDC), AICTE, New Delhi from current year and subsumed in NEAT.

5.3.1 Technical Education Quality Improvement Programme (TEQIP-III):-

- Enrolment Rate:** Under TEQIP, activities such as awareness programs for village school students about engineering and different scholarships are conducted by institutes to improve the enrolment rate. Mostly third year and final year students participate in such camps to encourage students from rural areas. During the Academic year 2019-20, 18.78% Students are enrolled from disadvantaged groups (SC/ST).

2. **Remedial Classes:** Under the project, Remedial classes are also conducted by the TEQIP institutions for the students who are academically weak and are from disadvantaged groups. The provision of paying remuneration Rs.700/hr for conducting remedial classes is there to improve the transition rate of first year students without any backlogs. Other activities such as diagnostic test, induction program, peer teaching groups, Appointing Student Mentors and Faculty Advisers for Students etc. are conducted to improve transit.

Parameter	Academic Year 2018-19
Number of remedial classes conducted	43046
Transition rate of first year students without any backlog (SC/ST)	52.8%

3. **Exit Exam Training:** Improving language competency, soft skills and confidence levels along with cognitive skills to improve the rate of employability among the graduates, the provision of exit exam training is there such as GATE training, Employability skills training etc. 8237 students from socially disadvantaged groups have been provided exit exam trainings.
4. **Gate Results 2020:** Out of 8237 students who have been provided exit exam training, 25.7% students have been qualified GATE exam in 2019-20 which is far better than the national average.
5. **Digital Boards:** 1150 Digital Interactive boards have been provided to 105 colleges of the project for providing better remedial class experience especially to SC/ST students. As a result more than 25000

students from disadvantages groups are benefitting. The online courses available on SWAYAM are also taught to students. A list a database of the subjects with their online course link and made available to the students and faculties for doing the remedial teaching and learning.

6. **Diagnostic Test:** Under TEQIP-III, diagnostic test of students has been conducted through NASSCOM SSC to identify their potential area among the 9 future skill technologies (AI, BC, IoT, VR, CS, CC, DS, 3D printing and Robotics). A total of 5530 students appeared in the diagnostic test from 108 institutes in SC/ST category across all disciplines of engineering. The diagnostic test is helpful in enhancing the employability skills in the corporate world.
7. **OTHERS:** Under TEQIP-III, all the TEQIP institutions have to prepare Equity Action Plan which ensures equal opportunity to avail of the benefits of the project with substantial improvement in the performance of students who need greater assistance as well as students belongs to socially disadvantaged groups.
- 5.4 Benefits for SC/ST Students provided by IITs**
- Reservation 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 candidate 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.

- d) All SC/ST students are exempted from payment of tuition fee.
- e) 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.
- f) 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.
- g) Free Book Bank facility for a semester is provided to SC/ST students

5.5 Benefits for SC/ST Students provided by NITs and IEST:

The National Institute of Technology (NITs) and Indian Institute of Engineering Science and Technology (IEST), Shibpur (West Bengal) are Centrally Funded autonomous Technical Institution 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.

5.6 Benefits for SC/ST Students provided by National Institute of Educational Planning and Administration (NIEPA)

- i) Reservation in admission as per the Government of India norms are followed for admission to M.Phil and Ph.D Programmes.
- ii) Relaxation of upper age limit upto 5 years is granted to SC/ST candidate for admission in M.Phil and Ph.D. Programme.
- iii) A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, allowed for those belonging to SC/ST scholars.
- iv) Fellowship of Rs. 16000/- JRF and 18000/- SRF provided by NIEPA to all scholars, including SC/ST Scholars.
- v) Hostel facility for all female scholars belonging to outside station Delhi/NCR

5.7 Benefits for SC/ST Students provided by IITs:

- i) Reservation of seats as per the Government of India norms are followed for admission to various courses.
- ii) All SC/ST students are exempted from payment of tuition fee in Centrally Funded IITs whereas no such exemptions are followed to any category of students in IIT PPP.
- iii) Eligible Students are also granted scholarships of Ministries of Social

Justice and Empowerment, Tribal Affairs and Minority Affairs and also of the Department of Disabilities.

5.8 Benefits for SC/ST students provided by IGNOU:- The university established 26 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 students support network) in each states of the North East Region of the nation, these states are highly populated with ST Population, these Regional Centres 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 cumulative numbers of Special Study Centres was about 497 spread across the country out of which 171 are inside jail premises, 152 in remote areas, 54 for SC/ST, and 45 for Minority. Fee Exemption for SC/ST students: IGNOU has been providing the fee exemption to unemployed students belonging to Scheduled Castes and Scheduled Tribes in the academic programmes offered at Bachelor, Diploma and Certificate levels. The University extended the direct benefit transfer under fee exemption scheme to 84,914 learners belonging to SC/ST categories for July 2019 session. This number has shown substantial increase over previous admission sessions.

5.9 Scholarship Schemes by other Ministries: The Government is implementing various scholarship schemes for Scheduled Caste and Scheduled Tribes Students. The details of the some of the scholarship schemes are given as below:

Schemes by Ministry of Social Justice & Empowerment:

i) **Pre-Matric Scholarship to SC Student:** The objective of the pre-matric

Scheme is to support the parents of SC children for educating their wards, so that the incidence of drop outs at this stage is minimized.

ii) **Pre-Matric Scholarship to the Children of those engaged in occupations involving cleaning and prone to health hazards:** This is also a centrally sponsored scheme, which is implemented by the State Governments and Union Territory Administrations, which receive 100% central assistance from the Government of India for the total expenditure under the scheme, over and above their respective Committed Liability.

iii) **Post Matric Scholarship for Scheduled Caste Students (PMS-SC):** Under the scheme, scholarship towards tuition & compulsory non-refundable fees and maintenance allowance, is provided to the eligible Scheduled Castes students, for pursuing higher education. The Scheduled Castes students having family income up to Rs. 2.5 lakh per annum are eligible for scholarship.

iv) **Top Class Education for Scheduled Caste Students:** The objective of the Scheme is to promote qualitative education amongst students belonging to Scheduled Castes, by providing full financial support for pursuing studies beyond 12th class, in notified institutes of excellence like IITs, NITs, IIMs, reputed Medical/Law and other institutions. Scholarship is awarded to the eligible SC students on securing admission in any of the institutions notified by the Ministry. The Scheduled Castes students having family income up to Rs. 6.0 lakh per annum are eligible for scholarship.

v) **Central Sector Scheme of National Fellowship for Scheduled Caste**

Students: The Scheme provides financial assistance to Scheduled Caste students for pursuing research studies leading to M.Phil., Ph.D. and equivalent research degree in universities, research institutions and scientific institutions. Under the scheme, 2000 Research Fellowships per year is provided to the Scheduled Caste Students.

- vi) **National Overseas Scholarship:** Under the scheme, assistance is provided to the selected Scheduled Caste, Denotified, Nomadic, semi-nomadic tribes, landless agricultural labourers and traditional artisan's students, for pursuing Master level courses and Ph.D programmes from abroad in specified fields of study. The Scheme is operated through Indian Missions abroad. The Scheduled Castes students having family income up to Rs. 6.0 lakh per annum are eligible for scholarship.

Schemes by Ministry of Tribal Affairs:-

- vii) **Pre-matric scholarship for needy scheduled tribe students studying in classes ix & x:** Objectives of the scheme are: (a) To support parents of ST children for education of their wards studying in classes IX and X so that the incidence of drop-out, especially in the transition from the elementary to the secondary stage is minimized, and (b) To improve participation of ST children in classes IX and X of the pre-matric stage, so that they perform better and have a better chance of progressing to the post-matric stage of education.
- viii) **Post Matric Scholarship for Scheduled Tribe Students:** The Scheme provides

financial assistance to the Scheduled Tribe students studying at post matriculation or post-secondary stage. Scholarships are paid to students whose parents'/guardians' income from all sources does not exceed Rs. 2.50 lakh per annum.

- ix) **National Fellowship and Scholarship for Higher Education of ST Students.:** The erstwhile two Central Sector Schemes namely Rajiv Gandhi National Fellowship (RGNF) for ST students and Top Class Education for ST Students earlier implemented by this Ministry of Tribal Affairs to provide financial assistance for pursuing higher education of ST students were merged into a single Central Sector Scheme called "National Fellowship and Scholarship for Higher Education of ST Students". Under this merged scheme, Fellowships are provided to ST students to take up higher studies after completing Post Graduation, such as M.Phil and Ph.D courses, Fellowship is awarded on the lines of UGC Fellowships for research students pursuing such courses on regular and full time basis. Similarly, Scholarships is provided to ST Students to encourage meritorious ST students to pursue courses at Graduate/Post Graduate level in identified Institutions of excellence, Government and Private, in professional fields such as Management, Medicine, Engineering, Information Technology, Law etc.
- x) **National Overseas Scholarships for Scheduled Tribe candidates:** the scheme provide financial assistance to students selected for pursuing higher studies abroad in certain subjects at the Master level, and for Ph.D. and Post Doctoral research programme.

Education of Minorities

A. Department of Higher Education:

1. National Commission for Minority Educational Institutions (NCMEI):

National Commission for Minority Educational Institutions (NCMEI) has been established for protecting and safeguarding the rights of the minorities to establish and administer educational institutions of their choice. The Commission advises the Central Government or the State Government on any question relating to the education of minorities that may be referred to it. The Commission is a quasi-judicial body and has been endowed with the powers of a Civil Court.

During 2019-20 (i.e. from 1.4.2019 to 31.10.2019), 681 fresh petitions were registered, out of which 633 petitions were for grant of Minority Status Certificate, 28 appeals against the orders of State/Competent Authorities and 20 miscellaneous cases. During this period 1136 petitions including the on-going cases were disposed.

From 01.04.2019 to 26.11.2019, 10 Minority Status Certificates have been issued to the Minority Educational Institutions. Since inception and upto 26.11.2019, 13562 Minority Status Certificates have been issued.

2. National Monitoring Committee on Minorities' Education (NMCME):

The National Monitoring Committee on Minorities' Education (NMCME) was reconstituted on 3rd August, 2017 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee included eminent educationists, Members of Parliament,

representatives of State Governments and representatives of the minority communities, educational institutions and other stake-holders. The first meeting of National Monitoring Committee on Minorities' Education was held on 6.6.2018 at Vigyan Bhawan, New Delhi under the Chairmanship of Hon'ble MoS.

3. Establishment of the Model Degree Colleges:

RUSA Scheme focuses on establishment of MDCs in the Educationally Backward Districts and Aspirational districts that have high socially/economically backward population. Creating new colleges helps enroll students from unserved and under-served regions bringing down regional disparity. It also increases Gross Enrolment Ratio (GER) across gender and social categories.

During the first phase of RUSA Scheme for the period 2013-17, 60 New Model Degree Colleges were approved for establishment in the 60 Educationally Backward Districts (EBDs). During the second phase of RUSA Scheme for period 2018-20, 70 New Model Degree Colleges (MDCs) were approved for the establishment in Aspirational Districts, unserved and under-served areas. Further, 64 New MDCs which were approved under erstwhile scheme of Model Degree Colleges implemented by UGC has also been subsumed under RUSA. Hence, currently, a total of 194 New MDCs are being funded under RUSA.

Out of these 194 New MDCs, 38 MDCs are situated in Minority Concentrated Districts. A list of these colleges along with the details of the funds released to them till date is at Annexure – I.

4. Women Hostels:

With a view to provide hostels and other infra-structural facilities to achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the University Grants Commission (U.G.C.) is implementing the Scheme of construction of Women Hostels.

There are 2291 Nos. hostels were sanctioned at National Level (16.49%) out of which 378 Nos. Women's Hostel have been sanctioned in minority concentrated area under the Prime Ministers New 15 Point Programme and the recommendation of the Sachar Committee.

5. Equal Opportunity Cells

Since higher education is a tool for social and economic equality, UGC has been addressing national concerns of access, equity, equality, by implementing policies of Government of India and promoting several schemes and programmes for the disadvantaged groups and the elimination of social disparities. To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged 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

Tenure 5 years

6. Greater Resources for Teaching Urdu:

The Centre for Professional Development of Urdu Teachers (Urdu Academy) was established at the Aligarh Muslim University vide UGC letter No. F-49-3 (CU) dated October 30, 2006. The UGC sanctioned teaching positions at the Academy to improve its functioning. AMU has appointed as one Professor as Director, one Associate as Deputy Director and two Assistant Professors as Assistant Directors on the recommendation of General Selection Committee held on 16.5.2016.

The thrust area of the academy is to impart training to the teachers of UP, Uttarakhand, Bihar, West Bengal and Odisha. To achieve the target, Refresher Courses of seven days on Teaching Methodology of Language and Literature and Orientation Programmes were organized.

A national level seminar was organized by the Academy in collaboration with the National Council for promotion of Urdu Language (NCPUL) as part of the bicentenary celebrations of Sir Syed Ahmad Khan, founder of this institution.

Due to non-availability of funds for organizing refresher and orientation programmes, the faculty members of the Urdu Academy are performing teaching duties and research guides as per the direction of the Vice-Chancellor. The teaching and research duties are allotted by the Department of Urdu as per the norms of the University.

During 2019-20, the faculty members of the Academy have published books and articles in leading journals of repute and presented papers in the conferences, seminars and workshops.

Dr. Rahat Abrar, Director, Urdu Academy participated as a resource person in the refresher courses and orientation programmes organized by the UGC Human Resource Development Centre, AMU.

The AMU also has Residential Coaching Academy which was established after merging it with the erstwhile Coaching & Guidance Centre through a notification of Registrar, AMU in 2010, in accordance with the sanction of a scheme of the University Grants Commission entitled “Establishment of Residential Coaching Academy for Minorities, SC ST and Women’s” which conducted the following programmes:

I. For Minorities, SC, ST and Women:

- i. Civil Services Coaching Programme for 100 Students (selection is based on All India Test held on August 4, 2019 at Srinagar (J&K); Malappuram (Kerala); Lucknow (UP); Patna (Bihar) and Aligarh)
- ii. Judicial Services Coaching Programme for 80 Students (selection is based on All India Test held on November 17, 2019 at Aligarh)
- iii. Staff Selection Commission-Combined Graduate Level Exam/Bank Probationary Officer Coaching Program for 122 students (selection is based on All India Test held on October 6, 2019 at Aligarh)
- iv. Accommodation: 57 Boys in Sherwani Hall and 10 Girls in RCA Girls’ Hostel.

II. For AMU Students only:

- i. UGC-NET (Paper-I) classes for 82 students of Arts & Social Sciences from various departments of AMU are being conducted.

1. Special Lectures / Interaction Sessions / Mock Interviews:

- i. **Special Lectures:** Residential Coaching Academy has arranged 2 special lectures by experts on the following important themes for the session 2019-20.
 - a) Current Affairs
 - b) Indian Federalism and Article 370

- ii. **Interactive Sessions for Motivation:** For the session 2019-2020, 02 interactive sessions were arranged for the selected aspirants with senior and retired bureaucrats to motivate the students.

- iii. **Regular Test Series:** For the session 2019-20, 01 regular test for the preliminary examination (objective question); 07 tests for mains examination (descriptive questions) and 03 Group Discussions were conducted under Civil Services Coaching Programme.

Similarly, 02 written tests for SSC-CGL Coaching Programme were also conducted for the session 2019-20.

2. Regular Classes:

- i. For the session 2019-20, 102 sessions (1.5 hrs each) have been arranged till 20.11.2019 for Civil Services Coaching Program.
- ii. For SSC-CGL/Banking Coaching Program 2019-20, total 28 sessions (1.5 hrs each) were held till 20.11.2019

3. Results:

i. Under Civil Services Coaching Programme:

- Two students of RCA i.e. **Dr Bushra Bano (Rank 277)** and **Mr Mohammad Hashim (Rank 448)** were selected in Civil Service Examination-2018 conducted by Union Public Service Commission.
- Six students were appeared for Civil Services (Mains) Examination-2019 which was held in September, 2019.
- 3 students were finally

selected in UP PCS 2017 (result declared in October 2019).

- 26 students appeared for the U.P. State Civil Service (Mains) Examination which was held in 19th October, 2019.

ii. Under Judicial Services Coaching Programme:

- 08 candidates were finally selected for Uttar Pradesh Judicial Service Examinations in the year 2019.
- 01 student was selected in Delhi Judicial Services (Prelims) Examination 2019.
- 02 students were selected in Uttarakhand Judicial Services (Prelims) Examination 2019.

iii. Under Judicial Services Coaching Programme:

- 12 students qualified SSC-CGL (Tier-I) Examination in 2017.
- 01 student have qualified SSC- CGL Examination 2017

(result declared in December 2019).

iv. Other Competitive Examinations:

- 01 student was selected as Assistant Engineer (Civil) UP PSC 2019.
- 01 student was selected as Assistant Statistical Officer in 2019.

Madarsa Teachers' Training, School of Education (SOE), Department of Education, AMU, Aligarh (U.P.)

Target: 1200 Madarsa Teachers' Training in a year

Achievement: 06 days Training Programmes for Madarsa Teachers from different states of India (as per details)

- 2018-19 (July 18–January 19) Number of Programmes – 16 Number of Beneficiaries – 751
- 2017-18 (January 18–March 18) Number of Programmes – 08 Number of Beneficiaries – 330
- 2018-19 (April-18 March 15) Number of Programmes – 26 Number of Beneficiaries – 942

Budget Proposed	Recurring Non-Recurring	<ul style="list-style-type: none"> • Rs.03.87 Crores (03 years) • Rs.49.00 lakhs (03 years)
Budget Approved	Recurring Non-Recurring	<ul style="list-style-type: none"> • Rs.01.26 Crores (per annum) • Rs.49.00 lakhs (03 years)
Grant Sanctioned and Released by the MHRD	Recurring Non-Recurring	<ul style="list-style-type: none"> • Rs. 01.29 (Grant released in October -2017) • Rs.24.00 lakhs (03 years) (Grant released in Oct.2017)
Actual Expenditure	Recurring Non-Recurring	<ul style="list-style-type: none"> • Rs.129.00 lakhs • Rs.24.47 lakhs
Committed Expenditure	Recurring Non Recurring	<ul style="list-style-type: none"> • Rs.13.00 Lakhs (up to March-2019) • Rs.24.43 Lakhs (up to March-2020)
Activity	Two Training Programmes for Madarsa Teacher are going on from 10.3.2019 to 15.3.2019	

S. No.	Sessions	Programme	No. of Beneficiaries from different states
1.	2017-18	8	330
2.	2018-19	16	751
Total		24	1081
04 Training Programmes conducted from 28.2.2019 to 5.3.2019 & 10.3.2019 to 15.3.2019		04	191
Grand Total		28	1272

Academy of Professional Development of Urdu Medium Teachers, Jamia Millia Islamia, New Delhi started during XI Plan (vide letter No F-49-3/2004(CU) dated 30th October 2006. It has responsibility of Urdu medium schools including Madarsas and those schools where Urdu is taught as first, second & third language, in Delhi, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir, Chhatisgarh and Madhya Pradesh.

The Academy was given mandate to conduct short term training programmes for in-service Urdu teachers of different states. From its very inception, Academy has been engaged to impart Urdu school teachers training of Delhi, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir, Chhatisgarh and Madhya Pradesh successfully.

Apart from above mentioned in-service Urdu teachers training programme, four major thrust areas of Academy were Material production, Motivation Programme, Guidance and Information and Other Courses. In accordance with its objectives, it has been carrying out multi fold academic activities over the years. As of now, Academy has conducted following programmes:

A) Academic Programmes

Sr. No	Programme	Number	No. of Participants
1.	Convention	01	550
2.	Orientation Programme	40	1489
3.	Workshop	28	322
4.	Motivational Programme	02	86
5.	National Seminar	03	67
6.	Teacher Mushaerah (Teacher's Day)	01	20

Total Participants: 2497

B) Material Produced

Sr. No.	Material	Number
1.	“Rahnuma-e-Talaffuz” (Pronunciation drills) in manuscript form	01
2.	“Rahnuma-e-Talaffuz” (Pronunciation drills) in recorded form	01
3.	Urdu study Material for the aspirants of Civil Services Paper I	01
4.	Urdu study Material for the aspirants of Civil Services Paper II	01
5.	Manual and Course design for T.G.T. Urdu in Collaboration with SCERT, New Delhi	01
6.	Manual and Course design for P. G .T .Urdu in Collaboration with SCERT, New Delhi	01
7.	Manual and Course design on Continuous and Comprehensive Evaluation (CCE) for Urdu Class VI,VII,VIII in Collaboration with SCERT, New Delhi	01
8.	Preparation of “Basic Literary Terms in Urdu” in manuscript form	01
9.	Rahnuma-e-Motarjim, in collaboration with National Translation Mission, (CIIL Mysore)	01
10.	“Pronunciation Drills” for Teachers trainees of UTRC Solon in collaboration with UTRC, Lucknow	01
11.	Format of Tadrees Nama, (Quarterly educational Journal)	01
12.	“Farhang-e-Morakkabat-e-Ghalib” in collaboration with UTRC, Lucknow	01
13.	Tadrees Nama	08

This is noteworthy that Urdu Academy, JMI has prepared **12 teaching and reading material** (In Manuscript form and audio form etc) for in-service Urdu teachers to improve their teaching abilities as well as to enhance their teaching skills as well as for Urdu scholars.

Publication of literary and educational magazine ‘Tadrees Nama’ is also an important component of material production of Urdu Academy. Seven **(07) issues** of Tadrees Nama have been published so far. Academy has been actively involved in activities assigned to it over the period.

Maulana Azad National Urdu University (MANUU) was established by an Act of the Parliament in January 1998, with an All India jurisdiction. The University has a unique distinction of offering courses and programs from Elementary to Higher Education in General, Professional, Technical and Vocational Streams through Urdu as the medium of instruction. Urdu being the mother tongue of large section of Muslim community, it addresses the educational aspirations of majority minority population in the country and delivers education through teaching, research, training and outreach with well-established schools, centers, institutes and satellite campuses.

The University is operating two centers for empowerment of minorities funded by MHRD through UGC viz.

1. Center for Professional Development of Urdu Medium Teachers (CPDUMT) :

Centre for Professional Development of Urdu Medium Teachers (CPDUMT) was established in October 2006 to enable in-service Urdu language teachers, teachers of Urdu medium schools and *madrasas* to acquire and improve the art of effective teaching and to keep them abreast of the latest developments in pedagogy. The CPDUMT conducts various activities aiming at professional development of Urdu medium teachers of schools and *madrasas*.

The Centre has following objectives:

1. To keep teachers abreast of the latest developments and innovations in the field of pedagogy, educational psychology and philosophy of education;
2. To offer training to the *madrasa* teachers on par with the main stream teachers;
3. To offer orientation programmes to office-bearers and inspecting staff of Urdu medium schools to enhance the performance of the supervisory staff;
4. To organize refresher courses for teachers in their concerned subjects to update their knowledge as per new researches and techniques;
5. To create awareness of democracy, secularism, environment, computer, internet etc. in Urdu medium schools;
6. To provide a forum for the Urdu medium teaching community, academicians, educationists and intellectuals for mutual interaction to sort out the problems of Urdu medium education; and
7. To liaise with Urdu Academies, SCERTs, NCERT and other public and private agencies.

The centre has so far conducted **sixty two (62)** short term training programmes across the country, out of which **forty two (42)** training programmes have been conducted for Primary, Upper Primary, Secondary and Senior Secondary school teachers and **twenty (20)** training programmes for *madrasa* teachers.

CPDUMT has conducted in-service training programmes in more than **thirty** cities in **six** states. Training programmes have been conducted at Hyderabad and other districts of Telangana, Andhra Pradesh, Maharashtra, Karnataka, Kerala and Odisha. In all, **three thousand one hundred and one (3,101)** teachers from hundreds of schools and *Madrasas* have benefitted so far from CPDUMT. The Centre also conducts

surveys to identify problems of Urdu medium teachers to adopt measures for their solution. The Centre introduced modern subjects like Science, Mathematics, Social Science, Information Technology, etc. Further, it is involved in organizing seminars, symposia, conferences and workshops in association with Center for Urdu Culture Studies, Center for Promotion of Knowledge in Urdu and the activities assigned by the NCPUL for the benefit of Urdu speaking population in general and Muslim minorities in specific.

2. CSE-Residential Coaching Academy (CSE - RCA)

- a) **Background:** The UGC has considered the proposal for establishment of Residential Coaching Academy (RCA) for Minorities/SC/ST/ and Women at MANU, Hyderabad Campus and conveyed the approval for an amount of Rs. 828.78 Lakhs for period of 3 years up to September, 2012 vide letter D.O No. F.56-1/2009(CU) dated 09th September, 2009. So, The Residential Coaching Academy (RCA) scheme was introduced by the University Grants Commission (UGC), New Delhi in the year 2009 at the initiation of Ministry of Human Resources Development (MHRD), Government of India to nourish the requirement of the aspirants among Minorities/SC/ST/ and Women for various competitive exams. Only 5 RCA's were sanctioned by the UGC. One such academy has been established in Maulana Azad National Urdu University and named it as Civil Services Examination – Residential Coaching Academy (CSE-RCA).
- b) **Scope:** The Residential Coaching Academy in Universities was

established with a motto of nurturing the Under Graduate/Post Graduate level aspirants belonging to Minorities / SC / ST and Women with residential facilities during their coaching period to succeed in various competitive exams (UPSC, SPSC, RRB, SSC etc.,).

- c) **Objective:** To provide proper coaching to train the candidates belonging to the socially and economically weaker section of the country to prestigious professional posts like Indian Civil Services, and Other exams for entering into various services.
- d) **Target Group:** The Residential Coaching Academy established at MANUU in 2009 was focused on imparting coaching and providing counseling and guidance among the Minorities/ SC/ ST and Women. It catered to the needs of the aspirants from these segments who cannot afford qualitative coaching and counseling from private institutions. Many of these aspirants are first generation graduates in their family who could not have mentors to groom them for the various services. Further majority of them hail from remote villages and lower status of the society, who are less accessible to proper library access in addition to ICT enabled facilities and guidance services.
- e) **Facilities Created:** The RCA has a separate building with a state of the art facility in the MANUU, Hyderabad campus with audio-visual class rooms, seminar hall, centralized computer facilities, library with the access to round the clock etc. The Library has procured around 3000 Books consists of

Text and Reference books, and has also subscribed various Journals, Magazines and Newspapers (English, Telugu and Urdu) are stocked in accordance with needs of the aspirants. The Auditorium has a Public Address System and an LCD Projector and Class Rooms with air condition and other necessary furniture supported by teaching aids.

- f) **Performance:** The Academy has conducted 15 coaching programs under which around 882 candidates have been benefited. The candidates who have availed coaching from the Academy have been successful in seeking employment through Banking Recruitment, State Public Commissions, Teachers Recruitment and in other Multinational Companies (MNCs).

The University constituted a high level advisory committee with a number of serving Civil Servants, academicians and trainers for valuable inputs and suggestions to reinvigorate competitive spirit among the admitted students and also for effective functioning of the CSE-RCA. The MANUU – CSE- RCA initiated the process of coaching activities with a new batch of students for the year 2017-18 through an admission test where more than 6000 aspirants applied for admission, 2400 students appeared for the online examination and 499 were shortlisted for the interview and 100 of them were selected. Out of which two candidates qualified in the Civil Services Preliminary Examination 2017 and one candidate has appeared for the interview after qualifying the main examination March-2018 and qualified UPSC with **693 rank**. Two more candidates have qualified states public service group I officers' examination and written mains examinations. The University has provided hostel facility to the 100 students from the available infrastructure.

The CSE-RCA in association with Equal Opportunity Cell is facilitating the various coaching programs covered under UGC also benefited many of the minority students to qualify UGC-NET Examination, 24 batches were given coaching covering 1379 students and 47 students qualified in NET-JRF examination so far in addition to equal number qualifying for Lectureship. The coaching for Entry into Services benefited few minorities to qualify in Group-I, Banking and other State services. The coaching for remedial education enabled the enhancement of passing rate by 18% and benefited the 1661 minority students of the University of Various Academic Programs.

The Residential Coaching Academy was reviewed by the UGC in the year 2017 by an expert committee constituted for the purpose of extension of its tenure. The expert committee after physical inspection and review of the functioning and progress made by the University recommended for a further period of one year (2017-18) up to 31st March, 2018 and the same was communicated vide UGC letter No. F.56-1/2009 (CU), Dated 31.03.2017. Accordingly, the University created the ambience and environment for civil service aspirants for necessary motivation to crack the competitive examinations. A specialized and dedicated computer lab has been set up at the MANUU - RCA with 24 hour access to a high speed network and audio visual content, in addition to a well equipped library. The students are connected both on an intranet and on social media to help continuous faculty review and peer interaction. Then the MANUU - RCA initiated the process of coaching activities with a new batch of students for the year 2017-18 under the advise and monitoring of a high level advisory committee with a number of serving civil servants, academicians and trainers for valuable inputs and suggestions to reinvigorate competitive spirit among the admitted students and also for effective impact of coaching activities and also to monitor the functioning of MANUU - RCA.

7. National Council for Promotion of Urdu Language (NCPUL):

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Human Resource Development 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 Application and Multilingual DTP Centres:

During the year 2019-20 (upto 30.11.2019), NCPUL established 38 new study centre to make total 539 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 31358 students including 12543 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. About 1113 faculties got employment to teach 31358 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres:

So as to preserve and promote traditional Calligraphy, 69 Calligraphy and Graphic Design Centres continued wherein 207 (faculties + attendant) got employment to teach about 3425 students including 1873 girls registered in this course.

Grant-in-Aid(Urdu):

Financial assistance to support selected Urdu promotion activities, approved which consists proposal of 165 NGOs/institutions/agencies for holding seminars, 60 lecture series, 211 manuscripts and 22 projects of writers and 436 Urdu books, 79 journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion:

NCPUL provided financial assistance to 446 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1369 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 18 new titles, 27 re-print, 30 course books, 08 issues of monthly magazine Urdu Duniya, 08 Khawateen Duniya, 08 Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehzeeq published.

Book Promotion:

Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book Fairs. The book fair for the year 2019-20 held at Srinagar (J&K). NCPUL participated 06 Book Fairs organized by other agencies in Lucknow, Delhi, Gurugram & Varanasi 04 trips of exhibition on wheel covering Madhya Pradesh, Maharashtra, Andhra Pradesh, Kerala, Karnataka.

Academic Project/Collaboration:

NCPUL continued 60 academic projects of production books consisting of dictionaries, encyclopedias Terminology, projects/manuscripts monograph, 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:

- 08 National Seminar organized which includes Interactive programmes with study centres on 16.6.2019 in Srinagar J&K, Mass Media on 16.9.2019 at Delhi, Representative of School, College of Meghalya Shillong on 22.9.2019, Seminar on Shakilur Rahman and Aesthetics of Literature on 27-28 September, 2019 at

Motihari, Bihar, Mohammad Darashikoh Life & Work on 09-10 October, 2019 at Delhi, Cultural Programm on 25.10.2019 at Shillong, Meghalaya, Celebration of Birth Anniversary of Mulana Abul Kalam Azad as National Education Day on 11.11.2019 at Delhi and Orientation Programme for teacher of Madarasas on 19-25 November, 2019 at Hyderabad.

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.

- 35 episodes produced and telecast by News 18 T.V. (Urdu).

Distance Education (Urdu):

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 1426 study centres including 539 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 2040 part-time Urdu teachers got employment through 1426 study centres teach 91624 students which consists 42427 girls students. The Urdu Online learning course launched in which total 32058 learners consisting 29228 Indian and 2830 foreigners online registered themselves from different 28 countries.

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. 819 study centres of Arabic wherein 1356 part time teachers got employment to teach 52894 learners including 23820 girls admitted in both the courses. 54 centres for One Year Certificate

course in Persian are also running in which 86 part time Persian teacher got employment to teach 3284 students including 1401 girls students.

Grant-in-Aid(Arabic/Persian):

Financial assistance to NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 09 manuscripts, of writers for providing printing assistance and 09 Projects and 18 Arabic/Persian books of bonafide writers including journal approved.

Vocational Course:

Six month Certificate course in Paper Machie continued at 03 centres in collaboration with University of Kashmir in J&K State state to train 120 trainees.

B. Department of School Education & Literacy:

1. Scheme for Providing Quality Education in Madarasas (SPQEM):

Evaluation of scheme SPEMM (SPQEM & IDMI):

- The Schemes (SPQEM and IDMI) were evaluated in 2013 by K. R. Narayanan Institute, Jamia Millia Islamia (2013)
- In 2017 NIEPA (National Institute of Educational Planning and Administration) was entrusted with the task of conducting a third party evaluation of SPQEM and IDMI.
- SPEMM has been revised in 2018-19 taking into consideration the recommendations of these evaluations.
- ***Out of the SPEMM budget grant of Rs.120 cr. for 2018-19, Rs.18.25 crores has been released in the year 2018-19 benefitting 38 Minority Institution and 8562 Madrasas.***
- ***Total of Rs.120 cr. has been allocated for***

SPEMM for the year 2019-20, Rs.63.58 cr. has been released in the year 2019-20 till 28.2.2020 benefitting 7450 Madrasas.

Revised SPEMM Scheme (w.e.f 2018-19):

- SPEMM comprising of SPQEM and IDMI will be a Centrally Sponsored Scheme, rather than be continued as 100% grant scheme.
- The funding pattern under SPEMM (comprising of SPQEM and IDMI) would be similar to other centrally sponsored schemes i.e., 90:10 for NE States, Himachal Pradesh, Jammu & Kashmir and Uttarakhand, 100% for UTs without legislature and 60:40 for remaining States as far as SPQEM Component is concerned.
- For IDMI Component, funding pattern will be the same i.e. 75% Central Share and 25% by the Institution concerned.
- All the proposals under both the schemes will be submitted by the State Government which will be considered and approved by a PAB (Project Approval Board) chaired by Secretary (SE&L). Project Monitoring System (PMS) Portal will be examined or a suitable web application will be developed by the Department of School Education & Literacy in this regard.
- The funds available under SPQEM will be focused on the quality component of education.

Financial assistance to the Maktabas/Madrasas under SPQEM will be subject to the following:-

Only those Madrasas will be considered for the grant under SPQEM which are:

- Affiliated to any recognized School Education Board i.e. State Board of School Education, CBSE, etc.
- Has UDISE code, fill in UDISE data, and

is able to provide GIS Mapping details.

- Madrasas must make payment of teachers' salary only through banks where the accounts are preferably Aadhar linked.

Focus will be on quality related interventions which will be considered as per the norms for quality components under the Samagra Shiksha.

2. Kasturba Gandhi Balika Vidyalayas (KGBVs):

Department of School Education and Literacy, Ministry of Human Resource Development has implemented Integrated Scheme for School Education (ISSE) namely Samagra Shiksha. The Scheme envisages the 'school' as a continuum from Pre-school, primary, upper primary, secondary to Senior Secondary levels.

Under Samagra Shiksha, effective from 2018-19, there is a provision of Kasturba Gandhi Balika Vidyalaya (KGBV), especially for girls' education.

Kasturba Gandhi Balika Vidyalayas (KGBVs) were sanctioned under the erstwhile Sarva Shiksha Abhiyan (SSA) as residential schools at upper primary level for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The Girls Hostel Component of erstwhile Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which was operational till the year 2017-18 provided hostel facility for girl students in the age group of 14-18 years, studying in classes IX to XII and belonging to SC, ST, OBC or Minority Communities and Below Poverty Line families. 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.

Under Samagra Shiksha, provision has been made to upgrade the existing KGBVs at upper primary level upto senior secondary level. The scheme envisages to provide access and quality education to girls from disadvantaged groups by

setting up residential schools from upper primary to senior secondary level and to ensure smooth transition of girls from elementary to secondary and up to class XII wherever possible.

As on 30.6.2019, Out of 5970 KGBVs sanctioned in the all EBBS in the country, at present, 825 KGBVs have been sanctioned in the EBBS, having more than 20% Muslim population out of which 595 KGBVs are operational enrolling 20.39% Muslim girls in them. Provision has been made to provide for a separate section for Urdu medium instruction in KGBVs located in minority blocks.

3. **Jawahar Navodaya Vidyalaya Scheme (JNV):**

The Navodaya Vidyalaya Scheme envisages setting up of residential co-educational school, one in each district country called as Jawahar Navodaya Vidyalaya (JNV), to provide good quality modern education to the rural talented children in irrespective of socio-economic background. Keeping in view the aforesaid policy, JNVs have been opened in all the States/UTs except Tamil Nadu State covering Minority Concentration Districts (MCDs). As per the details obtained from the website of Ministry of Minority Affairs, there are total 90 districts with minority concentration. JNVs are functional in 86 districts out of 90 districts. Out of the rest 04 districts, Kolkata is entirely

urban populated and therefore, as per the policy of NVS, no JNV is to be opened there. As regards the rest of the 03 districts (given below), opening of JNV has already been sanctioned and status is as under:

1. Tirap, Arunachal Pradesh – Offer received and being examined–Non functional
2. Malda, West Bengal – No offer received / Non functional
3. North East, Delhi – No suitable offer received / Non functional

JNVs sanctioned in last 5 years:

62 JNVs have been sanctioned during November, 2016 and one JNV in again sanctioned at Ratlam, Madhya Pradesh in 2018.

4. **Teacher Education:**

As per the guideline of the Samagra Shiksha Abhiyan, 70 Block Institute of Teacher Education (BITEs) have been sanctioned to be established in the Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BTE shall be a pre-service elementary teacher education institution.

Out of the 70 BITEs approved 29 BITEs are in Minority Concentrated Districts (MCDs).

At present, 19 BITEs are functional, out of which only two BITEs viz: Rangia, Kamrup in Assam and Nagina Mewat in Haryana are functional in Minority Concentrated Districts with total intake capacity of 50 students each and 100% enrolment.

5. **Education for Minorities by National Institute of Open Schooling (NIOS) 2019:**

National Institute of Open Schooling (NIOS) is an autonomous institution under MHRD, 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 Cast/Scheduled Tribe, Minorities and other disadvantaged groups. With international recognition and presence, NIOS is also endeavoring for promotion of Quality School Education amongst Minority Communities. As per the directions of MHRD, NIOS has established a Minority Cell in the year 2006 to pay special attention to educational needs of Minority communities. At present total three persons (One Section Officer, One Assistant, 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 provide quality modern education to the Muslim Minority, several exemptions have been provided for accreditation to the Madrasas to function as Study Centres 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, Madrassas/Makhtabs/Darul-uloom can opt to be the accredited Study Centre with the NIOS for offering Secondary/Sr.Secondary level programmes. Madrasas which have been in existence for a minimum period of three (03) years and 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. The On-line admission has been implemented for Madarsa through NIOS official portal www.nios.ac.in. This has enabled the Madarsa 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. As present total **142 Madarsa** covered under SPQEM are functioning as study centre of NIOS. From April, 2019 to till date in Academic courses (stream 1, Block 1) total **1452** Minority students have taken admission. In **April-May, 2019 Examination**, total **1770** students of Minorities, in Secondary and Senior Secondary, have been certified in all over India.

Advocacy & Equivalency

Advocacy programmes are being organized to offer the courses under SPQEM all over India through NIOS Regional Centres. Equivalency to the courses of five Madrasa Boards (Madhya Pradesh, Uttar Pradesh, Bihar, Chhatisgarh and West Bengal) have already granted. The Secondary pass out from of these Madarsa Boards are now eligible to take admission in Senior Secondary Certificate course of NIOS.

North East and Hill States

At present there are 11 States that enjoy Special Category Status: Arunachal Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand. These states have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-economic developmental parameters. These States have

also geographical disadvantages in their effort for infrastructural development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants in plan assistance to the States in special category.

Education in Special Category States at a glance

Sl. No.	State	Enrolment in Higher Educational Institutions 2018-19	Gross Enrolment Ratio Higher Education (18-23 yrs) 2018-19	Gender Parity Index Higher Education (18-23 yrs) 2018-19
1	Arunachal Pradesh	47168	29.7	0.99
2	Assam	700163	18.7	0.95
3	Manipur	110377	33.7	1.01
4	Meghalaya	86931	25.8	1.17
5	Mizoram	32838	25.7	0.94
6	Nagaland	45462	18.7	1.11
7	Sikkim	41572	53.9	1.00
8	Tripura	82703	19.2	0.83
9	Jammu & Kashmir	394099	30.9	1.09
10	Himachal Pradesh	283860	39.6	1.30
11	Uttarakhand	468255	39.1	1.00

Source: All India Survey on Higher Education 2018-19

Improvement of higher education prospect in the special category states has been one of the key concerns of the Government of India for some time. It is candidly believed that overall development of the north east has strong relation with expansion of educational network. The Hon'ble Minister of HRD has also in the

meeting of National Monitoring Committee for Educational Development of SCs, STs, & PwDs, held on 21st December, 2014 highlighted the need for drawing the road-map to realize the long-awaited aspiration of the people of 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	02			01	01	
Meghalaya	01	01		01		
Mizoram	01			01		
Nagaland	01			01		
Sikkim	01			01		
Tripura	01			01		
Himachal Pradesh	01	01	01	01	01	
Jammu & Kashmir	02	01	01	01		
Uttarakhand	01	01	01	01		

Rashtriva Uchchar Shiksha Abhivan (RUSA)

Rashtriya Uchchar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) of the Department of Higher Education, Ministry of Human Resource Development to strategically address the felt needs of the State higher educational institutions to achieve the objectives of equity, access and excellence alongwith academic and administrative reforms. It seeks to improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework; correct regional imbalances by facilitating access to high quality institutions in rural & semi-urban areas; provide adequate opportunities of higher education to socially deprived communities; and promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons to ensure equity. Transformative reforms such as governance, academic, affiliation and accreditation reforms are pre-requisites in the implementation of the scheme in State higher educational institutions.

OBJECTIVES OF RUSA

- Improving access of higher education in States, especially by focusing on Aspirational Districts, unserved and under-served districts.
- Improve equity in higher education for socially deprived communities and promoting inclusion of women, minorities, SC/ST/OBCs and Divyangjan through creation of Girls Hostels, Differently abled friendly infrastructure etc.
- To identify and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts.
- Promote a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation.
- Improving quality in higher education through various reforms.

Under RUSA, the following activities have been undertaken in NER States during 2019-20:

Central Grants released for the Financial Year 2019-20 (NER States and Hill States)

In crores

Sl. No.	Name of the State	Name of the component	Central Grants
1.	Arunachal Pradesh	Equity initiative	2.25
		Upgradation of an existing Degree college to Model Degree College	3.6
		Infrastructure grants to colleges	2.25
2.	Assam	Faculty Improvement	3.15
		Upgradation of an existing Degree college to Model Degree College	3.6
		Infrastructure grants to colleges	7.65
3.	Manipur	Vocationalization of Higher Education	3.375
		Infrastructure grants to colleges	8.1
		Preparatory Grants	2.7
4.	Mizoram	Upgradation of an existing Degree college to Model Degree College	3.6
		Infrastructure grants to colleges	7.2
		Faculty Recruitment	2.6082
5.	Meghalaya	New Model Degree College	5.4
		Upgradation of an existing Degree college to Model Degree College	3.6
		Infrastructure grants to colleges	9
		Equity initiatives	0.887
		New Colleges (Professional & Technical)	5.85
6.	Nagaland	New College (Professional & Technical)	23.4
		Infrastructure grants to colleges	7.98744
		Research Innovation & Quality Improvement	0.51156
		Equity initiatives	2.25
7.	Sikkim	Equity initiatives	1.125
		Infrastructure grants to colleges	7.2
8.	Tripura	New Model Degree College	7.525
		Infrastructure grants to colleges	4.1965
9.	Himachal Pradesh	Infrastructure Grants to Universities	9
		New Model Colleges	1.62
		Upgradation of an existing Degree college to Model Degree College	1.8
		Infrastructure grants to colleges	19.98
		Equity Initiatives	1.940834

Sl. No.	Name of the State	Name of the component	Central Grants
10.	Jammu & Kashmir	Preparatory Grants	3.6
		Creation of Universities by Conversion of Colleges in a Cluster	6.26
		New Model Colleges	5.4
		Upgradation of an existing Degree college to Model Degree College	6.3
		New Colleges (Professional & Technical)	23.4
		Infrastructure grants to colleges	17.835421
		Research, innovation and quality improvement	22.5
		Faculty Improvement	3.15
11.	Ladakh	Infrastructure grants to colleges	1.554893
12.	Uttarakhand	Infrastructure Grants to Universities	14.02875
		New Model Colleges	7.71525
		Upgradation of an existing Degree college to Model Degree College	5.71494
		Infrastructure grants to colleges	17.0652
		Equity Initiatives	2.25
		Faculty Improvement	0.56025
		TOTAL	300.691238

State-wise details of the colleges approved under RUSA

S. No.	Name of the State	Model Degree Colleges (General)	New Colleges (Professional & Technical)
1.	Arunachal Pradesh	2	2
2.	Assam	5	3
3.	Manipur	0	1
4.	Meghalaya	2	2
5.	Mizoram	0	1
6.	Nagaland	2	2
7.	Sikkim	2	2
8.	Tripura	4	0
9.	Himachal Pradesh	2	1
10.	Jammu & Kashmir	3	3
11.	Ladakh	0	0
12.	Uttarakhand	3	1
	Total	25	18

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 of the underdeveloped, difficult, remote and minority dominated special category states including, the north eastern states, Himachal Pradesh, Uttarakhand and Jammu and Kashmir. The initiatives began with the establishment of IGNOU Regional Centres in all these states. Since then, the University has contributed significantly to the establishment of a network of open and distance learning centres in the mentioned special category states supplementing the conventional forms of education.

Educational development of North East Region

The Government of India (GOI) has allocated 10% of the plan grant for educational development of the North-East Region (NER). IGNOU facilitates expansion of educational development in NER by providing opportunities of higher education, training, skill development and other initiatives through Educational Development of North East region Unit (EDNERU). The unit was initially established under the North-East Project (NEP) in the year 2000, by MHRD with a grant of Rs 8 crores, under the Prime Minister's non-lapsable funds. NEP was envisioned to enhance access and equalize educational opportunities in the NER. Since then EDNERU has made significant contribution for educational development through its network of 9 Regional Centres (RC) and 525 study centres across 8 states in the NER. Presently, about 6.8 percent of the University's enrolment comes from the North-East Region. The EDNERU functions as a distinct unit, within the overall supervision of the Regional Services Division (RSD). The North-East Council for IGNOU Regional Centres (NECIRC) focuses on the development of the North-East Region having mandated to evolve strategies for overall educational development of the North-

East Region. A Nodal Office for NECIRC is at RC Shillong and the Regional Director of RC Shillong coordinates operations of the NECIRC as Convener. Five days training programme in Skill development for unemployed women and youth was organized by RC Aizawl from 27th August to 31st August 2018 which trained 50 participants in the area of food/fruit processing.

Book Promotional Activities in the North-East

The Trust also stepped-up its book promotional activities in the North-East through a number of Book Fairs, literary activities and special sales drive. During the year under review, the Trust, as part of North East Book Fair held at Assam Engineering Institute playground from (1-12 November 2019), organized the North East Day on the second day of the Fair. The programme was organized in association with All Assam Publishers and Booksellers Association. The daylong celebration included a quiz competition on language and literature of North East for children; a panel discussion on the topic 'Literature and Society in North East: Connections and Influences and a North East Folk cultural programme.

Special Book Promotional Activities in Jammu & Kashmir

Over the years, the Trust has been organizing activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people of valley. During the year under review the Trust organized a seminar on 'Status of Children's Literature in Kashmiri Language' and workshops on creative writing for children at Srinagar on 28 March 2018 and at Jammu on 31 October 2018.

University Grants Commission

ISHAN UDAY Special Scholarship Scheme for North Eastern Region:

With regard to promotion of Higher Education in North Eastern Region (NER), the University

Grants Commission (UGC) had launched “IshanUday” Special Scholarship Scheme for North Eastern Region from academic session 2014-15. The rate of scholarship is Rs.5,400/-p.m. for General Degree Courses and Rs.7,800/-p.m. for Technical and Professional Degree courses. There are 10,000 slots per year under the scheme. The process of payment is made directly to the students under DBT mode. During the year 2019-20 an amount of Rs. 99.36 crore was disbursed as scholarship to 17621 beneficiaries. Ishan Uday special Scholarship for NER students has been on boarded on National Scholarship Portal (<http://scholarships.gov.in>) since the selection year 2017-18.

Jammu & Kashmir (New addition)

Special Scholarship Scheme for Jammu and Kashmir:-

The Special Scholarship Scheme for Jammu & Kashmir was launched in 2011 with the objective to encourage the youth from J&K to take advantage of the educational institutions outside the state and provide them an opportunity to interact with their counterparts from the rest of the country. 5,000 fresh scholarship are available every year, of which 2070 are for General Degree Courses, 2830 are for Professional Degree Courses and 100 scholarships are for Medical Courses per Annum. The scheme is implemented by All India Council for Technical Education (AICTE) through their dedicated Web portal <https://www.aicte-jk-scholarship-gov.in/>. The scholarship is disbursed through Direct Benefit Transfer (DBT) mode.

Eligibility criteria:-

Students of Jammu & Kashmir having family income of less than Rs. 8.0 Lakhs per annum and having passed Class XII/Equivalent Examination from the State are eligible to apply under the scheme.

Rate of Scholarship

Academic fee:

- General Degree- Rs. 30,000 per annum
- Professional – Rs. 1.25 lakhs per annum
- Medical – Rs. 3 lakhs per annum

Maintenance Allowance: Rs. 1 lakh per annum

Physical and financial achievement under the scheme:

Year	No. of beneficiaries (fresh & Renewal)	Funds released to AICTE (Rs. in Crores)
2019-20	12154	207.02

IshanVikas: Ishan Vikas is coordinated by IIT, Guwahati and under the programme, selected school children from North Eastern States are brought in close contact with the Indian Institute of Technology (IITs), Indian Institutes of Science Education and Research (IISERs) and National Institute of Advanced Studies (NIAS) during the vacation period to motivate them to pursue science, technology, engineering and mathematics and to facilitate internship opportunities for the engineering college students in various institutes of national importance. Annual target is to provide visit of 96 school children to premier institutes and summer internships to 250 engineering students. Rs. 605.45 lakhs has been approved for the programme. Since inception of the programme in 2014-15, 1637 school children and 372 Engineering students have benefited.

AICTE

Aicte-Nistads-Special Scheme for Technical Institutes of North East Region

Objectives:

- Considering the day to day problems being faced by the students in taking admissions

- in good engineering colleges, AICTE has launched a scheme for providing logistics support to the technical institutes by extending financial assistance to solve water problem in general and providing alternative power support and internet connection. These projects shall enhance the functional efficiency of the technical institutes located in far-flung areas of North East India. The scheme shall be implemented through CSIR-National Institute of Science & Technology and Development Studies (NISTADS).
- b) Provision of water will help the institute to meet the acute shortage of water supply during dry season. The North East India mainly comprises of hilly regions and the supply of water is not regular throughout the year and during dry season, the water supply in the institutes are almost nil. Such water harvesting project shall help the institute and the student to have water even during dry season.
 - c) Most of the Urban & Rural areas in North Eastern India are deprived of continuous and regular electricity supply, which not only affects the daily life but also for imparting Higher Technical Education. In order to make the technical institutes more functional and to meet the shortage of conventional electricity supply, provision may be provided for captive solar power energy. In case, places, where the solar energy is not effective, procurement of generator can be considered.
 - d) The availability/connection of internet facility is also not upto the desired level in North Eastern Region. To mitigate this problem, funding for internet connection can also be considered for initial con-

nection. Recurring expenditure for future shall have to be shown by the Institute.

- e) These schemes launched by AICTE is unique in the sense that it will enhance the enrolment of North East students in technical institute of the region as well as improving the quality of education.

Limit of funding

- a) For solving water problem per institute is Rs. 15.00 lakhs
- b) For procurement of solar energy plant or generator per institute is Rs. 20.00 lakhs.
- c) For facilitating proper internet connection maximum of Rs. 5.00 lakhs

AICTE- ICT Academy: AICTE signed an MoU with ICT Academy on 22nd February, 2017 to facilitate Technical Institutions to respond to the need of providing state of art IT/ITES and Telecom Skills to the students of AICTE approved Colleges of North-East Region.

Research Promotion Scheme for North-East and NDF Centers

Two new schemes under Research Promotion Scheme has been extended for North-East Region and for NDF Centers during the current Financial Year. For each of the scheme, a total of 50 projects with a grant-in-aid of Rs.1250.00 lakh @Rs.25.00 lakh per project have been sanctioned. Since the target groups were limited, off line applications were invited from the faculties/Pis in AICTE approved Institutes. A total of 130 and 80 applications under RPS-NER and RPS-NDF were received on or before closing date. The respective faculties were invited to AICTE Head Office for making their presentation of project before the Evaluation Committees on 27th& 28th February, 2019.

Employability Enhancement Training Programme (EETP)

AICTE revamped its Finish School scheme by the name Employability Enhancement Training Programme (EETP) in 2013, with a vision of enhancing employment amongst fresh engineering graduates imparting business and soft skills for sustained performance career success and to meet growing industry demand.

For implementation and enhancement of employment opportunities under skill initiatives, Council has signed MoU with ICT Academy to facilitate Technical Institutions to respond to the need of providing state of art IT/ITES and Telecom Skills to the students of AICTE approved Colleges of North-East Region.

In this year ICT Academy has enrolled 6557 number of North east students under EETP program.

Scheme of Reservation of seats at Degree/ Diploma level technical courses for States/UTs lacking in such facilities

Government of India has an ongoing scheme of reservation of seats in Engineering/Technology/ Architecture/Pharmacy courses conducted at Degree level Technical Institutions approved by AICTE for states and UTs which do not have engineering colleges or lack of facilities for education in specific fields of technical education and for certain categories including foreign students.

2. The reservation of supernumerary seats allocated under the scheme are, inter-alia, for the following 8 North Eastern States including Sikkim.

3. Under the Scheme, the number of seats allocated to States/UTs and foreign and other categories of students are 1087. Allocation of the seats for NER States are as follows:

(For Degree Level)

S. No.	Name of the State/ UT	Allocation during 2017-18	Allocation during 2018-19
1.	Tripura	50	50
2.	Mizoram	121	121
3.	Manipur	113	113
4.	Nagaland	150	150
5.	Arunachal Pradesh	150	150
6.	Assam	19	19
7.	Meghalaya	100	100
8.	Sikkim	40	40
	Total	743	743

(For Diploma Level)

S. No.	Name of the State/UT	Allocation made during 2018-19	Proposed allocation for 2019-20.
1.	Tripura	25	25
2.	Mizoram	18	18
3.	Manipur	35	35
4.	Nagaland	50	50
5.	Arunachal Pradesh	162	162
6.	Assam	30	30
7.	Meghalaya	27	27
8.	Sikkim	30	30
	Total	377	377

4. To bring transparency into the system of allotment of seats, w.e.f 2014-15, every year, these seats are allotted by Central Seat Allocation Board (CSAB-NEUT) on the basis of All India Rank in JEE (Main) examination. MNIT - Jaipur was entrusted the responsibility of CSAB – 2017 and CSAB-2018. These seats are supernumerary in nature and are over and above the sanctioned strength of the Institution. No supernumerary seat can be filled directly by the institute / College/ States/UT administration under this scheme.

North Eastern Regional Institute of Science and Technology (NERIST)

North Eastern Regional Institute of Science and Technology (or NERIST) is a science and technology oriented higher education institute in Nirjuli, Itanagar, in the Indian state of Arunachal Pradesh. Established in 1984, it is a deemed-to-be-university, autonomous, fully funded and controlled by the Ministry of Human Resource Development, Government of India. The institute is managed by a Board of Management, comprising representatives of MHRD, the eight beneficiary states of the North Eastern region, AICTE and educationists. The state governor of Arunachal Pradesh is the de facto head of the highest body, NERIST Society, which consists of education ministers of all North Eastern States. The Board of Management is headed by the Chairman, Prof. Umesh Chandra Ray.

The under graduate programmes of Engineering are accredited by the National Board of Accreditation (NBA).

Objectives:-

1. To develop human resources at three levels, i.e., Technician, Supervisory and Executive levels for the development of the North Eastern Region in particular and the country in general.
2. To impart quality education with flexible multi-entry/exit systems to cater to the needs of the region.
3. To develop entrepreneurship base in the region.
4. To facilitate competency building in the North Eastern Region.
5. To strengthen R & D activities in the region.
6. To play an advisory role for the overall development of the North Eastern region.

National Book Trust (NBT):- The Trust stepped-up its book promotional activities in

the Northeast through a number of Book Fairs, literary activities and special sales drive. Besides, the Trust also opened its Book Promotion Centre in Agartala and Guwahati. The Trust broadened its activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people in the valley during the year under review. As part of its efforts to promote books and reading particularly at schools in tribal and rural areas, the Trust has been organizing Shiksha Shivirs for children..

Jammu & Kashmir

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 upto 10% subject to minimum eligibility requirement.
- (ii) Increase in intake capacity upto 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.

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 endeavor of the Ministry of Human Resource Development 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 a phenomenal growth in enrolment of women students in higher education in the country. The share of girl's 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 2010 to 2019.

a) Gross Enrolment Ratio (GER)

The tables below indicate the time-series changes over the last 7 years in GER (General), GER (SC) and GER (ST) among both genders.

Gross Enrolment Ratio

Year	All Categories		
	Male GER	Female GER	Total GER
2012-13	22.7	20.1	21.5
2013-14	23.9	22.0	23.0
2014-15	25.3	23.2	24.3
2015-16	25.4	23.5	24.5
2016-17	26.0	24.5	25.2
2017-18	26.3	25.4	25.8
2018-19	26.3	26.4	26.3

(Source: AISHE 2012-13 to AISHE 2018-19)

Female GER

Year	Female Total GER	SC Female GER	ST Female GER
2012-13	20.1	15.0	9.8
2013-14	22.0	16.4	10.2
2014-15	23.2	18.2	12.3
2015-16	23.5	19.0	12.9
2016-17	24.5	20.2	14.2
2017-18	25.4	21.4	14.9
2018-19	26.4	23.3	16.5

(Source: AISHE 2012-13 to AISHE 2018-19)

In so far as GER (Female) is concerned, states such as Tamil Nadu, Haryana, Himachal Pradesh, Andhra Pradesh, Maharashtra, Telangana, Uttar Pradesh, Uttarkhand and North eastern states have made impressive progress.

Gender Budgeting Cell: Gender Budgeting cell is reconstituted and Renamed as Gender and Child Budget Cell (G&CBC) with the intention of implementation 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: 16 Universities are exclusively for women with 3 in Rajasthan, 2 in Tamil Nadu, 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.

Gender Distribution: According to the AISHE report 2018-19, Student enrolment at Under Graduate level has 51% male and 49%female. Diploma has a skewed distribution with 66.8% males and 33.2% females. Ph.D. level has 56.2% male and 43.8% female. Integrated levels have 57.5% male and 42.5% female. PG Diploma student enrolment is 51.5% for male students and 48.5% for female students.

Uttar Pradesh, with its highest student enrolment in India, has 49.3% male and 50.7% female students. Maharashtra has the second highest student enrolment with approx. 55% male and approximately 45% females. Thereafter, Tamil Nadu has 50.9% male and 49.1% female, West Bengal with 50.4% male and 49.6% female

students. In Karnataka, percentage of females enrolled is 50% whereas in Rajasthan more male students are enrolled as compared to female students.

Rashriya Uchhtar Shiksha Abhiyan (RUSA)

Progress on components - Various components of RUSA allow scope for benefitting women and women's universities and colleges. The following has been the progress made on each of these components:

Up-gradation of existing autonomous colleges to Universities— overall 11 autonomous colleges have been approved to be converted into universities . Significantly, the University which will be created in odisha by conversion of an Autonomous College will be a Women's University.

Conversion of colleges to Cluster Universities— 10 Cluster Universities have been approved to be created by identifying some of the high performing colleges within the radius of 20 km (2016-19). These colleges will offer interdisciplinary and multidisciplinary courses and will provide an ecosystem for more creative, innovative and holistic learning. Five women colleges spread over 5 states viz J&K, Himachal Pradesh, Odisha, Manipur and Karnataka form part of these cluster universities.

Infrastructure grants to Universities – 142 State Universities are being supported under this component out of a target of 200 to be achieved. Mother Teresa University in Tamil Nadu and BPSM University in Haryana are two women's universities being supported under the component.

New Model Degree Colleges (General) – The purpose of creating model degree colleges in educationally backward districts (EBDs)

is to improve access and reasonable quality consciousness in higher education. The objective has been to also address issues of backwardness by empowering youth and making higher education opportunities closer to them. 130 MDCs have already been created under this component. In Madhya Pradesh, one women's college in Sheopur district is being supported under the component.

Upgradation of existing degree colleges to model colleges: The upgradation of existing Degree College to Model College component of RUSA envisages covering institutions in non-EBDs. There are women colleges spread over in the states of Bihar, Punjab, Odisha and Telangana. Both these above mentioned components will address issues of access, equity in very difficult parts of the country and also provide reasonable quality education hitherto missing. In Telangana, three following existing Women Degree Colleges were upgraded to Model Colleges with RUSA funding at Rs. 4 Cr each - Govt. Degree College (W), Karimnagar, Pingle, Govt. Degree College (W), Waranagal and Govt. Degree College (W), Hussainialam, Hyderabad.

Vocationalisation of Higher Education – Given the Central Government's emphasis on improving skilling and creating opportunities for gainful employment, this is a very important component. In order to ensure that meaningful activities are supported within the larger framework of the Government's skill priority

Equity Initiatives – One of the broad objectives of the scheme is to provide and improve opportunities for equal access. It is significant to see that this scheme has been supported in states like Andhra Pradesh, Assam, Gujarat, Haryana, Karnataka, Manipur, Meghalaya, Maharashtra, punjab, Puducherry and Tamil Nadu etc. Three colleges supported under this component in Gujarat are women colleges. In Haryana and

Manipur construction of a Girls hostel is being supported. In Punjab renovation/upgradation of girl's common room and construction/renovation of girl's toilets and equipping girl students with necessary self-defence techniques and Maftial Afts is being supported. In Telangana the Government has taken a decision to start at least one Model Residential Degree College for women in each District.

University Grants Commission (UGC)

The women education has been the priority area for the University Grants Commission (UGC), a premier apex body governing university education. For this purpose, the Commission has launched a number of schemes to encourage the enrolment and promotion of girls in Higher Education. Such schemes being run by UGC are briefly as under:

Day Care Centres in Universities and Colleges:

The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university/college employees/students/ scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.

Swami Vivekananda Single Girl Child Scholarship for Research in Social Sciences

(<http://www.ugc.ac.in/svsgc/>): The scheme was initiated during 2014-15. The objectives of the proposed scheme are:

- (i) To support higher education of single girl child in Social Sciences.
- (ii) To recognize the value of observance of small family norm.
- (iii) To recognize the norm of single child in the society.

- (iv) To propagate the concept of single child norm.
- (v) Promoting single girls in the society

Scholarship for Single Girl Child:-

The Central Board of Secondary Education (CBSE) is implementing Merit Scholarship Schemes for single girl child to provide scholarships to the meritorious Single Girl Students, who are the only child of their parents. It provides Rupees Five Hundred (Rs.500/-) per month to Single Girl Child who is pursuing further studies for class XI & XII and have passed the CBSE class X exam with 60% / 6.2 CGPA or more marks/grades.

Scheme of Capacity Building of Women Managers in Higher Education: This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions. The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a gender friendly environment and to remove the glass ceiling.

The programme encompasses training and skills development Workshops as follows:

- Sensitisation, Awareness, Motivation Workshops Residential workshop.
- Sensitisation, Awareness, Motivation Workshops Non-Residential workshop.
- Training of Trainers/Master Trainers Workshops of the duration of six days not inclusive of travel.
- Management Skills Training Workshops
- Refresher Workshops courses for the duration of five days not inclusive of travel.

Construction of Women's Hostels for Colleges:

The UGC has been providing hostels and other

infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff.

Development of Women's Studies in Universities and Colleges: The scheme envisages assistance to universities for setting up new women study centres as well as to strengthen and sustain the university women study centres, set up till the Xth Plan by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to make knowledge simulation and knowledge transmission through teaching and research till action and documentation.

Post-Doctoral Fellowships for Women: The scheme is implemented for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 1000 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for applicants is 55 years for the candidates belonging to general/open category and 60 years for SC/ST/OBC/PH/Minority communities, as on 1st July on the year of application.

Post Graduate Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education: The purpose of the

scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @Rs.3100/-per month.

Sexual Harassment: University grants Commission through a gazette notification dated 2nd May, 2016 notified Prevention, Prohibition and Redressal of Sexual harassment of Women employees and students in Higher Education institution regulations, 2015 (SAKSHAM guidelines). It is mandatory for all the central universities to ensure that the Internal Complaints Committee (ICC) is constituted for the benefit of women employees and students.

All the technical, Management and Professional institute are required to implement the SAKSHAM guidelines and submit the steps taken in this regard to Ministry of Human Resource Development.

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/steps to reach out to women learners especially in remote and rural areas by establishing special study centres for women. The School of Gender and Development Studies aims at achieving gender justice and equity through the academic programmes and training in the area of women's and gender studies and gender and development studies. Gender and Development Studies examines the existing gender gap and addresses the issue of gender disparity. Women's and Gender Studies analyses the status of women and other genders in society with the objective of promoting deeper conceptual understandings of the

factors which determine their position in society and ways to redress these through theory, critical analysis, praxis, research and practicum. The University offers two research programmes (Ph.D.) in "Women Studies" and "Gender and Development Studies" apart from five academic programmes at Masters, PG Diploma, Diploma and Certificate levels to achieve gender justice and equity.

The School envisages the launch of technology-enabled learning/training initiatives through innovative online (blended) programmes/packages/modules derived from existing programmes and new skilled based (praxis) modules/ initiatives in Gender sensitization. Expansion of learning/training initiatives, digitization of learning materials and provision of interactive learning materials would constitute major thrust areas. The University introduced Web based additional academic supports to learners in academic programmes in the discipline of Gender and Development especially in areas with limited enrollment a strategy was developed to provide web based academic support in addition to counseling at Learner Support Centres. The university introduced the online interactive forum to accomplish this aim.

The University has created a Women's and Gender Resources (WiNGS) Space to access books, documents, e-resources, monographs, reports and audio-visual material in the area of women's and gender studies which will be open to anyone in the University. There is provision of organizing training sessions, seminar and workshops on gender related issues. The University has established a network of Special Study Centres for women under the aegis of the Regional Services Division.

All India Council for Technical Education (AICTE)

In order to increase the enrolment of women in technical education, AICTE has special

concessions in the regulations for setting up of new women technical institutions. These include relaxations in the norms for land availability, concession in processing fees, deposits etc. Implementation of the tuition fee waiver scheme for weaker sections has been made mandatory in all AICTE approved institutions.

Pragati (Scholarship for Girl Students) (<http://www.aicte-india.org/pragathiSaksham.php>) –Pragati is a scheme of AICTE aimed at providing assistance for Advancement of Girls participation in Technical Education. Education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. This is an attempt to give every young women the opportunity to further her education and prepare for a successful future by “Empowering Women Through Technical Education”.

Female enrolment in IITs to be increased to 20% by 2020-21 by creating supernumerary seats

The low representation of female enrollment in Indian Institutes of Technology (IITs) was reviewed by a Committee constituted by the Joint Admission Board (JAB) and on the recommendations of the Committee, it has been decided to increase female enrollment in IITs from 8% in 2016 to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats.



National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

The centrally sponsored “National Scheme of Incentive to Girls for Secondary Education (NSIGSE)” was launched in May 2008. The objective of the scheme is to establish an enabling environment to reduce the drop outs and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention up to the 18 years of age. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ ST) and enroll in class IX in State Government, Government-aided and Local Body schools. The NSIGSE Scheme is being re-designed for effective implementation and impart.

According to the scheme, a sum of Rs.3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX. They are entitled to withdraw it along with interest thereon upon reaching on 18 years of age and passing class 10th class examination. The Indian Bank and Union Bank of India are the implementing agency for the scheme. The scheme is covered under the Direct Benefit Transfer (DBT) Scheme. The scheme is boarded-on National Scholarship Portal. During 2018-19 (up to 30th November, 2018).

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 the recent years, there have been vast and positive changes in the perception of the society towards 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.

1. **National Policy on Education, 1986** (as modified in 1992) lays special emphasis on education of Persons with Disabilities. The policy states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare with normal growth and to enable them to face life with courage and confidence.
2. **Accessible India Campaign:-** The Ministry of Education issued various instructions from time to time to all the Centrally Funded Educational Institution to ensure barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaption of toilets for wheel chair 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 barrier free structure to encourage persons with disabilities for technical education.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides that every school should have barrier-free access. The Ministry Education on 22nd March, 2017 has advised all States and UTs to achieve 100% barrier free infrastructure/access for the benefit of children including CWSN by March, 2020.

The Centrally sponsored Scheme of Sarva Shiksha Abhiyan (SSA) provides for barrier free access in the elementary schools for the benefit of children with special needs (CWSN). As per Unified District Information System for Education, 2015-16, 61.83% of elementary schools are having ramps and 23.08% schools have been provided CWSN friendly toilets where CWSN enrolment >0.

At present out of 1180 Kendriya Vidyalayas in the country, 1080 Kendriya Vidyalayas are provided with ramp up to ground level and 979 Kendriya Vidyalayas with Special toilets facilities.

MHRD is also implementing the scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) as part of RMSA, under IEDSS component, central assistance is provided for student oriented assistance @ Rs. 3000/- per child per annum, besides support for engagement of special teachers, equipping resource room, making school barrier free, orientation of parents, administrators, educationists etc.

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.

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 building.

3. 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. Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995, shall have the

right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. 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.

The Enrollment of Child with Special Needs as per U-DISE report:

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

3.1 Samagra Shiksha :

- iii) The vision of the Samagra Shiksha Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goals (SDGs) for Education.
- iv) Presently, Samagra Shiksha aims to cover all children with special needs (CwSN) in

a continuum from classes I to XII. Under Samagra Shiksha scheme, there is provision for special educator and resource persons for Inclusive Education for children with special needs. Further, separate resource support (financial assistance towards salary of special educators) is also made available in order to appropriately address the needs of CwSN within the school. Under Samagra Shiksha, total enrollment

of CwSN is 21,10,844 (All management) (18,51,881 CwSN enrolment in Govt. and Aided schools) **(Source: UDISE+ 2018-19)** (from classes I to XII) and 28,285 Resource Teachers/Special Educators (11,830 RPs & 16,455 Special Educators) are engaged for education of CwSN in the country. An outlay of Rs. 1363.75 crore has been approved for the education of CwSN for the year 2019-20 and 2020-21. Total Financial assistance (towards salary etc) provided to Resource Teachers/Special educators for the year 2019-20 and 2020-21 is Rs. 712.48 Crore (Special educators and RPs Salary for 2019-20 **(Source PMS)**).

Steps taken for Inclusive Education:

- There is a dedicated inclusive education component for the education of children with special needs as part of the Samagra Shiksha scheme. Through the component, children with special needs are provided support via specific student-oriented interventions like identification and assessment camps, provision of aids, appliances and assistive devices, transport and escort allowance, Braille books and large print books, **stipend for girls with Special needs for classes I to XII**, corrective surgeries, uniform and teaching-learning materials etc. in order to appropriately address their educational requirements in regular schools. Further, individualized support is also provided through therapeutic interventions at the block level.
- There is a provision under Samagra Shiksha for teaching learning materials including Braille books, assistive devices, equipment which is being given to all the States & UTs. NCERT has also developed audio version of textbooks and tactile map books as well as non- textbook reading

material like Barkhaa series and videos and with sign language.

- Admit CwSN without discrimination and provide education and opportunities for sports and recreation activities equally with others; There are three major legal frameworks which supports the implementation of Samgra Shiksha in inclusive manner, this includes Right to Education Act, 2009 (RTE), Rights of Persons with Disabilities Act, 2016 (RPwD) and National Trust Act, 1999.

3.2 Central Board of Secondary Education (CBSE):

An Inclusive Cell has been setup in the Board with the objective of developing vocational based courses and appoint special educators in schools.

Board has also constituted a committee to formulate policy of the Board for Children with Special Needs (CWSN) and Schools are also invited to send their suggestions. The committee will formulate policy on:

- Inclusive Education of Children with Special Needs (CWSN)
- Level of inclusion (Inclusion vs Integration) for CWSN
- Examination of CWSN
- Guidelines for 'slow Learners'

3.3 National Institute of Open Schooling

3.3.1 The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), Govt. of India with International recognition and presence, provides access to sustainable and learner centric quality education, skill up-gradation and training through Open and Distance Learning (ODL) mode up to pre-degree level. The NIOS offers both academic and vocational courses up to pre-degree to its prioritized target groups, who otherwise cannot

avail the education through face-to-face mode. The NIOS is offering need based, demand driven vocational courses leading to certification and thereby upgrading the skills and also creating opportunity to provide gainful employment to a large number of students at various levels.

3.3.2 The NIOS has prioritized target groups mostly drop outs from the formal system and from the disadvantaged segment of the population, who otherwise have not been able to avail the formal education system due to various socio-economic and emotional reasons. One of such prioritized target groups are differently-abled learners, who are termed as children with special needs. Annually it admits about more than 10,000 learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED), which is located in different States throughout India in Special Schools and premises of NGOs working in the field. The learners are given fee relaxation as per Govt. of India rule. For making the education relevant to their livelihood, children are strongly supported to take a vocational subject while doing their Xth and XIIth. Since the system is in-built with flexibility to pace their study as per the ability of the learners, the subject chosen by them are also in consonance with their interest and aptitude.

3.3.3 Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a Braille's typewriter or a computer. Also they are allowed to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit. An interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions.

2.3.4 Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/cerebral palsy), if they need them. Even in some extreme cases examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

3.4 National Council of Educational Research and Training (NCERT):

NCERT is working in the area of education of Children with Special Needs (CWSN) and children belonging to socially disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes (STs) and minorities. Implementation of an inclusive system of education for all assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the persons with disability. The council has taken up several time bound projects and programmes for the year 2019-20 in the SC/ST dominated areas and in the area inclusive education

Education of persons with Disabilities

In the area of inclusive education, the research studies titled 'A Study of inclusiveness of School at the Elementary Stage' and 'Education of Children with Disabilities due to Chronic Health Impairments: Case Studies' are being conducted by the Council. A Capacity building programme for SCERT and DIET faculty in Nagaland on Including Children with Learning Disability and Autism Spectrum Disorder in Regular School will be conducted in the March 2020 with the objective to enhance the skills the of SCERT, DIET Samagra Shiksha faculty. The Programme envisages to building the capacities of DIET faculty and those of regular teachers of including children with Autism and Learning disabilities in regular schools and to develop the skills for

preparing and implementing district plans for including Children with Autism and Learning disabilities in regular school. Exemplar Universal Design of Learning (UDL) based learning material for Children with Special Needs at the Primary and Upper Primary stages in print and digital forms is also being developed by the Council Collaboration with National Institute of Special Education, Republic of Korea. A Textual Material on Inclusive Education in the Urdu for the D.El.Ed and B.Ed. Students is being prepared. A Module for the Capacity building programme on Inclusive Education for the secondary level Maulavievs of Madrasas of Odisha has been developed and the capacity building programme will be held at RIE, Bhubaneswer from 3 to 7 February 2020.

Taking forward the aim of increasing accessibility and equity among students and teachers of the country belonging to different social groups and needs, the Council has developed e-Pubs for all Hindi Medium books from Classes I-XII, Urdu medium books (45) and Barkha Series and are available on the E-Pathshala App. Forty seven audio-books have been developed from primary to senior secondary level and it is available on <https://ciet.nic.in/pages.php?id=audiobooks&ln=en>

Production of educational programmes for persons with disabilities has been taken up by the council since its inception. Sign language is a language that uses visual and manual modality to convey information or the communication. Education programmes in sign language can enable the understanding of a subject in a much better manner as compared to only visual or only manual format. Keeping this into consideration, 11 Video programmes of sign Language have been produced and have been upload on the NERT Official YOUTUBE Channel https://www.youtube.com/playlist?list=PLUglcpnvYidt_hBZcZO3y8oy7JzXxc. All the material developed are available for free access to all the stakeholders on the its portal or app to support

the Digital India initiative and the education for all initiative of the GOI NCERT's initiatives for CWSN can be accessed at on <https://ciet.nic.in/pages.php?id=audiobooks&ln=en>.

3.5 National Council for Teacher Education (NCTE):

NCTE in its Statutory Role grants recognition to Teacher Education Institutions as mandated to it through its Act. The NCTE vide its notification dated 23.8.2010 and 29.7.2011 has already incorporated D.El.Ed (Special Education) for teachers to be appointed for class I to V and B.Ed (Special Education) in these notification making it one of the qualification for appointment of upper primary teach classes VI to VIII.

As per the above said notification, a teacher with B.Ed (Special Education) qualification for appointment as a teacher to teach classes I to V shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

As per the above notification Reservation Policy has been also determined. As per the Reservation Policy, relaxation up to 5% in the qualification marks shall be allowed to the candidates belonging to reserved categories, such as ST/SC/OBC/PH.

Similarly as per NCTE regulation 2014 (Recognition Norms and Procedure) there is provision for reservation and relaxation in marks for admission to various teacher education programmes for ST/SC/OBC/PwD and other categories as per the rules of the Central Govt./ State Govt. Whichever is applicable.

As per the NCTE Amendment Regulation 2017 notified dated 29.5.2017 there is provision of reservation for scheduled caste/scheduled tribes/ other backward caste/differently abled persons and other categories as per the extent policy of the Central Govt. or State Govt. as applicable to all other categories of service in Govt.

4. 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, 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 per cent 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 Human Resource Development to ensure effective implementation of RPwD Act, 2016 in the Organisation/ Institutions/Autonomous Bodies comes under the purview of MHRD, particularly for Section 32 of the said Act.

Enrollment of PwD students in Higher Education:

Year	All Categories	PwD Students
2014-15	34211637	64298
2015-16	34584781	74435
2016-17	35705905	70967
2017-18	36642378	74317
2018-19	37399388	85877

Source: All India Survey on Higher Education, MHRD

4.1 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 the 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 mechanism for orientation and sensitization at college and university level regarding rights of PwDs in terms of section 39 (2) (d) and also to include 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 following letters to the Universities:

- ✓ to provide facility of cassette recorders for Blind Students in universities,
- ✓ to make barrier free environment within a reasonable time-frame of, say, two years for Universities and three years for college and schools,
- ✓ to provide facilities of Braille books and talking Books,
- ✓ to provide sign language and interpreter in institution shaving hearing impaired students.

4.1.1 The University Grants Commission (UGC) is also implementing schemes for the benefits of persons with disabilities. **(a) Higher Education for Persons with Special Needs (HEPSN)**- The scheme is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences for differently-able persons. Creating awareness about the capabilities of differently –able person, construction aimed at improving accessibility, purchase of equipment to enrich learning etc. are the broad categories of assistance under this scheme. **(b) Teacher Preparation in Special Education (TEPSE)**– The Scheme is meant for assisting Departments of Education to launch special education teachers’ preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed and M.Ed Degree courses with specialization in one of the disability areas. The UGC has approved two centres at Banaras Hindu University and Jamia Millia Islamia University under the scheme of Teacher preparation in Special Education. **(c) Financial Assistance to Visually-handicapped Teachers** – The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of Reader and by using teaching and learning aids by way of providing Reader’s Allowance and funds for purchase of Braille books, recorded materials etc. and help such teachers achieve self-dependence by using various aids for teaching, learning and research,. Allowance to visually challenged permanent teachers is Rs. 36000/- p.a.

4.1.2 Relaxation provided by the UGC to persons with Disabilities in the NET Examination:

(i) In compliance of the “Guidelines for Conducting Written Examination for Persons with Benchmark Disabilities”

issued by the Ministry of Social Justice & Empowerment vide Office Memorandum No. F.No. 34-02/2015-DD-III dated 29 August, 2018, the following provisions would be available to the Candidates with Benchmark Disabilities, as defined in Section 2(r) of the Rights of Persons with Disabilities (RPwD) Act, 2016.

- (ii) A person with benchmark disability, as defined in Section 2 (r) of the RPwD Act, means a person with not less than 40 percent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority.
- (iii) A specified disability, as defined in Section 2 (zc) of the RPwD Act, means the disabilities as specified in the Schedule of the said Act, which includes: (a) Locomotor Disabilities: Leprosy, Cerebral Palsy, Dwarfism, Muscular Dystrophy, Acid Attack Victims; (b) Visual Impairment: Blindness & Low Vision; (c) Hearing Impairment: Deaf & Hard of Hearing; (d) Speech & Language Disability; (e) Intellectual Disability: specific learning disability (dyslexia, dysgraphia, dyscalculia, dyspraxia & developmental aphasia), autism spectrum disorder; (f) Mental illness; (g) Chronic Neurological Conditions: multiple sclerosis, Parkinson’s diseases; (h) Blood Disorder: Haemophilia, Thalassaemia, sickle cell diseases; (i) Multiple Disabilities: more than one of the specified disabilities including deaf blindness
- (iv) In case of candidates with benchmark disabilities in the category of blindness, locomotor disability (both arm affected-BA) and cerebral palsy, the facility of scribe/reader shall be given, if so desired

- by them.
- (v) In case of other category of persons with benchmark disabilities (the Schedule of the said Act may be referred to), the provision of scribe/reader can be allowed (if they so desire) on production of a certificate to the effect that the person concerned has physical limitation to write, and scribe is essential to write examination on his behalf, from the Chief Medical Officer/ Civil Surgeon/Medical Superintendent of a Government health care institution.
- (vi) Such candidates will have the discretion of bringing his/her own scribe/reader or may opt to have Scribe/Reader from NTA or through any of its authorised Institute/ Agency/ Personnel involved in the examination.
- (vii) An eligible PwD candidate, desirous of having facility of scribe/reader, shall have to mention his/her appropriate PwD category in the relevant column of the application form and have also to record as to whether he/she will have his/her own arrangement of scribe/reader or it has to be arranged by NTA or through any of its authorised Institute/Agency/Personnel.
- (viii) The qualification of the scribe shall be one step below the qualification of the candidate taking the examination. The persons with benchmark disabilities opting for own scribe/reader should submit details of the own scribe.
- (ix) In case a PwD candidate who has opted the scribe/reader from NTA or through any of its authorised Institute/Agency/Personnel, the Centre Superintendent shall arrange a meeting of the candidate with scribe/reader, a day before the examination, for giving him/her a chance to check/verify whether the scribe/reader is suitable or not.
- (x) Compensatory time of not less than 20 minutes per hour of examination shall be given to a candidate allowed to use scribe/reader. If the examination is 03 hours duration, the compensatory time shall be 01 hour. In case the duration of the examination is less or more than 03 hours, the compensatory time shall be on pro-rata basis.
- (xi) As far as possible, the examination for Person(s) with Disabilities should be held at the ground floor.

4.2 Saksham Scholarship Scheme

AICTE awards Saksham Scholarship to differently abled students with an 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.

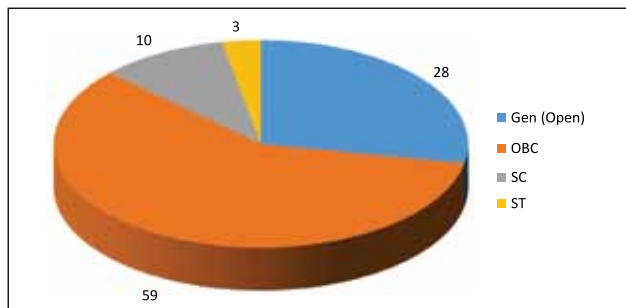
This scheme too was launched on National Educational Day i.e., 11th November, 2014. The salient features of the scheme are as under:

- The scheme is for the differently abled students having more than 40% disability and whose family income is not being more than Rs. 8 lakhs per annum
- Number of scholarships per annum: All eligible students (degree & Diploma).
- The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute or 2nd year through lateral entry.
- Amount of scholarship: Rs 50,000 per annum.
- Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant.

The category-wise beneficiaries under Saksham scholarship scheme during 2019-20 is shown in **Table 2.2** and category-wise beneficiaries (in %) is shown in **Fig 2.2**

Distribution of beneficiaries and grant released under Saksham Scholarship scheme during 2019-20

S. No.	Category of students	No. of beneficiaries	Amount Released (Rs. in Lakh)
1	Gen (Open)	82	20.28
2	OBC	176	36.09
3	SC	29	5.80
4	ST	9	1.80
	Total:	296	63.97



Graphical Representation of Beneficiaries under Saksham Scholarship scheme.

4.3. 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 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 admission of Person with Disability (PwD). The study materials are made available on demand in Braille for blind learners. University regularly conduct, for staff to

The university has established 15 special Learners Support Centres (LSCs) for PwD students, and enrolled 1062 students with disability in various academic programmes on offer by the University

in the reported period. The type of disabilities of the enrolled students includes visual impairment, speech and hearing impairment, low vision and locomotor impairment. To facilitate the students in completing their studies successfully, the University provides soft copies of study materials of selected courses to students having Visual Impairment and Low Vision and also conducting counseling for using soft copies through various software. The soft copies are provided on demand to students. The university established Equal Opportunities Cell to priorities resolving of issues of disabled students and other disadvantaged groups. The National Centre for Disability Studies (NCDS) has been set up exclusively for promoting advocacy, research and development in the field of Disability Studies and Rehabilitation.

The university obtained membership of Suganya Pustakalaya so that disabilities enrolled can have access to over 3.5 lac books in accessible format. The study materials of MA – Hindi are converted into electronic form for easy access of PwD.

The university telecast eight teleconferencing programmes and orientation programmes to spread awareness and sensitize on issues of PwD. The university celebrated the World Mental Health Day and the International Day of Persons with Disabilities. This year a series of programmes like a Painting Competition, a Sensitization Programme for Parents on the topic "Mental Health for Adolescents", Slogan Competition, a teleconference session on the topic "International Day of Persons with Disabilities", Nukkad Natak on the theme "Rights of Persons with Disabilities and Societal Attitude towards them" were organized during 01st to 04th December, 2019. Ms. Ira Singhal, IAS, an expert in disability issues and Deputy Commissioner, North Municipal Corporation of Delhi was invited to deliver a sensitization lecture on "Inclusive Society and Persons with Disabilities" on 6th December 2019.

Administration

The Ministry of Human Resource Development is under the overall charge of the Human Resource Development Minister who is assisted by a Minister of State. There are two Departments in the Ministry of Human Resource Development namely the Department of School Education & Literacy and the Department of Higher Education.

2. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 5 Joint Secretaries & 1 Economic Adviser & 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 who is common to both the Departments.

3. 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/ Deputy Educational Adviser.

4. The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-II and Annexure-III respectively.

5. Establishment and service matters in respect of the Officers/ Staff deployed at Secretariat proper of both the Departments are handled in Administration Bureau of the Department of Higher Education. The activities in the year 2019 included:

- a) Establishment matters of officers appointed under 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 calendar year 2019 (as on 01.01.2020) 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-Leave, e-Tour], Legal/ Court Cases Monitoring System and Employee Payment System through Comp DDO. Besides, an On-line 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 On-line 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 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 Establishment Division process the training needs of the officers/staff members of both the Departments i.e. Department of School Education and Literacy and the Department of Higher Education of the Ministry. The matter 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 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 request received through different quarters.

2. 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, the Colombo Plan, the Bilateral Technical Assistance Programmes etc.

3. During the year 2019-20 (01.04.2019 to 31.12.2019), Officers/Officials of different grade attended the various training/nomination forwarded, which is briefed in tabular form as below:

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officers/officials sent/ Nominated
1.	Short term training under Domestic Funding of Foreign Training Scheme of DoP&T/Group 'A' Officer.	Duke University, USA, The University of Chicago, Chicago, USA, Stanford University, USA & JFK School, Harvard University, USA	5
2.	Customized Training Programme under DFFT Scheme of DoP&T/ Group 'A' Officer in leadership and strategic thinking.	Cambridge University, USA.	1
3.	Post Graduate Diploma in Management (Financial Management) 2019-2021.	NIFM, Faridabad.	1
4.	Training Programme for retiring officers	ISTM, New Delhi	5
5.	Joint International Training Programme on Public Policy Management in Parliamentary Democracy at New Delhi and ULondon (U.K.)	Parliamentary & Administrative Research Institute (PARI), New Delhi	1
6.	Different Level Training Programmes (A, B, D, E, Level I, II, Level III, Level IVetc.) conducted by DoP&T	ISTM, New Delhi	78
7.	Orientation Programmes on different aspects for various level Officers, viz. 3 Days orientation programme for Directors/DS level joining CSS for first time, orientation programme on Pensions matter, etc.	ISTM, New Delhi.	1

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officers/ officials sent/ Nominated
8.	In Service Training Programme on “Value of the Public Goods”.	Goldman School of Public Policy, University of California, Barkley, USA	1
9.	1 Week In-Service Training Programme for AIS Officers, Officers working under CSS/CSSS.	Nani Palkhiwala Arbitration Centre, Chennai	1
10.	Training Programme Public Procurement, Gem and GFRs and Training/workshop on Reservation in Services for SC/ST/OBS	NIFM, Faridabad and ISTM, New Delhi and	7
11.	On job training final Phase of Probationary Training Programme for ISS Probationary Officer	NSSTA, Greater Noida, Uttar Pradesh	1
12.	Training Programme on “Advance Course Secretariat Effectiveness”: Capacity Building Programme and “ Good Governance & Transparency	National Productivity Council under Ministry of Commerce & Industry at Jaisalmer, Rajasthan and Goa.	4
13.	Computer Training Course for Visually Impaired persons	National Blind Association, Sector-V, R.K. Puram, New Delhi-22.	1
14.	RT Development Programme on design of Training (DOT) and Training of Trainer on “ Training Need Analysis” (TNA)	ISTM, New Delhi and Pt. Deendayal Upadhyay National Academy of Social Security, New Delhi.	2
15.	Customized “Anti Corruption workshop on International Perspective on Punitive, Preventive and Participative Vigilance.	MDI Gurgaom	1

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, two Under Secretaries and other support staff.

During the period under report, a total of 486 references were received in the Vigilance Wing from the Central Vigilance Commission and the Central Bureau of Investigation alongwith several complaints directly from individuals. Six (6) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 28 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 been appointed in various Autonomous Organizations under the administrative control of the Ministry.

Vigilance Awareness week was observed from 28th October 2019 to 2nd November, 2019 with the theme “Integrity – A Way of Life”. Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education 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 HRD. 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 computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.mhrd.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. 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 site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is 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 (status upto 31.12.19 including offline & online applications & appeals)

Public Grievances

A grievance redress machinery is in place in the Department of Higher Education and the Department of School Education and Literacy, under the Director of Public Grievances, who is of the rank of Sr. Economic Adviser (HE), Ministry of Human Resource Development. **During the period (01.01.2019-31.12.2019) under report, a total of 37377 grievance petitions were received in physical form and through pg.portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) from various sources, including 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 developed by Department of Consumer Affairs which were dealt with and necessary action was taken to ensure timely redress of the grievances.**

The Director of Grievances in the Ministry has been notified for being accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 a.m. to 1 p.m. Further, anyone can meet the Director (PG) during working hours on all working days. In order to ensure the implementation of the policy of the Government regarding redress of public grievances in its totality, autonomous/subordinate organizations and PSUs under the Department of Higher Education and Department of School Education and Literacy have also designated their officers as Director of Grievances.

Public Grievances received from 1st January, 2019 to 31st December, 2019

Total Grievances received	Total Grievances received on Portal (D/o HE)	Total Grievances received on Portal (D/o SE&L)	Total Grievances received on INGRAM Portal	Grand Total
1064	19986	15195	1132	37377

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 Human Resource Development 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 CCC has been updated in October 2019 and uploaded on the website of the Ministry.

New Education Policy (NEP)

I. Status of the matter

The National Education Policy was framed in 1986 and modified in 1992. It envisages a National System of Education to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, ensuring retention and improving quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools, like Navodaya Vidyalayas in each district, vocationalisation of secondary education, synthesis of knowledge and inter-disciplinary research in higher education, starting more Open Universities in the States, strengthening of the All India Council of Technical Education, encouraging sports, physical education, Yoga and adoption of an effective evaluation method.

2. More than three decades have passed since the last policy. During this period significant changes have taken place in our country, society economy, and the world at large. New technologies have transformed the way in which we live, work, and communicate with each other with easy flow of information and knowledge, within the country and across the world. Nations and economies are more connected now. The corpus of knowledge has vastly expanded and research has become multi-disciplinary, and far more collaborative. Skilled manpower is demanded globally. Innovation is at the core of global leadership. It is in this context that the education sector needs to gear itself towards the demands of the 21st Century and the needs of the people and the country. Quality, innovation and research will be the pillars on which India will become a knowledge super power. Clearly, a new Education Policy is needed.

II. Steps taken so far

3. The Government had initiated the process of formulating a New Education Policy through the consultation process for an inclusive, participatory and holistic approach, which takes into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

4. Consultation process was three pronged: (i) Online consultations through Mygov.in (ii) Consultation from village/grassroots level up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/Union Territories was carried out between May to October, 2015.

5. A number of in-person consultations were held by the Government with stakeholder Ministries in the Government of India (GoI) and also with the State Governments on NEP. A High Level meeting was taken by Minister for Human Resource Development on 14.02.2015 to discuss the consultative process for formulation of New Education Policy and invite suggestions of other Ministries and Departments. A meeting was held by the Minister of Human Resource Development on 21st March, 2015 with Education Ministers, Secretaries and other senior officials of the State Governments in which the consultation process, including the process of uploading the recommendations on MyGov, was explained in detail and suggestions of States on the process as well as the themes were also invited.

6. The Government also conducted thematic consultations through University Grants Commission, All India Council for Technical Education, National Council for Teacher Education and several centrally funded universities and institutions, autonomous bodies, attached offices having domain expertise on the individual themes by inviting all relevant stakeholders including experts, academics, industry representatives, civil society etc. in July-October, 2015. Further, the Ministry held thematic consultations in which experts having domain expertise were invited for deliberations.

7. The consultation process was one of the agenda points in the meeting of Central Advisory Board on Education (CABE) held on 19th August 2015 and issues related to New Education Policy (NEP) were also taken up in the 64th Meeting of the Central Advisory Board of Education (CABE) held on 25th October, 2016. Six Zonal Meetings were held by the Minister of Human Resource Development in Eastern, Central, North-Eastern, Western, Southern and Northern Zones covering all States and UTs in September-October 2015 which was attended by Education Ministers and

officials of the respective States/UTs.

8. The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31st October 2015 under the Chairmanship of Late Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India. The Committee submitted its report on the 27th May, 2016. Subsequently, Ministry prepared “*Some inputs for the draft National Education Policy, 2016*”. Both these documents were laid in both houses of the Parliament in 2016.

9. Subsequently, Government had constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan on 24th June, 2017. The Committee submitted its report to the Ministry on 31.05.2019.

III. Current status

10. The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MHRD’s website and also at MyGov Innovate portal eliciting views/suggestions/comments of stakeholders, including public up to 15.08.2019. Further, letters were written to States /UTs Governments and Government of India Ministries inviting their views and comments on DNEP 2019. A brief summary of the Draft National Education Policy 2019 has been translated into 22 languages and circulated among various stakeholders. An Education Dialogue with Hon’ble MPs of Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka & Odisha on three consecutive days i.e. on 31.07.2019, 01.08.2019 & 02.08.2019. Two meetings with State Education Secretaries of School Education and another with State Secretaries of Higher & Technical Education was held on 09.07.2019 and 08.08.2019 respectively. A special meeting of CABE on National Education Policy was held on

21.09.2019. 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CABE, Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. A meeting on Draft NEP 2019 of Parliamentary Standing Committee on Human Resource Development was held on 07.11.2019.

11. Based on the inputs received from various stakeholders, NEP is in the process of finalisation.

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

With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focused on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development. Hence, with the above background, Hon’ble Prime Minister of India launched the Central Sector Scheme of **Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching having All India coverage, on 25th December, 2014 with an outlay of Rs. 900 crores.**

2. The Mission aims at addressing comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, and developing assessment & evaluation methodology, research in developing effective Pedagogy. This is one of the major thrust areas of action of the Government. The Mission addresses, on one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching

profession and raising the quality of teaching in schools and colleges. On the other, the Mission will pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

3. A total of 95 proposals from various Universities/Institutes from all over the country have been approved till now for setting up institutional arrangements under various components of the Scheme. The Mission consists of the following components:-

Sl. No.	Name of the Component	Total Number to be set up	Number set up till now
1.	Schools of Education (in Central Universities)	30	25
2.	Centres of Excellence for Curriculum and Pedagogy	50	50
2.1	Centres of Excellence in Science and Mathematics Education	5	5
2.2	Teaching Learning Centres	25	25
2.3	Faculty Development Centres	20	20
3.	Inter-University Centres for Teachers' Education	2	2
4.	National Resource Centre for Education	1	1
5.	Centres for Academic Leadership and Education Management	5	4
6.	Innovations, Awards, Teaching Resource Grant, Including Workshop & Seminar	No Specific Number	9
7.	Subject Networks for Curricular Renewal and Reforms	No Specific Number	4
8.	Induction Training Programmes of Newly Recruited Faculty in Higher Education	62 Centres	All
9.	ARPIT Through – National Resource Centres (NRCs)		
	i) 2018	75	All
	ii) 2019	52	
10.	Academic Leadership Development Programme for Senior Academic and Administrative Functionaries		
	i) Without Foreign Component	10	-
	ii) With Foreign Component	15	All
	Total		95

4. Vide Twelve PAB meetings held till now, 95 proposals have been sanctioned and a total of Rs. 355.33 crores has been released till end of FY 2018-19; under the scheme. The Budget Estimates (BE), Revised Estimates (RE) and actual expenditure of the Scheme as of now are as given below:

(Rs. in crores)

Year	2014-15*	2015-16	2016-17	2017-18	2018-19	2019-20
Budget Estimates (BE)	100	100	120	120	120	130
Revised Estimates (RE)	15	63	110	110	120	N.A.
Actual Expenditure	1.25	59.95	70.06	72.69	102.68	51.81**

* The Scheme was launched in December, 2014

** Fund release as on date

5. After attaining a number of gainful outcomes under the Scheme and to address comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, and developing assessment & evaluation methodology, research in developing effective Pedagogy, new initiatives have been launched under the Scheme. This helps the Mission to pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

These new initiatives are:

- i) Annual Refresher Programme in Teaching (ARPIT) - The HRD Ministry has launched ARPIT, a major and unique initiative of online professional development of 1.5 million higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, 75 discipline-specific National Resource Centres (NRCs) have been identified in the first phase, and 48 in second phase which were tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum. In ARPIT 2018, 51000+ learners enrolled in the course while in ARPIT 2019, 1,46,214 learners enrolled for the ARPIT course.
- ii) Leadership for Academicians Programme (LEAP): Academic leadership is the key to enhancement on quality. The leadership development covers both academic & administrative functionaries in schools and higher education institutions. High level academic leaders such as Vice-Chancellors, Principals, HoDs, and also senior administrative functionaries like Registrars are covered. The programme is 3 week training programme with one week foreign training component. In round 1, i.e. 2018-2019, 350 beneficiaries were covered through the centres. Round 2 of LEAP is in progress.
- iii) Faculty Induction training Programme (FIP): The Induction Programme for training Faculty & Academic Staff in Central and State Universities, Centrally Funded technical Institutions, and Degree & PG Degree colleges will familiarize them in their roles as freshly inducted university teachers. It will orient them on various generic aspects of teaching learning, instructional methodologies, assessment and evaluation techniques, ICT enabled teaching learning, and equip them with knowledge of University rules and regulations, basics of governance and administration. In all 4800 faculty are being covered in the first phase of training through 40 approved centres.



C&AG Audit

Department of Higher Education

Summary of pending Audit Observations made by C&AG

S. No.	Name of the Institution	Brief gist of the Para
1.	Indian Institute of Management, Kozhikode	<p>Irregular payment of pensionary benefits</p> <p>Extension of the GPF-cum Pension Scheme to employees without approval of the Government of India resulted in expenditure of Rs. 61.20 lakh being incurred towards pensionary benefits without proper sanction.</p> <p>(Para No. 13.8) Report No. 12 of 2017</p>
2.	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>(Para No. 13.9) Report No. 12 of 2017</p>
3.	Central University of Tamilnadu	<p>Delay and cost overruns in construction activities</p> <p>Procedures prescribed in UGC guidelines and CPWD Works Manual was not adhered to in executing construction works resulting in cost overrun of Rs. 46.32 crore as well as delay in completion. Library building remains partly vacant and incomplete even after incurring of expenditure of Rs. 15.40 crore and delay of four years. Further, injudicious site selection and excess construction as well as deviation from norms resulted in avoidable expenditure of Rs. 19.82 crore.</p> <p>(Para no. 12.2) Report No. 4 of 2018</p>
4.	BHU, Varanasi, IIM, Ahmedabad, IIM, Kolkata	<p>Overpayment of interest to the GPF/CPF subscribers</p> <p>Banaras Hindu University, Varanasi, Indian Institute of Management, Ahmedabad and Indian Institute of Management, Kolkata, paid higher rates of interest to GPF/ CPF subscribers in contravention of extant orders resulting in overpayment of Rs. 6.28 crore.</p> <p>(Para no. 12.4) Report No. 4 of 2018</p>

S. No.	Name of the Institution	Brief gist of the Para
5.	IIT, Mumbai	Irregular payment of special allowance/honorarium Payment of special allowance/honorarium in violation of provisions of GFR resulted in irregular payment of Rs. 9.76 crore. (Para no. 12.8) Report No. 4 of 2018
6.	Central University of Gujarat, Gandhinagar	Non-functional equipment Poor contracting practices and lack of effective follow-up to enforce terms of supply order resulted in equipment worth Rs. 2.22 crore remaining non-functional. (Para no. 12.13) Report No. 4 of 2018
7.	Visva-Bharati, Shantiniketan	Irregular payment of honorarium Payment of honorarium in violation of provisions of Financial Rules resulted in irregular payment of Rs. 1.07 crore. (Para no. 12.14) Report No. 4 of 2018

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.	Mid Day Meal Scheme	Performance Audit on National Programme of Nutritional Support to Primary Education Comptroller and Auditor General of India (C&AG) conducted the Performance Audit of Mid Day Meal Scheme in 113 districts and 3376 schools across 34 States/UTs except Mizoram and Telangana. The Performance Audit covers the period of 2009-10 to 2013-14. The C&AG laid down the report as Report No. 36 of 2015 in both the Houses of the Parliament on 18th December, 2015. PA 36 of 2015
2.	Right to Education Act, 2009	Implementation of right of children to free and compulsory Education Act, 2009 for the year ended March,2016 Report No. 23 of 2017
3.	Central Board of Secondary Education	Affiliation of private unaided schools The Affiliation Bye-Laws of Central Board of Secondary Education were not adhered to with reference to grant of approval of affiliations. Delays in grant of affiliations and deficiencies in constitution of Inspection Committees and conduct of inspection undermined their very purpose. Schools were granted affiliation without the conduct of inspection and there were instances of improper grant of affiliation and improper processing of applications. (Para no. 12.7) Report No. 4 of 2018

Over all position of Audit paras during 2017 and 2018

Higher Education

	Audit paras as per CAG Report	Settled upto 18.11.2019	Pending as on 18.11.2019
2017	20	18	2
2018	19	14	5
Total	39	32	7

School Education

	Audit paras as per CAG Report	Settled upto 18.11.2019	Pending as on 18.11.2019
2017	1	-	1
2018	2	1	1
Total	3	1	2+ 1*

* Relates to 2015



Budget

Budget Announcement - Department of Higher Education

New National Education Policy

Year of announcement 2019-20/Para No. 60

The Government will bring in a New National Education Policy to transform India's higher education system to one of the global best education systems. The new Policy proposes major changes in both school and higher education among others, better Governance systems and brings greater focus on research and innovation.

Timeline of Implementation: 4-6 months

The Draft National Education Policy 2019 (DNEP 2019) was uploaded on MHRD's website and also at MyGov Innovate portal eliciting views/ suggestions/comments of stakeholders, including public up to 15.08.2019. Further, letters were written to States /UTs Governments and Government of India Ministries inviting their views and comments on DNEP 2019. A brief summary of the Draft National Education Policy 2019 has been translated into 22 languages and circulated/being circulated among various stakeholders. An Education Dialogue with Honorable MPs of Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka & Odisha on three consecutive days i.e. on 31.07.2019, 01.08.2019 & 02.08.2019. Two meetings with State Education Secretaries of School Education and another with State Secretaries of Higher & Technical Education was held on 09.07.2019 and 08.08.2019 respectively. Around 2 lakh suggestions on the

Draft National Education Policy received from various stakeholders. A special meeting of CABE on National Education Policy was held on 21.09.2019. 26 Education Ministers of various States and UTs, representatives of States and Union Territories, Members of CABE, Heads of Autonomous Organisations, Vice Chancellors of Universities, attended the meeting along with senior officials of the Central and State Governments. Comments received from various stakeholders is under examination for finalisation of the Policy. It will be issued shortly.

{Under implementation}

World Class Institutions

Year of announcement 2019-20/Para No. 63

These initiatives have up-graded the quality of education. There was not a single Indian institution in the top 200 in the world university rankings five years back. Due to concerted efforts by our institutions to boost their standards and also project their credentials better, we have three institutions now – two IITs and IISc Bangalore – in the top 200 bracket. This window is open now thanks to our efforts. We will continue making concerted efforts to improve. An amount of Rs 400 crore has been provided under the head, “World Class Institutions”, for FY 2019-20, more than three times the revised estimates for the previous year. India has the potential to become a hub of higher education. I, therefore, propose to start a programme, “Study in India”, that will focus on bringing foreign students to study in our higher educational institutions.

Timeline of Implementation: 4-6 months

An amount of Rs 400 Crore as BE was provided under the head, World class Institutions, for 3 Institutions namely (IIT Delhi, IIT Bombay and IISc Bangalore).

Study in India was launched on 18th April, 2018. Under the scheme, the progress made is as under:-

Registration in the year one: 69423

Choice filling in the year one: 7266

Admission in the year one: around 3500

Number of countries: 169

Current Status:

- (i) First webinar conducted on 9th November, 2019.
- (ii) School Counselors Workshop conducted in Bhutan in November, 2019.
- (ii) Preparatory work for Ind-SAT exam started.
- (iii) SII Partner institutes felicitated during GES 2019.

{Under implementation}

Regulatory Systems of Higher Education**Year of announcement 2019-20/Para No. 64**

The regulatory systems of higher education would be reformed comprehensively to promote greater autonomy and focus on better academic outcomes. A draft legislation for setting up Higher Education Commission of India (HECI), would be presented in the year ahead.

The Ministry has prepared a Draft Higher Education Commission of India Bill, 2019 for establishment of the Higher Education Commission of India. However, subsequently, based upon the recommendations regarding the Higher Education Regulatory Architecture made in the Draft National Education Policy – 2019, it has been decided to re-draft the proposed legislation. Till now no final decision has thus been taken in this regard.

{Under implementation}

Budget Provision**D/o Higher Education**

Rs in Crore

S. No.	Name of the Scheme/Autonomous Body	Budget Estimate 2019-20	Revised Estimate 2019-20	Budget Estimate 2020-21
Centre's Expenditure				
Establishment Expenditure of the centre				
1	Secretariat- Social Services	128.82	133.81	135.77
2	Directorate of Hindi	46.30	46.30	47.51
3	Commission for Scientific and Technical Terminology	12.10	12.10	12.54
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	45.07	45.07	54.88
5	Educational Institutions Abroad*	7.30	7.30	7.56
	Total- Establishment Expenditure of the centre	239.59	244.58	258.26
Central Sector Schemes/Projects				
Higher Education				
6	National Initiative on Sports and Wellness	1.00	1.00	5.00
7	National Initiative to Foster Social Responsibility	1.00	0.20	5.00

S. No.	Name of the Scheme/Autonomous Body	Budget Estimate 2019-20	Revised Estimate 2019-20	Budget Estimate 2020-21
8	National Research Professors	1.30	1.30	1.30
9	Establishment of Multi- Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for Excellence in Humanities	9.00	4.81	0.10
10	Higher Education Financing Agency (HEFA)	2100.00	2100.00	2200.00
11	World Class Institutions	400.00	325.00	500.00
12	Prime Minister's Girls' Hostel	13.00	13.00	20.00
	Total-Higher Education	2525.30	2445.31	2731.40
	Student Financial Aid			
13	Interest Subsidy and Contribution for Guarantee Fund	1900.00	1900.00	1900.00
14	Scholarship for College and University Students	355.00	380.00	140.00
15	Special Scholarship Scheme for Jammu and Kashmir			225.00
16	Indian Scholars Going abroad against Scholarships offered by foreign Govt.	1.00	1.00	1.00
17	PM Research Fellowship	50.00	40.00	50.00
	Total-Student Financial Aid	2306.00	2321.00	2316.00
	Digital India- e-Learning			
18	National Mission in Education through ICT	170.00	132.00	85.00
19	Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)	130.00	130.00	75.00
20	e-Shodh Sindhu	242.00	242.00	242.00
21	Higher Education Statistics And Public Information System (HESPIS)	17.00	17.00	20.00
22	National Digital Library	10.00	10.00	12.40
23	National Academic Depository	10.00	10.00	10.00
	Total-Digital India- e-Learning	579.00	541.00	444.40
	Research & Innovation			
24	Training & Research in Frontier Areas	15.00	15.00	
25	Setting up of Inter-Institutional Centres, Creation of Excellence Clusters & Network, Establishing Alliances across Institutions	1.00	1.00	
26	National Initiative for Design Innovation	35.00	20.50	35.00
27	Startup India Initiative in Higher Educational Institutions	95.47	45.47	100.00
28	Unnat Bharat Abhiyan	30.00	15.00	30.00
	Swachhata Action Plan (SAP)	2.40	2.85	2.40
29	Uchhatar Avishkar Abhiyan	95.00		
30	Implementation of the IMPRINT Research Initiative (IMPacting Research INnovation & Technology)	80.00	53.00	50.00
31	Impactful Policy Research in Social Science (IMPRESS)	75.00	37.50	

S. No.	Name of the Scheme/Autonomous Body	Budget Estimate 2019-20	Revised Estimate 2019-20	Budget Estimate 2020-21
32	Scheme for Promotion of Academic and Research Collaboration (SPARC)	130.00	112.00	40.00
33	Scheme for Transformational and Advanced Research in Sciences (STARS)	50.00	37.50	50.00
	Total-Research & Innovation	608.87	339.82	307.40
34	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)	130.00	130.00	50.00
35	National Institutional Ranking Framework	2.00	3.59	2.00
36	Global Initiative for Academic Network	30.00	30.00	15.00
37	Technical Education- Quality Improvement Programme of Government of India (EAP)	950.00	1100.00	650.00
38	Programme for Apprenticeship Training- Scholarships & Stipends	175.00	170.00	175.00
39	Study in India	65.00	32.00	65.00
40	Planning, Administration & Global Engagement	66.48	68.48	102.70
	Champion Services Sector Scheme			
41	Champion Services Sector Scheme-Education Services-Internationalization of Higher Education	0.20	50.20	102.00
42	Education Quality Upgradation and Inclusion Programme (EQUIP)	0.01	0.01	1413.00
43	ASEAN Fellowship		15.00	33.00
	Total- Central Sector Schemes/ Projects	7437.86	7246.41	8406.90
Other Central Sector Expenditure				
	Statutory and Regulatory Bodies			
44	Support to University Grants Commission (UGC)	4600.66	4420.66	4693.20
45	All India Council for Technical Education (AICTE)	456.00	436.00	416.00
	All India Council for Technical Education (AICTE) -Innovation Cell	2.00	0.41	
	Total-Statutory and Regulatory Bodies	5058.66	4857.07	5109.20
	Autonomus Bodies			
46	Grants to Central Universities (CUs)	6713.40	7984.90	7477.26
	Grants to IMS BHU	130.00	302.00	166.00
47	Central University, Andhra Pradesh	13.00	13.00	60.35
48	Andhra Pradesh and Telangana Tribal Universities	8.00	8.00	53.80
49	Deemed Universities Promoted by Central Government	350.00	350.00	351.00
	Total- University Grants Commission, Central Universities	7214.40	8657.90	8108.41
	Indian Institutes of Technology			
50	Support to Indian Institutes of Technology	6329.95	6329.95	7182.00
51	IIT, Hyderabad (EAP)	80.00	230.00	150.00
	Total-Indian Institutes of Technology	6409.95	6559.95	7332.00

S. No.	Name of the Scheme/Autonomous Body	Budget Estimate 2019-20	Revised Estimate 2019-20	Budget Estimate 2020-21
	Indian Institutes of Management			
52	Support to Indian Institutes of Management	445.53	500.53	476.00
	Total-Indian Institutes of Management	445.53	500.53	476.00
	National Institutes of Technology			
53	Support to National Institutes of Technology (NITs) and IIST	3787.05	3547.05	3885.00
	Total-National Institutes of Technology and IIST	3787.05	3547.05	3885.00
	Indian Institutes of Science, Education & Research (IISERs)			
54	Support to Indian Institutes of Science for Education & Research (IISERs)	899.22	841.22	896.00
	Total- Indian Institutes of Science, Education & Research (IISERs)	899.22	841.22	896.00
55	Support to Indian Institute of Science (IISc)	552.10	548.65	570.25
	Centre for Nano- Science and Engineering (CeNSE)	20.91	20.91	21.40
	Total-Support to Indian Institute of Science (IISc)	573.01	569.56	591.65
56	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	208.16	208.16	226.35
57	Setting up Indian Institutes of Information Technology in PPP mode	166.60	166.60	167.00
	Total-Indian Institutes of Information Technology (IIITs)	374.76	374.76	393.35
58	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	242.00	242.00	254.80
59	Grants to Institutes for Promotion of Indian Languages	425.70	458.70	433.00
60	National Institute of Industrial Engineering, Mumbai	46.46	73.46	53.90
61	Schools of Planning & Architecture	287.00	137.00	275.00
62	National Institutes of Technical Teachers Training & Research	150.15	170.15	154.90
63	Board of Apprenticeship Training, Bombay, Calcutta, Madras and Kanpur	20.30	21.30	21.25
64	Indira Gandhi National Open University (IGNOU)	136.00	136.00	140.00
65	National initiative for quality higher education in Indian languages	1.00	1.00	
66	Assistance to Other Institutions	468.37	498.37	476.90
	Total- Other Central Sector Expenditure	26539.56	27646.02	28601.36
Transfers to States/UTs				
	Centrally Sponsored Schemes			
67	National Education Mission: Rashtriya Uchhatar Shiksha Abhiyan (RUSA)	2100.00	1380.00	300.00
	Other Grants/Loans/Transfers			
68	Improvement in Salary Scale of University & College Teachers	2000.00	1800.00	1900.00
	Total Schemes	11537.86	10426.41	10606.90
	Grand Total	38317.01	38317.01	39466.52



ANNEXURES



**Backward Districts and Aspirational Districts which are also
Minority Concentrated Districts and where Central funds have been
released for creation of Model Degree Colleges (MDC)**

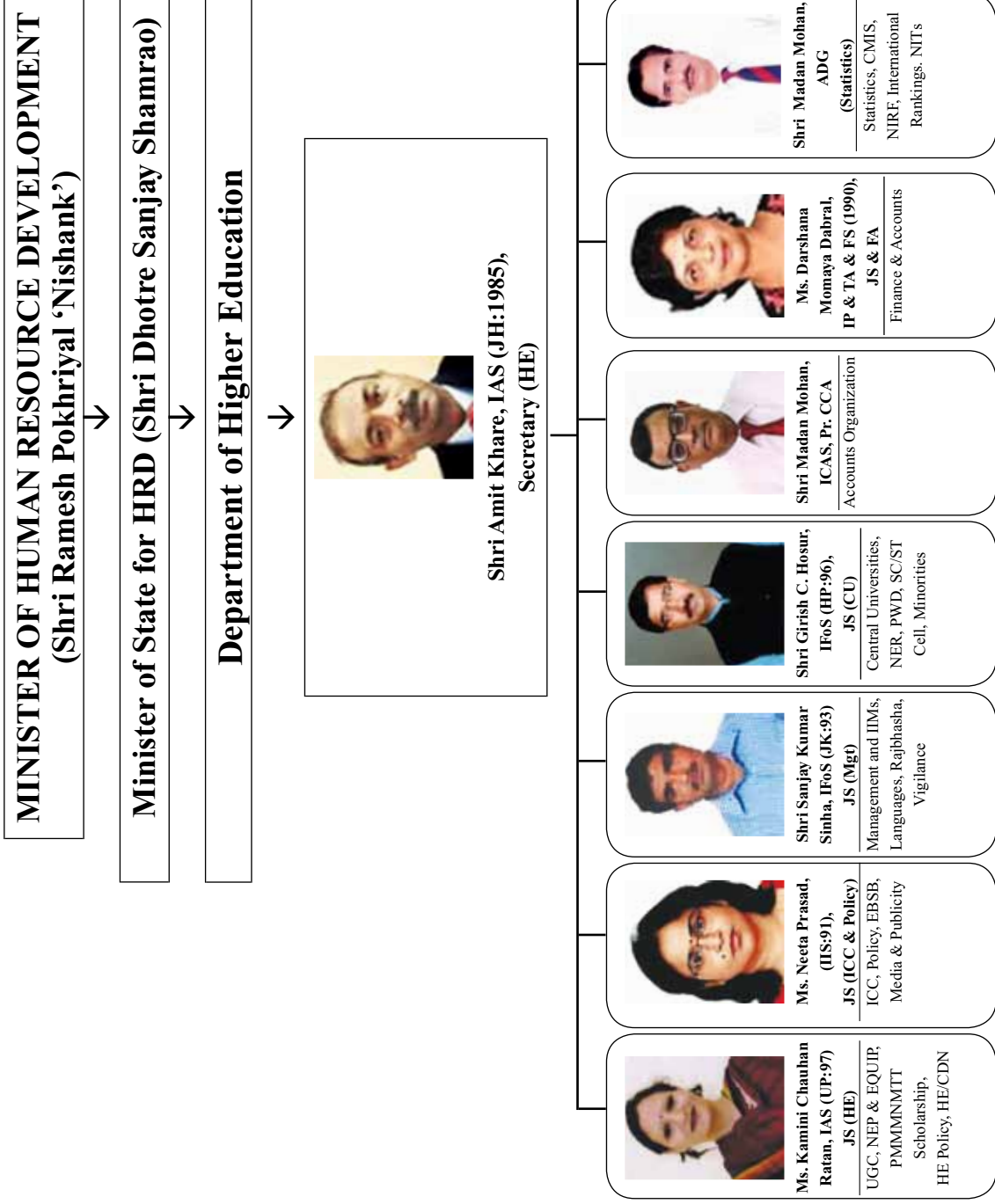
S. No.	State / UT	Name of Districts	Total Central Fund Released to the Institutions (Rs. In crores)	Remarks
1	Arunachal Pradesh	East Kameng	3	Out of Rs.3 crore, 2 crore was approved and released before RUSA
2	Arunachal Pradesh	Lower Subansiri	3	Out of Rs.3 crore, 2 crore was approved and released before RUSA. Also the release has been given to Kurung Kumey district which was bifurcated from the Lower Subansiri district
3	Assam	Bongaigaon	4	Total Central Grants Released (Rs. 4 Cr) Rs. 2 Cr released by UGC & Rs. 2 Cr. Has been released under RUSA
4	Assam	Cachar	2.5	Total Central Grants Released (Rs.2.5 Cr) Rs. 2 Cr. Released by UGC & Rs. 0.50 Cr. Has been released under RUSA
5	Assam	Darrang	4	Total Central Grants Released (Rs.4 Cr.) Rs.2 Cr. Released by UGC & Rs.2 Cr. has been released under RUSA
6	Assam	Dhubri	5.4	The Erstwhile NMDC when approved by UGC was in Dhubri District, however the district got bifurcated into South Salmara district in the year 2015. Total Central Grants Released (Rs.2.25 Cr.) (Rs. 2 Cr. released by UGC & Rs. 0.50 Cr has been released under RUSA) Under RUSA 2.0 Rs. 5.4 Cr. released as Ist Instalment
7	Assam	Goalpara	4	Total Central Grants Released (Rs. 4 Cr.) Rs 2 Cr released by UGC & Rs. 2 Cr. has released under RUSA

S. No.	State / UT	Name of Districts	Total Central Fund Released to the Institutions (Rs. In crores)	Remarks
8	Assam	Hailaandi	2.5	Total Central Grants Released (Rs.2.5 Cr) Rs. 2 Cr released by UGC & Rs.0.50 Cr. has been released under RUSA
9	Assam	Karimganj	4	Total Central Grants Released (Rs.4 Cr) Rs. 2 Cr released by UGC & Rs. 2 Cr has been released under RUSA
10	Assam	Marigaon	2.5	Total Central Grants Released (Rs. 2.5 Cr) Rs. 2 Cr. released by UGC & Rs.0.50 Cr has been released under RUSA
11	Assam	Nagaon	2.5	Total Central Grants Released (Rs.2.5 Cr) Rs.2 Cr released by UGC & Rs.050 Cr. has been released under RUSA
12	Bihar	Afaria	3.6	
13	Bihar	Purnia	3.6	
14	Bihar	Katihar	3.6	
15	Jammu & Kashmir	Leh	2	Funds released under UGC
16	Jharkhand	Gurmla	0	
17	Jharkhand	Pakur	0	
18	Jharkhand	Sahibganj	0	
19	Maharashtra	Washim	0	
20	Maharashtra	Buldana	1.335	Funds released under UGC
21	Maharashtra	Hingoli	1.335	Funds released under UGC
22	Uttar Pradesh	Balrampur	7.2	
23	Uttar Pradesh	Barabanki	7.2	
24	Uttar Pradesh	Budaun	7.2	
25	Uttar Pradesh	Bulandshahr	7.2	
26	Uttar Pradesh	Moradabad	7.2	

S. No.	State / UT	Name of Districts	Total Central Fund Released to the Institutions (Rs. In crores)	Remarks
27	Uttar Pradesh	Pilibhit	7.2	
28	Uttar Pradesh	Rampur	7.2	
29	Uttar Pradesh	Saharanpur	7.2	
30	Uttar Pradesh	Shahjahanpur	7.2	
31	Uttar Pradesh	Shrawasti	7.2	
32	Uttar Pradesh	Siddarthnagar	7.2	
33	Odisha	Gazapati	3.6	
34	Sikkim	North Sikkim	5.4	
35	Kerala	Wayanad	0	
36	Andaman & Nicobar	Nicobar	5.4	
37	Uttarkhand	Udhamsingh Nagar	5.4	
38	Uttarkhand	Haridwar	5.4	



ORGANISATION CHART



ORGANISATION CHART

Annexure –III

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(Shri Ramesh Pokhriyal ‘Nishank’)

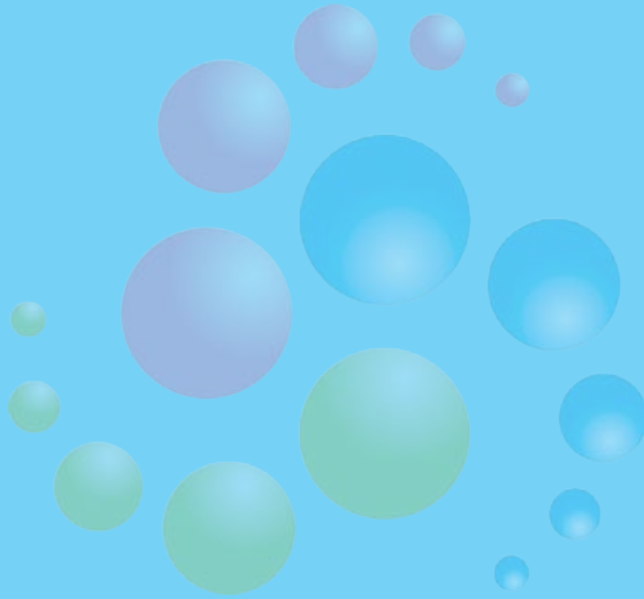
↓
Minister of State for HRD (Shri Dhotre Sanjay Shamrao)

↓
Department of School Education & Literacy

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**Shri Amit Khare, IAS (JH:1985),
Secretary (SE&L)**

 Shri Maneesha Garg, IAS(HP-96), JS (SS-2) All matters under the Samagra Shiksha pertaining to: Policy & Planning, Finance, Budget, Learning Assessment, Teachers & Principals, NCTE, Vocational Education, Model Schools, Work relating to DBT and Aadhaar, RTE, Appointment of Language Teachers (ALT) scheme, Infrastructure, Access, Swachh Vidyalaya including Puraskar, World Bank, UNICEF, Coordination, PISA, NIEPA, Implementation of Samagra Shiksha, Scheme in assigned States & UTs, Ek Bharat Shreshtha Bharat (EBSB).	 Shri Sanjay Kumar, IAS (NL-92), JS (Inst.) Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), National Council of Educational Research and Training (NCERT), Central Tibetan School Administration (CTSA), National Institute Of Open Schooling (NIOS), all School Boards, matters relating to UTs, matters relating to Private Schools, Indo Mongolian School.	 Shri Sachin Sinha, IAS(MP:1995), JS(A.P.&Coord) Adult Education and Literacy. Adult Education and Literacy, Saakshar Bharat Mission, Scheme for Assistance to Voluntary Agencies for Adult Education and Skill Development, Directorate of Adult Education (DAE) Coordination & Parliamentary work of Dept. of School Education & Literacy including PRAGATI, UT Portal of NITI Aayog, e-office, National Component, all reviews by PM, Group of Secretaries, etc Administration & International Cooperation relating to D/o SE&L, e-Samiksha, LIMBS.	 Ms. Lamchonghoi Sweetey Changsan, (IAS: 1994), JS (SS-1) All matters under Samagra Shiksha pertaining to: Early Childhood Education (ECE)/ Pre-Primary, Promotion of Sports/Games/Play, Promotion of Reading/Libraries, Yoga in schools, Life skills, Inclusive Education (Girls, Differently Abled, SC/ST, etc. including KGBV), Equity, Experiential Learning including Rangotsav, Language Festival, etc. Adolescent Education, Mahila Samakhya, and also, SPOEM, IDMI National Means-cum-Merit Scholarship Scheme, National Scheme for Incentive to the Girl Child for Secondary Education, Implementation of Samagra Shiksha Scheme in assigned States.	 Shri Ramechandra Meena, IRS (IT) (1992), JS (MDM) Mid Day Meal Scheme, National Awards to Teachers (NAT), National Bai Bhawan (NBB), National Foundation for Teacher Welfare (NFTW), Health and Nutrition component of Samagra Shiksha, Media, Vice-Chairperson KVS, Implementation of MDM in all States and UTs.	 Shri Rajib Kumar Sen, (IES:1993) JS&EA All Plans, Economic analysis & monitoring of resource allocation for and expenditure on Education, Operation Digital Board, All Digital Initiatives and ICT component of Samagra Shiksha, Coordination of all Portals in the Department, Performance Grading Index, Unified District Information on School Education (UDISE+), DIKSHA, Big Data in School Education, UNESCO, NIC.	 Shri P.K. Banerjee, (ISS: 1993) DDG (Stats) Statistics relating to School Education, Supply of data to UNESCO Institute of Statistics (UIS) and other International Agencies, Sustainable Development Goals (SDGs), Publications "Examination Results", "Educational Statistics at a Glance", "Selected Information on School Education", "Index of Service (Education)", "Production, Population Projection, Coordination work with Ministries concerning data convergence, Millennium Development Goals (MDGs), Concurrent analysis of UDISE+ data and PGI data, Analysis of Major Reports, Content of SHAGUN Repository, Aspirational Districts, Education For All (EFA).
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Government of India
Ministry of Human Resource Development
Department of School Education and Literacy
Department of Higher Education