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

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Amrit Mahotsav

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2021-22

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

Department of Higher Education

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INTRODUCTION

Introduction

Ministry of Education (Shiksha Mantralaya) comprises of two Departments:

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

❖ Department of Higher Education (HE)

Following subjects are allocated to the Ministry of Education as per "Government of India (Allocation of Business) Rules, 1961":

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

1. Elementary Education

2. Basic Education.

3. Bal Bhavan, Children's Museum.

4. Social Education and adult education.

5. Audio Visual Education with reference to entries in this list.

6. Books (other than the books with which the Ministry of Information and Broadcasting is concerned) and Book Development (excluding stationery paper and 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. Department of Higher Education (Uchchatar Shiksha Vibhag)

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

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

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

industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list.

4. Audio Visual Education with reference to the items in the list.

5. Production of University level textbooks in Regional Languages.

6. Educational research.

7. Publications, information and statistics.

8. Development and propagation of Hindi, including multi-lingual dictionaries.

9. Grant of Financial assistance for the teaching and promotion of Hindi.

10. Propagation and development of Sanskrit.

11. Rehabilitation and other problems relating to displaced teachers and students.

12. Central Advisory Board of Education.

13. UNESCO and Indian National Commission for Cooperation with UNESCO.

14. Matters relating to all scholarships including those offered by foreign countries and foreign agencies in subjects dealt with by this Department but excluding scholarships to students belonging to scheduled castes and scheduled tribes, denotified, nomadic and semi-nomadic tribes and General Scholarships Schemes and scholarships to foreign students and different schemes.

15. Education and Welfare of Indian Students overseas; Education Departments of Indian Missions overseas; Financial assistance to education institutions and Indian Students' Associations abroad.

16. Educational Exchange Programmes; exchange of teachers, professors, educationists, scientists, technologists, etc.; programme of exchange of scholars between India and foreign countries.

17. Grant of permission to teachers of Universities, colleges and institutions of higher learning to accept assignments abroad.

18. Admission of foreign students in Indian Institutions.

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

20. Adhoc scientific research, other than research in higher mathematics, nuclear science and atomic energy, in universities and educational institutions.

21. Vigyan Mandirs.

22. General Policy regarding partial financial assistance to Scientists going abroad for studies in fields other than mathematics, nuclear science and atomic energy.

23. Expansion, Development and Coordination of Technical Education.

24. School of Planning and Architecture.

25. Regional Schools of Printing.

26. Grants-in-aid to State Government institutions, non-Government institutions, professional bodies and technical institutions of Union Territories for technical education. Grants-in-aid for post graduate studies in basic sciences, grants-in-aid for development of higher scientific and technological education and research in educational institutions; Grants-in-aid for fundamental research in science and technology; grants to individuals for fundamental research.

27. All India Council for Technical Education including conduct of its National Diploma and National Certificate Examinations.

28. Practical training facilities for students of engineering and technological institutions.

29. Recognition of professional technical qualification for purposes of recruitment to posts under Government of India.

30. National Research Professorships and Fellowships.

31. Holding of Foreign Examination in the fields of professional and technical education in India.

32. University Grants Commission.

33. National Book Trust.

34. Administrative Staff College of India, Hyderabad.

35. Indian School of Mines and Applied Geology, Dhanbad.

36. Indian Institutes of Technology at Kharagpur, Mumbai, Kanpur, Chennai, Delhi, Guwahati and Roorkee.

37. Indian Institute of Science, Bangalore.

38. The Tata Institute of Social Sciences, Mumbai.

39. International Students Houses in India and abroad.

40. Schemes for grant of financial assistance to voluntary organisations for promotion of modern Indian languages.

41. Regulation of Engineering Professional Services.

42. The Architects Act, 1972 (20 of 1972).

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02

POLICY

Policy

National Education Policy (NEP), 2020

National Education Policy 2020 has been announced on 29.07.2020 after detailed consultation with stakeholders. National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

On the completion of one year of NEP, 2020, Hon'ble Prime Minister in a virtual event organised on 29.07.2021 launched various initiatives of School and Higher Education viz. setting up of Academic Bank of Credit; Multiple Entry/Exit in Institutions of Eminence (IOEs); First year teaching of Technical Courses in Regional Languages; VidyaPravesh – School Preparation Module; Indian Sign Language as a subject; NISHTHA 2.0; Structured Assessment for Analyzing Learning Levels (SAFAL); Artificial Intelligence website for public awareness; National Digital Education Architecture (NDEAR) etc.

Images – on the occasion of completion of one year of NEP

In order to deliberate on state-wise initiatives taken, best practices adopted by States, challenges and strategy for implementation and to come out with a consolidated Report / Concept Paper, various workshops at Zonal and Regional level on three themes i.e. 'Access', 'Quality' and 'Future Readiness'; were organised covering the entire gamut of the NEP, 2020. The outcomes of these Zonal and Regional workshops are to be discussed in the forthcoming proposed Conference of Chief Secretaries.To review the progress of implementation of NEP 2020, various meetings/workshops have been held with States/UTs, Ministries/Departments, Implementation Committee / Review Committee.

The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020.

The salient features of NEP 2020 include:

(i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;

(ii) Ensuring quality early childhood care and education for all children between 3-6 years;

(iii) New Curricular and Pedagogical Structure (5+3+3+4);

(iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;

(v) Establishing National Mission on Foundational Literacy and Numeracy;

(vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.

(vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;

(viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);

(ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups(SEDGs);

(x) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;

(xi) Robust and transparent processes for recruitment of teachers and merit based performance;

(xii) Ensuring availability of all resources through school complexes and clusters;

(xiii) Setting up of State School Standards Authority (SSSA);

(xiv) Exposure of vocational education in school and higher education system;

(xv) Increasing GER in higher education to 50%;

(xvi) Introducing Holistic Multidisciplinary Education with multiple entry/exit options;

(xvii) Introducing Common Entrance Exam for Admission to HEIs to be offered by NTA;

(xviii)Establishment of Academic Bank of Credit;

(xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);

(xx) Setting up of National Research Foundation (NRF);

(xxi) Framing 'Light but Tight' regulation;

(xxii) Setting up of single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

(xxiii) Expansion of open and distance learning to increase GER.

(xxiv) Internationalization of Education.

(xxv) Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

(xxvi) Teacher Education – Introduction of 4-year integrated stage-specific, subject- specific Bachelor of Education.

(xxvii) Establishing a National Mission for Mentoring.

(xxviii) Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

(xxix) Introducing multiple mechanisms with checks and balances to combat and stop the commercialization of higher education.

(xxx) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

(xxxi) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

(xxxii) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

As per National Education Policy 2020, implementation of the Policy requires multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including Ministry of Education, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs. Accordingly, Ministry and its implementing agencies, regulatory bodies, State/ UT Governments, other stakeholder Ministries/ Departments have started taking initiatives towards implementation of NEP 2020.

Since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Accordingly, Ministry has written to all its implementing agencies, regulatory bodies, State/UT Governments, other stakeholder Ministries/Departments, etc for its dissemination and taking appropriate measures for implementation of NEP 2020.

Ministry has constituted an Implementation Committee comprising of Nodal officers of Ministries / Departments / Organisations for implementation of NEP 2020 and Review Committee comprising for Review of the Implementation of NEP 2020 on 17.02.2021.

Apart from these, various Committees/Expert Groups have been constituted by the Department of Higher Education, UGC and AICTE and other implementing agencies under its control for effective implementation of various aspects of National Education Policy 2020.

A series of workshops/VCs have been held with States/UTs to discuss innovative ideas for NEP implementation. In this regard, several communications have been made with State/UT Governments vide letters dated 30.07.2020, 16.09.2020, 06.04.2021, 29.07.2021, 10.08.2021 and 07.09.2021 requesting to take appropriate measures towards implementation of NEP 2020 and also share achievements/initiatives taken by the State/UT Governments.

On 29.07.2021, Ministry has launched several initiatives under NEP, 2020 like Vidya-Pravesh – School Preparation Module; Indian Sign Language as a Subject at secondary level; NISHTHA 2:0 (National Initiative for School Heads' and Teachers' Holistic Advancement) for Secondary Teachers; SAFAL (Structured Assessment for Analysing Learning Levels); Online Module on AI (Artificial Intelligence) for Public Awareness; Setting up of Academic Bank of Credit; Guidelines on Multiple Entry/Exit in Academic Programmes offered in Higher Education Institutions; 1st Year Engineering Programmes in Regional Languages; Guidelines for Internationalisation of Higher Education; National Digital Education Architecture (NDEAR) & National Education Technology Forum (NETF) etc.

A workshop was held on 12.11.2021 with States/UTs for brainstorming on the implementation of National Education Policy 2020. In the workshop, three themes i.e. 'Access', 'Quality' and 'Future Readiness'; were identified for further discussion and deliberation.

A virtual Kick-off meeting was held on 01.12.2021 with Chief Secretaries, ACS/Principal Secretaries, Vice Chancellors, officials of Higher Education Departments of States/UTs of States/UTs to deliberate on state-wise initiatives taken, best practices adopted by States, challenges and strategy for implementation of NEP 2020, followed by various Zonal and Regional level workshops on these three themes covering the entire gamut of the NEP, 2020 during the month of December, 2021. The outcomes of these Zonal and Regional workshops are to be discussed in the forthcoming proposed Conference of Chief Secretaries.

Details of Theme-wise Initiatives / Action taken in respect of Higher Education sector are as under:

Multidisciplinary and Holistic Education

(i) For ensuring candidate mobility and flexibility, University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021 issued on 28.07.2021 – 168 HEIs are registered. ABC portal has also been launched on Digilockerplatform. By amendment issued recently all the HEIs are eligible to participate.

(ii) Guidelines on Multiple Entry /Exit in Academic Programme in HEIs issued on 29.07.2021.

(iii) Multidisciplinary & Languages (as also inclusion)has been included in AICTE Approval Process Handbook (APH)

    (a) Relaxation of land norms for the purposes of multidisciplinary

    (b) Institutes merger approved from the existing 2 km restriction to within the city limits.

(c) 18 credits permitted in niche' area for the purposes of minor degree.

(d) Permission for additional seats in regional languages subject to the NBA accreditation (with no compromise to the learning outcomes).

(e) Bridge courses have been recommended for students entering in engineering from diverse background.

(f) Revised curriculum with multidisciplinary approach with a sprinkling of choices beyond the engineering subjects ranging from Humanities and Social Sciences, Liberal Arts, Music, Drama, Sports etc.

(iv) AICTE has developed a comprehensive model and process for implementing Holistic Value Based Education.

(v) All Universities advised to implement multidisciplinary and holistic education in their universities and affiliated colleges.

Integrated Higher Education

(i) Amended The UGC (Institutions Deemed to be University) Regulation 2019 on 18.11.2020 – Facilitating Hub and Spoke model of Vocational Education to enhance Employability.

(ii) Issued UGC Guidelines for HEI to offer Apprenticeship/Internship embedded degree programme on 07.08.2020.

(iii) All India Internship Portal for enhancing students' skills, employability opportunities and transform them into Industry Suitable Workforce-

- 5881 HEIs

- 69.1 lakh sstudents registered on Internship Portal.

- Internships Posted:11.85 lakh.

- MoUs with Industries-30751.

- 8022 Industries Registered& posted internships.

(iv) AICTE's initiatives for imparting Skills and enhancement of Employability in Technical Education. (PMKVY-TI, NEEM, SVP, Vocational Education, B.Voc/ D.Voc) - Approx. 1 lakh students were trained under the scheme in AY 20-21.

Technology Use and Integration

(i) To enable more online learning for improving GER, UGC has notified ODL and Online Programmes Regulations, 2020 on 04.09.2020 – 53 HEIs are offering 307 full-fledged Online programmes, 41 HEIs are offering ODL programmes

(ii) UGC (Credit Framework for online Course through SWAYAM) Regulation 2021 issued on 25.03.2021 - Increased the percentage of courses permitted to credit from 20 % to 40% by using MOOC SWAYAM. More than 153Universities have adopted Swayam Course. Courses offered under SWAYAM now increased to about 800 in a semester from about 100 earlier.

(iii) NEAT- an initiative to provide the best-developed ed-tech solutions to enhance youth employability and make solutions freely available to SEDGs. https://neat.aicte-india.org/

- Number of Registred Companies: 48

- Registration on NEAT Portal: 122383

- Students Registered: 104344

- Learners Registered: 18039

- NEAT Product offered for free during COVID 19: 64940

- Website hits: 1 crore +

(iv) AICTE (Open and Distance Learning Education and Online Education) Guidelines, 2021 - During the Academic Year, the approved intake for offering courses under online mode is 94,670 and in ODL mode is 1,31,570.

Global Outreach of Higher Education

(i) To enable IOEs offer offshore courses, UGC has amended The UGC (Institution of Eminence Deemed to be Universities) Regulation on 01.01.2021 – for Globalization of Education.

(ii) 164 Universities have established office for international Affairs – one stop contact for foreign students.

(iii) Guidelines on Internationalization of Higher Education issued on 29.07.2021

(iv) AICTE Twinning Program for the purposes of degree in collaboration with universities abroad.

Motivated, Energised and Capable Faculty

(i) Mandatory accreditation of minimum 60% eligible courses to maintain quality.

- 334 senior academicians as Margdarshaks

- 468 Mentee beneficiary institutes (MBIs) for mentoring,

- 45 Technical Institutes nominated as MI mapped with 446 MBIs.

- (Total 914 MBIs)

- 114 institutes have been accredited by NBA through this facilitative mechanism.

(ii) Launched National Initiative for Training of Technical Teachers, ATAL FDPs in emerging areas, instituted awards & notified Approval Process Handbook 2021-22

Equity & Inclusion

(i) Decision taken to translateMOOCs in 13 Languages. So far about 1052 courses have been translated.

(ii) JEE(MAIN)-2021 and NEET (UG)-2021 were conducted for the first time in 13 languages.

(iii) AICTE launched Translation Automation AI Tool to promote Indian languages and create, translate, generate lectures, videos, and slides.

(iv) Expansion of AlCTE's scholarship/ fellowship schemes & launch of SWANATH.

Promotion of Indian Knowledge System, Language, Arts and Culture

(i) Establishment and functioning of Indian Knowledge Systems Division of MoE at AICTE.

(ii) Development of degree courses by AICTE in different Indian Regional languages and bilingually.

(iii) Provision of additional 30/60 supernumerary seats in regional languages and upto 50% of sanctioned intake in regional languages. Technical Book Writing being undertaken in Hindi, Marathi, Bengali, Tamil, Telgu and Kannada

Research, Innovation and Ranking

(i)   Innovation Ranking of Higher Educational Institutions in India - 3550 HEIs have registered and 1438 HEI are participating in ARIIA 2021 of AICTE.

Governance

(i)   6,223 institutes approved by AICTE for continuation through the online DOST APP without any manual intervention.

(ii)   AICTE has granted approval to 20 Institute in 9 different States to conduct Engineering and Technology Courses in five Regional Languages (Bengali, Hindi, Marathi, Kannada, Tamil and Telugu). 24 institutions have been granted approval for PG courses in Defence Technology in collaboration with DRDO.

(iii)   Ease of Doing Business and Reduction of Compliance Burden for AICTE approval and schemes.

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OVERVIEW OF HIGHER EDUCATION

Overview of Higher Education

Enrolment in Higher Education – A comparative Study

(a) Comparative Study of Faculty-wise enrolment between the year of 2011-12 and 2019-20

Fig. 1.1: Facuity-wise Students Enrolment : Universities and Colleges : 2011-12
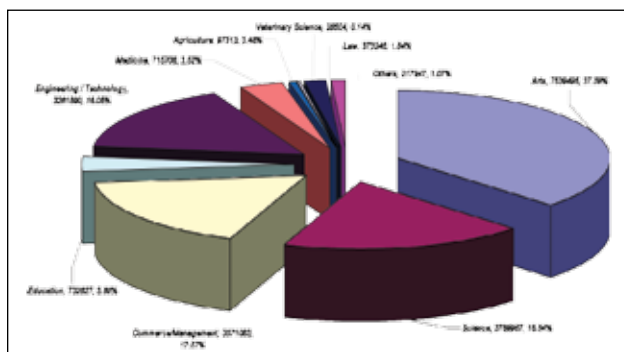
Fig.1.2 Faculty-wise Students Enrolment in Under Graduate: Universities and Colleges: 2019-20
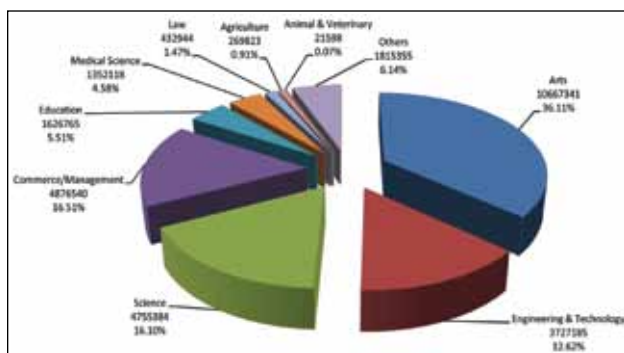
Source: AISHE

Faculty wise enrolment of Higher Education for the year 2011-12 & 2019-20 (figure 1.1 and 1.2) shows that there is significant increase in students enrolment in all the faculties during the year 2019-20. Share of Students Enrolment in the faculty of Arts, Science, Commerce/

Management, Educations, Engg./Tech., Medical Sciences, Agriculture, Animal& Veterinary Science, Law & Others to the total enrolment during 2019-20 are 36.11%, 16.10%, 16.51%, 5.51%, 12.62%, 4.58%, 0.91%, 0.07%, 1.47%, and 6.14% respectively.

Fig. 2.1: Levelwise Students enrolment : University Teaching Departments / University Colleges & Affiliated Colleges : 2011-12
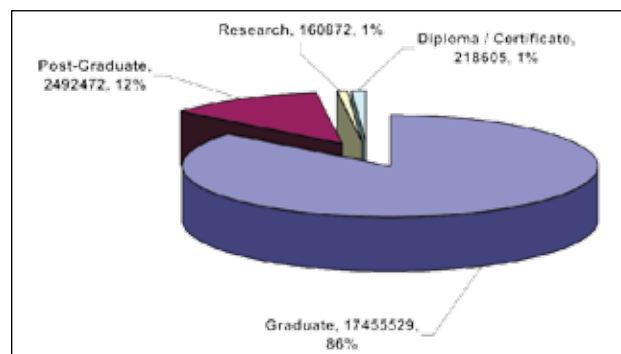
Fig. 2.2 Level wise Students enrolment: University Teaching Departments/University Colleges & Affiliated Colleges: 2019-20
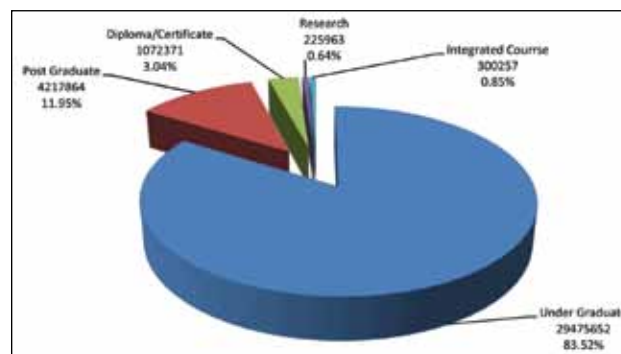
A comparative Study of Level wise Enrolment of Higher Education for the year 2011-12 and 2019-20 (figure 2.1 and 2.2) shows that enrolment of Graduate, Post-Graduate, students has increased by 68.86% and 69.22% respectively and excludes

integrated courses which are 0.85% of the Total Enrolment.The overall increase in enrolment has been 73.62% 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 2019-20: 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 MoE or UGC. Survey for the ten years has been completed. All the report so far the AISHE 2010-11 to 2019-20 is available on MoE 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 2020-21 has been launched on 1st December, 2021.

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 stake-holders as members.

Key Results of the AISHE 2019-20

➢ The Survey covers all institutions of Higher Education in the country, registered with AISHE code in AISHE portal www.aishe. gov.in. Institutions are categorized in 3

broad Categories; University, College and Stand-Alone Institutions.

➢ There are **1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions** listed on AISHE web portal and out of them 1019 Universities, 39955 Colleges and 9599 Stand Alone Institutions have responded during the survey. 307 Universities are affiliating i.e. having Colleges.

➢ 396 Universities are privately managed. 420 Universities are located in rural area.

➢ 17 Universities are exclusively for women, 3 in Rajasthan, 2in Karnataka and Tamil Nadu& 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, 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 522 General, 177 Technical, 63 Agriculture & Allied, 66 Medical, 23 Law, 12 Sanskrit and 11 Language Universities and rest 145 Universities are of other Categories.

➢ The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh and Gujarat.

➢ Bangalore Urban district tops in terms of number of colleges with 1009 colleges followed by Jaipur with 606 colleges. Top 50 districts have about 32% 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 59 in Karnataka as compared to All India average of 30.

➢ 60.56% Colleges are located in Rural Area. 10.75% Colleges are exclusively for Female.

➢ Only 2.7% Colleges run Ph.D. programme and 35.04% Colleges run Post Graduate Level programmes.

➢ There are 32.6% Colleges, which run only single programme, out of which 84.1% are privately managed. Among these privately managed colleges, 37.4% colleges run B.Ed. Courses only.

➢ 78.6% Colleges are Privately managed; 65.2% Private-unaided and 13.4% Private-aided. Andhra Pradesh & Telangana have about 80% Private-unaided colleges and Uttar Pradesh has 78.5% Private-unaided colleges, whereas, Chandigarh has 8.0% .

➢ 16.6% 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 38.5 million with 19.6 million male and 18.9 million female. Female constitute 49% of the total enrolment.

➢ Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for females, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1.

➢ Distance enrolment constitutes about 11.1% of the total enrolment in higher

education, of which 44.5% are female students.

➢ About 79.5% of the students are enrolled in Undergraduate level programme. 2,02,550 students are enrolled in Ph.D. which is about 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 196 covers 79% of the total students enrolled in higher education.

➢ At Undergraduate level the highest number 32.7% of students are enrolled in Arts/ Humanities/Social Sciences courses followed by Science 16%, Commerce 14.9% and Engineering and Technology 12.6%.

➢ At Ph.D. level, maximum number of students are enrolled in Engineering and Technology stream followed by Science. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Science 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 14.7% and Scheduled Tribes students 5.6% of the total enrolment. 37% students belong to Other Backward Classes. 5.5% students belong to Muslim Minority and 2.3% from other Minority Communities.

➢ The total number of foreign students enrolled in higher education is 49,348.

➢ The foreign students come from 168 different countries from across the globe. The top 10 countries constitute 63.9% of the total foreign students enrolled.

➢ Highest share of foreign students come from the neighbouring countries of which Nepal is 28.1% of the total, followed by, Afghanistan 9.1%, Bangladesh 4.6%, Bhutan constitutes 3.8% and Sudan 3.6%.

➢ There are more than 78.6% colleges running in Private sector; aided and unaided taken together, but it caters to only 66.3% of the total enrolment.

➢ The total number of teachers are 15,03,156, out of which about 57.5% are male teachers and 42.5% are female teachers. At All-India level there are merely 74 female teachers per 100 male teachers.

➢ Pupil Teacher Ratio (PTR) in Universities and Colleges is 28 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 40.1%, followed by Group-D with 27.7%. Group-A and Group-B comprise of 15.1% and 17.2% non-teaching posts respectively.

➢ The average number of females per 100 male non-teaching staff is 51.

➢ 38,986 students were awarded Ph.D. level degree during 2019 with 21,577 males and 17,409 females.

➢ B.A. (20.3) Lakh degree has been awarded to maximum number of students. B.Sc. (10.6 Lakh) is the second highest followed by B.Com. (9.3 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 (20.7 Lakh) havegraduated 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 Science stream comes at number two.

➢ The share of Ph.D. student is highest in State Public University 29.8% followed by

Institute of National Importance 23.2%, Deemed University-Private 13.9%and Central University 13.6%.

➢ Share of female students is lowest in Institutions of National Importance followed by Deemed University-Government, State Private University.

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04

REGULATORY AND ADVISORY BODIES

Regulatory and Advisory Bodies

University Grants Commission

The 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 and maintenance of standards of teaching, examination and research in Universities. Apart from providing grants to Universities and colleges, the Commission takes measures necessary for development of higher education. The UGC functions from its Headquarter at New Delhi and its six Regional Offices located at Hyderabad, Pune, Bhopal, Kolkata, Guwahati, Bengaluru and Northern Regional College Bureau in Delhi.

Regulatory reforms undertaken by the University Grants Commission

For the discharge of its mandate of coordination and determining standards of higher education, UGC has notified the following regulations during the period:

i. University Grants Commission (Open and Distance Learning Programmes and Online Programmes) (Amendment) Regulations,2021

ii. UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Schemes in Higher Education) Regulation, 2021

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, Institutions Deemed to be Universities and Colleges during the year 2021-2022 (01.04.2021 to 31.12.2021) is as follows:

(Rs in Lakh)

Name of Schemes /Object Heads	Allocation 2021-22	Funds Received upto 31.12.2021	Expenditure upto 31.12.2021
Central Universities/Colleges	738441.00	575810.00	575810.00
Institutions Deemed to Universities	35100.00	26325.00	26325.00
State Universities /Colleges/IUCs/Online Payments for Scholarship & Fellowships/Regional Centres/ Non-University Institutions and Administrative Charges (HO & RO)	469320.00	349365.00	310348.25
Total	**1242861.00**	**951500.00**	**912483.25**

The UGC provides General Development Assistance to all eligible State Universities which are recognized under Section 2(f) and 12(B) of the UGC Act, 1956, within the framework of norms and broad outlays specified by the UGC in order to facilitate the procurement of such infrastructural facilities which are not normally made available to them from the State Government or other bodies supporting them. Assistance is given for Buildings, Staff, Books & Journals, Equipment &other items etc

Development of Universities

As on 31.12.2021 UGC listed 54 Central Universities, 443 State Public Universities, 399 State Private Universities, 3 Institutions established under State legislature Act and 126 Institutions Deemed to be Universities.

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

AS on 31.12.2021 259 State Public Universities, 20 State Private Universities, 48 Institutions Deemed to be Universities are fit to receive central assistance under section 12B of the UGC act 1956.

Development of Colleges

Colleges which are responsible in a major way for undergraduate education and to a great extent even for postgraduate education, is an important factor in Indian higher education from the point of view of maintenance of proper standards, ensuring optimum utilization of facilities, promoting innovation and change, linking

education to emerging career patterns, access, equalization of educational opportunities for the weaker sections of society, particularly the Scheduled Castes/Scheduled Tribes and those belonging to the educationally backward areas. The focus of development assistance to the colleges is on supporting the teaching-learning process by upgrading basic infrastructure like library, laboratory, connectivity, etc. However, the emphasis is on the expansion and consolidation of facilities in the existing institutions, improvement of standards through modernization, rationalization and diversification of under-graduate courses especially to relate them to career opportunities.

UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under the section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations. Apart from inclusion of colleges under Section 2 (f), the UGC includes the Colleges under Section 12B of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government. As on 31.12.2021, Total 12955 colleges have been recognized by UGC under Section 2(f) and out of these 10259 Colleges are under Section 12B.

Central Universities

As on 31.12.2021 There are 54 Central Universities out of which 9 universities namely (i) Central Agricultural University, Imphal, Manipur (ii) Indira Gandhi National Open University, New Delhi (iii) Indian Maritime University, Chennai (iv) Nalanda University, Rajgir, Dist. Nalanda, Bihar (v) South Asian University, New Delhi

(vi) Rajiv Gandhi National Aviation University, Rae Bareli, Uttar Pradesh (vii) Rani Lakshmi Bai Central Agricultural University, Jhansi (viii) Dr. Rajendra Prasad Central Agricultural University, Pusa, Samastipur and (ix) National Sports University, Manipur are not funded by the UGC and therefore, no grant being released to these nine Central Universities

Status of Grant Released to Central Universities for the Financial Year 2021-2022
(01.04.2021 to 31.12.2021)

(Rs. in lakhs)

Sr. No.	Name of University	Recurring Grant-31		Salary Grant-36		Capital Assets-35	
		Allocation during 2021-22	Grant Released during 2021-22	Allocation during 2021-22	Grant Released during 2021-22	Allocation during 2021-22	Grant Released during 2021-22
1	National Sanskrit University	1645.60	820.44	3436.15	2850.99	350.00	262.50
2	Central University of South Bihar	800.00	623.80	3303.87	2426.08	450.00	337.50
3	Mahatma Gandhi Central University	830.00	594.74	2183.79	1539.44	425.00	319.50
4	Guru Ghasidas V.V.	1420.00	1063.84	7229.73	5430.52	550.00	412.50
5	University of Delhi	18522.47	12290.95	41188.18	29782.40	700.00	525.00
5A	UCMS	1642.78	1310.43	12700.00	9809.95	300.00	225.00
6	Jamia Millia Islamia	7184.25	4845.41	29950.00	22422.84	700.00	525.00
7	Jawaharlal Nehru Univ	11764.00	12356.43	23050.00	18294.54	700.00	525.00
8	Shri Lal Bahadur Shastri National Sanskrit University	1673.64	1044.00	3988.00	3437.65	375.00	280.50
9	Central Sanskrit University	8025.00	3618.26	11535.00	7806.73	400.00	300.00
10	Central University of Gujarat	995.00	805.78	1982.91	1598.31	400.00	300.00
11	Central University of Haryana	1055.59	767.36	2359.27	1812.45	500.00	375.00
12	Central University of Himachal Pradesh	875.20	674.03	2421.50	1814.92	300.00	225.00
13	Central University of Jammu	770.00	630.32	2030.14	1628.47	350.00	262.50
14	Central University of Kashmir	825.00	706.56	1619.81	1347.75	350.00	262.50

Sr. No.	Name of University	Recurring Grant-31		Salary Grant-36		Capital Assets-35	
		Allocation during 2021-22	Grant Released during 2021-22	Allocation during 2021-22	Grant Released during 2021-22	Allocation during 2021-22	Grant Released during 2021-22
15	Central University of Jharkhand	735.00	533.95	2967.29	2231.79	400.00	300.00
16	Central University of Karnataka	755.00	592.09	2263.16	1721.17	400.00	300.00
17	Central University of Kerala	985.00	831.78	3111.00	2099.53	400.00	300.00
18	Dr.HarisinghGour Vishwavidyalaya	4544.21	3143.20	9562.10	7042.44	600.00	450.00
19	Indira Gandhi National Tribal University	1305.00	1067.58	4021.28	3133.91	700.00	525.00
20	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	1041.00	877.38	2972.94	2202.64	550.00	412.50
21	Central University of Odisha	610.00	559.22	546.00	492.86	500.00	375.00
22	Central University of Punjab	870.00	717.92	2911.51	2169.38	650.00	487.50
23	Pondicherry University	3240.00	2489.74	12438.94	10594.43	600.00	450.00
24	Central University of Rajasthan	970.00	649.57	3451.05	2494.52	400.00	300.00
25	Central University of Tamil Nadu	950.00	717.58	3225.99	2435.91	400.00	300.00
26	Maulana Azad National Urdu University	2135.00	1607.07	11347.12	8602.24	450.00	337.50
27	University of Hyderabad	5614.50	4545.80	20502.50	15050.74	600.00	450.00
28	The English and Foreign Languages University,	2185.00	1614.83	5907.23	4471.98	300.00	225.00

Sr. No.	Name of University	Recurring Grant-31		Salary Grant-36		Capital Assets-35	
		Allocation during 2021-22	Grant Released during 2021-22	Allocation during 2021-22	Grant Released during 2021-22	Allocation during 2021-22	Grant Released during 2021-22
29	Hemwati Nandan Bahuguna Garhwal University	2145.00	1664.26	10029.36	7468.86	500.00	375.00
30	Aligarh Muslim Univ.	24680.00	17763.50	88508.93	66442.76	800.00	600.00
31	Banaras Hindu Univ.	31090.00	24571.19	75042.81	60324.00	900.00	675.00
32	Babasaheb Bhimrao Ambedkar University	2320.00	2128.93	4487.60	3752.18	500.00	375.00
33	University of Allahabad	10799.00	7824.74	25538.33	19736.71	600.00	450.00
34	Visva Bharati	8343.00	6132.32	18824.89	14125.91	500.00	375.00
	Total Non-NER	163345.24	122185.00	456638.38	348597.00	17600.00	13200.00
35	Assam University	1998.00	1457.94	9674.93	7214.83	1475.00	1107.00
36	Tezpur University	1793.44	1244.07	7745.00	5831.85	1750.00	1312.50
37	Rajiv Gandhi University	1511.00	1252.36	4752.13	3719.75	1875.00	1405.50
38	Manipur University	2652.04	2032.40	8516.43	6066.39	775.00	582.00
39	North Eastern Hill University	5031.48	3495.92	13195.78	10111.85	1100.00	825.00
40	Mizoram University	2272.04	1700.51	11100.00	7053.40	2000.00	1500.00
41	Nagaland University	2282.00	1631.27	8832.05	6998.19	875.00	655.50
42	Sikkim University	1500.00	970.73	3273.06	2908.62	1750.00	1312.50
43	Tripura University,	1660.00	1264.80	4310.62	3420.12	800.00	600.00
9A	Central Sanskrit University	0.00	0.00	240.00	240.00	0.00	0.00
	Total NER	**20700.00**	**15050.00**	**71640.00**	**53565.00**	**12400.00**	**9300.00**
	Grand Total (NON NER+NER)	**184045.24**	**137235.00**	**528278.38**	**402162.00**	**30000.00**	**22500.00**
31A	IMS BHU	8300.00	6225.00	500.00	500.00	5500.00	4125.00
44	Central University of Andhra Pradesh	400.00	228.00	225.00	168.00	5410.00	1366.00
45	Central Tribal University of Andhra Pradesh	200.00	133.03	130.00	114.98	5050.00	967.99

➢ **Scheme of Non-NET fellowship for M.Phil. / Ph.D. in Central Universities**

Non-NET Fellowship scheme started in Central Universities in 2006-2007 after obtaining the approval of the Commission vide its 433rd meeting of the Commission held on 27th December, 2006. The rate of fellowship is as under:-

(i)	Fellowship for fulltime Ph.D..	Rs.5000 per month
(ii)	Fellowship for fulltime M.Phil.	Rs.3000 per month
(iii)	Contingency	Rs. 10,000/- p.a. for Science subjects and Rs.8000/- p.a. for Humanities & Social Sciences

The rate of fellowship revised in 2009 after obtaining the approval of the Commission in its meeting 27th January, 2009 vide item No. 5.06 as under:-

(i)	Fellowship for fulltime Ph.D..	Rs.5000 per month	Rs.8000 per month
(ii)	Fellowship for fulltime M.Phil.	Rs.3000 per month	Rs.5000 per month
(iii)	Contingency	Rs.10,000/- p.a. for Science subjects and Rs.8000/- p.a. for Humanities & Social Sciences	No change

An amount of Rs.8185.34 lakhs has been released to all Central Universities during 2021-2022 as on 31.12.2021 under the Scheme.

➢ **Common Universities Entrance Test**

In National Education Policy (NEP)-2020, there is a provision of Common Entrance Test for all Universities through National Testing Agency (NTA) who will serve as a premier, expert, autonomous testing organisation to offer high quality common aptitude test, as well as specialised common subject exams in the sciences, humanities, languages, arts, and vocational subjects in higher educational institutions. Accordingly, a Committee was constituted to look into the matter and to suggest the modalities for conducting the Common Entrance Test for Central Universities. The Committee held rounds of discussions to discuss the modalities in details for conducting the Common Entrance Test in central universities and submitted its recommendations. Thereafter, a meeting was held with the Vice-Chancellor of all Central Universities on 22.11.2021 to discuss the recommendations of the Committee and for conducting the Common Entrance Test. After detailed deliberations, it was resolved that the Common Entrance Test for UG, PG and Ph,D, may be conducted for Central Universities from the academic session 2022-2023 through NTA. A communication in this regard has already been sent to all central universities on 26.11.2021.

Institution Deemed to be University

Institutions of higher education are declared as Deemed to be universities, on the advice of UGC, by the Government of India through administrative order (notification), under the provisions of the UGC Act, 1956 (section 3). At present 126 Institutions Deemed to be Universities are regulated by the UGC (Institutions Deemed to be Universities) Regulations, 2019 as amended from time to time.

As on 31.12.2021 there are 126 Institutions Deemed to be Universities & out of these 48 Institutions are under section 12B of the UGC Act 1956.

Private Universities

Private Universities are established by the Act of the respective State Legislatures as on 31.12.2021, there are 399 State Private Universities functioning in the country.

The Private Universities are regulated by UGC through UGC (Establishment of and maintenance of Standards in Private Universities) Regulations, 2003. State wise number of private universities as on 31.12.2021 is as under :

State-wise distribution of Private Universities as on 31.12.2021

S. No.	State	No. of Private Universities
1.	Andhra Pradesh	06
2.	Arunachal Pradesh	08
3.	Assam	06
4.	Bihar	07
5.	Chhattisgarh	14
6.	Gujarat	50
7.	Haryana	24
8.	Himachal Pradesh	17
9.	Jharkhand	15
10.	Karnataka	20
11.	Meghalaya	09
12.	Mizoram	01
13.	Madhya Pradesh	40
14.	Maharashtra	21
15.	Manipur	04
16.	Nagaland	04
17.	Odisha	08
18.	Punjab	17
19.	Rajasthan	52
20.	Sikkim	04
21.	Tamil Nadu	04
22.	Telangana	05
23.	Tripura	01
24.	Uttar Pradesh	31
25.	Uttarakhand	20
26.	West Bengal	11
	Total	**399**

As on 31.12.2021 there are 20 State Private Universities are under Section 12B of the UGC Act 1956.

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 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 engages 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, time management skills etc: inculcate human values and professional ethics, and the spirit 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 teacher 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.

UGC has undertaken the following initiatives to Implement its quality mandate:

➢ **Learning Outcome based Curriculum Framework LOCF – revision of curriculum at regular intervals**

Under the Learning Outcome based Curriculum Framework the final LOCF report 'Physical education' was uploaded in UGC website, in addition to 30 subjects uploaded in 2020 making total of 31 subjects available in UGC website.

➢ **Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institution**

UGC launched "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institution" on 29th July,2021 and can be assessed at https://www.ugc.ac.in/e-book/GL%20 Multipe%20Entry%20Exit.pdf. The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEIs) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice. It enables learner to seek employment after any level of award and join back as and when feasible to upgrade qualifications to move higher in the higher education system, thus ensuring zero-year-loss to students when they exit mid-way. It also provides the much-needed flexibility by facilitating students to choose their learning trajectory and programmes along with varied certification options such as certificate after completion of 1st year, diploma with the completion of 2nd year, degree with the completion of 3rd year and UG degree with Research/Honours at the end of 4th year.

➢ **Book on Quality Mandate for Higher Education Institutions in India**

UGC has developed a book entitled "Quality Mandate for Higher Education Institutions in India" which will be a torchbearer for the stakeholders of Indian Higher Education landscape. The book contains the compilation of various verticals under UGC's Quality mandate contributed by various experts. Various focus areas of the book relate to teacher training, induction programmes for students, faculty development programme, accreditation, assessment and examination reforms, society and industry connect, institution-industry interface, ICT-based leaning and mentoring of institutions. Special care has been taken to establish a link with India's heritage and traditions to ensure learning with a healthy mix of the ancient heritage and the twenty-first century dynamics .It was launched virtually on 16 Feb, 2021 by Dr. Rajiv Kumar, Vice Chairman, NITI Aayog and can be assessed at https://www.ugc.ac.in/e-book/Quality%20Mandate%20E-BOOK/mobile/index.html

➢ **Educational Framework for Global Citizenship in Higher Education**

UGC has developed an 'Educational Framework for Global Citizenship in Higher Education' which provides conceptual clarity on how higher education institutions can integrate the concept of global citizenship amongst the students through teaching, pedagogy and research and can be accessed at https://www.ugc.ac.in/e-book/GCED%20Book_WEB.pdf. It aims at enabling individuals to recognise, respect and appreciate differences and multiple identities, to live in harmony with others; and demonstrate empathy

and compassion. The main themes of the framework include Global governance systems, structures, and issues; Cultural diversity and tolerance; Inequality; Gender equality; Human rights education; Peace and non-violence; Combating climate change and its impact and Environmental sustainability.

➢ **STRIDE- Scheme for Trans-disciplinary Research through Higher Education Institutes for National Development and Entrepreneurship (STRIDE)** aims to promote innovation culture and trans-disciplinary research and aims at enhancing research capacity and nurturing research culture in general, and in particular, for trans-disciplinary research in Indian Higher Education Institutions (HEIs), especially Universities and Colleges.

STRIDE has three components:

Component-I: Research Capacity Building and Human Resource Development focused on colleges and Universities [All disciplines] (Duration-up to 3 Years).

Component-II: Trans-Disciplinary Research and Inclusive Innovation for National Development [All disciplines] (Duration-up to 3 Years)

Component-III: High Impact Trans-Disciplinary Research in Humanities and Human Sciences [Includes thrust areas in following subjects (not limited to)-Philosophy, History, Archaeology, Anthropology, Psychology, Liberal Arts, Linguistics, Indian Languages and Culture, Indian Knowledge Systems, Law, Education, Journalism, Mass Communication, Commerce, Management, Environment and

Sustainable Development] (Duration-up to 5 Years)

Grants Released under Component -1 of STRIDE (2020-2021)

S. No.	Name of the Institution	Grant Released (in Rs.)
1	Kazi Nazrul University, Burdwan (W.B.).	44,00,000
2	Holi Cross College, Tiruchirappalli (T.N.)	32,50,000
3	Mizoram University, Aizawl, Mizoram.	44,50,000
4	S. Kula Women College, Manipur	24,50,000
5	Japfu Christian College, Nagaland.	22,50,000
6	St. Andrew's College, Gorakhpur (U.P.)	25,50,000

➢ **Establishment of Centres for the Study of Social Exclusion and Inclusive Policy**

UGC has established 32 centers in different Universities to support research on the issue of social exclusion, which has a theoretical as well as policy importance. In the year 2021 the grant of Rs. 2143.64 lakh was released under the Establishment of Centres for the Study of Social Exclusion and Inclusive Polic yprogramme of UGC.

➢ **Consortium for Academic Research and Ethics (CARE)**

The University Grants Commission, in its continuous endeavour to ensure quality and excellence in higher education, has taken the initiative of "Quality Mandate" which emphasizes the importance of promoting high-quality research and creating new knowledge by faculty members. In this regard, UGC established a Consortium for Academic Research and Ethics (CARE), a step towards enhancing research capacity,

nurturing research culture and promoting academic and research integrity, as well as publication ethics in the Indian Universities and Colleges.

CARE established by UGC monitors the process to create and maintain CARE List. Research journals from all disciplines indexed in Scopus (Source list) or Web of Science (Arts and Humanities Citation Index Source Publication, Science Citation Index Expanded Source Publication, Social Science Citation Index Source Publication) are globally accepted as quality journals and considered for all academic purposes. CARE List, therefore, includes journals indexed in Scopus and / or Web of Science. Apart from these, a list of journals especially from disciplines of Arts, Humanities, Languages, Culture and Indian Knowledge Systems is prepared.

Present Status/Statistics of UGC-CARE Reference List of Quality Journals UGC-CARE: Group I

Description	No. of Journals	Discontinued	*Pending	Indexed in Scopus	Total Qualified Journals
Total no. of journals checked	3761	2121	587	611	442
Total no of journals received from UGC – CARE Universities and UGC-CARE Council members till date	2181	1423	143	111	504
Total					**946**

Language Journals added = 210 (out of 946)

Languages	Qualified journals
Assamese	6
Bengali	18
Gujarati	10
Hindi	69
Kannada	7
Maithili	1
Malayalam	8
Marathi	27
Odiya	1
Pali	1
Punjabi	10
Sanskrit	18
Tamil	9
Telugu	7
Urdu	18
Total	**210**

Subject-wise Qualified Journals

Subject	No. of Journals
Arts and Humanities	316
Multidisciplinary	36
Science	327
Social Science	267
Total	**946**

UGC-CARE: Group II Internationally recognized databases

Database	No. of journals checked	Discontinued	Total Qualified Journals
Scopus	448	77	371
Modern Language Association Directory	297	134	163

UGC has now come out with a book on "Academic Integrity and Research Quality" which comprises l6 well-researched articles covering the basic parameters of ethics, publishing codes and principles of research across diverse disciplines. It is available as an e-book on UGC website (https://www. ugc.ag.in/ebook.aspx). All the universities and colleges are advised to take appropriate measures to adopt academic research practices for the community of researchers to improve the quality of research and academic integrity as well as publication ethics mentioned in the book.

> ## Development of Sanskrit in Higher Education Institutions

UGC constituted a Committee to suggest a roadmap for the Development of Sanskrit. The Committee selected the most urgent amongst the total 23 recommendations made by the main Expert-Committee. The total budget projected for Rs. 07 Crore. The recommendations of the Committee were placed before the Commission in its meeting held on 18.02.2021. The Commission approved the recommendations of the Committee.

> ## "Paramarsh"- Mentoring of non-accredited institutions to enable them to get accredited by 2022

UGC has implemented the scheme of "Paramarsh"- a new initiative for mentoring the non-accredited institutions to enable them to get accredited by 2022. UGC invited proposals from eligible institutions i.e. those having NAAC score of 3.26 and above. The mentor institution shall be provided with financial assistance up to Rs. 30 lakhs. In case of mentoring of any institution in the North-Eastern region, an additional amount of Rs. 2 lakhs shall be provided to the mentor institution. The UGC will consider the performance outcomes of the mentoring institutions on the basis of innovative steps initiated by them to motivate the non-

accredited institutions, performance level of the Mentor institutions on Key indicators vis-à-vis the expected levels of performance, and number of mentee institutions accredited and their score. 167 Institutions have been identified as mentor institutions. During the year 2021-22 an amount of Rs. 62.74 Lakh was released under the Scheme.

Scholarship / Fellowship schemes programmes of the UGC

Junior Research Fellowship (JRF) in Science, Humanities and Social Sciences: To provide an opportunity to the scholars to undertake advanced studies and research leading to M. Phil/ Ph.D. Degrees in Science, Humanities and Social Sciences including languages. University Grants Commission provides JRF to the candidates who qualify National Eligibility Testing (NET/ JRF) of the UGC and the UGC-CSIR Joint Test conducted by National Testing Agency (NTA). The total tenure of fellowship is for five years.

With effect from 01.01.2019 the amount of JRF/SRF fellowship has been enhanced from Rs. 25,000/- to Rs. 31,000/- and Rs. 28,000/- to Rs. 35,000/- respectively. The other terms and conditions remain same as per the XII plan guidelines. The pattern of the fellowship is as under:-

Fellowship	@ Rs.31,000/-p.m. for initial two years	JRF (for 2 yrs.)
	@ Rs.35,000/-p.m. for remaining tenure	SRF (for 3 yrs.)
Contingency A	@ Rs.10,000/- p.a. for initial two years	Humanities & Social Sciences
	@ Rs.20,500/- p.a. for remaining tenure	
Contingency B	@ Rs.12,000/- p.a. for initial two years	Sciences
	@ Rs.25,000/- p.a. for remaining tenure	

Escorts/Reader Assistance	@ Rs.2000/-p.m. in case of physically	
	Handicapped & blind candidates.	
HRA	As per rule of the Govt. of India	

Impacts of the scheme:-

1. To provide opportunity for research to all the strata of society section of Society.

2. All Disciplines like those of Science, Humanities & Social Sciences etc. covered under the scheme.

3. Overall spectrum of the research is addressed and it aims at practice based research under the scheme.

4. Appropriateness and relevance of research in the context of local, regional and national needs is being captured under the scheme.

Details of grant Released during 2021-22 are as under:-

Year	Amount Released Till Date (Rs. In Crores)	No of Slots Available (p.a)
2021-22	906.91	9,400

An expenditure of Rs. 906.91 crore has been incurred during the year 2021-22 under JRF in Sciences, Humanities and Social Sciences. There are 9400 slots per annum under JRF. At present 25,653 (Aprox.)Beneficiaries are pursuing M. Phil/Ph.D. under JRF. The UGC makes payment through Direct Benefit Transfer directly to the accounts of beneficiaries w. e. f. Dec, 2012 (UGC NET JRF qualified candidates) and Dec, 2013 (UGC-CSIR Joint Test qualified candidates) onwards and from 1st July 2016 all JRF & SRF fellowships for legacy cases.

Following are the achievements during 2021-22:-

1. All the payments are being made through Direct Benefit Transfer (DBT).

2. Fellowship has been transferred to 25,653 JRF's/ SRF's during the year.

3. Monthly Payment System has been initiated on the portal from October 2018.

4. During the period of covid-19 pandemic lockdown situation payments were made to the scholars without waiting for initiation from the University/Institution/College. It was automatically generated, to avoid the hardship to the scholars.

5. Due to Covid-19 situation the extension of validity of gap period beyond one year was accepted on case to case basis.

6. The candidates have been provided the facility to self initiate their monthly payment on UGC Scholarship Portal to avoid delays.

7. A dedicated option to resolve grievances has been provided to candidate in their UGC Scholarship Portal login itself to raise and track their grievances.

Post Doctoral Fellowship for Women: The objective of the scheme is to provide an opportunity to unemployed women candidates holding Ph.D. degree and intending to pursue post-doctoral research in Science, Engineering and Technology, Humanities and Social Sciences. The total no. of slots available under this scheme are 100 per year. An expenditure of Rs. 5.20 crore was incurred during 2021-22.

Post Doctoral Fellowship For SC/ST Candidates: The objective of the Scheme is to provide fellowship to SC/ST candidates, who have obtained a doctorate degree and have published research work to their credit for doing advanced research in their chosen areas. The total no. of slots available under this scheme are 100 per year. An expenditure of Rs. 3.97 crore was incurred during 2021-22.

Dr S Radhakrishnan Post Doctoral Fellowship in Humanities & Social Sciences including languages: The objective of the scheme is to provide an opportunity to carry out the advanced studies and research in Humanities and Social Sciences including languages to the candidates having Ph.D degree in the relevant subject. The total no. of slots available under this scheme are 200 per year. An expenditure of Rs. 8.53 lakh was incurred during 2021-22

Emeritus Fellowship: The objective of the scheme is to provide an opportunity to superannuated teachers upto the age of 70 years, of all recognized universities and colleges under UGC Act, to pursue active research in their respective field of specialization. The eligibility for this fellowship is based on the quality of research and published work contributed by the teachers in his or her service career. The number of slots available under the scheme is 100 for Science streams and 100 for Humanities, Social Sciences and Languages (total 200 slots) at any one given time basis. An expenditure of Rs. 1.08 lakh was incurred during 2021-22.

Research Award: The main objective of the scheme is to provide an opportunity to permanent teachers of Universities/Institutions having doctorate degree to pursue research in their area(s) of specialization without undertaking any research guidance for a period of two years extendable by one year on the recommendation of the expert committee in exceptional cases. Selections are made for 100 slots in alternate years for all the disciplines of Sciences, Humanities, Social Sciences, Engineering & Technology based on the recommendations of an expert Committee constituted by the UGC. An expenditure of Rs. 42.81 lakhs was incurred during 2021-22.

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

a) Research Scientist 'A' (Lecturer)

b) Research Scientist 'B' (Reader)

c) Research Scientist 'C' (Professor)

An expenditure of Rs. 3.88 crore was incurred during 2021-22.

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

The scheme, which was launched in 2014-15, is applicable to such a single girl child who has taken admission in regular, full-time Ph. D. program in Social Sciences in any recognized University/Institute. The objective of the scheme is to promote single girl child in society, increase sex ratio in favor of women and promotion of small family norm in the society. As of now, there is no cap on the number of fellowships to be awarded every year. Therefore, all the eligible applicants are able to receive fellowship for pursuing research leading to award of Ph.D.

Pattern of Financial Assistance:-

Fellowship	@ Rs. 25,000/- p.m. for initial two years	JRF (for 2 Years)
	@ Rs. 28,000/- p.m. for remaining tenure	SRF(For 3 Years)
Contingency	@ Rs. 10000/- p.a. for initial two years	Humanities and Social Sciences
	@ Rs. 20500/- p.a. for remaining tenure	
Escorts/ Reader assistance	@ Rs. 2000/- p.m. in cases of physically handicapped & blind candidates	For all disciplines
HRA	As per Government of India rules	For all disciplines

During the period under reporting, an amount of Rs. 8.3 crore has been disbursed to 244 beneficiaries.

Post-Graduate Scholarships for Professional courses to SC/ST Students: Keeping in view the social background of the candidates from deprived sections of the society, the scheme is being implemented since 2011-12 to provide them an opportunity to undertake post-graduate level studies in professional courses. The tenure of the scholarship is for two/three years, depending upon the duration of Degree course. The number of slots are 1000 every year.

Pattern of financial assistance:-

M. Tech. students	@ Rs 7,800/- p.m.
Other professional courses	@ Rs 4,700/- p.m.

The scheme is on-boarded on National Scholarship Portal since 2017. An amount of Rs. 10.17 crore has been disbursed to ongoing beneficiaries during the financial year 2021-22 (till 02.02.2022).

Post-Graduate Indira Gandhi Scholarships for Single Girl Child: The objectives of the scheme are to support Post-graduate education of single girl child with a view to promote single girl child in society, increase sex ratio in favour of women and promotion of small family norm in the society.

The scheme was started with the academic session 2006-07. Only single girl child of her parents and who has taken admission in regular, full time first year Masters degree course (Non-professional course) in any recognized university or a postgraduate college is eligible for the scholarship. The Girl students upto the age of 30 years, at the time of admission in PG courses, are eligible. Since this is an incentive scheme, there is no cap on the number of scholarships to be awarded every year, all the eligible applicant girl children get the scholarship.

Pattern of financial assistance:-

Particulars	Rate of Scholarship
Scholarship	@ Rs. 36,200/- per annum

The scheme is on-boarded on National Scholarship Portal since 2017. An amount of Rs. 8.93 crore has been disbursed to ongoing beneficiaries during the financial year 2021-22 (till 02.02.2022).

Post-graduate Scholarships for University Rank Holders: The scholarship was started in 2006-07 with broad objective to promote and nurture talent and to reward meritorious students with outstanding performance at Under-graduate level for pursuing Post-graduate studies. The first and second rank holders at Under-graduate level and admitted in any Post-graduate course are eligible for this scholarship. The scheme is applicable to such students who have taken admission in regular, full-time Master's degree course in any recognized State/Deemed University and Autonomous or PG college and are below the age of 30 years at the time of admission in PG course. There is provision for scholarship to 3000 students every year.

Pattern of financial assistance:-

Particulars	Rate of Scholarship
Scholarship	@ Rs. 37,200/- per annum

The scheme is on-boarded on National Scholarship Portal since 2017. An amount of Rs. 6.26 crore has been disbursed to ongoing beneficiaries during the financial year 2021-22 (till 02.02.2022).

Post Graduate Scholarship for M.E/M. Tech/M.Pharma to GATE/GPAT Qualified Students: The objective of the scheme is to help and attract young talented graduate students to pursue technical education at Post Graduate level in Higher Education Institutions. Financial as-

sistance in the form of scholarship is provided to GATE/GPAT qualified students for pursuing M.E./ M.Tech/ M.Pharma through full time/regular mode in Universities/ Institutes/ Colleges in India. The scholarship was launched in 2016-17.

Pattern of financial assistance:-

Particulars	Rate of Scholarship	Tenure of Scholarship
Scholarship (Above 60% marks in GATE/GPAT)	@ Rs. 12400/- per month	Two years only
Scholarship (Below 60% marks in first semester)	@ Rs. 1550/- per month	

During the financial year 2021-22 (till 02.02.2022), an amount of Rs. 9.26 crore was disbursed to 1028 beneficiaries.

'Ishan Uday' Special Scholarship Scheme for North Eastern Region: The Ministry of HRD and the University Grants Commission has taken special interest with regard to promotion of higher education in the NER. For improving the GER, promoting higher education and for encouraging children belonging to economically weaker section of the NE region, the scheme was launched from academic session 2014-15. Before launching the scheme the UGC undertook wide ranging consultations with State Governments and Central & State Universities of the NE region, the Ministry of HRD, the Ministry of Development of North Eastern Region, the North Eastern Council, Shillong and other stakeholders.

Under the scheme, there is provision of providing financial assistance in the form of scholarship to 10000 students every year. The students with domicile of NER, who have passed Class XII or equivalent exam from a school situated within NER through any recognized Board of Education and have secured admission in general degree course, technical and professional courses including medical and para-medical courses (Integrated courses included) in Univer-

sities/Colleges/Institutions recognized by UGC, Institutions of National Importance/ Institutions recognized by other Statutory councils within as well as outside the States of NER. For availing scholarship under this scheme, the income of the parents of the student should not exceed Rs.4.5 lakh per annum.

Pattern of financial assistance:-

Particulars	Rate of Scholarship w.e.f. 01.12.2014	Tenure of Scholarship
General Degree courses	@ Rs.5,400/- per month	Full duration of the Undergraduate programme
Technical & Professional courses (including Medical & Para medical courses)	@ Rs.7,800/- per month	

State-wise distribution of slots for the award of scholarship under the scheme of "Ishan Uday" Special Scholarship Scheme For North Eastern Region is as under:

STATE	Slots
Arunachal Pradesh	303
Assam	6837
Manipur	597
Meghalaya	650
Mizoram	239
Nagaland	435
Sikkim	134
Tripura	805
Total	**10000**

The scheme is on-boarded on National Scholarship Portal since 2017. An amount of Rs. 108.08 crore has been disbursed to ongoing beneficiaries during the financial year 2021-22 (till 02.02.2022).

Maulana Azad National Fellowship for Minority Students: The objective of the scheme is to provide financial assistance to selected candidates belonging to Minority Communities viz. 1) Buddhist 2) Christian 3) Jain 4) Muslim 5) Parsi 6) Sikh for pursuing M.Phil/Ph.D research on full time/regular basis in Univs./Instts./Colleges in India. There are 1000 slots for each year.

Eligibility:

a) He/She should belong to one of the minority communities – Muslim, Christian, Sikh, Buddhist Parsi & Jain, notified under Section 2 (c) of the National Commission for Minorities Act, 1992.

b) He/she should have cleared CBSE/NTA-UGC-NET/CSIR-NET examination and got admission and registration for regular and full time M.Phil./Ph.D.courses in Universities/ Academic Institution by fulfilling conditions of admission of that University/institution, subject to provisions of the fellowship as per advertisement of the UGC.

c) The annual income of the beneficiary/ parents or guardian of the beneficiary should not exceed Rs. 8.00 lakh from all sources.

Financial Assistance:

Fellowship	@ Rs.31,000/-p.m. for initial two years	JRF (for 2 yrs.)
	@ Rs.35,000/- p.m. for remaining tenure	SRF (for 3 yrs.)
Contingency A	@ Rs.10,000/- p.a. for initial two years	Humanities & Social Sciences
	@ Rs.20,500/- p.a. for remaining tenure	

Contingency B	@ Rs.12,000/- p.a. for initial two years	Sciences
	@ Rs.25,000/- p.a. for remaining tenure	
HRA	As per rule of the Govt. of India	

During the financial year 2021-22 (till 03.02.2022), an amount of Rs. 65.92 crore was disbursed to 1996 beneficiaries.

National Fellowship for Students of Other Backward Classes (OBC): The objective of the scheme is to provide financial assistance to selected candidates belonging to Other Backward Classes for pursuing M.Phil/ Ph.D on full time/ regular basis in Univs./Instts./Colleges in India. There are 1000 slots for each year.

Eligibility:

The candidate should belong to OBC and should have passed the Post Graduate examination and annual income of the beneficiary/parents or guardian of the beneficiary not exceeds Rs. 8.00 lakh per annum from all sources. The candidate who is already registered for M.Phil./Ph.D. will be eligible for the consideration for award of fellowship under cited scheme. Prior clearance of CBSE/NTA-UGC-NET/CSIR-NET examination is mandatory for selection from the selection year 2019-20.

Financial Assistance:

Fellowship	@ Rs.31,000/-p.m. for initial two years	JRF (for 2 yrs.)
	@ Rs.35,000/- p.m. for remaining tenure	SRF (for 3 yrs.)

Contingency A	@ Rs.10,000/- p.a. for initial two years	Humanities & Social Sciences
	@ Rs.20,500/- p.a. for remaining tenure	
Contingency B	@ Rs.12,000/- p.a. for initial two years	Sciences
	@ Rs.25,000/- p.a. for remaining tenure	
HRA	As per rule of the Govt. of India	

During the financial year 2021-22 (till 02.02.2022), an amount of Rs. 44.25 crore was disbursed to 1226 beneficiaries.

National Fellowship for SC Students: The objective of the scheme is to provide financial assistance to selected candidates belonging to SC category for pursuing M.Phil/ Ph.D on full time/ regular basis in Univs./ Instts. /Colleges in India.

Eligibility:

The candidate should belong to SC and should have passed the Post Graduate examination. The selection will be made on the basis of merit of the candidates. The candidate must be registered for M.Phil./Ph.D at the time of filling up the application for the fellowship. Prior clearance of CBSE/NTA-UGC-NET/CSIR-NET examination is mandatory for selection from the selection year 2018-19.

Financial Assistance:

Fellowship	@ Rs.31,000/-p.m. for initial two years	JRF (for 2 yrs.)
	@ Rs.35,000/- p.m. for remaining tenure	SRF (for 3 yrs.)

Contingency A	@ Rs.10,000/- p.a. for initial two years	Humanities & Social Sciences
	@ Rs.20,500/- p.a. for remaining tenure	
Contingency B	@ Rs.12,000/- p.a. for initial two years	Sciences
	@ Rs.25,000/- p.a. for remaining tenure	
HRA	As per rule of the Govt. of India	

During the financial year 2021-22 (till 02.02.2022), an amount of Rs. 97.06 crore was disbursed to 3445 beneficiaries.

Major Research Projects for Teachers

UGC has been providing financial assistance to the permanent, regular, working/retired teachers in the Universities and Colleges for undertaking research in their chosen area(s). The assistance provided for a Major Research Project includes funding for Equipment, Books and Journals, Chemicals and Consumables, Contingencies, Travel & Field work, Hiring Services, Fellowship to Project Fellow and other items required for the project. During the period 01.01.21 to 31.12.2021 Grant of Rs. 1.73 Crore released to 20 beneficiaries in humanities, Social Science, Language Literature, Arts, Law and Allied discipline Projects and 119 Beneficiaries in Science including Engineering & Technology, Medicines, Pharmacy, Agriculture Projects.

Basic Scientific Research (BSR) Programmes in Universities

The Ministry of Education had set up a Task Force in May, 2005 for rejuvenation of Basic Scientific Research in Indian Universities. Based on the

recommendation of the Task Force following schemes are being implemented by UGC under the guidance of Empowered Committee.

1.   Faculty Recharge Programme (FRP)

Operation Faculty Recharge has launched in the year 2011, under which 1000 faculty positions have been created to fill at national level through global advertisement. A FRP Cell has been created in JNU for implementation of this scheme. The Commission in its meeting held on 2nd September, 2016 has resolved to withdraw the FRP programme, prospectively under the scheme of Basic Scientific Research. The tenure of appointment of faculties i.e. Professor / Associate Professor / Assistant Professor is initially for 5 years extendable until the age of superannuation as terms of 5 years, following a peer review. The UGC faculties receive emoluments at par with the teachers in the Central University. A start up grant of Rs.10.00 lakh is provided to FRPs for Research.

An amount of Rs.12.99 crores has been released towards Salaries to 160 faculties placed at various Universities/Institutions during the period 01.04.2021 to 31.12.2021. The extension of tenure has been given to 10 FRPs who have completed five years of their service under the scheme of UGC-FRP.

2.   UGC-BSR Faculty Fellowship:

With a view to provide an opportunity for continuance of research contributions in Basic Science Research by talented Science and Technology teachers who are nearing superannuation in State/Central Universities, the UGC has implemented "BSR Faculty Fellowship". The main objective of the scheme is to facilitate talented teachers in Science & Technology who are at the verge of superannuation to continue their productive research for an additional period of three years after superannuation and to play a research mentorship role for young researchers and Ph.D. students. The selections are made through-out the year. There is designated website for applying for the fellowship https://ugcfrps. ac.in/uohyd. The National Coordinator of this programme goes through the applications, evaluates them and make recommendations. The tenure of fellowship is Three years/age of 68 years whichever is earlier.

A Fellowship of Rs.50,000/- p.m. (exclusive of the pension and / or other retirement benefits) and a research grant of 5,00,000/- p.a. (on yearly basis) is provided under the scheme. The Research grant can be utilized for purchase of equipments, computer/laptop, printer, chemicals glassware and consumables, contingency, hiring project/technical assistant, field work, travel (within India) etc. The fellow can decide the quantum of funds under these heads depending on the needs. The grant cannot be utilized for international travel and purchase of furniture.

An amount of Rs.5.61 crores has been released to 72 BSR Faculty Fellows during the period 01.04.2021 to 03.02.2022.

3.   Dr D S Kothari Post Doctoral Fellowship

Under this scheme financial assistance is provided to the research fellows to pursue Post-doctoral research in basic Sciences / Medical / Engineering and Technology. The selections are made through-out the year. There is designated website for applying for the fellowship ugcdskpdf.unipune.ac.in. The selection process is completed within 6-weeks of the receipt of individual application. The candidates who have either received a Ph. D degree or submitted their Ph.D. thesis are eligible to apply. The tenure of the fellowship is 3 (three) years.

Financial Assistance (revised w.e.f. 01.01.2019)

	1st year	2nd year	3rd year
Post Doctoral Fellowship	Rs. 47,000 p.m.	Rs. 49,000 p.m.	Rs. 54,000 p.m.
Higher Post Doctoral Fellowship	Rs. 54,000 p.m.	Rs. 54,000 p.m.	Rs. 54,000 p.m.
Contingency	Rs. 1,00,000/- p.a.	Rs. 1,00,000/- p.a.	Rs. 1,00,000/- p.a.
HRA	HRA as per M/HRD O.M. dated 31.01.2019		

Since, January 2013 the fellowship is being disbursed through the Direct Benefits Transfer (DBT) (where the fellowship is transfer directly to the beneficiaries' bank account). An amount of Rs.28.78 crores released to 667 PDFs during the period 01.04.2021 to 03.02.2022.

4. BSR Fellowship (RFSMS)

The Research Fellowship in Sciences for meritorious students is open to candidates who are selected for registering to the Ph.D. programme of the university through a procedure outlined already in the UGC notification by a regular admission procedure in Universities with Potential for Excellence/Centres of Advance Studies and Department of Special Assistance identified by UGC. The registration for Ph.D. may follow after the admissions. The objective of the scheme is to provide opportunities to meritorious candidates to undertake advanced studies and research leading to Ph.D. degrees in sciences. The tenure of the fellowship is 5 (five) years. Since, 2016 BSR Fellowship has been merged with UGC-NET JRF Fellowship.

Financial Assistance (For ongoing cases) :

For Non-Gate Qualified Candidates	
Fellowship Amount	@ Rs.21,700/- p.m. for the first two years and
	@ Rs.24,800/- p.m. for the next three years
Contingency	@ Rs.12,000/- p.a. for the first two years and
	@ Rs.25,000/-p.a. for the next three years
HRA	HRA as per the norms
For Net/Gate Qualified Candidates	
Fellowship Amount	(Revised w.e.f. 01.01.2019)
	@ Rs. 31,000/- p.m. for the first two years and
	@ Rs. 35,000/- p.m. for the next three years
Contingency	@Rs. 12,000/- p.a. for the first two years and
	@Rs. 25,000/-p.a. for the next three years
HRA	HRA as per the norms

Since, December 2013 the fellowship is being disbursed through the Direct Benefits Transfer (DBT) (where the fellowship is transfer directly to the beneficiaries' bank account). An amount of Rs.1.34 crore has been released to 129 JRF/SRF candidates during the period 01.04.2021 to 03.02.2022.

5. Start up Grant for Newly Recruited Faculty

All teachers who are newly appointed at the level of Assistant Professor against permanent post in the faculties of Basic Science, Engineering and Technology following the specified procedure of university will be eligible to receive financial support under the scheme. The assistant professor should possesses Ph.D. degree with minimum five research paper to his / her credit,

published in journals of international repute. The Assistant Professor should apply within a period of one year from the date of joining the post in the Department/University. The selections are made through-out the year. There is designated website for applying for the fellowship https://ugcfrps.ac.in/uohyd. The National Coordinator of this programme goes through the applications, evaluates them and make recommendations. The tenure of fellowship is 2 (two) years. Further, the Empowered Committee in its 98th meeting held on 26th June, 2020 has approved No cost extension of the tenure of all ongoing Start up Grant by another year from their original dates of completion. The tenure of the scheme is increased from 2 years to 3 years for all new applications. The quantum of support under the scheme is Rs.10 lakhs. The grant can be utilized for purchasing items like minor equipment, consumables, contingencies (maximum Rs. 50,000/- p.a.), fieldwork (maximum Rs.50,000/- p.a.), travel etc. The grant cannot be used for international travel or for appointing project assistant or research fellow. The quantum of funds under these heads can be decided by the PI depending on his / her needs.

An amount of Rs.14.82 crore has been released to 221 newly appointed faculties of various Universities/Institutions during the period 01.04.2021 to 03.02.2022.

6. Mid Career Award to Teachers

MID CARRER AWARD grant is provided to teachers to pursue their research in their specialized areas. The minimum eligibility criteria are as given below:-

a. The required number of completed PhDs has been revised from 15 to 10 of which at least 3 are awarded during last five years. For each thesis, supervised jointly with another guide the applicant will henceforth be given half credit for supervision, while counting the total number of Ph.D. thesis supervised by applicant.

b. The applicant must have successfully completed at least 5 sponsored research projects funded by national / international government or private agencies.

c. The applicant should have a minimum 3 years of service left in the University from the date of submission of his / her application.

d. The cumulative impact factor of the published papers by the applicant should be > 30 (according to the Journal Citation Reports of Thomson Reuters).

The selections are made through-out the year. There is designated website for applying for the fellowship https://ugcfrps.ac.in/uohyd . The National Coordinator of this programme goes through the applications, evaluates them and make recommendations. The tenure of the Mid Career Award is 2 (two) years. Further, the Empowered Committee in its 98th meeting held on 26th June, 2020 has approved No cost extension of the tenure of all ongoing Mid Career Award by another year from their original dates of completion. The tenure of the scheme is increased from 2 years to 3 years for all new applications. The quantum of support under the scheme is Rs.10.00 lakh. The grant could be utilized for 2 years for purchase of minor equipment, chemicals contingency and field work. The quantum of funds under these heads can be decided by the PI depending on his / her needs. The grant cannot be used for international travel, purchasing furniture items or for appointing Project Assistant or Research Fellow.

An amount of Rs.0.24 crores has been released to 36 teachers of various Universities / Institutions during the period 01.04.2021 to 03.02.2022.

Inter University Centers (IUCs)

The University Grants Commission has established various Inter University Centres (IUCs) since 1984 under section 12(ccc) of the UGC Act, 1956. The Inter University Centers are autonomous bodies within the University system with a view to provide centrally the state-of-the-art equipment and facilities, which are not generally available at many Universities due to cost factor, for the benefit of researchers working in different Universities. UGC has established 8 Centers, so far, mainly in the field of Science, Technology & Education. The Inter University Accelerator Centre (IUAC), New Delhi (formerly Nuclear Science Centre) was the first among such Centre established in 1984 in New Delhi. The main objectives to establish these Inter University Centers were/are:-

☐ To provide common & advanced centralized facilities/services for universities which may not invest the larger shares of their receipts in infrastructure and other inputs.

☐ To play a vital role in offering the best practices & expertise in each field of higher education to teachers and researchers across the country.

☐ To provide access for the research community and teaching faculty to the state-of-the-art equipment and excellent library facilities which are comparable to International standards.

The UGC remained instrumental since long in producing more than a thousand educational films and programs through various Educational Multimedia Centers established in selected Universities in the country under the guidance and co-ordination of Consortium for Educational Communication (CEC), New Delhi. The first countrywide classroom (CWCR) programmer was telecasted on the National Network on 15th August, 1984.

The lists of Inter University Centers with their specific objectives are as given in the following table:-

S. No.	Name of the Centers	Year of establishment	Objectives
1	Inter University Accelerator Centre (IUAC)	1984	Accelerator oriented research
2	Inter University Centre for Astronomy and Astrophysics, Pune-411007	1988	State-of-the-art instrumentation for research in Astronomy.
3	UGC-DAE Consortium for Scientific Research, Indore-452001	1989	Use of facilities of Department of Atomic Energy
4	National Assessment and Accreditation Council, Bangalore-560010	1994	To assess and accredit public and private Institutions of Higher Learning.
5	Information and Library Network (INFLIBNET), Gandhi Nagar	1991	Networking of libraries through electronic media
6	Consortium for Educational Communication, ArunaAsaf Ali Marg, New Delhi-110067	1993	To disseminate Country wide class room programs through television. 21 Educational Media Research Centers Established in different Universities in different States.

S. No.	Name of the Centers	Year of establishment	Objectives
7	Inter University Centre-Teacher Education, Kakinada	2013	To strengthen the knowledge base of teacher education by generating new knowledge in education, in general and teacher education in particular.
8	Inter University Centre-Teacher Education, Varanasi	2014	
9	Inter University Centre for Yogic Sciences	2018	To strengthen the knowledge of yoga and yogic sciences by generating new knowledge in Yoga Education, comparative studies of curricula and disseminate the benefit of yoga and its practice.

The details of Grants released during the year 2021 are as given below:- 2021 (1st January 2021 to 31st December, 2021) (Rupees in Lakh)

S. No.	Name of the Centre	36 Head	31 Head	35 Head
		Release of grants	Release of grants	Budget allocation
1	IUCAA, Pune	1224.81	1066.00	500.00
2	IUAC, New Delhi	1861.50	1201.27	500.00
3	UGC DAE CSR, Indore	2100.00	679.94	450.00
4	NAAC, Bangalore	820.00	29.94	40.00
5	INFLIBNET, Gandhi Nagar	600.00	174.72	100.00
6	IUCTE, BHU, Varanasi	15.00	0.00	2050.00
7	CEC, / Media Centre CEC	4105.05	727.11	20.00
8	IUCYS, Bengaluru	0.00	0.00	0.00
	Total	**10726.36**	**3878.98**	**3660.00**

The initiates and achievements of the IUCs under the year 2021 are listed as below:

➢ Chairman, Governing Board, CEC, New Delhi, NAAC, Bengaluru, INFLIBNET, Gandhinagar and IUAC, New Delhi were appointed.

➢ Director, IUC-TE, BHU, Varanasi is to be appointed and in the process.

➢ Third quarter grants released to the EMMRCs/IUCs/NFCs under 36, 31 and 35 Head.

➢ Chairman, Governing Board, IUC-YS, Bengaluru has been appointed.

➢ IUCAA, Pune and NAAC, Bengaluru building projects is in the process.

➢ Campus of IUC-TE, BHU, Varanasi is on its completion stage.

National Facilities Centres:-

UGC has established 4 National Facility Centres, which are as under

1. WRIC, Mumbai

2. MST Radar application, S. V. University, Tirupati

3. IIAS, Shimla

4. Crystal Growth Centre

Western Regional Instrumentation Centre (WRIC), Mumbai: Western Regional Instrumentation Centre (WRIC), Mumbai is an autonomous institute and was established in the year 1977 as a part of UGC's comprehensive program to promote instrumentation. It is fully funded by the University Grants Commission (UGC). WRIC has been functioning as a Registered Society with a Governing Council of which the Vice-Chancellor of the University of Mumbai is the ex-officio chairperson and which is now been recognized as a National Facility Centre in Instrumentation by UGC.

The major responsibilities of WRI C are to conduct various activities in the field of instrumentation in association with various colleges, universities, national research institutes and industries in the country.

WRIC conducted training programmes/ workshops at different colleges, university departmentsand institutes. This has resulted into a strong interaction between WRIC and various academic institutes and industries that has benefited all.

During the training programme, electronic laboratory, electrical, analytical and optical (microscopes & others) instruments were repaired.

During lockdown period Centre got requests for Online training programmes from various colleges. Centre started preparing video content for the same. WRIC is going to launch online virtual training programmes from February, 2021.

Test and Calibration of Instruments

WRIC has various types of calibration standard equipment which is used for calibration of avariety of instruments from Educational Institutions, Government Organizations and Industries. For the report period, out of 78 instruments received for calibration, 70 instruments were calibrated, 1 tested and 7 instruments were returned to the users as they were beyond repairs.

Detail of Grant Allocated, Grant released by UGC and expenses incurred during FY2021-22 (till December 2021)

(Rs.in lakhs)

Grant Allocated	Grant Released	Expenses incurred
-	740.86	

MST Radar Centre, Tirupati: To create scientific awareness about the potential use of the sophisticated radar and other instrumentation facilities for advanced research in the area of atmospheric sciences and toattract bright and young researchers to utilise the MST Radar, Lidar and other co-locatedFacilities available at NARL, Gadanki; University Grants Commission (UGC) has established an UGC-SVU Centre at S.V. University, Tirupati, to serves as a common platform for the University system in India for the exchange of scientific knowledge and the centre is accessible to scientist and researcher from Indian Universities working in the area of Atmospheric Sciences.

Detail of Grant Allocated, Grant released by UGC and expenses incurred during FY 2021-22 (till December 2021)

(Rs.in lakhs)

Grant Allocated	Grant Released	Expenses incurred
-	2.00	

Indian Institute of Advanced Study (IIAS), Shimla: The Inter-University Centre for Humanities and Social Sciences came into existence in January 1991 at the Indian Institute of Advanced Study (IIAS), Shimla, with the signing of a Memorandum of Understanding between the University Grants Commission (UGC) and the Institute. The IIAS, in its forty-eight old years of existence, has created a niche for itself in theworld of scholarship by way of pursuit of higher research and life of scholarly reflection and contemplation. It has a residential scholarly community of over thirty-five Fellows, each engaged in his or her research, but, at the same time, taking active part in the academic life of the community.The Associates of the Inter-University Centre are drawn from colleges and universities across the country and in addition to benefitting from the academic ambience; they also gain from the culture of interdisciplinary.

The academic program of the Centre has three basic components:

(i)   Scheme of Associate ship;

(ii)   Organization of Research Seminars in different parts of thecountry; and

(iii)   Holding of Study Weeks on issues of national and international interest at the Institute in Shimla.

Crystal Growth Centre, Anna University, Chennai:

The Crystal Growth Centre, Anna University, Chennai was established in 1982 with the following objectives:-

1.   To develop facilities for Growth and Characterization of crystal of Technological and industrial importance.

2.   To bridge the gap between needy industries and Laboratory Research.

3.   To cater to the needs of various institutions in India with regard to requirements of special crystal for research etc.

Potential for Excellence-Teaching and Research

The University Grants Commission in pursuit of excellence in teaching and research in the Institutions of Higher Education has been providing substantial support to selected universities and colleges through various schemes like University with Potential for Excellence (UPE), Colleges with Potential for Excellence (CPE), Centre with Potential for Excellence in Particular Area (CPEPA)

UGC supported 16 Universities with UPE Programme, and 29 centres with CPEPA Programme. At present 295 colleges are having the 'College with Potential for Excellence' (CPE) status and 19 colleges are having the 'College of Excellence' (CE) Status . As on date total number of colleges are 314 under the scheme CPE. During the year 2021 i.e (1.1.2021 to 31.12.2021, an amount of Rs. 6.41 Crore was released to the 37 colleges under this scheme CPE.

Special Assistance Programme

The Programme is intended to encourage the pursuit of excellence and teamwork in advanced teaching and research to accelerate the realization of international standards in specific fields. The first such programme was initially started as the 'Centre of Advanced Study (CAS)' in 1963. The 'Department of Special Assistance (DSA)' and 'Departmental Research Support (DRS)' programmes were started in the Departments during 1972 and 1977 respectively to create feeder departments for CAS.

Number of departments as on 31.03.2021:

Level/Section	SAP-I (Science)	SAP-II (Science, Engg. & Tech.)	SAP-III (Humanities and Social Science & Languages)	Total
CAS	10	12	7	29
DSA	3	1	-	4
DRS	19	43	37	99
Total	**32**	**56**	**44**	**132**

No Review and induction of new departments has taken place after 2016-17. Expenditure during the year 2021-22 (01.01.21 to 31.12.21) = Rs. 13.67 crore No. of beneficiary department:- 120

Development of Human Resource for Teaching and Research

National Eligibility Test (NET) UGC-NET is a test to determine the eligibility of Indian Nationals for 'Assistant Professor' and award of 'Junior Research Fellowship' in Indian Universities and Colleges. Presently, UGC-NET is being conducted in 81 subjects. The syllabi of all NET subjects are available on UGC Website: www.ugcnetonline.in. Syllabus of Philosophy subject has been updated on the basis of the requests received from various academicians and a group of Hon'ble Member of Parliament.

As per the eligibility conditions for NET, the candidates who are pursuing their Master's degree or equivalent course are required to qualify their Master's degree or equivalent examination with requisite percentage of marks within two years from the date of NET result. Some candidates qualified in UGC-NET and Joint CSIR-UGC Test held in June, 2018, December, 2018 and June, 2019 have not been able to complete their Master's degree or equivalent course due to unavoidable delays in conducting university examination caused by COVID-19 pandemic. In the interest of affected candidates, UGC has taken a decision to extend the last date for completing the Master's degree or equivalent course.

Due to COVID-19 pandemic, December, 2020 Cycle UGC-NET could not be held in time. Hence, December, 2020 and June, 2021 Cycles UGC-NET has been merged. There are 3200 slots for JRF for each UGC-NET. Hence, it has been decided to merge the slots of JRF of both cycles. The said examination is held in December 2021..

State Eligibility Test (SET) During the year 2021, UGC has granted accreditation to following State Nodal SET Agencies for conducting SET:-

(i) Tamil Nadu-SET (Nodal Agency- Annamalai University, Annamalai Nagar, Tamil Nadu).

(ii) West Bengal-SET (Nodal Agency- West Bengal College Service Commission)

(iii) Jammu Kashmir and Ladakh-SET (Nodal Agency- University of Jammu, Jammu)

SWAYAM and e-PG Pathshala

Status of SWAYAM and e-PG Pathshala from 01.01.2021 to 31.12.2021

A. Non-Technology MOOCs for SWAYAM:

1. UGC has notified (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021 on 25th March, 2021. Through these regulations, which now facilitate an institution to allow upto 40% (forty per cent.) of the total courses being offered in a particular programme in a semester through SWAYAM Platform. The credits/ marks obtained by the candidate enrolled in universities for SWAYAM Certificate will be counted in the transcript of the Candidate, only if the University has

adopted MOOCs Courses offered on SWAYAM Platform for Credit Transfer as per the UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021.

2. One hundred and fifty four (154) Universities have come on board for accepting credit transfer for courses offered through SWAYAM platform till today. Number of Universities w.r.t category wise(Central/State/Deemed/Private Universities) accepting Credit Mobility for SWAYAM Courses is as below:-

Type	Total
Central University	27
Deemed University	26
Private University	48
State University	53
Grand Total	154

3. SWAYAM courses also provides teachers the option of adopting blended mode of teaching learning.

4. To enable active participation of the Universities in SWAYAM, UGC requested every University to nominate a faculty member to act as a Single Point of Contact(SPOC) i.e. SWAYAM coordinator for the university and SWAYAM Mentor who would act as a Single Point of Contact(SPOC) for the Colleges. As on date total 244, SWAYAM Coordinator from Universities and 2197, SWAYAM Mentors from colleges have been identified so far. The institutions to which SWAYAM Coordinators and Mentors belong termed as SWAYAM Local Chapters.

5. UGC is in the process of translating 27 SWAYAM Non-Engineering PG MOOCs in 8 regional languages including Hindi, & as on date about 178 translations in 8 regional languages including Hindi has been translated so far.

6. UGC is in the process of empanelment of Vendors for Multimedia Related Works for SWAYAM Project of Ministry of Education, Government of India on Rate Contract basis.

7. MOOCs on the revival of India as Global centre of Buddhist Culture and Tourism (recommended in the meeting Committees of Secretaries (CoS), Cabinet Secretariat on 31st August & 29th October, 2020) is under development.

   i. PG MOOCs courses on History of Indian Buddhism.

   ii. PG MOOCs Courses on Abhidhamma (Pali).

   iii. PG MOOC Course on Buddhist Tourism.

   iv. PG MOOC Course on Buddhist Philosophy.

Notice/Circular issued UGC for SWAYAM in the period 01.01.2021 to 31.12.2021:-

1. UGC issued Public Notice regarding Cautions against fraudulent claims from students of SWAYAM Courses on 09.02.2021.

2. UGC issued Public Notice regarding "Expression of Interest for Developing Under-Graduate MOOCs for SWAYAM" in 520 Courses under 17 subjects i.e. History, Public Administration, Sociology, Political Science, Anthropology, Commerce, Geography, Psychology, Economics, English, Hindi, Sanskrit, Chemistry, Computer Science, Mathematics, Physics, and Environmental Science on 11.02.2021.

3. UGC issued Letter regarding University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021 on 26/03/2021.

4. UGC issued Letter regarding Comprehensive database on all Buddhism related courses in India on 12.03.21.

5. UGC issued Letter regarding 83 UG and 40 PG SWAYAM MOOCs to be offered in July-October Semester, 2021 on 28/05/2021.

6. UGC issued public notice on SWAYAM Examinations for the Courses offered during January-April-2021 semester 09/08/2021.

7. UGC has issued a Public Notice on 10th December 2021 regarding the examination scheduled for the SWAYAM courses offered in July 2021 semester.

8. UGC issued a letter on 10th December 2021 regarding the courses to be offered in January 22 semester on SWAYAM platform. A press release has also been issued .

9. UGC issued Public Notice reg. Clarification regarding SWAYAM Examination dates for the July, 2021 Semester courses on 20/12/2021.

Details of SWAYAM Non-Engineering UG & PG Courses offered from 01.01.21 to 31.12.2021 through CEC (An IUC of UGC):-

• 78 UG and 46 PG Non-engineering MOOCs Courses were offered on SWAYAM Platform for the session January-April, 2021. Total Students enrolled in 78 UG and 46 PG Courses is approx 2 lakh 88 thousand.

• 82 UG and 40 PG Non-engineering MOOCs Courses were being offered on SWAYAM Platform for the session July-October, 2021. Total Students enrolled in 82 UG and 40 PG Courses is approx 1 lakh 77 thousand..

B. e-PG Pathshala : Online Gateway of PG Courses

1. The National Mission on Education through information Communication Technology (NME-ICT) is envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education institutions at any-time anywhere mode.

2. It is one of the largest OER repositories in India having content of PG courses.

3. It Provides high quality e-content for PG programmes for the benefit of the teachers and students. It also Address disparities of various kinds such as rich/poor, urban/rural, cast and religion based disparities, geographical disparities, regional disparities etc.

4. 778 papers, with 23000 plus e- modules in 67 Subjects have been developed, out of 23 subjects covers the entire syllabus/curriculum.

5. About 1.3 crore plus visitors including international visitors have visited the e-PG Pathshala site. The details of international visitors are :-

• USA :- 11843,

• UK : - 7190,

• Australia:- 8615,

• Russia : - 13579,

• Pakistan : - 7215,

• UAE : -3924,

- China :- 28745,
- New Zealand:- 366,
- Japan :- 6722,
- Germany : 23592.

6. Total YouTube subscriber on Vidya-Mitra Channel is 5,57,000 with a 63,864,531 video views.

7. E-PG Pathshala received award from Hon'ble President for creation of outstanding and large number of e-Content in 2017.

8. VIDYA-MITRA received Open Education Awards for Excellence in the categories of Open Resources, Tools & Practices in 2018.

9. e-PG Pathshala content are being used by universities for blended learning.

10. Content of the e-PG Pathshala has been distributed through I-LMS to several universities for their learning Management System.

11. Two by-product viz. e-Pathya (Offline Access to all e-PG Videos) and e-Adhyayan (e-Books): has been developed.

12. Recently, due to COVID-19 Lockdown the ePG Pathshala website has been used widely across all Universities and several Universities have used ePG Pathshala content as a flip class room.

Human Resource Development Centre (HRDC)

At present there are 66 HRDC (formerly known as ASCs) all over India. These colleges, so established, are conducting specially designed Orientation Programmes for newly appointed lecturers and Refresher Courses for in-service teachers.

(i) Under the allocation of programmes to all the 66 HRDCs, the short term courses on Thematic popularization of NEP 2020 has been recommended.

(ii) UGC has introduced Gurudakshta for Faculty Induction Programme with 10 modules covering the different aspects for mandatory faculty induction programme in order to sensitize and motivate the faculty to adopt learner centered approaches, ICT integrated learning and new pedagogic approaches to teaching-learning assessment tools in higher education which has been enumerated in NEP 2020. An additional dedicated module to be developed for NEP 2020 to educate the faculty about the key initiatives to be undertaken for capacity development of faculty.

One day training workshop/webinars to be conducted for the faculty for NEP 2020. The grant released for the year 2020-21 of Rs.28,08,15,483/- and for the year 2021-22 of Rs.960,00,000/- till date.

Women's Studies/Gender Sensitization

The UGC programme for promotion of women's Studies envisages financial assistance to universities and colleges for setting up centres and cells for Women's Studies. The Centres/Cells are required to undertake research, develop curricula and organize training and extension work in the areas of gender equity, economic self-reliance of women, girls education, population issues, issues of human rights, social exploitation, etc. These activities are expected to contribute not only to social awareness and change but also to academic development.

i. Achievements/ progress from January, 2021 to November, 2021:

➢ At present, 159 Women's Studies Centres have been established in

various Universities and Colleges under this scheme.

➢ UGC has also initiated the process for creation of excusive/independent online portal for Women's Studies Centres.

➢ Details of fund allocation to UGC and its utilization in WS scheme from January, 2021 to November 2021:

Allocated Budget	Grant released by the WS Section from Jan, 2021 to Nov 2021	Remarks
8.50 crore (FY 2020-21)	Rs.1.40 crore (January, 2021 to March, 2021	WS Section has released the grant of Rs.7.54 crore till date (FY 2021-22) to various Universities.
8.51 Crore (FY 2021-22)	Rs.7.54 crore (April, 2021 to November, 2021)	
	Total Rs.8.94 crore (January, 2021 to November, 2021)	Further, the additional budget is required of Rs.10 crore (Recurring) and Rs.8.00 Lakh (Non-recurring) for WS scheme to release the grant for various Universities & Colleges.

ii. UGC has uploaded an advisory dated 19-04-2021 on UGC website regarding WOMEN SAFETY and requested Universities and its affiliated colleges to take the following steps: To add more content in curriculum in addition to gender sensitization about leadership, sacrifice and the remarkable role played by women in all walks of life in order to create a feeling of respect for women and help in addressing the negative mind-set/stereotypes that exist in society and to organize online lectures and webinars on "Women Safety" to make the general public aware of the dignity and respect of women.

Gender Sensitization

Under this scheme, Two Schemes are being dealt by GS section i.e. (i) Gender Sensitization (ii) Gender Champion, the details are as under:

The UGC set up a Task Force to "Review the Measures for Ensuring Safety of Women on Campuses and Programs for Gender Sensitization" on 8th January, 2013, under the Chairmanship of Member UGC, to assess the situation prevailing in all institutions of higher learning to ensure the freedom, safety and security of girls and women, in particular, and the entire youth in general.

Achievements:

i. UGC has issued an advisory on 07-12-2021 for one day awareness programmes on Sexual Harassment in the Work place (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015, in the Universities/affiliated colleges.

ii. UGC has issued following advisories once in a year to the Vice-Chancellors of all the Universities (all advisories available on UGC website i.e. www.ugc.ac.in and saksham.ugc.ac.in):

a) Annual return on cases of Sexual harassment: UGC sends advisory once in a year to the Vice-Chancellors of all the Universities with the request to send the information regarding Annual Return on cases of Sexual Harassment yearly and to constitute an Internal Complaint Committee and also inform the same to

your affiliated colleges with request to fill an online compliance of Gender Audit at SAKSHAM web portal. Latest advisory has been uploaded on 10-06-2021.

To implement the guidelines of Gender Champions: UGC sends advisory once in a year to the Vice-Chancellors of all the Universities with the request to implement the guidelines of Gender Champions and also inform the same to your affiliated colleges with request to fill an online compliance of Gender Champion at SAKSHAM web portal. Latest advisory has been uploaded on 13-07-2021.

Anti Ragging Measures

UGC has been issuing a circular to all universities on dated 23.10.2020, 19.03.2021& 27.10.2021 regarding menace of ragging in higher education and requested to display hoardings, distribute pamphlets etc.

UGC had floated two tenders for the following:-

➢ For Invitation for online request for proposal for setting up complete infrastructure in UGC South Campus & operation of a contact Centre to redress the complaints of Ragging & Racial Discrimination from students of higher education.

➢ For Invitation for online request for proposal (RFP for shortlisting of NGO/ NGA for monitoring of 24×7 Anti-Ragging Helpline, Creating awareness to demote ragging in Universities, Colleges, Associated IT & Database Works. UGC has finalized the Tenders and it will be centralized at UGC south campus.

Now, the process of selection of the firm/vendor/ NGO/NGA is under process.

As the NHRC has accepted "ragging" as a form of human rights abuse. UGC has received some extreme cases of ragging and UGC wants to forward these cases where parents vehemently disagree with the action taken by Universities/ Colleges, to the NHRC to protect the rights. Therefore, UGC had written a letter on 04.03.2020 to National Human Rights Commission to provide time for the meeting to discuss the issue. A meeting on the issue of ragging was held at National Human Rights Commission on 13th March, 2020. The further action in this matter may be taken after receiving the minutes of the said meeting from NHRC.

Anti Ragging Cell of UGC in Coordination with Monitoring Agency & Helpline follow up/close the case with the satisfaction of victim.

Details of Ragging Complaint registered from 01.01.2021 to till date. (as on 17.12.2021)

Complaint received	Complaint closed	Complaint Active
507	348	159

Anti-Ragging Cell has now been in operational from 12-13 years. Over that length of time we have seen a significant increase in numbers of ragging cases. In the past 3-4 years, we have seen the number of ragging cases increased repeatedly on yearly basis. Because of the awareness generated by Media Campaign.

UGC had submitted the original UC to MoE and MoE has been sanctioning a sum of Rupees 5.00 cr. to UGC for creating awareness on Anti Ragging since 2015 for each year. Anti-ragging media campaign for undertaking a publicity campaign against ragging in higher educational institutions in the country during the academic session 2018-19. But as per the details received from FD Division, the amount of Rs 1,65,79,140/- is reflecting instead of Rs. 5.00 Crore under the Anti Ragging Head. Due to this the matter is being pending since March, 2018. And the campaign which has to start in this academic year could not start.

UGC Account Section (FD-II) has refunded the amount of Rs. 2.60.80.059/- to MHRD. MHRD has again sent a letter and requested that UGC furnish the amount of Rs. 2, 60, 80,059/- under Media Campaign. Now ARC has process the file of seek comments from Internal Audit. So that the said matter may be reported to MHRD.

In compliance of the 2nd Amendment in UGC Regulations, it is compulsory for each student and his/her parent/Guardian to submit an online undertaking each academic year at either of the two designated web sites, namely, www.antiragging.in & www.amanmovement.org also uploaded on UGC website dated 28.10.2021.

UGC has revised the procedure for students to file online Anti Ragging Affidavit and sent letter to the Vice-Chancellor of all Universities & the Principal of all Colleges.

National Academic Depository

National Academic Depository (NAD) is a permanent scheme of the Ministry of Education (MoE) implemented by the University Grants Commission (UGC) through a single depository DigiLocker. It is an online storehouse of academic awards (Degrees, Mark-Sheets, etc.) lodged by the Academic Institutions (Universities, INIs, School Boards, etc.) in a digital format. It is facilitates students to get authentic documents/certificates in digital format directly from their original issuers anytime, anywhere without any physical interface.

Achievements & Initiatives

➢ UGC is operating NAD Cell from UGC-NAD Cell, South Campus, University of Delhi, Benito Juarez Marg, New Delhi - 110021.

➢ Designated staff has been appointed for the Cell which includes 1 System Analyst and 1 Data Analyst. A designated email has been provided on the website to report grievances related to NAD.

➢ To cater the grievances, UGC–NAD is using CPGRAMS Portal for any NAD Grievance.

➢ UGC to be authorized to implement NAD as a permanent scheme in co-operation with the DigiLocker, Ministry of Electronics and Information Technology (MeitY) as a single entity of NAD without levy of any user charge.

➢ UGC vide its letter of even number dated 14th July 2021 informed all Academic Institutions (AIs) that DigiLocker is the sole depository for NAD.

➢ UGC has sent letters to all universities regarding the change in depository by speed post.

➢ NAD has conducted Online Webinars to trained and help the universities to register in new NAD-Digilocker system.

➢ First phase of handholding online awareness program of the NAD-DigiLocker was held in the months of February 2021 and March 2021 (more than 10 video conferences were held from 16th February to 25th March 2021).

➢ As part of the media strategy, the TVC & Radio jingle in Hindi (dubbed in 9 regional languages and also in English) & the poster are available on NAD website. UGC request academic institutions to create awareness about NAD among the students through sharing the NAD video/audio/poster on their social media platforms.

➢ The Wikipedia page is up & is being updated regularly by the NAD cell and also manage the other social media platforms of NAD.

➢ The NAD website has been created by NIC, it has been upgrading to make it dynamic.

➢ All the AIs who have been registered have appointed a nodal officer for NAD, whose contact details (email and mobile phone) are available with DigiLocker/ UGC NAD cell.

➢ NAD cell has sent the monthly status report to Ministry.

Data pertaining to the progress of NAD: NAD Status with DigiLocker

S. No.	Particulars	1st January, 2021	31st December, 2021
1	No. of Academic Institutions on-boarded	355	1074
2	No. of academic awards lodged	1.07 Cr	4.82 Cr
3	No. of verification seeking entities registered	382	1097

Travel Grant

Under the Travel Grant scheme the UGC provided grants to 191 teachers in the year 2021.

UGC Chairs

In order to enrich the academic resources of the university system for a deeper reflection on critical issues, the University Grants Commission has formulated the Scheme of Chairs in the name of Nobel Laureates and other illustrious persons who have been either Indian Citizen or are of an Indian Origin. In this background, Chairs are being established in the areas of their outstanding contributions. Since the inception of the scheme, UGC has approved 39 Chairs to be established in Central universities and State Universities.

In addition to 39 Chairs, UGC in collaboration with Ministry of Women and Child Development has selected universities for the establishment of 10 Chairs in the name of renowned women in the name of eminent Women Academician/ Administrator/ Artist/ Scientist/ Social Activist and approval is under process.

Chair Section has also established 04 Chairs in Central/State Universities in 2021-22 which are as under:-

S. No.	Name of Chair	University where the Chair is to be established
1.	Dr. Subramania Bharathi Chair	Banaras Hindu University, Varanasi
2.	Pt. DeenDayal Upadhyaya Chair	University of Allahabad, Pryagraj
3.	Sh. Atal Bihari Vajpaee Chair	Babasaheb Bhimrao Ambedkar University, Lucknow
4.	Yogiraj Baba Gambirnath Chair	DeenDayalUpadhya University

Distance Education

Open & Distance Learning and Online Learning Details for the period 01-01-2021 to 31-12-2021

● **Open and Distance Learning:**

UGC has accorded recognition to 68 HEIs for offering 1071programmes through ODL mode as per UGC (ODL Programmes and Online Programmes) Regulations, 2020 for the academic session January 2021. UGC has accorded recognition to 59 HEIs for offering 1053programmes through ODL mode as per UGC (ODL Programmes and Online Programmes) Regulations, 2020 for the academic session July 2021 (revised as November, 2021).The details

are available on the UGC website at https://deb.ugc.ac.in/. The consolidated details of the HEIs are given below at **Table 1** (Details of HEIs are given at Table 3 and Table -4).

Table 1

Type of HEIs	January, 2021 Number of HEIs	No of Programmes	July, 2021 Number of HEIs	No of Programmes
State Open University	14	485	15	518
Central University	08	57	07	56
State University	26	346	23	376
Private University	14	155	05	63
Deemed to be University	06	28	09	40
Total	68	1071	59	1053

● **Online Learning:**

UGC has accorded recognition/entitlement to 58 HEIs for offering 338 programmes through online mode as per UGC (ODL Programmes and Online Programmes) Regulations, 2020 for the academic session January 2021 and July 2021 (revised as November, 2021). The details are available on the UGC website at https://deb.ugc.ac.in/. The consolidated details of the HEIs are given below at **Table 2**

Table 2

Type of HEIs	Academic session January 2021 & July 2021
Central University	04
Private University	09
Deemed to be University	28
State	17
Total	**58**

Other initiatives

- Notification of UGC (ODL Programmes and Online Programmes) (Amendment) Regulations, 2021 on 1st July, 2021 in the Gazette of India.

- Awareness programme conducted by the UGC to enable the HEIs to aware about all the provisions of regulations for offering ODL and Online programmes.

- UGC has constituted an Expert Committee to review existing ODL and Online Regulatory Framework from the perspective of enhancing access for learners across the Country, increasing Gross Enrolment Ratio and increasing number of Higher Educational Institutions (HEIs) offering ODL/Online programmes and ensuring the quality of ODL and Online education in alignment with the provisions of NEP-2020.

Table 3

List of universities/institutions recognized to offer programmes through Open and Distance Learning mode for the academic session January, 2021:

S.No.	NAME OF HEIs	STATE
	CENTRAL UNIVERSITY	
1.	Aligarh Muslim University, Aligarh	Uttar Pradesh
2.	Jamia Millia Islamia, Delhi	Delhi

S.No.	NAME OF HEIs	STATE
3.	Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, Wardha	Maharashtra
4.	Maulana Azad National Urdu University, Hyderabad	Telangana
5.	Rajiv Gandhi University, Itanagar	Arunachal Pradesh
6.	Tezpur University, Tezpur	Assam
7.	The English And Foreign Languages University, Hyderabad	Telangana
8.	University Of Delhi, Delhi	Delhi
STATE UNIVERSITY		
9.	Acharya Nagarjuna University, Guntur	Andhra Pradesh
10.	Anna University, Chennai	Tamil Nadu
11.	Devi AhilyaVishwavidyalaya, Indore	Madhya Pradesh
12.	Dibrugarh University, Dibrugarh	Assam
13.	Guru Jambeshwar University of Science & Technology, Hisar	Haryana
14.	Himachal Pradesh University, Shimla	Himachal Pradesh
15.	I.K.Gujral Punjab Technical University, Kapurthala	Punjab
16.	Jiwaji University	Madhya Pradesh
17.	Kakatiya University, Warangal	Telangana
18.	Madurai Kamraj University, Madurai	Tamil Nadu
19.	Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot	Madhya Pradesh
20.	Maharishi Dayanand University, Rothak	Haryana
21.	Mangalore University, Konaje	Karnataka
22.	Mysore University, Mysore	Karnataka
23.	Panjab University, Chandigarh	Punjab
24.	Patna University, Patna	Bihar
25.	Punjabi University, Patiala	Punjab
26.	Shivaji University, Kohlapur	Maharashtra
27.	Sri Padmavati Mahila Vishwavidyalayam, Tirupati	Andhra Pradesh
28.	Tamil Nadu Physical Education And Sports University, Chennai	Tamil Nadu
29.	University of Kashmir, Srinagar	Jammu & Kashmir
30.	University of Kerala, Thiruvananthapuram	Kerala
31.	University of Madras, Chennai	Tamil Nadu
32.	University of Mumbai, Mumbai	Maharashtra
33.	University of North Bengal, Siliguri	West Bengal
34.	Vidyasagar University, Midnapore	West Bengal
STATE OPEN UNIVERSITY		
35.	Dr. B.R. Ambedker Open University, Telangana	Telangana

S.No.	NAME OF HEIs	STATE
36.	Dr.Babasaheb Ambedkar Open University, Ahmedabad	Gujarat
37.	Karnataka State Open University, Mysore	Karnataka
38.	Krishna Kanta Handique State Open University, Guwahati	Assam
39.	M.P.Bhoj (Open) University, Bhopal	Madhya Pradesh
40.	Nalanda Open University, Patna	Bihar
41.	Netaji Subhash Open Unversity, Kolkata	West Bengal
42.	Orissa State Open University, Sambalpur	Odisha
43.	Pt. Sundarlal Sharma Open University, Bilaspur	Chhattisgarh
44.	Tamil Nadu Open University, Tamil Nadu	Tamil Nadu
45.	U.P. Rajarshi Tandon Open University, Prayagraj	Uttar Pradesh
46.	Uttarakhand Open University, Haldwani	Uttarakhand
47.	Vardhman Mahaveer Open University, Kota	Rajasthan
48.	Yashwantrao Chavan Maharashtra Open University, Nashik	Maharashtra
PRIVATE UNIVERSITY		
49.	Amity University, Gwalior	Madhya Pradesh
50.	Amity University, Noida	Uttar Pradesh
51.	Assam Don Bosco University, Guwahati	Assam
52.	Calorx Teacher's University, Ahmedabad	Gujarat
53.	Chandigarh University, Chandigarh	Chandigarh
54.	Integral University, Lucknow	Uttar pradesh
55.	Institute Of Chartered Financial Analysts of India, Agartala	Tripura
56.	J.E.C.R.C. University, Vidhani	Rajasthan
57.	Kalinga University, Raipur	Chhattisgarh
58.	Lovely Professional University, Jhalandhar	Punjab
59.	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Katni	Madhya Pradesh
60.	Swami Vivekanand Subharti University, Meerut	Uttar Pradesh
61.	ShriVenkateshwara University, Gajraula	Uttar Pradesh
62.	University Of Petroleum And Energy Studies, Dehradun	Uttarakhand
DEEMED TO BE UNIVERSITY		
63.	Dayalbagh Educational Institute, Agra	Uttar Pradesh
64.	Graphic Era University, Dehradun	Uttarakhand
65.	Jain University, Bengaluru	Karnataka
66.	Jain Vishwa Bharati Institute, Ladnun	Rajasthan
67.	Jamia Hamdard, Delhi	Delhi
68.	Padmashree Dr. D.Y. PatilVidyapeeth, Mumbai	Maharashtra

Table 4

List of universities/institutions recognized to offer programmes through Open and Distance Learning mode for the academic session July, 2021:

S.No.	NAME OF HEIs	STATE
	CENTRAL UNIVERSITY	
1.	Aligarh Muslim University, Aligarh	Uttar Pradesh
2.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha	Maharashtra
3.	Pondicherry University, Kalapet	Pondicherry
4.	Rajiv Gandhi University, Itanagar	Arunachal Pradesh
5.	Tezpur University, Tezpur	Assam
6.	The English And Foreign Languages University, Hyderabad	Telangana
7.	University of Delhi, Delhi	Delhi
	STATE UNIVERSITY	
8.	Acharya Nagarjuna University, Guntur	Andhra Pradesh
9.	Anna University, Chennai	Tamil Nadu
10.	Bharathidasan University, Tiruchirappalli	Tamil Nadu
11.	Calicut University, Malappuram	Kerala
12.	Dibrugarh University, Dibrugarh	Assam
13.	Guru Jambheshwar University of Science and Technology, Hisar	Haryana
14.	Himachal Pradesh University, Shimla	Himachal Pradesh
15.	Jiwaji University, Gwalior	Madhya Pradesh
16.	Kakatiya University, Warangal	Telangana
17.	Kashmir University, Srinagar	Jammu & Kashmir
18.	Maharishi Dayanand University, Rothak	Haryana
19.	Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot	Madhya Pradesh
20.	Manonmaniam Sundarnar University, Tirunelveli	Tamil Nadu
21.	Mysore University, Mysore	Karnataka
22.	Panjab University, Chandigarh	Punjab
23.	Punjabi University, Patiala	Punjab
24.	Rabindra Bharati University, Kolkata	West Bengal
25.	Smt. Nathibai Damodar Thackersey Womens University, Mumbai	Maharashtra
26.	Sri Padmavati Mahila Vishwavidyalayam, Tirupati	Andhra Pradesh
27.	University of Kalyani, Nadia	West Bengal
28.	University of Kerala, Thiruvanthapuram	Kerala
29.	University of Madras, Chennai	Tamil Nadu
30.	University of Mumbai, Mumbai	Maharashtra

S.No.	NAME OF HEIs	STATE
STATE OPEN UNIVERSITY		
31.	Dr. B.R. Ambedker Open University, Telangana	Telangana
32.	Dr. Babasaheb Ambedkar Open University, Ahmedabad	Gujarat
33.	Jagat Guru Nanak Dev Punjab State Open University, Patiala	Punjab
34.	Karnataka State Open University, Mysore	Karnataka
35.	Krishna Kanta Handique State Open University, Guwahati	Assam
36.	M.P.Bhoj (Open) University, Bhopal	Madhya Pradesh
37.	Nalanda Open University, Patna	Bihar
38.	NetajiSubhash Open Unversity, Kolkata	West Bengal
39.	Orissa State Open University, Sambalpur	Odisha
40.	Pt. Sundarlal Sharma Open University, Bilaspur	Chhattisgarh
41.	Tamil Nadu Open University, Tamil Nadu	Tamil Nadu
42.	U.P. Rajarshi Tandon Open University, Prayagraj	Uttar Pradesh
43.	Uttarakhand Open University, Haldwani	Uttarakhand
44.	Vardhman Mahaveer Open University, Kota	Rajasthan
45.	Yashwantrao Chavan Maharashtra Open University, Nashik	Maharashtra
PRIVATE UNIVERSITY		
46.	Chandigarh University, Chandigarh	Chandigarh
47.	Lovely professional University, Jhalandar	Punjab
48.	Suresh GyanVihar University, Jaipur	Rajasthan
49.	Swami Vivekanand Subharti University, Meerut	Uttar Pradesh
50.	University of Petroleum And Energy Studies, Dehradun	Uttarakhand
DEEMED TO BE UNIVERSITY		
51.	B.S. Abdur Rahman Institute of Science and Technology, Chennai	Tamil Nadu
52.	Graphic Era University, Dehradun	Uttarakhand
53.	ICFAI Foundation of Higher Education, Donthanpalle	Telangana
54.	Jain University, Bengaluru	Karnataka
55.	JamiaHamdard, Delhi	Delhi
56.	Kalasalingam Academy of Research and Higher Education, Srivilliputtur	Tamil Nadu
57.	Koneru Lakshmaiah Education Foundation, Vaddeswaram	Andhra Pradesh
58.	Padmashree Dr. D.Y. PatilVidyapeeth, Kolhapur	Maharashtra
59.	Vignan's Foundation for Science, Technology and Research, Guntur	Andhra Pradesh

Table 5

Details of Entitled/Eligible Higher Educational Institutions (HEIs) for running Online Courses by UGC

S.No.	Name of the University	HEI Type
1	Maharishi Dayanand University, Haryana	State University
2	Amity University, Uttar Pradesh	Private University
3	Vellore Institute of Technology, Tamil Nadu	Deemed-To-Be-University
4	University of Madras, Tamil Nadu	State University
5	Bharath Institute of Higher Education and Research, Tamil Nadu	Deemed-To-Be-University
6	Datta Meghe Institute of Medical Sciences, Maharashtra	Deemed-To-Be-University
7	Manipal Academy of Higher Education, Karnataka	Deemed-To-Be-University
8	JSS Academy of Higher Education & Research, Karnataka	Deemed-To-Be-University
9	Jamia Hamdard, Delhi	Deemed-To-Be-University
10	Ramakrishna Mission Vivekananda Educational and Research Institute, West Bengal	Deemed-To-Be-University
11	Shiv Nadar University, Uttar Pradesh	Private University
12	Dayalbagh Educational Institute, Uttar Pradesh	Deemed-To-Be-University
13	Aligarh Muslim University, Uttar Pradesh	Central University
14	ICFAI Foundation for Higher Education, Telangana	Deemed-To-Be-University
15	BharathiarUniversity Tamil Nadu	State University
16	AlagappaUniversity, Tamil Nadu	State University
17	Amrita Vishwa Vidyapeetham, Tamil Nadu	Deemed-To-Be-University
18	Karunya Institute of Technology and Sciences, Tamil Nadu	Deemed-To-Be-University
19	S.R.M. Institute of Sciences and Technology, Tamil Nadu	Deemed-To-Be-University
20	Sathyabama Institute of Science and Technology, Tamil Nadu	Deemed-To-Be-University
21	Shanmugha Arts, Science, Technology & Research Academy, Tamil Nadu	Deemed-To-Be-University
22	Periyar University, Tamil Nadu	State University
23	Dr. M.G.R. Educational and Research Institute, Tamil Nadu	Deemed-To-Be-University
24	Madurai Kamaraj University, Tamil Nadu	State University
25	Hindustan Institute of Technology and Science (HITS), Tamil Nadu	Deemed-To-Be-University
26	Bharathidasan University, Tamil Nadu	State University
27	Anna University,Tamil Nadu	State University
28	Banasthali Vidyapith, Rajasthan	Deemed-To-Be-University

S.No.	Name of the University	HEI Type
29	Manipal University, Rajasthan	Private University
30	Guru Nanak Dev University, Punjab	State University
31	Chandigarh University, Punjab	Private University
32	Mizoram University, Mizoram	Central University
33	Bharati Vidyapeeth, Maharashtra	Deemed-To-Be-University
34	SYMBIOSIS International, Maharashtra	Deemed-To-Be-University
35	Narsee Monjee Institute of Management Studies, Maharashtra	Deemed-To-Be-University
36	Padmashree Dr. D.Y. Patil Vidyapeeth, Maharashtra	Deemed-To-Be-University
37	Devi AhilyaVishwavidyalaya, Madhya Pradesh	State University
38	Yenepoya, Karnataka	Deemed-To-Be-University
39	University of Mysore, Karnataka	State University
40	Jain, Karnataka	Deemed-To-Be-University
41	Kuvempu University, Karnataka	State University
42	Mahatma Gandhi University, Kerala	State University
43	University of Jammu, Jammu and Kashmir	State University
44	Kurukshetra University, Haryana	State University
45	Guru Jambeshwar University of Science and Technology, Haryana	State University
46	O.P. Jindal Global University, Haryana	Private University
47	Jawaharlal Nehru University, Delhi	Central University
48	Jamia MalliaIslamia University, Delhi	Central University
49	Gandhi Institute of Technology and Management (GITAM), Andhra Pradesh	Deemed-To-Be-University
50	Koneru Lakshmaiah Education Foundation, Andhra Pradesh	Deemed-To-Be-University
51	Andhra University, Andhra Pradesh	State University
52	Dr. D.Y Patil Vidyapeeth, Mahrashtra	Deemed -To-Be-University
53	B.S Abdur Rahman, Tamil Nadu	Deemed- To-Be-University
54	Vignan's Foundation for Science, Technology and Research, Andhra Pradesh	Deemed- To-Be-University
55	Lovely Professional University, Punjab	Private University
56	Kalasalingam Academy of Research and Higher Education, Tamil Nadu	Deemed- To-Be-University
57	G.L.A University, Uttar Pradesh (Eligible)	Private University
58	Manav Rachna International Institute of Research and Studies, Haryana (Eligible)	Private University

- **Pay Scale**
  - The Commission considered and approved leave encashment benefit for teacher who had retired when UGC Regulations 2010 was in operation- The report has been submitted to MoE for their concurrence
  - The final report of the Anomaly Redressal Committee related to University Grants Commission on Minimum Qualification for appointment of Teachers and Other Academic Staff in Universities and Colleges and Measurer for the Maintenance of Standards in Higher Education 2018 has been submitted to MoE for their concurrence
  - Clause 3.10 of UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities & Colleges & Other Measures for the Maintenance of Standards in Higher Education,2018 has been amended as-

"The Ph.D Degree shall be a mandatory qualification for direct recruitment to the post of Assistant Professor in Departments of the Universities with effect from 01.07.2023".

International Cooperation

The University Grants Commission, on behalf of the Government of India, has been implementing various collaborative academic programmes between India and foreign countries.

Under the Stipendium Hungaricum Programme 173 Indian students awarded in 2021. Under the Indo-Israel Joint Research Programme, third party evaluation of the programme has been

conducted and the report has been submitted to MoE. Various activities and initiatives were undertaken in line with the NEP in 2021 like Guidelines for Internationalisation of Higher Education issued, establishment of 164 Office for International Affairs in Universities, whereas 156 Universities have established Alumni Connect Cell.

The Expenditure incurred for various programmes during the year 2021-2022 is as follows:

Name of the Scheme	Expenditure Incurred (In Lakhs)
CEP	43.50
Indo- Israel Joint Research Project (ISF)	113.45
UGC-UKIERI Thematic Partnerships	59.46
Indo- German Partnership in Higher Education (IGP)	189.86
Raman Fellowships	4.60
Indo-Norway	1.96
StipendiumHungaricum Scholarship Programme	13.56
Indo-US 21st Century Knowledge Initiative	52.00
Total Expenditure	478.39

National Skills Qualifications Framework (NSQF)

The UGC is implementing three schemes viz. Community Colleges, B.Voc Degree Programme, and DeenDayal Upadhyay Centres for Knowledge Acquisition and up-gradation of Skilled Human Abilities and Livelihood (KAUSHAL) under NSQF.

The UGC guide lines for Curricular Aspects, Assessment Criteria and Credit System for Skill based Vocational Courses have defined credits for specific NSQF levels which may utilize as a tool

for equivalence to the academic qualifications at par with equal number of credits awarded by any institution in related specializations.

The National Skills Qualifications Framework (NSQF) is a competency- based framework that organizes qualifications according to a series of knowledge, skills and aptitude. 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. They list down what an individual performing that task should know and also are able to do. These standards can form the benchmarks for various education and training programs to match with the job requirements. Just as each job role may require the performance of a number of tasks, the combination of NOSs corresponding to these tasks form the Qualification Pack (QP) for that job role. The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by National Skill Development Corporation (NSDC) with industry leadership. The curriculum which is based on NOSs and QPs would thus automatically comply to NSQF.

Model Curriculum for Skill based Courses: The UGC, in consultation with NSDC and concerned Sector Skill Councils (SSCs) has developed Qualification Pack. (QP) National occupational standard (NOS) based Curriculum in 45 potential trades. These courses being offered / proposed to be offered may also serve as option of Skills basket for Ability Enhancement Courses and Skills Enhancement Courses under Choice Based Credit System (CBCS).

UGC has been facilitating HEIs to offer skill based programs like B.Voc and M.Voc since 2014. These programs not only address the employment issue but also build linkages between academia and industry.

All schemes of Community College, B.Voc. Degree Programme & DDU KAUSHAL Kendra have been merged under National Skill Qualification Framework (NSQF) and separate guidelines for providing skill based education under NSQF have been issued.

Number of Skill Development Centres (NSQF) (University / College) as on 31.12.2021

Name of the Scheme	No. of Institutions
Community College	188
B.Voc. Degree Programme	289
DDU KAUSHAL Kendras	68
Total	**545**

Year wise details of Grant released for the Scheme of CC, B.Voc. and DDU Kaushal Kendras

(Rs. in crore)

Scheme	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Upto 31.12.2021
Community Colleges	35.89	33.36	22.68	19.24	31.24	30.25	0.42	4.23
B.Voc Degree Institutions	80.64	31.87	10.00	14.55	112.30	47.74	1.88	20.96
DDU Kaushal Kendras	--	98.70	8.93	3.15	12.78	9.30	--	4.71
Total	**116.53**	**163.93**	**41.61**	**36.94**	**156.32**	**87.29**	**2.30**	**29.90**

Central Advisory Board of Education (CABE)

The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. Education Ministers of Member States, representatives of all States and Union Territories, Members of CABE, heads of autonomous organisations, Vice Chancellors of Universities, Secretary, Department of School Education & Literacy and Secretary, Department of Higher Education as Member Secretary, CABE attend the meeting.

Para '25' of Part IV of National Education Policy, 2020, recommends strengthening and empowering the CABE which will have a much greater mandate and a forum for widespread consultation and examination of issues relating to educational and cultural development. The remodeled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with this Ministry and the corresponding apex bodies of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

Action has been initiated for strengthening the CABE in accordance with NEP, 2020 and consultation with concerned stakeholder is in process.

All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct surveys on the facilities 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 taken several initiatives in recent years to bring about changes in the annual Approval Process by introducing greater transparency and accountability through e-governance and simplified the procedures and greater ease in the approval process, after informal and formal interactions with all stakeholders. The Council grants approvals for starting new technical institutions and for introducing new courses or programmes in approved technical institutions. Approvals are accorded in consultation with respective State Governments and affiliating Universities. Approval Process Handbook 2021-22 was published and institutions were approved to run technical programmes, as given below:

Programme	Diploma No. of Institutes	UG No. of Institutes	PG No. of Institutes
Applied Arts and Crafts	46	25	8
Architecture and Planning	56	88	32
Design	-	27	10
Engineering & Technology	3,591	2,895	1,819
Hotel Management & Catering	29	88	3
Management	23	1	3,105
MCA	-		1,027
Pharmacy	448	660	456
Grand Total	**3,994**	**3,626**	**4,787**

Quality Initiatives of AICTE

AICTE Council in 2017 had approved a package of measures to improve quality of technical education in the country. Among these Revision of model curriculum, Induction programme for students, Examination Reforms, Mandatory Internship, are a few to mention. Highlights and progress from select Quality Initiatives during 2021 are as follows:

Model Curriculum

Quality of technical education depends on various factors such as outcome based socially and industrial relevant curriculum, scientific teaching learning process, industry internship and proper evaluation of student's knowledge.

AICTE revamped the existing curriculummodel as per NEP 2020 recommendation and launched outcome based model curriculum for Diploma, Undergraduate and Postgraduate Courses in Engineering and PGDM/MBA Courses. Student internship has been redefined and made mandatory whether in corporate world or at Institutes of National Importance, National Laboratories or in Developments Sector. Universal Human Value Education has been made an integral part of Course Curriculum.

- AICTE has also prepared a Model curriculum of courses as elective/ minor in Emerging Areas viz.; Artificial Intelligence, Internet of Things (IoT), Block Chain, Robotics, Quantum Computing, Data Sciences, Cyber security, 3D Printing and design, Virtual Reality and Model curriculum for minor degree in Solar Energy is in process.

- Model Curriculum for Mechatronics, Bio-Technology and Automobile Engineering have been launched and model curriculum for B. Tech Degree in AI & Data Science, AI & Machine Learning and Robotics & AI is being finalized.

- Model Curriculum for Bachelor Degree in Planning and PG Degree in Planning is launched.

- Programmes in B.Tech with honours/ minor degrees in emerging areas were introduced.

The response of the technical universities and institutions on model curriculum has been overwhelming. Most of the technical universities have adopted the AICTE model curriculum. All these model curriculums are available on AICTE website.

Student Induction Programme (SIP)

A three-week mandatory induction programme 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 programme. The purpose of the programme 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 programme is now a part of the model AICTE UG Curriculum of Engineering. 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 Programme" for implementing the same in technical institutions.

For effective implementation and mainstreaming of SIP, AICTE is organizing Faculty Development Programmes (FDPs) of 3 days & 7/8 days throughout the country. Three Programmes for training of Resource persons for FDPs have also been conducted. The programmes are coordinated through a web portal. Till date more than 271 workshops have been conducted, with over 76000 faculties being trained.

Teachers' Training Policy

Training for all new entrants in the teaching profession in technical institutions has been made mandatory as per AICTE Teacher' Training Policy and they are supposed to complete 8-Course modules prescribed through MOOCS-SWAYAM Platform for their career progression. It is now an integral part of teacher's pay scales and service conditions under 7th Pay revision for Technical Teachers and Gazette notification has been issued accordingly.

Mandatory Internships

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.

A portal has been developed as a one-stop-shop solution for students of AICTE approved institutions. Besides the industries, corporates, non-corporates (SMEs) and start-ups, the portal has on-boarded number of government bodies Ministry of Housing and Urban Affairs (MoHUA), National Highway Authority of India (NHAI), Indian Railways to name a few, as well as several Research organisations. It is envisioned to realize a target of facilitating 1 crore internships by 2025. 37 Union Ministries and 16 PSUs have been requested to provide internships at the portal and sign MoU with AICTE. Along with various ministry and government departments, more than 20000 private organizations are registered on the portal to provide internship opportunities in their organizations.

The internship portal (http://internship.aicte-india.org/) also facilitates integration of classroom knowledge and theory with practical application and skills developed in professional or community settings. This website provides the perfect platform for students to put forth their skills and desires and for companies to place the intern demand and currently 14.20 lakh vacancies are available on the portal and more than 79.1 lakh students are already registered.

Insitutional, Faculty & Student Development Schemes

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

Modernization and Removal of Obsolescence (MODROB) Scheme

The main objective of the scheme (MODROB) is to provide financial support to institutions to equip their laboratories with modern equipment/ infrastructure facilities, keeping in view rapid advancements in technology. Funding for this scheme is limited to Rs.20 lakh per project. In the Financial Year 2021-22, 42 projects costing Rs. 5.39 crore were sanctioned under MODROB Regular. Also114 MODROB projects costing Rs. 14.03 crore were sanctioned to Polytechnics(MODROB-Polytechnics) and 104 projects costing Rs. 12.52 crore to institution who had never received a MODROB project in the past (MODROB- Aspiring Institutes).

- **Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES)**

The scheme aims to support Government/ Government-aided engineering colleges in existence for more than 5 years for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to SC/ST category. Proposals from institutions located in NER, for a 40 seater hostel is also considered.Funding of up to Rs 3.25 crore, is provided to the institute to complete the project within the period of 3 years. Rs. 17.48 crore were released to 20 institutions for construction of Hostel under CAFES-SC/ST during 2021-22.Rs. 6 crore were released to 4 institutions (sanctioned during 2020-21), Rs. 5.75 crore to 4 institutions were sanctioned for construction of Hostel under CAFES-NER during 2021-22, out of which, Rs. 4.25 crore are being released for 3 institutions.

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

A new scheme AICTE-IDEA (Idea Development, Evaluation & Application) Lab was introduced during the year. Facilities for supporting translation of Ideas into prototype and training of students are being created under one roof, to train students on 21st century skills so that their employability is enhanced.

Proposals were invited from institutions having 10 successive EoA (Extension of Approval) in immediate preceding years and at least one live accredited course. Proposals were received and subjected to evaluation, for funding from AICTE's own funds. 49 institutions spread over 17 states have been selected for establishing IDEA Labs in which AICTE contributes up to 50% of the project cost. Rs. 23.85 crore were sanctioned for the institutions selected.

AICTE is establishing two IDEA Labs as part of its ATAL Academies in DeenbandhuChhotu Ram

University of Science & Technology (DCRUST), Murthal (Haryana) and in Muddenhalle Campus of Visvesvaraya Technological University (VTU) near Bengaluru- each at a cost of Rs. 4.42 crore. First instalment of Rs. 1.46 crore has been provided to establish IDEA Labs,to each of these universities which will among other things focus on Faculty Development Programmes.

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

Under this Scheme, free access to e-Journals/ e-Resources to AICTE approved Government/ Government-Aided technical institutes are provided by INFLIBNET Centre, Gandhi Nagar, Gujarat. The subscription amount for these institutions is paid by AICTE to the INFLIBNET Centre. Rs. 3.70 Crore were released to INFLIBNET Centre, ASCE, ASME & Bentham Science to 78 institutes and Rs. 7.43 crore for the subscription to Web of Science & Scopus to 96 institutes.

- **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. 123 QIP Centres are operational in the country for three main verticals- (i) QIP Engineering & Technology- 102 (ii) QIP Pharmacy– 11 (iii) QIP Polytechnic– 10. During 2021-22, Rs. 6.55 crore were released to various QIP Centres.

- **Research Promotion Scheme (RPS)**

RPS aims to promote research in technical disciplines and innovations in established and emerging technologies. Research and

development activities are considered as an essential component of higher education because of their role in creating new knowledge insight by imparting excitement and dynamism to the educational process, thereby making them need based in view of the national requirements. The scheme aims to create and update the general research capabilities of the faculty members of the AICTE approved technical institutes. Institutions are provided funds for this scheme limited to Rs.25 lakh. Under RPS which has variants- General, Rural, NER, Management & SC/ST, Rs. 3.86 crore has been released for implementation of new as well as ongoing projects in the year 2021-22.

- **AICTE Doctoral Fellowship (ADF) Scheme**

ADF (erstwhile National Doctoral Fellowship- NDF) scheme was started in 2018-19 to promote research culture by providing research fellowship of Rs. 31,000/- pm for the first two years followed by Rs. 35,000/- pm for the third year, to meritorious students seeking admission in full-time Ph.D in AICTE approved Technical Institutes, in AICTE approved disciplines. The fellowship is for a period of 3 years with the provision for one-year extension on the recommendation of the respective university based upon the performance of the scholar. In addition, an amount of Rs. 15,000 per annum is givenas contingency grant. During the year 2021-22, Rs19.36 Crore were disbursed to more than 543 beneficiaries.

- **Saksham Scholarship Scheme for differently-abled**

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 lakh per annum to pursue Technical Education. Selected candidates are awarded Scholarships of Rs. 50,000/- (Rs.20000 Contingency amount for 10 months and Rs. 30,000 for Tuition fee). The selection of candidates is made on merit on the basis of qualifying examination to pursue the respective Technical Degree/ Diploma course from any of the AICTE approved institutions.Under this scheme, every year all eligible students will get the scholarship. During the year 2021-22, Rs 2.69 Crore were disbursed to 624 differently- abled students.

- **Margdarshan & Margdarshak Scheme**

Margdarshan Scheme, with an aim to upgrade the standard of Technical Education, was launched during the year 2016-17. Institutions going for accreditation are encouraged to associate themselves with well-established institutions and seek guidance from institutions selected under the Margdarshan Scheme, towards getting the NBA accreditation. A hub-and-spoke system is in place under the Margdarshan Scheme, with an institute of repute pivoting itself as a Mentor (hub) to guide and disperse knowledge to ten technical institutions (spokes) within 200 km.

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

As on 31 December 2021, AICTE has 330 senior academicians nominated as Margdarshaks, out of which 260have been mapped with 450Mentee Beneficiary Institutes (MBIs) for mentoring them. Presently 45 institutes have been nominated as Mentor Institutes (MI) and are mapped with 438 MBIs. Thus, 888 (450+438) MBIs have been facilitated under the scheme, aiming at accreditation from NBA in next few years.

● Free NEAT Coupons to students from disadvantaged sections of the society

Union Education Minister Shri Dharmendra Pradhan distributed 12 lakh free NEAT (National Educational Alliance for Technology) coupons worth Rs.254 crore to SC, ST, OBC, EWS students to access AI and personalised based courses.

Other Activities/ Initiatives

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

SWAYAM

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) Platform is one stop web location for interactive e-contents for all courses from School to University Level (Postgraduate Students) covering all disciplines; high quality learning experience using multimedia on anytime, anywhere; State of the art system that allows easy access, monitoring and certification; peer group interaction and discussion forum to clarify doubts and a hybrid model that adds to the quality of classroom teaching. The courses hosted on SWAYAM are in 4 quadrants– (1) video lectures with multimedia, (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 & multi-media and state of the art pedagogy/ technology.

There are 6007 courses on SWAYAM Platform out of which 5318 courses are Credit courses and the remaining 689 courses are non-credit courses including self-paced courses. As on date, the total number of enrolments on SWAYAM Platform are 2,42,39,191 out of which only a total number of 11,87,915 learners registered themselves for appearing in SWAYAM online Examination. Against the total Registration of 11,87,915 learners, a number of 10,54,972 learners actually appeared for the Examination. Till date, a number of 8,57,964 certificates have been awarded to the

learners, as per statistics received from NPTEL/ IIITM.

AICTE Training and Learning (ATAL) Academies

AICTE in its endeavour to encourage academic excellence in technical education has taken several quality initiatives which also include enhanced impetus on the development of the faculty teaching in colleges across the country. ATAL Academy is one such initiative that has been conducting various Faculty Development Programs (FDPs) for imparting/upgrading faculty knowledge in emerging thrust areas like IoT, ML, AI, Robotics, Blockchain, Renewable energy, AR/ VR etc. ATAL Academy also collaborated and invited experts from various leading corporates such as ArmIndia, Cadence Design Systems, Adobe, Ford Motors, TCS, Wipro, Infosys etc and launched 'TechSaksham" program with Microsoft and SAP.

Given the unprecedented COVID-19 backdrop, this year 1544 scheduled FDPs in various emerging areas were conducted in online mode. Peer Review and comparative learning curves have been some of the methods to assess the effectiveness of the ATAL FDPs. Four ATAL Academies are being established in Jaipur (Rajasthan), Bengaluru (Karnataka), Guwahati (Assam), and Murthal (Haryana) for experiential learning, hands-on and offline (FDPs).

1350 FDPs were conducted with 2,26,721 registered participants and 1,20,722 of them certified. ATAL Academy has been recognized and conferred awards by the World Book of Records– London for outstanding contribution to faculty development.

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

AICTE signed an implementation agreement with the 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. Under this, Council is conducting Technical Education Leadership Development Programme (TELDP) for the senior faculties of AICTE approved institutions. Participants selected for TELDP workshop have to attend three workshops in a year and carry out a Change Management project in their organization to get a certificate from Chartered Management Institution (CMI), UK.

Dudley College of Technology (UK) which imparts training has proposed introduction of an Action Learning Cluster initiative, supporting an initial 40 delegates (10 from each of the 4 geographical regions of the country) to develop local clusters of good practice in their home regions. These delegates will be drawn from the most successful candidates of UKIERI Leadership programme.

As per list provided by Dudley College through British Council, 40 participants were selected and organized into 8 teams. On the basis of geographical location, eight venues were decided for Leadership & Management workshops. First session of workshops at all eight venues in Offline and online mode was successfully completed during 24rd November to 27th November 2022. Followed by Dudley College Training 2 "Improvement Institutional Performance" of 40 Master Trainers during 13th and 14th December 2021.

National Employability Enhancement Mission (NEEM)

National Employability Enhancement Mission (NEEM) Scheme is to offer on the job practical training to enhance employability of a person either pursuing his/ her graduation/ diploma in any technical or non-technical stream. Under the scheme, AICTE has registered NEEM facilitators

who are giving NSQF compliant industrial training to students for a minimum of 3 months and a maximum of 36. Till date, there are 48 NEEM Facilitators and around 5.9 lakh student trainees are enrolled and benefiting by different NEEM facilitators. NEEM scheme at present is under revamping with MoE.

AICTE ChhatraVishwakarma Awards

AICTE instituted Vishwakarma Awards in 2017, to encourage and motivate young students and institutions to raise their performance in their specific domains leading to significant contribution towards the growth and development of the nation as a whole. Applications are invited in two distinct categories: Category-I: Chhatra Vishwakarma Awards (CVA) - for Outstanding Innovative Team (for Students & Mentor) and (b) Category-II: Utkrisht Sansthan Vishwakarma Award (USVA) for exemplary Institutional intervention. Themes for the two categories are Atma Nirbhar Bharat: Vocal for Local and Implementation of National Education Policy-2020 respectively.

Vocational Degree/ Diploma Programme

AICTE in the Academic Year 2018-19, introduced the Vocational Degree/ Diploma Programmes leading to Degree or Diploma in Vocational Education under National Skill Qualification Framework (NSQF) for AICTE approved institutions. Under this scheme, education components are taught by the institute and the skill component by Industry Partner or Skill Knowledge Provider (SKP), approved by AICTE or NSDC or any Government agency. AICTE offered sixteen specializations of different sectors under Bachelor of Vocation (B.Voc.) and Diploma of Vocation (D.Voc.). It received applications from 318 institutes to run Vocational Courses, out of which, 272 institutes (229 existing institutes, 43 new institutes) were approved, with an intake of 23,940.

Prime Minister's Special Scholarship Scheme-PMSSS

The Prime Minister's Special Scholarship Scheme (PMSSS) has undergone some important changes as directed by the Inter-Ministerial Committee (IMC) of Ministry of Education, Government of India. A special thrust was given to ensure quality education by including NBA/NAAC accredited and NIRF Ranked Institutions to J&K and Ladakh students through online counselling process by the AICTE, New Delhi. The scholarships available under the Scheme in Professional Stream (including Engineering) were 2830. Besides, there were 2830 scholarships for General Stream Course and 100 for Medical Stream for the students of Union Territories of J&K and Ladakh to enhance their employment opportunities.

PMSSS Cell, AICTE opened the portal for online registration of aspiring students of Jammu & Kashmir and Ladakh between September 6 and 21, 2021 and for Lateral Entry (diploma students) between October 1 and 13, 2021. 21683 students in HSC (10+2) and 885 students in diploma were declared eligible by the Government of Jammu & Kashmir and Ladakh to participate in the on-line counselling process for 5000 seats and 140 seats in HSC and Diploma (direct admission in 2nd year Engineering stream only) respectively. 5841 meritorious students as per choices filled by them in Professional and General Stream courses were eligible after applying the reservation policy of the Govt. of Jammu & Kashmir, out of which 3986 students have joined the allotted institutions, 140 seats were allotted under lateral entry (diploma students) in Engineering Stream, out of which 102 students have joined the allotted Institutions. It may be noted that total number of 4088 students have joined during academic session 2021-22 except Medical Students, since the NEET counselling is still going on as on date. The officials of PMSSS conducted interactive/

training workshops in the districts of Kargil, Leh, Srinagar, Jammu, Baramullah, Kupwara, Anantnag, Rajouri, Doda, Kathua etc. to inform the aspiring students about the counselling process, joining formalities and addressed their queries.

In view of COVID-19 pandemic in the country, the students were given option either to join the institution physically or through on-line mode as per the situation in the respective State/UT to safeguard the health of the students.

MOE's Innovation Cell (MIC)

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

- 2782 Institution's Innovation Councils (IICs) have been established and are operational in HEIs spreading across India. More than 14500 faculties and students have been trained on relevant aspects and deployed as Innovation Ambassadors to drive the campus I&E ecosystem.

- AICTE approved a two year MBA/PGDM in Innovation, Entrepreneurship & Venture Development during 2019-20. In AY 2021-22, approval was given to21 HEIs to run this course, with an intake of 30.

- 'Yukti 2.0' initiative was launched by Union Education Minister on 23 June 2020, to systematically assimilate technologies with potential commercial information related to

incubated start-ups in our HEIs. 19 teams are selected for the funding.

- Launch of Technical books in regional languages

- AICTE has introduced "AICTE Technical Book Writing and Translation" in 12 scheduled Indian regional languages.

- Accordingly, Technical books have been translated in the following languages on priority post original writing as per AICTE's model curriculum and Outcome based education utilising AICTE's AI based translator tool:-

    (a)   Hindi

    (b)   Marathi

    (c)   Bengali

    (d)   Tamil

    (e)   Telugu

    (f)   Gujarati

    (g)   Kannada

    (h)   Punjabi

    (k)   Odia – Under Progress and is expected to be completed in digital mode by Mid March 22.

Launch of the Technical Books in Regional Languages

National Board of Accreditation (NBA)

The 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 programs offered by Technical Institutions from Diploma to Post graduate level in Engineering & Technology, Management, Pharmacy & Architecture etc. NBA accredits programs offered by Technical Institutions and not the institutions. 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 to make it completely independent administratively as well as financially.

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

NBA does not accredit institutions; instead, it accredits the programs offered by technical/ professional institutions which have graduated atleast two batches. During the calendar year 2021, 1299 programs were considered for accreditation, out of which 1261programs were accredited and remaining 38 programs were not accredited.

During the calendar year 2021, six awareness webinars on out-come based education and accreditation, covering six different states, were conducted benefitting a total number of 8,527 participants. Besides, 2 Orientation Webinars on outcome-based education and accreditation were conducted during this period, wherein 571 Team Chairs/Program Evaluators and 230 Margdarshaks/Margdarshan Institutions benefited respectively.

National Institutional Ranking Framework (NIRF)

India Rankings is an annual exercise that uses the National Institutional Ranking Framework (NIRF) for ranking of institutions of higher education in India in various categories and subject domains. The first and maiden edition of India Rankings was released in 2016 in one category and three subject domains. Subsequently, five annual editions of India Rankings were released using NIRF for the years 2017, 2018, 2019, 2020 and 2021 wherein three categories and seven subject domains were added to the initial one category and three subject domains.

India Rankings 2021 was e-released on 9th September 2021 by Shri Dharmendra Pradhan, Hon'ble Union Minister infour categories, namely Overall, Universities, Colleges and Research Institutions (introduced in the year 2021 for the first time) and seven subject domains, namely Engineering, Management, Pharmacy, Medical, Architecture, Law and Dental.

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SCHEMES & PROGRAMMES

Schemes & Programmes

Indian Knowledge System and Research (IKS&R)

Indian Knowledge System (IKS) Scheme:

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

There is an Indian way that is both sustainable and strives for the welfare of all. The grand vision for the IKS Division of Ministry of Education at AICTE is to initiate a process of training generations of scholars who will show the 'Indian way' to the world. If we want to become the Knowledge Leader in this century and be the 'Vi vaguru', it is imperative that we regain a comprehensive knowledge of our heritage and demonstrate the 'Indian way' of doing things to the entire world. Therefore, the IKS Division of Ministry of Education at AICTE has been established with a vision to *promote interdisciplinary and transdisciplinary research on all aspects of Indian Knowledge Systems (IKS), update and disseminate IKS knowledge for further innovations and societal applications.*

IKS Division Activities in 2021-2022

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

- The IKS Centers program is designed to encourage and fund the establishment of IKS centers across the country with a view to catalyze original research, education and dissemination of the IKS knowledge. The goal of the IKS centers is to act as a catalyst for initiating research, education, and outreach activities in various parts of the country. Fourteen IKS centers will be established throughout the country under this initiative.

- The Competitive Grants Program of the Indian Knowledge Systems is designed to encourage and fund research studies that will contribute to the research mission of the IKS Division. The goal of this initiative is to make catalytic grants that encourage original, serious, and deep scholarly research in the Indian Knowledge Systems and rejuvenate IKS research in India. 45 research proposals will be funded through this initiative in this year.

The IKS Internship program is designed to encourage and enthuse youth to take up deeper study of various topics related to IKS. The focus is to create opportunities for students to contribute and be involved in active research during the summer breaks or anytime during the year. One thousand internships will be funded through this initiative.

IKS Division is working to bring the spirit of NEP 2020 into the educational sector by collaborating with various organizations such as NCERT, AICTE, UGC, CFTIs to develop design case examples, course materials, textbooks, reference materials and MOOCS courses. These initiatives started in 2021 are focused to develop materials for the courses in the next academic year in 2022.

Currently, the IKS expertise are currently dispersed in the country. Many extraordinary experts of IKS are working in silos and very small groups. IKS division has started a large-scale outreach program to reach and build the IKS Researcher networks throughout the country by conducting various thematic, information workshops and online webinars. The basic agenda for conducting the information workshops was to identify different scholars working in the field of IKS all over the country and to create a platform for them to showcase their work. Also, it gave the opportunity to meet certain people who are willing to participate in this movement and join hands to enhance and promote Indian Knowledge Systems. In this year, IKS division has conducted over 24 webinars, 12 physical and hybrid meeting reaching to over 500 IKS Scholars individually.

IKS Division participated in the AICTE's Annual Hackathon event for the first time and proposed five problems to be solved by the young students. These problems ranged from real time translations among various Indian languages to developing Apps for real-time reading and translation of inscriptions.

Research Schemes:

Various research schemes are being coordinated under the division:

S.No.	Research Scheme	Details
1	Impacting Research in Technology (IMPRINT)	IMPRINT is a flagship national initiative of the Govt. launched on Nov 5,2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selection domains. It is a pan IITs and IISc joint initiative seeking to develop roadmap for research. 142 research projects at a total cost of Rs. 320.78 crore for 3 years with jointing funding by MoE and various other department/ministries. Out of 142 projects, 29 have achieved their objectives. Prototypes for 42 and rest projects are being monitoring regularly. **Imprint-II** formulated by merging the schemes IMPRINT and UAY, funded jointly by MoE and DST in 1:1 ratio. Call for proposal for IMPRINT-II have been made by Science and Engineering Research Board (SERB) under DST in Consortium mode. The 3rd party evaluation of the scheme was conducted in FY 2020-21 and report has been accepted by the ministry.

S.No.	Research Scheme	Details
2	UcchatarAvishkar Yojana (UAY)	UAY was announced in the IIT council meeting held on Oct 26,2015 with a view to promoting innovation of a higher order that directly impacts the needs of the industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between 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 MOE. Currently, 136 projects at a total cost of Rs. 360.50 Cr with joint funding by MoE, participating Ministries and Industry are currently under execution. Under the scheme, 57 Projects have since been completed.
3	Research Parks	Research Parks: Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful start-up culture in the country, Research Parks are being established at various IITs/ IISc. A full-fledged Research Park is already functioning in IIT Madras. Research Park at IIT-Kharagpur was inaugurated in Aug 2019. Research Parks at IIT Bombay, IIT Delhi, IIT Kanpur, IIT Guwahati, are in various stages of construction. A Research Park at IIT Gandhinagar is funded by Department of Science & Technology (DST) and is near completion.
4	NationalResearch Foundation (NRF)	NRF is being established to address the pressing need for a professional and comprehensive research and education framework that directs human and material resources towards carrying out well-coordinated research across disciplines and across all types of institutions. The overarching goal of the NRF will be to seed, promote, and foster a culture of research and innovation throughout India's universities, colleges, research institutions, and R&D laboratories. Office of Principal Scientific Adviser is driving the establishment of NRF, which is in advance stages of approval.
5	Training and Research inFrontier Areas (FAST)	Started in 2012, 36 Centers of Excellence (CoEs) have been set and Areas (FAST) topics. Major research topics comprises of. Nanotechnology, Signal Processing, Environmental and water resources, Data Mining and Energy Systems. The total outlay of the project was Rs. 117 Cr
6	Global Initiative of Academic Network (GIAN)	Aims at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India so as to augment the country's existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence. The scheme was started in 2015 and a total of 2101 courses have been approved till date.

S.No.	Research Scheme	Details
7	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 all recognized Universities/Institutes will be Selected as per PMRF guidelines to enroll in the Ph.D. program in IITs/IISc/IISERs & selected CUs/NITs (in NIRF top 25) and would be incentivized by providing attractive rates of fellowship @ Rs.70,000/- per month for the first two years,Rs.75,000/- per month for the 3ra 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, 1509 fellows have been admitted under the scheme, who are pursuing Ph.D. programmes in various Institutes in the country.
8	Scheme for Promotion of Academic and Research Collaboration (SPARC)	Announced in 2018, it aims at improving the research ecosystem of India's Higher Educational Institutions by facilitating and academic and research collaborations between Indian Institutions and the best institutions in the world from 28 selected nations to jointly solve problems of national and/or international relevance. 394 projects have been approved tilldate.
9	Impactful Policy Research in Social Sciences (IMPRESS)	Research projects in policy domains such as State and Democracy, Urban Transformation, Media, Culture and Society. State and The Government of India, in August 2018, had sanctioned the scheme at a total cost of Rs. 414 Cr for implementation up to 31.03.2021. Under the Scheme, 1500 research projects will be awarded for 2 years to support the socialscience research in the higher educational institutions and to enable research to guide policy making.
10	Scheme for Transformational and Advanced Research in Sciences (STARS)	It aims to promote socially relevant research, the following 6 basic thrust areas have been identified: Physics, Chemistry, Biological Sciences, Nanoscience, Data Sciences & Mathematics and Earth Sciences. A total of 141 projects have been approved with a total cost of Rs. 250 Cr.
11	Scheme for Transdisciplinary Research for India's Developing Economy (STRIDE)	The main aim of STRIDE is to identify young talent, strengthen research culture, build capacity, promote innovation and support trans-disciplinary research for developing economy and national development and to fund multi-institutional network of high impact research projects in humanities and human sciences. The scheme was announced in July 2019.

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. From time to time, UGC has been issuing necessary advisories to all the educational institutions. In addition to these measures, UGC has also issued letter to the Chief Secretaries and Higher Education Secretaries of all States & UTs on 19.03.2021 with a request to take strong measures to implement the Anti Ragging Regulations in their respective States/UTs and take stringent action against those flouting the guidelines.

4. UGC issues a circular twice in a year to all universities on dated 27.10.2021 & 30.12.2021 with a request to take necessary steps to ensure zero tolerance of ragging and to adopt the initiative measures taken by UGC to create awareness in all the Universities/Colleges about the ill effects of ragging.

5. In the 13th Inter Council Committee & Sub-Committee to consider the issue of Monitoring of Anti Ragging measures in institutions of higher educational institutions in India was held on 12.04.2021. The recommendation/decision of the committee is as under:

   ➢ The Sub-committee decided to have a much wider consultation from the school principals, school Counselors, Parents & students. A series of interactive webinars were organized to seek their comments & suggestions from across the country. It was noted that NEP 2020 highlights the crucial role of socio emotional development of every child and adolescent as an important component of holistic education. The phenomena of bullying in schools including the rising incidence of cyber bullying invites the attention for urgent interventions with focus on prevention and effective mental health promotion. The emotional and behavioral trauma concurrent upon bullying is to be dealt with effective programs and safety practices. These webinars were organized with technical support of Expressions India, a Non Governmental working extensively in the area of juvenile wellbeing, mental health and life skills development.

➢ It was informed the committee that UGC had held the 19th meeting of the monitoring committee of Anti Ragging under the Chairmanship of Shri Rakesh Kumar Mishra, IPS (Retd.) on 09.04.2021, wherein it was recomended to close the pending cases, which have been pending since 4-5 years systematically and procedure wise.

It was decided that the concerned council will coordinate with UGC and Monitoring Agency for the closure of the pending complaints. So the status may be put before the Anti-Ragging Monitoring Committee, under the Chairmanship of Shri Rakesh Kumar Mishra, IPS (Retd.) in the next meeting.

The Chairperson appreciated the efforts of Prof. Kachroo in making ragging a national concern and also the fact that UGC was conducting the Inter Council Meeting regularly for taking effective measures for curbing the menace of ragging in higher educational institutions. The Joint Secretary, UGC requested all the councils to take effective steps to control the menace of ragging in their institution as per the regulations and also bring down the number of ragging cases. UGC would welcome suggestions if any from different councils.

6. UGC had floated two tenders for the following:-

➢ For Invitation for online request for proposal for setting up complete infrastructure in UGC South Campus & operation of a contact Centre to redress the complaints of Ragging & Racial Discrimination from students of higher education.

➢ For Invitation for online request for proposal (RFP for shortlisting of NGO/NGA for monitoring of 24x7 Anti-Ragging Helpline, Creating awareness to demote ragging in Universities, Colleges, Associated IT & Database Works. UGC has finalized the Tenders and it will be centralized at UGC south campus.

UGC has awarded the work of Establishing & Managing Anti Ragging Contact Centre in the premises of UGC at (i) above to M/s ADC Electrosoftpvt. Ltd, Mayapuri Industrial Area, New Delhi &the process of selection of the NGO/NGA will finalize soon.

As the NHRC has accepted "ragging" as a form of human rights abuse. UGC has received some extreme cases of ragging and UGC wants to forward these cases where parents vehemently disagree with the action taken by Universities/ Colleges, to the NHRC to protect the rights. Therefore, UGC had written a letter on 04.03.2020 to National Human Rights Commission to provide time for the meeting to discuss the issue. A meeting on the issue of ragging was held at National Human Rights Commission on 13th March, 2020. UGC has sent a reminder to NHRC on 20.12.2021 the further action in this matter may be taken after receiving the minutes of the said meeting from NHRC.

Anti Ragging Cell of UGC in Coordination with Monitoring Agency & Helpline follow up/close the case with the satisfaction of victim.

Details of Ragging Complaint registered from 01.01.2021 to 31.12.2021:

Complaint received	Complaint closed	Complaint Active
532	355	177

Anti-Ragging Cell has now been in operational from 12-13 years. Over that length of time we have seen a significant increase in numbers of ragging cases. In the past 3-4 years, we have seen the number of ragging cases increased repeatedly on yearly basis due to the awareness generated by Media Campaign.

UGC has Revised procedure for students to file online Anti Ragging Affidavit and sent letter on 27.10.2021 (available on UGC website: www.ugc.ac.in) to the Vice-Chancellor of all Universities & the Principal of all Colleges to implement the revised procedure and to display the email address and contact number of the Nodal Officer of Anti Ragging of the Universities/Colleges in their website and campus areas like Admission Centre, Departments, Library, Canteen, Hostel, and Common facilities etc. to create awareness about the revised procedure for students to file online Anti Ragging Affidavit.

Ek Bharat Shrestha Bharat (EBSB)

Ek Bharat Shreshtha Bharat programme is for celebrating "Diversity to Realise Unity" 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 exchange. The States/ UTs are grouped in 16 pairs.

28 States, 8 UTs, fourteen Central Ministries (Ministry of Education, Ministry of Youth Affairs & Sports, Ministry of Culture, Ministry of Tourism, Ministry of Railways, Ministry of Information & Broadcasting, Ministry of Defence, Ministry of Home Affairs), are participating in it.

More than 4000 Higher Education Institutions/ Colleges are conducting the activities of Student Interaction/Exchange, Teacher Exchange, Youth Festival, EBSB Day, EBSB Clubs and Translation of Books through State Universities/ Colleges, Central Universities, IITs, IIMs, NITs, IIITs, CFTIs, IISERs and IIEST under Department of Higher Education. Due to COVID-19 pandemic, it was decided to hold activities through digital platforms, which included online quiz/ painting/ debate competitions, webinars on various aspects of paired states, language learning activities, pledge, documentary, etc.

Higher Educational Institutions/ Colleges/ Universities under Department of Higher Education held more than 500 activities of literary, cultural, sports, culinary & student exchanges, online activities, quiz, webinars, etc.. In 2021-22, more than eighty six thousand students across country participated/ witnessed in these activities.

An Indian Language Learning App Innovation Challenge was held through MyGov portal to develop mobile application for learning sentences of common use in 22 Scheduled languages. The mobile app named 'Bhasha Sangam' was launched by Hon'ble Minister for Education and Skill Development and Entrepreneurship on 2nd November, 2021, as part of Azadi ka Amrit Mahotsav. The mobile app is available in both Android and iOS versions. The users can learn more than 100 sentences of common use in 22 Scheduled languages, take an online test and get an e-certificate for the particular language. The app has been downloaded more than one lakh times. On the same day, another mobile app named EBSB India Quiz was also launched which contains 10,000+ questions based on States/ UTs of India.

Bhasha Sangam App Launch Event

Swachh Bharat Abhiyan

Department of Higher Education undertakes various measures under Swachh Bharat Abhiyan to implement the Swachh Bharat Mission, launched by Hon'ble Prime Minister for total sanitation and Cleanliness. This year a massive awareness programme "SwachhataPakhwada" was conducted during 1st – 15th September, 2021 under which various competitions, activities, awareness programmes were conducted in 243 institutions wherein more than 83000 students participated. The Ministry of Education too, conducted pledge taking ceremony, cleaning activities and pasted posters for spreading awareness in its campus.

Rs. 112.87 lakh were released in FY 2020-21 under Swachhta Action Plan. During the FY 2021-22, the budget for Swachhta Action Plan is Rs. 2.40 crore, out of which Rs. 75.50 lakh have been released.

Unnat Bharat Abhiyan 2.0 (UBA)

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

Vision:

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

Mission:

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

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

ii Select suitable rural clusters and effectively participate in the holistic development of these clusters using eco-friendly sustainable technologies and local resources creating sufficient employment opportunities in the process, harnessing multifarious government schemes, customised use of existing technologies and use of knowledge as per the local needs.

iii Reorienting the academic curricula and research programs in higher educational institutions to make them more in alignment with the local needs to bring in holistic development and enrich knowledge of students about issues of villages/ society

UBA Achievements and Strength:

- Able to Create Nationwide network knowledge institution and engagement of Youth.

- Bridging academic program to societal need: Atamnirbhar Bharat.

- Development of Community engagement and social responsibility, a two credit course by UGC.

- Rural Internship program by AICTE for B.Tech.

- India Knowledge system- Devise ways to impart modern principle to the traditional knowledge practices.

- Developed framework for Technology diffusion: Tech4Seva.

- Collaboration with CSIR, TRIFED and NECTAR and Swadeshi startups for rural livelihood trainings and skill up gradation and Rural Entrepreneurship.

- UBA Network is extended to more than 2900 Participating Institutions and 14000+ Villages.

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

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

Under the Scheme, there are various components such as (i) Schools of Education (in Central Universities); (ii) Centres of Excellence for Curriculum and Pedagogy; (iii) Inter-University Centres for Teachers' Education; (iv) National Resource Centre for Education; (v) Centres for Academic Leadership and Education Management; (vi) Innovations, Awards, Teaching Resource Grant, Including Workshop & Seminar; (vii) Subject Networks For Curricular Renewal and Reforms; (viii) Induction Training Programmes of Newly Recruited Faculty In Higher Education; (ix) Annual Refresher Programme in Teaching (ARPIT); and (x) Leadership for Academicians Programme (LEAP) For Senior Academic and Administrative Functionaries.

A total of 98 centers/components (including Annual Refresher Programme in Teaching, Leadership for Academicians Programme and

Faculty Induction Program) have been set up under the Scheme and Rs. 434.78 crores have been released to these institutions till date.

The tenure of PMMMNMTT Scheme ended on 31.03.2021. Further, SFC in its meeting held on 19.08.2021, has appraised the scheme and recommended the continuation of PMMMNMTT Scheme for further 5 years i.e., 2021-2022 to 2025-26. However, the final approval of competent authority is yet to be received.

Some of the achievements under the Scheme are:

• Total Infrastructure developed- 119 numbers of Buildings / Labs/ Studio / Classrooms established and equipment purchased.

• Total beneficiaries- 11.39 lakh faculties through online and offline training modes including 5737 teachers graduated from SoE pre-service programs (B.Ed&M.Ed)

• Total States covered- 23

• The Teacher Innovator Award was held in 2018 recognizing and facilitating five teachers for their innovation in the teaching- learning field. These teachers were selected on a competitive basis from the country. The Award was instituted under the Innovation Award component of the Scheme.

• 1303 Online Activities during Covid time benefitted 3.61 lakh participants through various Online Workshops, Webinar, Video Lectures, Faculty Development Programmes, Online Training, Webinar Series, Online Hands-on Training, Virtual talk Series, Certificate courses, Induction Training/ Faculty Orientation and Virtual International Conference.

• For ARPIT 2020, total enrolment is 80,328 for 48 discipline specific courses and total 6172 candidates successfully completed the course.

Rashtriya Uchchatar Shiksha Abhiyan

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

Objectives of RUSA

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

Progress /Achievement under RUSA 2.0 (2017-20)

Target and Approvals under RUSA 2.0 (2017-20)

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

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

Physical and Financial Progress

In the year 2021-22, an amount of Rs. 229.66 Crores has been released to States/UTs under RUSA as on 31.12.2021.

Technical Education Quality Improvement Programme (TEQIP) Phase-III

Introduction:

Third phase of Technical Education Quality Improvement Programme (TEQIP) was launched on 1st April 2017 as a Central Sector Scheme in collaboration with World Bank at a total outlay of Rs.2660 crore. TEQIP-III was 100% financed by the Government of India with 50% disbursement ($166.34 Million) by the World Bank. TEQIP-III has beensuccessfully concluded on 30th September 2021. The project supported two components. **Component-1:** Improving quality and equity in engineering institutes in focus states. **Component-2:** System-level initiatives to strengthen sector governance and performance.

Coverage:

TEQIP-III was implemented in 19 States/Union Territory (UT) called focus States namely Uttar Pradesh, Madhya Pradesh, Bihar, Jharkhand, Chhattisgarh, Rajasthan, Odisha, Himachal Pradesh, Uttarakhand, 8 North Eastern States and UTs of Jammu & Kashmir and Andaman & Nicobar Islands. Around 100 Institutions/ Affiliating Technical Universities (ATUs) are participating from focus states along with 74 other Institutions/ATUs from 13 Non focus states/ UT and CFTIs for mentoring (twinning).

Objectives:

The objective of TEQIP-III was to enhance quality and equity in selected Govt. and Govt. aided engineering colleges and improve the efficiency of the engineering education system in Focus States

a)   Improving quality and equity in engineering institutions in focus states.

b)   System-level initiatives to strengthen sector governance and performance which include widening the scope of Affiliating Technical Universities (ATUs) to improve their policy, academic and management practices towards affiliated institutions, and

c)   Twinning Arrangements to Build Capacity and Improve Performance of institutions and ATUs participating in focus states.

New Interventions under TEQIP-III:

a)   **Collaborative Research Scheme:** 1609 researchers from 221 institutions worked on 396 Collaborative Research Projects (Research Grant: 47.56 Cr.)

b)   **Competitive Research Scheme in ATUs:** In addition to establishing research hub in ATUs, more than 1000 collaborators worked on 602 R&D projects to promote research collaborations between more than 900 institutions affiliated to ATU.

c)   **Wi-Fi:** Provided Wi-Fi facility to students in 42 TEQIP Institutions

d)   **Digital Infrastructure:** 105 institutions enabled with digital infrastructure (1150 Boards with Wi-Fi connectivity)

e)   **Digital Pedagogy:**Approx 4175 faculty from 103 institutions were trained in Digital Pedagogy

f)   **Future skills:**Training provided in NASSCOM-identified nine future skills to50103 students by 963 IITs trained faculty. Also, assessment for 40000 students was conducted.

g) **Ease of Governance:** Implemented website integrated ERP with 10 modules (Academics, HR, A/C, Purchase, CEC, Hostels, R&D) for 52 institutions (IIT-KGP SMILE). Non SaaS ERP of Delhi University for 40 institutions (Samarth ERP).

Physical Progress under TEQIP-III

The project's performance and progress towards its development objective is rated as satisfactory by the World Bank. Physical progress under TEQIP-III was measured in terms of 4 Project Development Objective (PDOs), 5 Disbursement Linked Indicators (DLIs) and 21 Key Performance Indicators (KPIs). At the time of closing, the project had met or exceeded all the indicators measuring the PDOs and had also met the 3rd year targets for all DLIs. In addition, project had 21 KPIs which also include all four PDOs and 5 DLIs. The progress on the KPIs indicates that all KPIs were either fully or partially achieved.

Besides, the achievement of PDOs, DLIs and KPIs, following are the main achievements under the project:

(i) **Digital Board and Pedagogy:** To improve the quality of technical education through digital learning and pedagogy, a total of 1150 high quality 65" interactive digital boards equipped with latest technology provided in 105 institutions. For effective utilization of the digital board, 4158 faculties were trained for digital pedagogy and 1.5 lakh students are benefitting through these digital learning tools.

(ii) **NBA Accreditation:** Under TEQIP-III, NBA accreditation was one of the key indicators. At the time of closure of TEQIP-III, 52% of the UG programs were accredited or applied for against the target of 50%. Many institutions from States/

UT like Assam, Jammu& Kashmir, Bihar, Chhattisgarh, Tripura etc. got accreditation first time due to inbuilt performance indicator of accreditation.

(iii) **Faculty Reforms:** To address faculty shortage, Ministry of Education/National Project Implementation Unit (NPIU) had engaged 1754 highly qualified graduates (Assistant Professors on contract for 3 years) from Premier Institutions like IITs and NITs to teach more than 1 lakh engineering students at 71 participating focus State Institutions located in underdeveloped areas in the country.

(iv) **Faculty Development Trainings:** 10 IITs and 9 IIMs are imparting faculty development trainings in the areas (*Subject domains, R&D, Pedagogy and, leadership, management development etc.*). More than 19200 faculties were trained during last three years in these areas.

(v) **Employability:** In order to enhance employability and improve placement of students from TEQIP institutions, students were prepared for Future Skill technologies (AI, DS, IoT, CC, CS, BC, 3DP, VR etc.). With the help of NASSCOM, diagnostic test of 32560 students was conducted at 107 institutions.

(vi) **Implementation of AICTE Mandates in TEQIP institutions:** 10-Point AICTE quality mandates (viz. *mandatory internships, induction program for fresher; SWAYAM; Start-up etc.*) were incorporated in Project Implementation Plan (PIP) for TEQIP-III and same was adopted by the institutions/ATUs in their Institutional Development Plan (IDP) and made part of action plan.

(vii) **Exit Exam Training:** In order to improve employability of graduating students

among TEQIP III institutes, TEQIP III had provided training to final year students through Exit examination (GATE Training/ Employability Skill Training) through empanelment of Service providers. The training for AY 2019-20 was completed wherein out of 28411 final year students (among 91 1.1 institutes) 23180 students were provided exit exam training.

(viii) **GATE Results 2020:** The GATE 2019 qualification % of TEQIP institutes 23% exceeded the country average 18%; whereas in GATE 2020 results improved significantly (28% in comparison to country average 19%). A rise of 9% in the result of GATE 2020 of TEQIP institutions make them better than other institutions in India. The qualification % of 1.1 (23%) & 1.3 (35%) institutes also exceed the National average indicating the impact of training provided to the final year students of these institutes.

Financial Progress: Against total Project Outlay of Rs.2660 Cr, funds to the tune ofRs.2419.68 Cr.(90.97%) were released during the project period.

Scholarships

Central Sector Scheme of Scholarship for College and University Students

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

Eligibility: Students who are in top 20th percentile of successful candidates in class XII and having family income upto Rs. 8 lakh p.a. are eligible to apply.

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

Scholarship rate: The rate of scholarship is Rs. 10,000/- p.a. for the first three years and Rs. 20,000/- p.a. for the fourth and fifth year.

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

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

Reservation: 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

(i) Scheme is available in the Umang App and is LGD (Local Governance Directory) compliant having the district level granularity.

(ii) NIC has implemented Aadhaar vault through which Aadhaar number is captured for fresh/ renewal registration purpose.

(iii) Condition of applying for renewal on the basis of marks is relaxed this year due to COVID.

(iv) Demographic and Aadhaar authentication of State Nodal Officer (SNO) and Institutional Nodal Officer (INO) is integrated in NSP, where SNOs and INOs are authenticated through Aadhaar number.

Special Scholarship Scheme for Jammu & Kashmir and Ladakh

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

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

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

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

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

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

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

New initiatives:

(i) Webinars were conducted during Covid-19 for generating scheme awareness among prospective beneficiaries, parents, school principals and other stakeholders.

(ii) Supernumerary seats in National Council of Hotel Management and Catering Technology (NCHMCT) approved institutions increased from 2 seats to 5 seats each respectively. Fee was revised for students in NCHMCT approved institutions from 30,000/- p.a. to 1.25 Lakh p.a.

During the year 2021 (01.01.2021 to 31.12.2021) Rs. 184.00 crore has been released to All India Council for Technical Education (AICTE) for awarding 19,236 scholarships (fresh+renewal).

Central Sector Interest Subsidy and Credit Guarantee Scheme (CSIS)

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

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

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

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

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

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

During the period from 01.01.2021 to 31.12.2021, an amount of Rs. 1190.21 crore has been disbursed in respect of 741974 no. of claims of students.

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

- It will reduce the Non-Performing Asset (NPA) of the Institutions and allow more liquidity, thereby covering more number of students aspiring for higher education which would contribute to increase in the GER in higher education.

- More institutions will come forward in lending loans (including easy and flexi-loans) for educational purpose and this will bring competition and quality in all spheres.

- It will also reduce cases in Debt Recovery Tribunal (DRT) though the banks are expected to take recourse to all alternatives before resorting to the Credit Guarantee Fund.

Central Government is the Settler for the Fund and National Credit Guarantee Trustee Company Ltd. (NCGTC) is the Trustee. During the period from 01.01.2021 to 31.12.2021, an amount of Rs. 350 crore has been released.

External Scholarship:

The Ministry of Education facilitates the selection process of the candidates for the award of Scholarships offered by various countries under Cultural/Educational Exchange Programme for pursuing post-graduation/research/Ph.D. For dissemination and wider publicity of the scholarship offer, the same is displayed on the Ministry's website and is also circulated to UGC, IGNOU, central and state universities. The interested candidates are required to apply online on the portal http://proposal.sakshat.ac.in/scholarship.

In the financial year 2021-22, Rs. 1.00 crore (Rs. One crore) has been allocated for External Scholarship for providing air tickets to scholars selected for award of Chinese Government Scholarship.

The details of scholarships offered by various countries during the year 2021 (from 01.01.2021 to 31.12.2021) have been provided in the table below:

Sl. No.	Country's Name	No. of Nominated Candidates	Selected By Donor Country
1.	South Korea	46	#
2.	Israel	4	1
3.	UK	39	#

 # Not informed by Donor Country till date

In addition to the nomination for above mentioned scholarships, the Ministry also disseminated the information of the following scholarships on its portal 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	Japanese Government [MEXT] Programme 2020	Undergraduate, Master's and Doctoral Degree Courses

In the Italian Government Scholarship, only renewal candidates were offered scholarships.

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. As per US immigration law J-1 visa holders are required to return to their home country for at least two years at the end of their exchange visitor program. If someone is unable to return to one's home country for fulfilling the two-year requirement, one must obtain a waiver from 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 'No Objection Certificate' from the Ministry of Education in respect of any loan or scholarship or any under bond obligation under any scheme administered by the Ministry.

Since 27.02.2016 the applicants are required to apply online for 'No Objection Certificate' on the portal nori.ac.in. Inviting online applications has resulted in bringing transparency, accountability and timely delivery of the service. 1167 letters of "No Obligation' have been issued during the period from 01.01.2021 to 31.12.2021.

Book Promotion

National Book Trust, India

The National Book Trust, India (NBT), an autonomous organization under the Ministry of Education, Government of India, was established in 1957, and is mandated by the Government 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 create a culture of reading and book mindedness inthe society.

Activities of the Trust

(a) Publishing

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 adapted to this changing environment by bringing innovative changesin its publishing and book promotional activities. The Trust has

been able to provide a widevariety of books for all age groups on all subjects. It publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting edge technology for all segments of society and for all age-groups. Moderately priced, the Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates in English, Hindi and other regional languages. The NBT publishes books under 32 series like (a) India– The Land and the People (b) Popular Science (c) Popular Social Science (d) Folklore (e) National Biography and (f) Autobiography of Indians who have made outstanding contribution to wards the development of Indian Society, culture, science, economy, polity, etc. (g) Nehru Bal Pustakalaya (h) Creative Learning (i) Books for neo-literates (j) Aadan Pradan for forging national integration through exchange of creative literature of different regions – as per the *Ek Bharat Shreshta Bharat* (k) Indian Literature (l) Indian Diaspora Studies (m) General Series (n)

Braille books (o) Veergatha Series (p) Women Pioneers (q) Navalekhan Mala (r) Navjagran ke Agradoot (s) Corona Studies Series, etc.

The Trust publishes books in over 55 Indian languages (which includes tribal languages, dialects, and even books in Braille).

While strengthening its ongoing activities, the Trust has also initiated special efforts towards publishing books in many tribal and locall anguages like Dhurbi, Dorli, Gondi, Khadiya, Kudukh, Mato, Mundari, 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 Punjab it opromote the Punjabi language, itsliterature and culture.

During the year 2021, the Trust has brought out 3005 titles in English, Hindi and other Indianlanguagesas under:

Number of titles brought out by NBT in 2021

S.N.	Language	Original	Translation	Reprint	Revised	Total
1	Marathi	2		43		45
2	Assamese	1	26	58	1	86
3	Asuri			3		3
4	Bangla	10	18	148		176
5	Bhatri			3		3
6	Bhumij			3		3
7	Biho			3		3
8	Bilingual	93	18	6		117
9	Birajia			2		2
10	Boro		17	6		23
11	English	18	3	646	12	679
12	Garo			6		6
13	Gondi			3		3
14	Gujarati	1	4			5

S.N.	Language	Original	Translation	Reprint	Revised	Total
15	Halbi			1		1
16	Haryanvi		28			28
17	Himachali			1		1
18	Hindi	56	20	1121	5	1202
19	Ho			3		3
20	Kannada		6	62	1	69
21	Khasi			6		6
22	Khadiya			5		5
23	Kudukh			6		6
24	Maithli	1	1			2
25	Malayalam	3	13	29	1	46
26	Manipuri		15			15
27	Mato			2		2
28	Mundari			6		6
29	Nepali	2	18			20
30	Odia	6	53	147	1	207
31	Punjabi	8	17	68		93
32	Sanskrit		1	6		7
33	Tamil		14	76		90
34	Telugu	2	27	10		39
35	Urdu	3				3
	TOTAL	**206**	**299**	**2479**	**21**	**3005**

Sale and Distribution of NBT Publications

NBT publications are promoted at schools, panchayats, anganwadis, and institutions etc. through display, sales exhibitions, mobile exhibitions and collaboration etc. NBT books are sold at NBT managed 14 Physical bookstores in 12 cities – Agartala, Bengaluru, Chennai, Cuttack, Delhi, Guwahati, Hyderabad, Kochi, Kolkata, Mumbai, Patna and Lucknow. In addition, NBT books are also available at select bookstores, and also at select Airport stores in Delhi, Kolkata, Hyderabad and Bangalore. For the convenience of buyers, NBT books are also available online at its web store **www.nbtindia.gov.in**. NBT has also made its titles available on other digital marketplace like Amazon and Flipkart. In the Calendar year 2021, NBT sold about 3.34 crore copies of its publications.

New Book Promotion Centre in Lucknow

NBT opened its new Book Promotion Center in Lucknow on 6 September 2021at the Concourse Level of Vishwavidyalaya Metro Station, which is adjacent to the Lucknow University campus.

Book Promotional Activities in the 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 organised several literary programmes including an Author-Illustrator workshop held at Gangtok, Sikkim from 23 to 26 March 2021. During the workshop around 40 books were developed including silent books, picture books and story books in Nepali language as well as in bilingual format (Nepali-Bangla & Nepali-English).

In addition, NBT in association with Bodo Writers' Academy organized a three day Bodo children's writers and illustrators workshop from 18 to 20 March 2021 at the Auditorium of Engkhong Publications, Bijni, Bodoland, Assam; and on the occasion of International Children's Book Day, on 2 April 2021, an Open Mic Story Reading Session was organized by Mini Clubhouse at Guwahati, Assam. National Book Trust, India was the Knowledge Partner at the event. Children aged 4-16 years as well as some popular authors and poets from the region participated in the event.

Book Promotional Activities in J&K

National Book Trust, India has been organizing book fairs, mobile exhibitions and other book-related activities like panel discussions, book release functions, seminars etc. across the country to promote book mindedness among people especially among youth and making low-cost books available to book lovers. To further this objective and keeping in mind the ever-growing demands of the book lovers of Jammu & Kashmir, NBT has been organizing such activities in the region for the last many years. During the period under review, the Trust organized a Translation workshop in Kashmiri language at Amar Singh College, Srinagar from 16 to 17 November 2021. Thirty-two young translators and writers participated in the workshop. In the Calendar year 2021, NBT supplied a collection of age-appropriate books for approx. 16,000 schools in Jammu region under Samagra Shiksha.

Organizing of New Delhi World Book Fair 2021

The Trust in collaboration with India Trade Promotion Organizer (ITPO) organized the annual New Delhi World Book Fair: Virtual Edition from 06-09 March 2021 exclusively through the online mode. Dr. Ramesh Pokhriyal 'Nishank', Hon'ble Union Minister of Education inaugurated the fair on 5th March 2021.

The theme of the New Delhi World Book Fair 2021-Virtual Edition was 'National Education Policy-2020.' In this light, a series of programmes highlighting various aspects of NEP 2020 were organized during the NDWBF 2021-Virtual Edition for all stakeholders to discuss the dynamics of its implementation through publishing for various age-groups. During the Fair, more than 30 programs, including webinars, panel discussions, book launches, interactive sessions, international dialogues were organized to discuss the various aspects pertaining to the new education policy.Over 72 speakers and moderators from India and abroad participated in various sessions. As part of the B2B platform of NDWBF, a session on CEOSpeak: a Publishers Forum was organized in association with FICCI on 6 March 2021.

More than 160 stalls were put up by publishers and exhibitors from India and abroad, including 15 foreign countries. With total number of hits on the websitegoing up to 2.4 million, there were more than 4.75k unique daily visitors from 68 countries across the world including US, UK, Canada, Singapore, Ukraine, China, Japan, Netherlands, Germany, UAE, Brazil, Spain, France, Indonesia, Nigeria, etc.

Promotion of Indian Books Abroad

Due to Covid-19 induced restrictions across the globe, the participation was limited. As part of its initiative to promote Indian books abroad, NBT

participated in the following International Book Fairs from Financial Year 2020-21 under the Head of Promotion of Indian Books Abroad. In order to promote Indian books abroad, the Trust participates in various international books fairsby displaying a cross section of representative Indian publications brought out by various Indian publishers. Since 1970, the Trusthas participated inmore than 350 internationalbook fairs. During the period under review the Trust virtually participated in international book fairs, including Colombo International Book Fair, Sri Lanka (18-27 September 2020), Frankfurt Book Fair, Germany (14-18 October 2020), Guadalajara International Book Fair (28 November – 6 December 2020) and Tehran International Book Fair (20 – 25 January 2021).

National Centre for Children's Literature

The National Centre for Children's Literature (NCCL) was set up by the Trust in the year 1993to promote children's literature in all the languages of India. The NCCL is responsible forcreation and translation of children's books and for monitoring, coordinating, planning andaiding the publication of books for children in the country. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners. Duringthe period under review, the NCCL established 2009 Readers' Clubs in UT of Chandigarh and in Uttar Pradesh, taking the total of Readers' Clubs in the country to about 1.30 lakh clubs. In addition, Meet-the-author programme, storytelling session, Readers' Club Orientation programmes (in Lucknow and in Chandigarh) were organized. In addition, three quarterly issues of *Readers' Club Bulletin*, a bilingual magazine for promotion of reading habit among children were also brought out in digital format.

Celebration of NBT Foundation Day

The NBT Foundation Day Lecture, ninth in the series, on 'Books and Reading in Today's India' was organized virtually to mark NBT's 64th Foundation Day celebrations in Vasant Kunj, New Delhi on 01 August 2020. This annual lecture series was initiated in the year 2013. The lecture series aims to bring about the importance of books and reading in today's context and bring in critical thinking by inviting eminent personalities from among women and men of letters, scholars and intellectuals who have made significant contributions to the world of publishing.

India China Translation Programme

In a significant initiative in cultural diplomacy, the Government of India and the Government of 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 an MoU, to translate the 25 Chinese works into Hindi. About 20 Chinese literary works have been assigned for translation of which eight are under various stages of production.

NBT-Financial Assistance Programme

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.

Pustak Parikrama-Organizing Village level Mobile Exhibitions

The mobile exhibitions, popularly known as Pustak Parikrama programme is another mode of promotion of books and reading habit. 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 organized more than 16,000 Mobile exhibitions throughout the country.In the Calendar year 2021, the Trust organized 16 Pustak Parikramas.

Training Course 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 publishing industry. Since the year 2020, NBT has started online publishing course. The Trust organised two online training courses in book publishing (3rd and 4th batch) from 20 February to 16 May 2020 and 06 November 2021 to 30 January 2022, respectively.

Book Clubs

With the ongoing programme of Book Club Membership, NBT provides lifetime membership for with a nominal fee and the members are entitled for a discount of 20% for their lifetime. In the Calendar year 2021, 500 new book club members were enrolled from different parts of the country during January 2021-December 2021.

New Initiatives

Prime Minister's Scheme for Mentoring Young Authors (YUVA)

As part of the Azadi Ka Amrit Mahotsav, the Ministry of Education, Department of Higher Education launched PM-YUVA Mentorship Scheme to trainyoung and budding authors (below 30 years) in order to promote reading, writing and book culture in the country, and project India and Indian writings globally. A total of 75 authors have been selected through an All India Contest conducted in 23 languages from 1 June to 31 July 2021. National Book Trust, India is the Implementing Agency.

Accordingly, National Book Trust, India is undertaking the phase-wise execution of the Schemeunder well-defined stages of mentorship. The books prepared under this scheme will be published by National Book Trust, India; and will also be translated into other Indian languages ensuring the exchange of culture and literature, thereby promoting 'Ek Bharat Shreshtha Bharat.'

New Publishing Series 'India@75'

India is celebrating 75 years of its independence in 2022. To commemorate this historic event, National Book Trust, India has launched a new publishing series 'India @ 75' for young and general readers. The books under this series reflect the momentous, yet wonderful journey of India. They focus on various aspects of India, which has made it a matured, independent and self-reliant nation post-1947 taking forward its ancient wisdom and culture with a progressive and modern vision. The series includes the biographies of renowned freedom fighters as well as unsung heroes of pre-independence era; biographies of noted personalities from all walks of life who made their mark in their respective

fields and contributed towards the development of India; books on dynamic cities of India; major historic events of India; and significant socio-cultural, political and economic ideas and themes that have shaped the destiny of the nation. The series also intends to connect with the young generation and orient them towards positive value-system and an integrated vision of life.

Book Exhibition as part of Azadi ka Amrit Mahotsav

As part of Azadi ka Amrit Mahotsava and to pay tribute to the freedom fighters, NBT exhibited a collection of books on Indian Freedom Fighters in different cities such as Mirzapur, Shahjahanpur, Lucknow, Barelly, Rampur, Muzaffarnagar, Varanasi etc.

Bilingual Books

With the implementation of National Education Policy by the Government of India and its focus on the promotion of mother tongue, National Book Trust, India brought out in the first stage a set of 17 bilingual books (Hindi-English) for children. The first set was released by the Hon'ble Union Minister of Education, Govt. of India as part of NEP Implementation Plan during the inauguration of New Delhi World Book Fair-Virtual Edition on 5th March 2021. These bilingual books have now been published in English-Asamiya, English-Marathi, English-Odia, English-Punjabi, English-Tamil, English-Telugu and English-Urdu.

Braille Books

As part of its initiatives to make books easily accessible to the readers with special needs across India, National Book Trust, India in collaboration with All India Confederation of the Blind (AICB) jointly publish books in Braille for visually impaired readers. The books are not only being brought out in Hindi and English, but also

in other Indian languages like Gujarati, Kannada, Malayalam, Marathi and Tamil languages. These books have been taken from various series under which NBT publishes books like India-The Land and the People, AadanPradan, Young India Library, Popular Science, Popular Social Science, Classics, Creative Learning series, National Biography, Asian Cultural Centre for UNESCO, Nehru Bal Pustakalaya among others. So far, over 360 books have been published.

Books in Tribal Languages

With an objective to promote all major, minor and tribal languages of India, National Book Trust, India has been bringing out books in various tribal languages including Asuri, Bhatri, Bhili, Biho, Bhumij, Bhutia, Birijia, Bodo, Garo, Gondi, Ho, Halbi, Khasi, Kokborok, Lepcha, Mizo, and Santhali. NBT is now bringing out original titles in tribal languages in an innovative trilingual format. A set of books in Gondi-Bhatri-Halbi format including *Nana Mua, Amur Tihar, Bagh Pila –Chendru, Bastar Cho Tihar, Jane Kiya Naad* are being published.

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

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

➢ GS1 element

➢ Registration group element

➢ Registrant element

➢ Publication element

➢ Checkdigit

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

The administration of the ISBN system within a registration group is the responsibility of the ISBN registration agency and in the case of India, it is the Raja Rammohun Roy National Agency for ISBN (RRRNA) presently located at the Jeevan Deep Building, Parliament Street, New Delhi. The ISBN registration agency provides publishers with all the forms of guidance that they need in order to receive ISBNs. The Raja Rammohun Roy National Agency for ISBN allots ISBNs to Publishers, Authors, Government Organizations, Universities and Institutions, etc., who are based in India.

Over a period of time, with the growth of the publishing industry and awareness about ISBN, the requests for issue of ISBN has increased exponentially. Efforts have been made from time to time to streamline the operation of the agency which caters to the requirement of the applicants of the entire country. Accordingly, to streamline the process, the allotment of ISBN has been made completely online through the web portal https://isbn.gov.in/v2. Thus, with effect from 30th April 2016, all the ISBN applications are being processed through the online portal and to further make the process more user-friendly and in line with the norms of International ISBN Agency, London, the existing portal has been enhanced and came in to existence from 09.07.2020 onwards. During the period 1st January, 2021 to 31st December, 2021, over 13,295 new users have been registered on the portal, 17,324 applications have been received for issue of ISBN numbers and 5,18,340 ISBN numbers have been issued to Publishers, Authors, and Seminars against their titles. Depending upon the requirement / usage, the number of ISBNs allotted under various categories during the period 1st January, 2021 to 31st December, 2021, are:-

Category	Approximate number of registered users who were allotted ISBNs
Publishers issued 10 ISBNs	5419
Publishers issued 100 ISBNs	3168
Publishers issued 1000 ISBNs	151
Self-publications by Authors including Seminars and Conferences & individual publisher	8421

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CENTRAL UNIVERSITIES AND INSTITUTIONS

Central Universities and Institutions

Central Universities

Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by providing inter disciplinary studies, and innovation in teaching- learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all-round development of the society in general and the academic institutions around it. The Central Universities are governed by their respective Act, Statutes and Ordinances framed thereunder. There are at present 46 Central Universities fully funded by the Ministry of Education. 45 of them are funded through the University Grants Commission while Indira Gandhi National Open University (IGNOU) is funded directly by the Ministry.

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

The Central Universities are fully funded by the Central Government Budgetary support. During the year 2021-22 (as on 30.01.2022) an amount of Rs.6838.57 Crore (including HEFA) was released to Central Universities excluding IGNOU.

During the year 2021-22, Vice Chancellors of Manipur University, Guru Ghasidas Vishwavidyalaya, Central University of Jharkhand, Central University of South Bihar, University of Hyderabad, North Eastern Hill University, Maulana Azad National Urdu University, Central University of Himachal Pradesh, Central University of Karnataka, Central University of Haryana, Central University of Tamil Nadu, Dr. Harisingh Gour Vishwavidyalaya, University of Delhi, Central University of Jammu, Central University of Rajasthan, Banaras Hindu University and Assam University were appointed.

Sindhu Central University, Ladakh

Hon'ble Prime Minister in his address to the nation on 15th August, 2020 announced to establish a new Central University in the Union Territory of Ladakh.

Central Universities (Amendment) Bill, 2021 has been passed in the Parliament during the Monsoon Session, 2021 for establishment of "Sindhu Central University" in the Union Territory of Ladakh. The Act has been published in Official Gazette on 13th August, 2021.

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

List of Central Universities under Ministry of Education

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

Sl. No.	Name of State/UT	Name of Central University	Year of Establishment
23	Pondicherry	Pondicherry University, R. Venkataraman Nagar, Kalapet, Puducherry – 605 014.	1985
24	Sikkim	Sikkim University, 6th Mile, Samdur, P.O. Tadong, Gangtok, Sikkim-737 102.	2007
25	Tripura	Tripura University, Suryamaninagar, Agartala, Tripura – 799 130.	2007
26	Uttar Pradesh	Aligarh Muslim University, Aligarh, U.P.-202 002.	1920
27		Babasaheb Bhimrao Ambedkar University, VidyaVihar, Rae Bareily Road, Lucknow, U.P. – 226 025.	1996
28		Banaras Hindu University, Varanasi, U.P. - 221 005.	1916
29		University of Allahabad, Allahabad, U.P. - 211 002.	2005
30	West Bengal	Visva Bharati, Shantiniketan, West Bengal – 731 235.	1951
31	Uttarakhand	Hemwati Nandan Bahuguna Garhwal University, Srinagar, Garhwal – 246 174.	2009
32	Tamil Nadu	Central University of Tamil Nadu, Neelakudi Campus, Kangalancherry (Post), Thiruvarur – 610 101	2009
33	Rajasthan	Central University of Rajasthan, NH-8, Bandar Sindri, Dist-Ajmer – 305 801, Rajasthan.	2009
34	Punjab	Central University of Punjab, City Campus, Mansa Road, Bathinda – 151 001, Punjab.	2009
35	Odissa	Central University of Odissa, Central Silk Board Building, Landiguda, Koraput – 764 020.	2009
36	Kerala	Central University of Kerala, Tejaswini Hills, Periye, Kasargod Distt., Kerala 671316	2009
37	Karnataka	Central University of Karnataka, Kadaganchi, Aland Road, Aland Taluk, Gulbarga – 585 311, Karnataka.	2009
38	Jharkhand	Central University of Jharkhand, Ratu-Lohardaga Road, Brambe, Ranchi – 835 205, Jharkhand.	2009
39	Jammu & Kashmir	Central University of Kashmir, Transit Campus:Sonwar, Near GB Pant Hospital, Srinagar – 190 005 (J&K).	2009
40		Central University of Jammu, Bagla (Rahya-Suchani), District Samba, Jammu – 181143, (J & K)	2011
41	Himachal Pradesh	Central University of Himachal Pradesh, PO Box No.21, Dharamashala, Dist-Kangra, Himachal Pradesh – 176215.	2010
42	Haryana	Central University of Haryana, Jant-Pali Villages, Mahendergarh, Haryana – 123 029.	2009
43	Chhattisgarh	Guru Ghasidas Vishwavidyalaya, Main Campus, Bilaspur, Chhattisgarh - 495 009.	2009
44	Bihar	Central University of Bihar, BIT Campus, P.O. – B.V. College, Patna – 800 014.	2009
45		Mahatma Gandhi Central University, Camp Office: Opposite, Circuit House, Motihari, District – East Champaran, Bihar – 845 401.	2016
46	Gujarat	Central University of Gujarat, Near Jalaram Temple, Sector – 29, Gandhinagar – 382 029	2009

World Class Institutions Scheme

Institution of Eminence

As per the budget announcement, the Government approved the scheme of providing Regulatory Architecture for setting up / upgrading of 20 Institutions (10 from 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, UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017 and UGC (Institutions of Eminence Deemed to be Universities) (Amendments) Regulations, 2021 for private Institutions.

Status of the scheme

Ministry of Education on the recommendations of UGC and EEC has selected a total 20 institutions (10 public & and 10 private) for declaration as Institute of Eminence (IoE). The Ministry has notified 08 public institutions as Institutions of Eminence and 03 Private Institutions as Institution of Eminence Deemed to be University so far.

Grants-in-aid released

During the calendar year 2021-22(till Novemberr-2021), Rs 950.155 Crore has been released to the above 08 public institutions i.e., IIT Delhi, IIT Bombay, IISc Bangalore, IIT Madras, IIT Kharagpur, University of Hyderabad, Banaras Hindu University and University of Delhi.

Global Rankings

In the QS World University Rankings-2022, 05 Public Institutions of Eminence namely IIT-Bombay, IIT-Delhi, IISc-Bangalore, IIT-Madras and IIT-Kharagpur have secured rank within top-500 of the global educational institutions.

Deemed to be Universities

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

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

As on 22.11.2021, 126 Institutions deemed to be Universities were functioning in the country. Out of 126 Deemed to be Universities, 36 were Government (Central & State) controlled, 88 Institutions were privately controlled and 2 Institutions were in PPP mode. Out of 88 privately controlled Institutions, 5 Institutions were receiving 100% maintenance grants from UGC. The details of these Institutions are available at https://www.ugc.ac.in.

These Deemed to be Universities are regulated under the provisions of UGC (institutions Deemed to be Universities) Regulations, 2019, as amended from time to time.

Private Universities

Private Universities are established by the Acts of the respective State Legislatures. As on 22.11.2021, 397 State Private Universities were functioning in the country. The details of these Universities are available at https://www.ugc.ac.in. Private Universities are governed as per their respective State Act. These Universities are

regulated by the UGC as per the provisions of the UGC (Establishment of and maintenance of Standards in Private Universities) Regulations, 2003.

Indian Institute of Technology (IITs)

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 funded by the Government withnecessary budgetary support under the Scheme, 'Support to IITs."

Expansion of Quality Technical Education

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

Role of IITs in effectively handling the pandemic caused due to Covid-19

(i) **Research:** IITs have undertaken various Research initiatives of National importance in tackling Covid situation. They played pivotal role in developing low cost RT-PCR machines, kits, ventilators, mathematical modelling of predicting the trend of COVID-19 and successfully placing them at the disposal of State Health Departments. Many of the research products have been commercialised through the Incubation Cells and Start ups set up by these Institutes.

Few of the notable research work done by these institutions includes development of Corona testing kit 'Corosure', research for development of vaccine which can be stored at room temperature, Genome sequencing to identify the variants of Corona Virus, 'COVIRAP' device for rapid diagnostic of pathogenic infection, methods to optimize use of Oxygen in ventilators, development of Oxygen concentrators, low cost portable ventilators, etc.

(ii) **Quality Education during pandemic:** IITs maintained quality education besides taking adequate safety measures for managing COVID-19 situation. IITs have already started online teaching since the commencement of initial lockdown in March'20. Some of the institutions have also developed their own app for online teaching and evaluation. For helping the students facing connectivity issue, the lecture contents were made available even for later use which they can download from anywhere and study. Teachers have interacted through online classes with their students and guided them.

National Testing Agency (NTA)

National Testing Agency (NTA) has been established by the Government in 2018 as a premier, specialized, autonomous and self-sustained testing organization to conduct entrance examinations for admission/fellowship in higher

educational institutions. NTA has successfully conducted 72 examinations (Computer and Internet based - 68, Pen & Paper based-04) since December 2018 (upto July 2021), which include: NEET (UG), JEE (Main), UGC-NET, JNUEE, DUET, ICAR-AIEE, IGNOU, CSIR-NET & AISSEE, etc.

NTA has created a network of Test Practice Centres (TPCs), for the candidates, especially in remote and rural areas to enable them to practice the previous years question papers through Mock Tests and be comfortable in taking a Computer Based Test (CBT). This facility is completely free of cost. Candidates can register online (on NTA website) where they are provided a convenient TPC nearer to their location, to practice on a given computer node.

NTA has conducted major competitive exams in the following scheduled languages:

• NEET (UG) 2021 in Hindi, Assamese, Bengali, Gujarati, Kannada, Malayalam, Marathi, Odia, Tamil ,Telugu, Urdu & Punjabi;

• JEE (Main) 2021 in Assamese, Bengali, Kannada, Malayalam, Marathi, Odia, Punjabi, Tamil, Telugu, Urdu, Hindi, and Gujarati;

• All India Sainik School Entrance Examination (AISSEE) 2021 for Class VI in Hindi, Assamese, Bengali, Gujarati, Kannada, Malayalam, Marathi, Odia, Tamil, Punjabi, Telugu & Urdu.

In order to help the students to practice well for NEET (UG) and JEE (Main) entrance examinations, National Testing Agency (NTA), has launched a Mobile App 'National Test Abhyas' to facilitate candidates' access to high quality mock tests online free of cost. For NEET (UG), 14.11 lakh students have registered in this mobile app for test practice and 81.24 lakh

Sessions of Mock Test have been conducted. For JEE (Main), 9.59 lakh students have registered for test practice and 50.73 lakh Sessions of Mock Test have been conducted. In the interest of students including the most disadvantaged, Government has launched Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), which offers interactive course content such as video lectures, reading material, self-assessment through tests and quizzes and online discussion forum for clearing doubts for students from Class 9 to Post-Graduation. The content can be accessed free of cost by anyone, anywhere at any time. Another initiative of the Government called Indian Institute of Technology - Professor Assisted Learning (IIT-PAL) provides video content in Biology, Chemistry, Mathematics and Physics prepared by IIT Professors for Class XI and Class XII students aspiring to join IITs and other Institutions. The content is available free of cost on dedicated DTH channels of SWAYAM PRABHA.

Focus on Research

To complement the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, a number of steps as detailed below have been taken:-

(i) **Research Parks:** Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, Research Parks are being established at various IITs/ IISc. A full-fledged Research Park is already functioning in IIT Madras. Research Park at IIT-Kharagpur was inaugurated in Aug 2019. Research Parks at IIT Bombay, IIT Delhi, IIT Kanpur, IIT Guwahati, IIT Hyderabad

and IISc, Bangalore are in various stages of construction. A Research Park at IIT Gandhinagar is funded by Department of Science & Technology (DST) and is near completion.

(ii) **Impacting Research and Innovation Technology (IMPRINT):** IMPRINT is a flagship national initiative of the Government, launched on November 5, 2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selected technology domains, viz. health care, energy, sustainable habitat, 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. 320.78 crore for 3 years with joint funding by MoE and various participating Ministries/Departments are currently under execution under IMPRINT-I. Out of 142 projects, 29 projects have achieved their objectives, prototypes are ready for 42 projects andrest projects are being monitored regularly so as to achieve the objectives in the extended period, if needed.

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

Call for proposals under IMPRINT-

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

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

(iii) **Uchhatar Avishkar Yojana (UAY):** UAY was announced in the IIT Council meeting held on October 6, 2015 with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between 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 MOE. Currently, 136 projects at a total cost of Rs. 360.50 crore with joint funding by MOE, participating Ministries and Industry are currently under execution. Under the scheme, 57 Projects have since been completed.

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 all recognized Universities/Institutes will be selected as per PMRF guidelines to enroll in the Ph.D program in IITs/IISc/IISERs & selected CUs/NITs (in NIRF top 25) and would be incentivized by providing attractive rates of fellowship @ Rs.70,000/- per month for the first two years, Rs.75,000/- per month for the 3rd year, and Rs.80,000/- per month in the 4th and 5th years. In addition, a research grant of Rs.2.00 lakh per year for a period of 5 years will be given to each fellow to meet the

cost of presenting research papers. The Scheme has been approved by the Union Cabinet in its meeting held on 07.02.2018. As on date, 1509 fellows have been admitted under the scheme, who are pursuing Ph.D programmes in various Institutes in the country.

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, the competent authority has approved grant of upto 1000 fellowships to students of ASEAN countries to pursue integrated Ph.D programmes in the IITs, at a total outlay of Rs. 300 cr. for 7 years (3 batches). For the students admitted, fellowships will be provided at the same rate as Indian students, along with the yearly research grant, as applicable. The IITs will make provision to cover living expenses of the selected students from their own resources. IIT Delhi is the National Coordinator of this scheme.

Indian Institute of Science, Bengaluru

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

research and development that is among the best such academic facilities in the World.

IISc has been ranked as the top Indian institution in the University and Research categories of the National Institutional Ranking Framework (NIRF) India Rankings 2021.IISc has been ranked as the world's top research university in terms of Citations per Faculty in the QS World University Rankings.

IISc signed a Memorandum of Understanding (MoU) with the Defense Research and Development Organization (DRDO) of the Government of India for the creation of the JATP-Center of Excellence (JATP-CoE) to expand the scope and objective of the existing Joint Advanced Technology Programme (JATP). The JATP-CoE will enable directed basic and applied research with the goal of developing indigenous state-of-the art technologies in strategic areas including advanced aerospace systems and materials, high temperature materials, micro and nano systems, artificial intelligence and robotics, quantum technologies, and more.IISc has also continued its engagement with other universities and organizations. It has signed its first joint PhD agreement with the University of Melbourne in Australia.

Major achievements in the fields of Science and Technology:

1. **Center for Excellence in Quantum Technology (CEQT)**

   IISc, with support from the Ministry of Electronics and Information Technology, has opened CEQT, a center to explore the rapidly growing field of quantum technology.

2. **I-KEN**

   IISc's Knowledge E-Learning Network (I-KEN) has been set up to provide state-of-the-art infrastructure to enable faculty

members to create rich multimedia content for online delivery of courses.

3. **ARTPARK**

IISc has established the AI and Robotics Technology Park (ARTPARK), an innovation hub which aims to address socio-economic problems using mission mode approaches to developing and leveraging cutting-edge technology. Its star attraction is Asha, a robotic avatar nurse.

4. Research on Covid, like virus evolution; developing a 'warm' vaccine that can be stored at room temperature.

5. Creation of a platform called CovidGyan, providing scientifically-validated resources for scientists, journalists, and lay people on COVID-19.

Indian Institutes of Science Education & Research (IISER)

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

Ministry of Education spends about Rs.100-110 cr. a year on each established IISER to ensure world class science education and research. IISERs offer 5-year BS–MS dual degree programme and PhD and Integrated PhD programmes in the basic sciences. While IISER Bhopal even offers a five year BS-MA program in Data Science, IISER Thiruvananthapuram has launched five new undergraduate academic programs named integrated and interdisciplinary sciences (i2 - sciences) BS-MS programmes in Biological sciences, Chemical sciences, Mathematical sciences, Physical sciences and Data Sciences. IISER Pune has included a new Department of Data Science at the institute during 2021.IISER TVM launched the 2-year Master of Science (MSc.) Program in Sciences (Biology, Chemistry and Physics) and Mathematics, the first of its kind for IISERs.

As per the National Institutional Ranking Framework (NIRF) of Ministry of Education 2021, IISER Pune has been ranked 24, IISER Kolkata- 35, IISER Bhopal -50, IISER Mohali-40. IISER Mohali was ranked 3rd in the Nature Index of Indian Academic Institutions.On the 2021 Nature Index Tables, IISER Pune was listed 7th in India, 135th at the Asia-Pacific level, and 389th globally. Both the faculty and students across IISERs have been involved in cutting edge research and have bagged several prestigious awards and fellowships at the national and international levels.A team of 12 students from IISER Pune won a gold medal at the 2021 iGEM synthetic biology competition.

Towards furthering academic collaboration and cooperation, IISERs have entered into Memorandum of Understanding (MoUs) with various national and foreign educational Institutions. IISER Pune signed an MoUwith University of Durham, U.K. towards developing collaboration for a virtual Centre for Teaching Excellence and Pedagogy (vCTEP).IISER Pune and the Indian Agricultural Research Institute, Regional Station, Pune (IARI-RS) have signed a Memorandum of Understanding (MoU) on January 13, 2021 for academic collaboration and

to strengthen each other's research and facilities. Further, IISER Mohali signed MoU with IIT Ropar and CSIR-IMTECH.IISER Tirupati has signed a Memorandum of Understanding with AP State Police on the 4 January, 2021 to design smart solutions for policing challenges in rendering safety and security measures by leveraging scientific research. Also, IISER Tirupati has signed anMoUwith Acharya N. G. Ranga Agricultural University (ANGRAU) to promote and enhance education, academic research and training in fields of, but not limited to, Biological Sciences, Agricultural Sciences, Agricultural Engineering, Humanities and Social Sciences on 22 January, 2021.

Outreach activities by IISERs collaboration with other organizations:

All IISERs have also been actively implementing various flagship programmes of Ministry of Education including Unnat Bharat Abhiyan, Sarva Shiksha Abhiyan, etc. The Institutes have launched &conducted several national and international symposia, workshops and conferences across various higher educational Institutions and schools. In this series:

a)   IISER Pune formally launched technology business incubator, Atal Incubation Centre (AIC) - IISER Pune SEED Foundation (AIC-SEED) in April 2021.

b)   IISER Mohali organized online scientific activity for over 1000 school students. These sessions included talks and activities to encourage students to pursue science.

c)   The Synbio Conclave, an initiative by iGEM IISER TVM, brought together expert exposition on current trends, techniques, and applications in the field of Synthetic Biology.

d)   IISER Tirupati students collaborated with Harvard to fight anemia on August 02, 2021.

Initiatives taken up for the economically and physically challenged students:

The economically challenged students have been facilitated with data plans on a reimbursement basis. In some Institutes, the students lacking the required infrastructure for attending the online classes were considered on priority for return to the campus. In some others, the faculty and staff of the Institute have voluntarily contributed from their personal funds to provide laptops to all the needy students and are considering all options to ensure that everyone gets access to online education during this pandemic situation.

Indian Institutes of Information Technology (IIIT)

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

To address the challenges faced by the Indian IT Industry and growth of the domestic IT market, the Ministry of Education has established 20 new Indian Institutes of Information Technology (IIITs) on Not for Profit Public Private Partnership Mode (N-PPP) basis. All 20 IIITs have been opened under this scheme. These are IIIT Chitoor (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 Sonepat (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).

List of IIITs

IIITs in CFTI (Centrally Funded Technical Institutes) Mode

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

IIITs in PPP (Public Private Partnership) Mode

1. IIIT Sri City Chittoor Andhra Pradesh
2. IIIT Guwahati, Assam
3. IIIT Vadodara, Gujarat
4. IIIT Sonepat, Haryana
5. IIIT Una, Himachal Pradesh
6. IIIT Dharwad, Karnataka
7. IIIT Kottayam, Kerala
8. IIIT Senapati, Manipur
9. IIIT Kota, Rajasthan
10. IIIT Srirangam, Tiruchipalli, Tamil Nadu
11. IIIT Lucknow, Uttar Pradesh
12. IIIT Kalyani, West Bengal
13. IIIT Pune, Maharashtra
14. IIIT Ranchi, Jharkhand
15. IIIT Nagpur, Maharashtra
16. IIIT Bhopal, Madhya Pradesh
17. IIIT Surat, Gujarat
18. IIIT Bhagalpur, Bihar
19. IIIT Agartala, Tripura
20. IIIT Raichur, Karnataka

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

NITs

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

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

Subsequently, during the XIth Plan period, 10 new NITs were 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.

All the 11 NITs have also been declared as "Institutions of National Importance" and brought under the ambit of National Institute of Technology, Science Education and Research (NITSER) Act, 2007 by way of suitable amendments, which got enacted in years 2012 and 2016, respectively.

IIEST, Shibpur

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

The Hon'ble President of India is the Visitor of NITs and IIEST – Shibpur and the Hon'ble HRM is the Chairperson of the Council, the apex decision making body, of these Institutions. The affairs of NITs / IIEST are managed by their respective Board of Governors.

List of NITs and IIEST, Shibpur

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

Sl. No.	Name of the Institute	Name of the State / UTs
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.	IIEST-Shibpur	West Bengal

Indian Institutes of Management (IIM)

Indian Institutes of Management (IIMs) are Institutes of National Importance (INIs), established under IIM Act, 2017 under the administrative control of the Govt. of India (Ministry of Education). IIM Rules, 2018 under the IIM Act, 2017 have been notified in the Gazette of India on 5th December, 2018. There are 20 IIMs and these arecategorised as First Generation, Second Generation and Third Generation IIMs based on year of establishment.

First Generation IIMs: The six IIMs located at Ahmedabad (established in 1961), Kolkata (1961), Bangalore (1973), Lucknow (1984), Indore (1996) and Kozhikode (1997) are called

first generation IIMs. All these Institutes are functioning from their permanent campuses.

Second Generation IIMs: In view of the need for expanding the facilities for high quality management education, seven IIMs were established during the years 2007-2011. The IIM at Shillong (Meghalaya) in the North-East Region of India, commenced its first academic session from 2008-2009. IIMs at Rohtak (Haryana), Raipur (Chhattisgarh), Ranchi (Jharkhand) and Tiruchirappalli (Tamil Nadu) are functioning from the academic year 2010-11. IIMs at Kashipur (Uttarakhand) & Udaipur (Rajasthan) have become functional from the academic year 2011-12. All these IIMs except IIM Ranchi are functioning from their permanent campuses.

Third Generation IIMs: There are seven such IIMs. Six of these IIMs have been established during the year 2015-16 at Amritsar (Punjab), Bodh Gaya (Bihar), Nagpur (Maharashtra), Sambalpur (Odisha), Sirmaur (Himachal Pradesh) and Vishakhapatnam (Andhra Pradesh). The academic sessions of these Institutes have commenced from academic year 2015-16 from their temporary campuses. Another IIM has been established in the year 2016 at Jammu which started its academic session from academic year 2016-17.

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

Activities of IIMs:

A number of courses like Post Graduate Programme in Management (PGP), Executive Post Graduate Programme in Management (EPGP), Management Development Programmes (MDP), Fellow Programme in Management(FPM), etc. are available for the students in all these premier Institutes.

List of IIMs

S.No.	Name of IIMs
1	IIM Ahmedabad
2	IIM Bangalore
3	IIM Calcutta
4	IIM Lucknow
5	IIM Indore
6	IIM Kozhikode
7	IIM Shillong
8	IIM Rohtak
9	IIM Raipur
10	IIM Ranchi
11	IIM Tiruchirappalli
12	IIM Kashipur
13	IIM Udaipur
14	IIM Amritsar
15	IIM Bodh Gaya
16	IIM Nagpur
17	IIM Sambalpur
18	IIM Sirmaur
19	IIM Vishakhapatnam
20	IIM Jammu

Most of the IIMs are self sustained Institutes. This Ministry provides grants to new IIMs which have not yet attained self-sustenance. All IIMs follow Reservation Policy of Government of India for admission of students and recruitment of faculty.

School of Planning & Architecture

Background

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

and research environment for the growth of the Indian economy. Recognizing SPA's national and international eminence, Government of India conferred the 'Deemed to be University' status on the School in 1979. This enabled the School to broaden and deepen its academic horizons by introducing new academic programmes, and by promoting critical research and consultancy activities. The School was declared an "Institution of National Importance" by Government of India under the School of Planning and Architecture (SPA) Act of 2014. The School was placed at the 5th rank under the Architecture category of NIRF Ranking 2020.

School of Planning and Architecture, Bhopal

School of Planning and Architecture (SPA), Bhopal, an Institute of National Importance under the Ministry of Education, Government of India, started in 2008 has been offering higher education in the fields of planning, architecture, and design. SPA Bhopal has always been constantly endeavouring to contribute its share in addressing the challenges related to the built environment through sustainable planning, innovative design, and technological solutions. At present, the institute offers a total of nine academic degree programmes through eight departments. Besides, the institute also offers the doctoral programme. During the calendar year 2021, the institute made excellent progress despite the covid pandemic situation. SPA Bhopal has been one of the forefront runners in delivering the highest quality of education by nurturing the future professionals.

School of Planning and Architecture, Vijayawada

The School of Planning and Architecture, Vijayawada was established in the year 2008 by Ministry of Education, Government of

India. The School has acquired the status of 'institute of National Importance' in the year 2014, after enactment of the School of Planning and Architecture Act 2014. The School has distinguished itself in terms of Potential to grow as a role model in specialized professional education offering Undergraduate and Post Graduate education in Architecture and Planning while at the same time fostering research of high order in these areas.

Council of Architecture

The Council of Architecture (COA) has been established under the Architects Act, 1972, to regulate Architectural Profession in the country apart from maintaining a Register of Architects on all India basis.

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.

Registration of Architects - The Council registers a person, as an Architect under Section 25 of the Act, who resides or carries on the profession of Architecture in India and holds a recognized architectural qualification.

Architectural Institutions - During the year under the report 13 new institutions were granted approval to impart Bachelor of Architecture Courses and 12 existing institutions were granted approval for introduction of PG courses. At present, there are 477 institutions which are imparting recognized architectural qualifications during the academic session 2021-2022 with the approval of Council.

National Institute of Educational Planning and Administration (NIEPA)

The National Institute of Educational Planning

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

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

National Initiative for Design Innovation

Ministry of Education launched the scheme of National Initiative for Design Innovation (NIDI) during FY 2013-14. Under this initiative, 20 new Design Innovation Centres (DICs), one Open Design School (ODS) and one National Design Innovation Network (NDIN), linking together all these institutions are set up at an estimated cost of Rs 240 Crores. Under this scheme, 20 DICs has been set up by co-locating them in existing publicly funded institutes of national reputes, like IIT's, NIT's, central and state universities, to facilitate optimal utilization of the existing resources including faculty and infrastructure. DICs are identified based on the geographical spread to cover the length & breadth of the country and are expected to cover science and technology to liberal arts.

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

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

ODS and NDIN has raised the standards of design education and innovation in the country through various initiatives including the creation of fabrication labs and digital media zones across educational institutions on a large scale.

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OTHER TECHNICAL & VOCATIONAL INSTITUTIONS

Other Technical & Vocational Institutions

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 Education 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 Apprenticeship Training Scheme (NATS)

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

The Cabinet Committee on Economic Affairs approved continuation of National Apprenticeship Training Scheme (NATS) for a further period of 05 years with effect from 01.04.2021 on 24.11.2021. Under NATS, the apprentices are imparted training by the organizations at their place of work. Trained managers, with well-developed training modules ensure that apprentices learn the job quickly and competently. National Apprenticeship Training Scheme (NATS) is one of the flagship programs of Government of India for skilling Indian youth. The scheme is operated as per "The Apprentices Act, 1961" (as amended from time to time) & "The Apprenticeship Rules, 1992" (as amended from time to time).

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

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend which is shared between the Central Government and the Employer on 50:50 basis. The details of stipend rates payable to various categories of apprentices are as follows:-

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

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

National Institute of Advanced Manufacturing Technology Hatia, Ranchi, Jharkhand

National Institute of Advanced Manufacturing Technology (NIAMT), Ranchi, was established in the year 1966 by the Government of India in collaboration with UNDP-UNESCO. It is registered as a society under the Societies Registration Act, 1860. The management of the Institute is vested withthe Board of Governors with the Chairman as its apex and members drawn from All India Council of Technical Education (AICTE), Ministry of Education, Private and Public Enterprises, Technical and R &Dinstitutions.

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

Perched in the untrammeled 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, Shillongon 9th July, 1983 under the Ministry of Home Affairs, Govt. of India to create a base of technical manpower, aimed at meeting the challenges at various level of development in the region. The campus of the Institute is located at Nirjuli, Itanagar, the capital city of Arunachal Pradesh and is well connected to Guwahati by road, air and rail.

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

Sant Longowal Institute of Engineering and Technology, Longowal, Punjab

Set up by the Government of India in 1989, SantLongowal Institute of Engineering and Technology has carved for itself a nice place among the professional institutes and universities of the country. The SantLongowal Institute of Engineering & Technology (Deemed-to-be-University), Longowal (SLIET) was set up by the Ministry of Human Resource Development (Now Ministry of Education), Govt. of India to provide Technical Education in emerging areas of Engineering & Technology under the Rajiv Longowal peace accord.

Cental Institute of Technology Kokrajhar

Central Institute of Technology (CIT), Kokrajhar is a centrally funded institute under Ministry of Education, Government of India. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under the directions of its Board of Governors

(BoG). CIT was established on the 6th day of December, 2006. The genesis of this Institute was the Memorandum of Settlement (MoS) on Bodoland Territorial Council (BTC) signed among the Union Government, the Government of Assam and the Bodo Liberation Tigers, on February 10, 2003. It has been declared as an "Institution Deemed to be University" by the Ministry of Human Resource Development of the Government of India

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

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

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 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 objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

TECHNOLOGY ENABLED LEARNING

Technology Enabled Learning

Natonal Mission on Education Through Information and Communication Technology (ICT)

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

The three cardinal principles of Education Policy viz., access, equity and quality will be served well by providing connectivity to all colleges and universities and providing high quality e-content, free of cost to all learners in the country. NMEICT encompasses all 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 34 Direct to Home (DTH) educational Channels on 24X7 basis for delivery of courses.*

How the projects sanctioned under NMEICT scheme have shaped:

Virtual Labs:

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

ShodhShuddhi:

The Ministry of Education, Govt of India through its initiative called "Shodh Shuddhi" provides access to Plagiarism Detection Software (PDS) to all Universities including Central, State, Deemed and Private Universities as well as Centrally Funded Technical Institutions (CFTIs) in India through central funding to enhance academic integrity in Institutions and also to curb plagiarism w.e.f. September 01, 2019. The program is launched during CABE meeting at Delhi by the Hon'ble Minister of Education and was executed by INFLIBNET Centre, Gandhinagar.

Currently, PDS is being provided to 1059 Universities/Institutions identified by the Centreby creating a User ID and Password for University Coordinators (UC) with admin rights. Admin of the University can create their own users depending on demand. Total 1852619 documents have been submitted for plagiarism, checked by 122921 users since its inception. 4,02,114 documents were submitted from 1st June 2021 to 31st Oct 2021 (2nd year) with a monthly average of 80,422 documents.

Usage Statistics (June-Oct' 21)

Category	Total Member Institutes	Total Documents Submitted	Total Users Created
Central Open University	1	7240	609
Central University	51	252573	9485
Deemed University-Government	34	23116	2529
Deemed University-Government Aided	10	25654	1506
Deemed University-Private	81	130372	15243
Institute of National Importance (CFTI)	144	76153	15422
Institute under State Legislature Act	5	475	101
IUCs of UGC	9	4918	281
State Open University	16	7633	547
State Private Open University	1	0	0
State Private University	332	307511	25617
State Public University	371	806640	44731
Total	**1055**	**1642285**	**116071**

e-Yantra:

e-Yantra is a robotics outreach program funded by the Ministry of Education and hosted at IIT Bombay. The goal is to harness the talent of young engineers to solve problems using technology across a variety of domains such as: agriculture, manufacturing, defence, smart-city maintenance and service industries.

The project trains students in wide variety of technical skills such as Embedded Systems and Robotics, ML, ROS, Simulations, Functional Programming, etc.through e-Yantra Robotics

Competition. The e-Yantra Innovation Challenge (eYIC) is a unique initiative where participants are mentored in Innovation & Entrepreneurship skills. e-Yantra provides platforms that accelerate the building of prototype solutions to real problems. In the pandemic situation, e-Yantra trained and mentored students through online mediums and used simulation softwares as replacement to hardware tools which resulted in great success. Students are immersed in a problem domain and are taught to articulate proposals to solve problems. Engagement of teachers and students in hands-on experiments with robots by way of competition-event is an innovative method of building "student innovators for local disruption."

e-Yantra also helps colleges to set-up Robotics labs/clubs to make it a part of their academic curriculum. More than 2300 colleges across India have benefited from this initiative. About 414 Robotics labs have been setup across India. The training for teachers and students is imparted through online/offline workshops where participants are taught basics of Embedded Systems and programming. e-Yantra uses only Open Source software and tools in its initiatives (www.e-yantra.org).

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

The focus of the FOSSEE (https://fossee.in) project is to promote free and open source software, and to reduce the dependence on commercial software, mainly in academic institutions. This work is carried out by identifying good open source software alternatives to established commercial software and promoting them. The FOSSEE team trains tens of thousands of students and faculty on various software, to the extent they themselves can create useful code and content. This addresses the problem of lack of documentation for open source software. Moreover, this training helps create pockets of excellence in various colleges around the country. Popular activities of FOSSEE are Textbook Companions, Lab Migration, Case Studies, Hackathon, Mapathon, Workshops and Conferences. FOSSEE promotes Scilab, Python, DWSIM, OpenFOAM, OpenModelica, R, QGIS, eSim, Osdag, and Arduino, to mention a few. These resources have been extensively used by colleges across the country during the pandemic.

SWAYAM PRABHA- DTH Educational Channels:

The SWAYAM PRABHA is a group of 34 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite. The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU. Every day, there will be new content for at least (8) hours which would be repeated 2 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinked from BISAG-N, Gandhinagar. The INFLIBNET Centre maintains the web portal.

Hon'ble President of India has launched the SWAYAM Prabha on 9-Jul-2017.

SWAYAM Prabha portal features (http://www.swayamprabha.gov.in/): -

- Comprehensive portal for SWAYAM-PRABHA;

- Login based access for admin stake - holder (Channel coordinator, MHRD, BISAG and DTH-Chennai);

- Searching of video content on different parameter such as channel-wise, subject-wise, etc Panel for channel coordinator to create programme-schedule and metadata creation of each video-content;

- Facilitate to viewers with 'My Library' features and SMS alert (programme-schedule) system

The DTH Channels shall cover the following:-

- **Higher Education:** Curriculum-based course contents at post-graduate and under-graduate level covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc. All courses would be certification-ready in their detailed offering through SWAYAM, the platform being developed for offering MOOCs courses.

- **School education (9-12 levels):** Modules for teacher's training as well as teaching and learning aids for children of India to help them understand the subjects better and also help them in preparing for competitive examinations for admissions to professional degree programmes.

- Mostly courses would be certification-ready in their detailed offering through SWAYAM, the platform being developed for offering MOOCs courses.

- 6 channels are telecasting the lectures giving by IIT professor for IIT/NPTEL courses.

- IIT PAL channel is to assist students of class 11 and 12 prepare for competitive exams and to aspire to join IITs by encouraging scientific thinking and conceptual understanding critical to answer the 'tough' questions of JEE Advanced.

- Live interactive programs with subject matter experts were started by NCERT & NIOS during COVID-19 outbreak, every day, there will be new content for at least (8) hours which would be repeated 2 more times in a day, allowing students to choose the time of his convenience. More than 3000 institutions setup facilities for reception.

- Around 68,000 unique videos of around 48,000 hours have been telecasted.

- Around 9 lakhs+ subscribers and around 4 crores views+ for archival on YouTube.

Indian Research Information Network System (IRINS)

Indian Research Information Network System (IRINS) is the Web-based research information management and network system developed by the Information and Library Network Centre (INFLIBNET) under the National Mission on Education through ICT (NMEICT) -II. The portal facilitates the academic, R&D organizations, faculty members, and scientists to collect, curate and showcase their scholarly communication activities and provides an opportunity to create the scholarly network. IRINS is available as free software-as-service to the academic and R&D organizations in India. It supports the organisation to integrate the existing academic system such as HR system, grant management system, institutional repository, etc. It has been integrated with academic identities such as ORCID ID, Scopus ID, Research ID, Microsoft Academic ID, Google Scholar ID for retrieving scholarly publications and citations. IRINS supports the research scholars and students in finding the desired faculty members in their respective areas of interest for research work and higher studies. The system facilitates the faculty members to share their research contributions to the academic community and bring more visibility to their research works. Also, it supports the faculty members in doing collaborative research in their respective areas of expertise and increasing national and international funding opportunities. IRINS supports policy makers by providing experts for project review and other national-level collaborative projects. As of 1st November 2021, the Centre created 350 instances and connected 62917 faculty members working in the academic and R&D organizations in India. The system retrieved 11.15 lakhs publications metadata and 1.24 crores citations from various sources.

The IRINS provides more significant exposure to the faculty members for sharing their research contributions to the international community and brings more collaborators for multidisciplinary research, and it improves the research metadata quality and reduces the repetitive data entry for various assessment systems. IRINS enables the administrator to build research reports, performance assessments, and strategically analyse the research progress for better decision making on funding, faculty assessment and resource allocation.

National Digital Library of India (NDLI)

Ministry of Education under its National Mission on Education through Information and Communication Technology initiated the National Digital Library of India (NDLI) (**https://ndl.iitkgp.ac.in or https://www.ndl. gov.in**)projectwith the vision of**' One Library – All of India'** to develop a 24x7 service of virtual repository of learning resources with a single-window search/browse facility for democratizing access to educational contents in the country.

It was formally launched on 19.06.2018 at Vigyan Bhawan, New Delhi.

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

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

NDLI launched **National COVID Research Repository** for students, researchers and entrepreneurs seeking to hack the COVID-19 crisis. It covers all aspects of the COVID-19 research,

NDLI is pioneering collaborative activity based learning among school, college and university students by setting up NDLI clubs in educational institutions across the country. Till now more than 2700 Clubs have been set up which have more than 5.9 lakh students as Club members and these Clubs have conducted more than 2600 educational events using resources from NDLI. NDLI is facilitating for implementation of several mandates of NEP-2020. NDLI has published a Copyright Guide for Indian Libraries.NDLI has conducted several high-engaging national webinars for students and teachers through experts to facilitate learning.

➢ NDLI is available as website as well as Mobile App (Android and iOS) and is integrated with UMANG (Unified Mobile Application for New-age Governance).

➢ It is for school students, UG, PG students, Research scholars and Lifelong learners. It contains contents in all Indian languages and more than 300 foreign languages. The contents are in the form of e-books, audio books, lecture materials, video lectures, courses, theses, reports, articles, journal

papers, question papers, solution banks, data sets and simulation tools. Contents cover all subject areas, such as Science, History and Geography, Humanities and Social Sciences, Literature, Fine and Decorative Arts, Engineering and Technology, Management, Law and Medicine.

➢ As of now, NDLI User Interface is available in11 languages (English, Hindi, Bengali, Gujarati, Odiya, Marathi, Tamil, Kannada Telugu, Malayalam and Assamese).

➢ 8.11 crore content harvested from 399 resources in 400 + languages.

1. **Content volume**

   i. Total no. of contents: 8.11crore

   ii. Full-text accessible:

      a. Total: 6.11crore

      b. Open contents: 6.054crore

      c. National licensed contents: 6.24 lakh

2. **Contents sourced from:** 399 sources

3. **Content Type**

   i. Book: 68 lakh

   ii. Article: 4.22crore

   iii. Journals & Proceedings: 4.66 lakh

   iv. Thesis: 7.40 lakh

   v. Questions, Question Papers/Sets, Quizzes, Exercises & Solutions: 1.70 lakh

   vi. Video Lecture: 4.70 lakh

   vii. Web course: 17 thousand

   viii. Simulation: 7 thousand

   ix. Presentation: 2.04 lakh

   x. Others: 2.96crore

4. **Content Subject**

   i. Computer science, Information and General works: 1.66crore

   ii. History and Geography: 11.40 lakh

   iii. Language: 1.95 lakh

   iv. Literature and Rhetoric: 9.62 lakh

   v. Natural sciences and Mathematics: 98.62 lakh

   vi. Philosophy and Psychology: 6.12 lakh

   vii. Religion: 2.32 lakh

   viii. Social sciences: 61.98 lakh

   ix. Technology: 1.27crore

   x. Fine and Decorative arts: 19.52 lakh

5. **Content Language**

   i. Contents available in 400 language

   ii. English: 7.03crore

   iii. Hindi: 1.52 lakh

   iv. Bengali: 2.01 lakh

   v. Telugu: 41 thousand

   vi. Tamil: 29 thousand

   vii. Marathi: 21 thousand

   viii. Gujarati: 54 thousand

   ix. Kannada: 13 thousand

   x. Malayalam: 4663

   xi. Assamese: 7100

   xii. Oriya: 5564

   xiii. Panjabi: 2293

   xiv. Sanskrit: 58 thousand

   xv. Urdu: 54 thousand

6. **Content Form**

   i. Text

   ii. Video

iii. Image

iv. Audio

v. Presentation

vi. Simulation

vii. Animation

viii. Application

➢ Contents from two publishers World E-book Library (77 lakh+ items) (e-books, video, audio) and South Asia Archive (30 thousand+ items) (Journals, Articles) were under national license and made available in NDLI. License of South Asia Archive is perpetual. License of World E-book Library has not been renewed and hence only 6.24 World E-book Library e-books accessible (full-text) to NDLI users under perpetual license.

➢ 75% of all the contents are Freely Downloadable. Rest are restricted or to be subscribed.

➢ NDLI hosts the **National COVID Research Repository** for students, researchers and entrepreneurs seeking to hack the crisis. It covers all aspects of the COVID-19 research, not just the biological, medical, and public health aspects of COVID-19 research, but resources on COVID-19-induced problems, and challenges and opportunities related to all facets of life. This repository provides COVID-19 research resources in the form of following collections:

• Scholarly Publications

• Data Sets

• Documents and Videos

• Journals and Conferences

• Ideas and Funding

• Challenges and Startups

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

➢ Total Registered Users: 67 lakh

➢ Active Registered Users: 36 lakh

➢ Average Daily Hit: 200,000+

➢ Contents viewed/downloaded during the pandemic period: 12.4crore

➢ Participating (users registered from) Institutes: 20,000

➢ NDLI has a UNIQUE SEARCH Facility, where users will get the exact information of the availability of the relevant resources.

➢ NDLI also so far trained about 2000 librarians covering about 1075 Institutions for setting up IDRs, through Workshops

➢ NDLI is a library that aims to make a paradigm shift in education and research in India by enabling every citizen with the knowledge they need to empower themselves. By being acollection of links leading to content from Universities, Research Institutions, Journals and 300+ other relevant repositories, NDLI is destined to become the One Single Knowledge Portal for India due to the followings:

• NDLI already has a large content base of more than 8.11crore contents covering all subject areas, such as Science, History and Geography, Humanities and Social Sciences, Literature, Fine and Decorative Arts, Engineering and Technology, Management, Law and Medicine.

• NDLI already has a large user base of 36 lakh active registered users

and a large network of international scholars who work with NDLI team. Daily hit to NDLI site is already more than 2 lakh and more than 50 lakh contents are viewed/downloaded (equivalent to about 5 crore page view) from NDLI every month.

- NDLI already has integrated contents of 80% NMEICT Projects

- Other than e-books, videos, audios, NDLI has a rich collection of other items like questions and solutions, datasets, software tools, simulation, animation, presentation, etc.

- NDLI already has a high quality search algorithm beyond keyword search and the search is very fast

- NDLI currently has user interface available in 10 Indian languages

- The metadata of NDLI is rich and thus NDLI is able to provide user-oriented services like easy navigation of related contents (content stitching)

- NDLI has developed a workflow and curation tools to curate large volume metadata with significant improved productivity of curators

- The Technology is already well built and can be easily reused

- NDLI can be made of use for several vertical domains for use in India including key areas like Steel, Textiles, Traditional Knowledge, etc.

- NDLI already has a large set of experts in all aspects from content curation, search technology, system management, etc.

- NDLI has much more than just education content. It has got special items like Satyajit Ray Collection, South Asia Archives, etc., which are for all kinds of researchers in areas ranging from Social Science to Ancient History. A Single digital library for India is just not for degree oriented people but for all sections of society.

➢ NDLI Clubs are being set up in Schools and Colleges which conduct activities like Lecture Series, Conducting Quiz Sessions, Writing Competitions, Olympiad using content base of NDLI. The activities/events may be physical or online and online events may be for one Club, multiple Clubs or all Clubs together. NDLI has set up a portal (https://club.ndl.iitkgp.ac.in/) to register Clubs and Club Members and to conduct online events. Till now more than 2700 Clubs have been set up across the country. These Clubs have more than 5.9 lakh members and have conducted more than 2600 events. NDLI regularly conducts high engaging events like Success Strategies at JEE & NEET, Creating Competency Based Questions, Discussion with Authors, Understanding Copyright, involving all the Clubs.

ERP (SAMARTH)

Samarth eGov Suite is a University Information Management System project designed and developed by Institute of Informatics and Communication(IIC), University of Delhi. It is an ICT initiative sponsored by the Ministry of Education to revolutionize the current education management system by implementing an automation engine for various universities and other Higher Education Institutes (HEIs).

Samarth has helped the universities to migrate from paper and non-uniform third party ERP systems to a system which is more robust and compliant with UGC guidelines. Samarth has been provisioned on "Software As A Service (SAAS)" model to a total of 44 universities/HEIs across India, these include :

• 40 Central Universities,

• 2 State Universities,

• 1 National Institute of Technology, and

• 1 autonomous organisation under MoE.

Apart from these, Samarth has also been provided on a non-SAAS self-hosted and self-managed basis to 20 TEQIP-3 Institutes. Many state and regional universities have also requested for implementation of Samarth e-Gov Suite, such requests have been compiled for future reference.

Out of the target 40 Central Universities, 33 are actively using Samarth modules for their day-to-day operations. Following are few key metrics on Samarth's usage by the universities:

• More than 51 Lakh student records,

• More than 2100 Programmes,

• More than 11 thousand employee records,

• More than 1500 leaves processed and,

• More than 20 thousand files tracked,

• More than 12 thousand users

Samarth has enabled the HEIs to conduct online recruitment in compliance with latest UGC and state guidelines for various teaching and non-teaching positions. More than 4 Lakh applications have been processed for online recruitment through Samarth in 11 CUs and also in NCERT.

13 Central Universities are currently conducting their admissions online using Samarth and have so far processed more than 23 Lakh applications. More Universities have started to make their admission process completely online and are being assisted by Samarth team for the same.

During COVID-19 Pandemic, Samarth project enabled the University of Delhi to conductOnline Open Book Examination (OBE) and online evaluation for more than 7 Lakh final students across 200+ programmes in 3 cycles from July 2020 to March 2021. The system enabled DU to conduct massive examinations and publish results in record time. A total of 1.7 lakh students were issued their degree digitally just by the press of a single button by Hon. Minister of Education Dr. Ramesh PokhriyalNishank.

A learning management system (LMS) along with video conferencing facility was also set up for enabling remote collaboration for members of learning community during pandemic.

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

SWAYAM was formally launched on 09.07.2017 by the Hon'ble President of India. Till date, a total of 7000+ courses have been offered through SWAYAM and about 900+ courses are on offer in the January 2022 Semester. About 8.18 lakhs unique users / registrations have been made on SWAYAM platform and about 2.60 Cr enrollments in various courses of SWAYAM. The framework for transfer of credits (upto a maximum of 40%) has been put in place by AICTE and UGC by bringing out the necessary regulations. With this the students studying in conventional Institutes / Colleges can transfer the credits earned through the SWAYAM Courses into their academic records. About 154 Institutions / Universities have recognized the SWAYAM Courses for credit transfer and many others are in the process of doing the same.

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

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

e-Shodh Sindhu of INFLIBNET Centre:

e-ShodhSindu 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-ShodhSindu: Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three Ministry of Education (MoE) 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 MoE-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 98 Centrally-funded Technical Institutions (CFTIs) including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. For the year 2021, 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 open model. The College component of the consortium, called N-LIST, continued to provide access to 6,500+ journals and 1,99,500+e-books to more than 3200+ colleges under the N-LIST programme. The Consortium also provides access to five e-resources, namely, ASCE, ASME, Bentham Pharmacy, Web of Science and Scopus to 134 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 compliant usages for subscribed e-Resources.

c) JGatePlus for Document Delivery Service (DDS), Meta Harvesting and Discovery Services (DS).

Academic Bank of Credit (ABC)

National Education Policy (NEP)-2020 proposes several reforms to create a system that is aligned with the aspirational goals of 21st century education. Towards attainment of such education, the flexible and innovative curriculum of all HEIs shall include Credit Based Courses with provision of multiple entry/exit options. The Policy
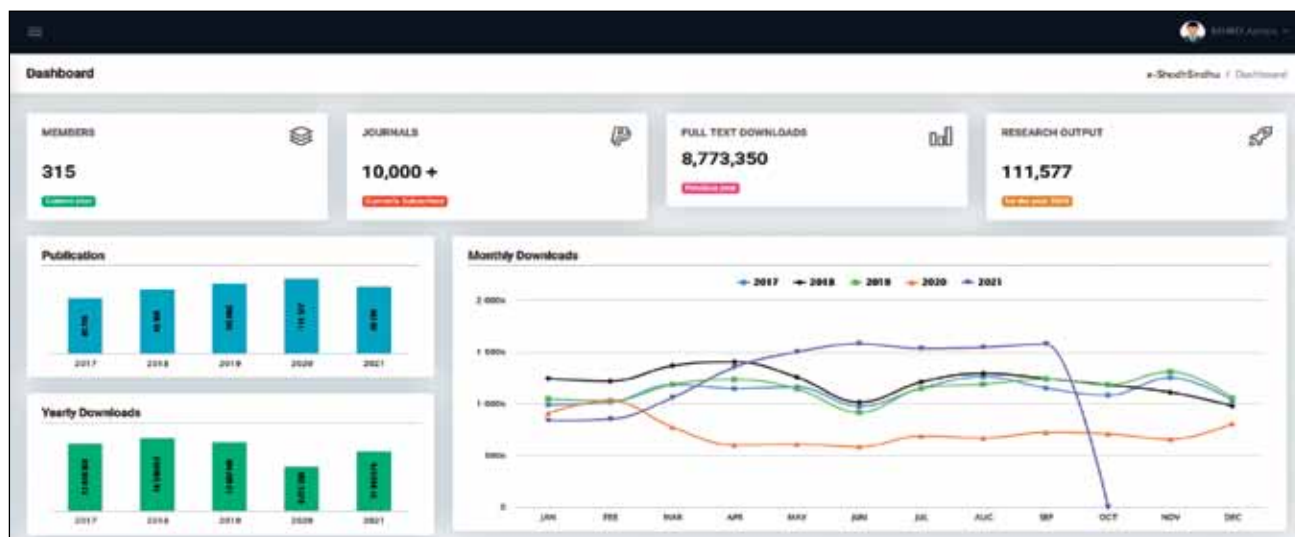
recommends establishment of an Academic Bank of Credit (ABC), which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.

Academic Bank of Credit (ABC), as envisaged in the NEP-2020, shall be a National-level facility to promote flexibility of curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the Higher Education Institutions in the country with appropriate "Credit Transfer" mechanism. It shall be a mechanism to facilitate the students to choose their own learning path to attain a Degree/Diploma/PG-diploma etc., working on the principle of multiple entry-multiple exits as well as anytime, anywhere, and any level learning. ABC shall enable the integration of multiple discipline of higher learning leading to the desired learning outcomes including increased creativity, innovation, higher order thinking and critical analysis.

The ABC shall provide to each of the students the facility to open a unique/individual Academic Bank Account in digital form. Each account holder would be provided with a unique id. The major functions of ABC are registration of HEIs under the ABC scheme and, opening, closure and validation of academic accounts of students, credit verification, credit accumulation, credit transfer/redemption of students and also promotion of the ABC among the stake holders.

ABC shall not be, by itself, degree-awarding organisation. The Statutory degree-awarding power shall continue to be vested with the eligible HEIs which have registered with ABC. The credit requirements as well as essential components of study for award of any UG/PG degree or course work requirements for the Ph.D programmes would be defined by the respective Universities or Autonomous institutions participating in the ABC scheme. The scheme would be implemented under the overall supervision of the Deptt. of Higher Education, Ministry of Education or an autonomous/statutory body under MoE designated by it. The IT support will be given by NeGD (National e-Governance Division) of Ministry of Electronics and Information Technology (MeitY). It will leverage the existing Digi Locker system.The ABC portal (https://www.abc.gov.in/) is open for registration of both Students and universities. Till date, around 187 Institutions have been on boarded on Academic Bank of Credit (ABC).

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09

DISTANCE LEARNING

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 made remarkable achievements in providing quality distance and online learning with excellent infrastructure facilities through its students support network of 56 Regional Centres, around 2047 Learner Support Centres with 23 Overseas Study Centres in 15 countries. The Students Support Networkhas been further strengthen in the reported period by laying foundation stones of buildings of Its Regional Centres at Port Blair, A&N Islands on 14 January 2021, Aizawl on 06 March 2021, and Rajkot on 14 March 2021. Ministry of Education, Govt. of India has sanctioned loan for construction of Regional Centers at Trivandrum, Pune, Port Blair, and Rajkot through Higher

Education Funding Agency (HEFA), Ministry of Education. The University signed an MOU with Investor Education and Protection Fund Authority for this purpose on 9 February 2021.

The year 2021-22 was emblazoned with the national recognition and acceptance of securing the highest A++ grade through NACC accreditation with 3.56 Score on 8 January 2021. This was followed by exemption from the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 in March 2021. The university is ranked number one in Atal Ranking of Institutions for Innovation Achievements-2021 ARIIA-2021) by the Ministry of Education under the category of Institutes of National Importance, Central Universities and CFI (non-technical) for promoting Innovation and Startups in the University. The university has been ranked with Four Star Rating in the field of promoting Innovation and Startup during 2020-2021 by the Ministry of Education's Innovation Cell (MIC). Owing to the COVID pandemic in 2020-2021, the MIC applied a normalization approach towards star rating and awarded a maximum of 4 Stars in place of 5 Stars. IGNOU-IIC has scored 100% for performing the prescribed activities with 240 Reward Points for carrying out the additional initiatives towards meeting the objectives of IIC. These achievements provide a deep sense of satisfaction for the hard work rendered by the University fraternity.

During the period 2021-22, IGNOU has translated into practice many recommendations of the National Education Policy (NEP 2020) through its

Pan-India network of Regional Centres. Offering of academic programmes in regional languages has been given priority. Multidisciplinary academic programmes, skill enhancement courses, intermediate entry and exit opportunities and effective learning support were other initiates in consonance with NEP in the reported period. 21 of the MOOCs offered by IGNOU are identified as Skill based courses by Ministry of Education, GoI during January 2021 and July 2021 admission sessions. National Webinar on Implementation of National Education Policy, 2020 through Open and Distance Learning was organized on 27 July 2021. The university has drafted detailed Institutional Development Plan to achieve the recommendations of NEP at the university level.

The policies of the Govt. of India on social welfare and education have been implemented through numerous activities conducted with the support of network of Regional Centres and Study Centres across the country such as Swachhata Pledge, sanitation drives, plantation drives, health and hygiene related programmes, and Yoga-based physical and mental health programmes. More than 90 villages have been adopted under the Unnat Bharat Abhiyan by various Regional Centres of IGNOU. As part of the implementation of the policy of using ICT countrywide for educational purposes, IGNOU coordinates four channels of the SWAYAM PRABHA platform of the Ministry of Education. The University is the National Coordinator for Design and Delivery of MOOCs courses at Certificate and Diploma level under the SWAYAM programmes of Govt. of India. IGNOU is also active partner in achieving objectives of the MOE's Innovation Cell by systematically fostering culture of innovation in higher education. The university organsied over 90 activities such as Talks, Online Webinars, Virtual Training Workshops, business plan competition and motivational story talking on

Innovation and Startup for students and faculty members at both the Headquarters and Regional Centres. IGNOU has instituted the "Student Innovation Award" to be given every year to the best innovator students across the country. IGNOU has joined the Mentor-Mentee Scheme of the Ministry of Education (MoE) Innovation Cell (MIC) as a Mentor Institute. The objective of Mentor-Mentee scheme is to engage high performing IIC institutions specially those who have secured star rating of 4 and above during the previous IIC calendar year to act as mentor to the selected IIC Institutions who need guidance and support.

The University has been celebrating 'Azadi Ka Amrit Mahotsav' to commemorate 75 years of progressive India and the glorious history of its people, culture and achievements by organising a series of events, seminars, exhibitions and lectures. The first event in this series was organised on 12 March 2021. One episode each week on Freedom fighters of India has been broadcasted on Gyan vani from 8.00-8.30 PM since then.

IGNOU offers 283 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies through Open and Distance Learning Mode (ODL) and Online Mode. These academic programmes are offered with direct/indirect support of staff strength of 304 Teachers, 233 Academics, 351 Technical and 831 Administrative Staff. The university introduced 19 new academic programme in the reported period. Academic programmes introduced in January 2021 admission cycle are:

a) Master of Computer Applications (Revised),

b) Postgraduate Diploma in Computer Applications (Revised)

c) Master of Arts (Folklore and Culture Studies)

d) PG Diploma in Corporate Social Responsibility

e) Diploma in Theatre Arts

f) Diploma in Horticulture

g) Postgraduate Certificate in Industrial Safety

h) Postgraduate Certificate in Inventory Planning and Warehousing for Engineers

i) Certificate in Gender, Agriculture and Sustainable Development

Academic programmes introduced in July 2021 admission cycle:

a) Master of Arts (Jyotish)

b) Master of Arts (Urdu)

c) Master of Arts (Design and Painting)

d) Master of Arts (Entrepreneurship)

e) Master of Science (Information Security)

f) Bachelor Arts (Hons) Performing Arts – Hindustani Music

g) Bachelor of Commerce (Online)

h) PG Diploma in Development Communication

i) PG Diploma in Digital Media

j) Diploma Smart City Development and Management

k) Certificate in Communicative Sanskrit

l) Certificate in Solid Waste Treatment Techniques

The University has an estimated cumulative student strength of over 3.4 million; of these a significant number of 1,30,9481 students were added through fresh admission and re-registration during 2021 admission cycles. An analysis of data of enrolment for 2021 reveals that 45.5% of these are women, around 47.3% of enrolled learners reside in rural areas and 1.4% of learners reside in tribal areas of the country. The University has enrolled 3,465 overseas students; and 1944 Jail inmates. The university enrolled 165 research scholars in 27 disciplines.

The University conducts Term-End Examination (TEE) twice in a year. Around 2.38 lakhs students successfully completed requirements of awarding of degree/diploma/certificate in reported period. These students were formally conferred Degree/Diploma/Certificate in the thirty-fourth convocation hosted in online mode. The Union Education Minister Shri Ramesh Pokhriyal 'Nishank' was the chief guest of the 34th convocation and he addressed the students virtually.

SWAYAM and SWAYAM PRABHA

The University acts as the National Coordinator for designing and delivery of MOOCs courses for Certificate and Diploma Levels under the SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), an initiative of Ministry of Education. The University coordinated 106 MOOCs in January 2021 cycle out of which 16 were new; similarly 129 MOOCs were coordinated in July 2021 cycle out of which 18 MOOCs were new. The university enrolled 2.64 lakhs students in January 2022 and 1.81 lakhs students in July 2022 under these MOOCs.

IGNOU has also been assigned the role of National Coordinator for four DTH (Direct to Home) channels under the SWAYAM PRABHA platform. These channels are Liberal Arts and Humanities; State Open Universities' programmes; Gyan Darshan; Agriculture, Vocational and Allied Sciences. The SWAYAM PRABHA is an initiative of Ministry of Education, Govt. of India. The University is actively involved in the production of tele-lectures for DTH channels under the SWAYAM PRABHA projects. A total of 2790 videos were

recorded for SWAYAM and SWAYAM Prabha during 2021. The translation of SWAYAM videos into eight Regional Languages (Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil and Telugu) is entrusted to Regional Centers. The translation work is in progress at each Regional Centre. 11 MOOCs were translated into regional languages in the reported period.

COVID-19 pandemic

The Counseling sessions at Study centers could not be held due to Lock-down; it was substantiated with multimedia supports to the students. The university developed web-based innovative pedagogy for content presentation, strategies of instructions, self-assessment and delivery of learning during the lock-down in COVID pandemic. Low cost technology is instrumented to enhance interactivity. The university designed in-house Learning Management System (LMS) package titles 'Web Enabled Academic Support (WEAS)' to extend web enabled academic counseling and other supports to the students. The aim of Web Enabled Academic support (WEAS) is to provide an interactive one-stop academic supports for learners at their home without physical presence at Study center. Online interaction with the learners was held through various applications/social media tools, which are available free of cost namely Facebook, YouTube and Google Group Classroom, Google Meet, Zoom, etc. The university organized 126 Live Webinars/ Facebook sessions in the reported period. 320 Video lectures are made available on YouTube channel of the university.

The university organized a series on training/ workshop/orientation programmes for capacity building of teachers in design and delivery of learning through virtual mode to ensure smooth delivery of learning through ICT during pandemic. The university introduced the Virtual Training Lounge as a platform for trainers and the trainees to sustain their teaching learning experience as a continuous process. Despite of hardship of pandemic; the university successfully coordinated 18 Regional Alumni Meets in virtual mode connecting the alumni across the country.

The university offers 18 academic programmes through online mode. Instructional materials are made available in digital form through a Mobile phone based application. This application is subscribed by 15.2 lakhs learners. The Instructional materials are also available through e-gyankosh portal for students and public. SWAYAM and SWAYAM PRABHA platform have been also extensively used to offer academic support during the lockdown.

International Operations

The globalization of higher education, particularly through the distance mode of delivery, has given an altogether different perspective to the cross border delivery of IGNOU's academic programmes in various countries. The University promotes bilateral and multilateral collaborations, network with international educational institutions/inter-governmental agencies, to serve as a single window system for the University's overseas operations; to provide capacity-building through training, and to coordinate the visits of the international delegations to the University. At present IGNOU has 23 Overseas Study Centers in 15 foreign countries out of which two are added in the reported period. The university enrolled 3465 international students in January and July 2021 sessions and generated Revenue of 1.8 Lakh US($) from the programme fee . The university signed an MOA with Guyana Online Academic of Learning , GUYANA for providing ODL and Online Programmes of the university to the citizens of Guyana. The university has created Modular Object-Oriented Dynamic Learning Environment (MOODLE) instances for 25 online programmes would be offered under

this MOA. The university designed and delivered Certificate in Mobile Application Development in collaboration with Commonwealth of Learning (COL).

Training of in-service teachers:

The university has capability and competency to offer in-service training to teachers at mass scale without dislocatiing them from work places. The in-services training is offered through ODL and Online modes. The state(s) government recognized the strength of the university and entered into agreements to organized in-service trainings for its teachers. The university signed MoC with Navodaya Vidyalaya Samiti on 30th March 2021 to offer Certificate in Professional Development of Teachers. In the past; the university offered training to in-service school teachers of the states namely Arunachal Pradesh, Manipur, Mizoram, Sikkim, Uttarakhand, Tripura, Jammu and Kashmir apart from Kendriya Vidyalaya Sangathan (KVS).

Contribution in Jammu and Kashmir

The university signed a Memorandum of Cooperation (MoC) with state government of Jammu & Kashmir and Sarva Shiksha Abhiyan (SSA), Govt. of J&K in financial year 2019-20 for training of in-service government teachers of J&K State at primary/secondary and senior secondary levels by offering them B.Ed. programme under its Regional Centre situated at Jammu and Srinagar. The university established 109 Learner Support Centres (LSCs) in project mode for offering support services under this initiative. Under this project, 19,993 teachers had been already trained till 2020 and 3,693 teachers have been enrolled in the January, 2021 batch, which were left in the first cycle of enrollment. IGNOU is facilitating these learners through various technological tools like video telecast of SWAYAMPRABHA (2 hours daily), organizing facebook live counseling sessions,

online internship and workshop using social media and conferencing tools, e-content through egyankosh and IGNOU e-content mobile app and SWAYAM portal. The Gyan Darshan Channel has telecasted the video programme of Directorate of School Education, Government of Union Territory of Jammu & Kashmir from June, 2021 to September, 2021.

Indira Gandhi National Open University (IGNOU) in North East Region States

The university facilitates the expansion of educational development in the North East Region (NER) of the country by providing opportunities for higher education, training, skill development, and other initiatives to promote government schemes. It offers quality academic supports to students from North East Region of the country through a network of Nine Regional Centres and 197 Study Centres. The University constituted 'North-East Council for IGNOU Regional Centers' (NECIRC) to give focused attention to the development of the North-East Region, with a mandate to evolve strategies for overall educational development of the North-Eastern Region. The foundation stone of the Building of Regional Centre - Aizwal was laid on 06 March 2021.

Education opportunities for disabled students

The university established National Centre of Disability Studies to cater educational, vocational and rehabilitation needs of persons with disabilities through a wide range of activities. Instructional materials are made available on demand in disabled friendly formats. The university enrolled 6426 disabled students in 2022 and extended students support through Special Learners Support Centres spread across the country. These LSCs have special arrangements to deliver learning in disabled friendly environment. The university regularly organizes orientation/sensitization/training

programmes to spread awareness/address issues of disabilities. In the reported period, the university released programme Guide and three videos of BA in sign language and introduced wheelchair facility in headquarters campus.

Multimedia Support

The University developed 443 new audio programmes and 260 new video programmes in the reported period.In addition Gyan Drashan Channel telecasted 7,508 hours of educational programmes (3754 Hours fresh and 3754 Hours recorded), 4377 Hrs of Broadcast on Gyanvani, 629 IRC live session and 626 hours of live teleconferencing sessions during the period of report. Investor Education and Protection Fund Authority, Ministry of Corporate Affair, Govt of India signed an MOU with the university on 9th February 2021. Gyan Darshan Channel telecasted 26 episodes of one hour from March –August 2021 under the MOU. Similarly, Insolvency and Bankruptcy Board of India (IBBI), Ministry of Corporate Affair, Govt of India signed an MOU with the university on 16 September 2021. Gyan Darshan Channel telecasted 26 episodes of one hour since 3 November 2021 under the MOU. Gyanvani FM radio has extended one Hour transmission in collaboration with NCERT since April 2021. The university has initiated up-gradation of technical infrastructure and installation of equipment for Earth Station, Video Studio, Video Server, Digitalization of audio video library and non-liner edit systems with the support of HEFA loan of Rs. 15 Crore from Ministry of Education.

Shri Dharmendra Pradhan, union minister of education, laid the foundation stone of the Indira Gandhi National Open University (IGNOU) Regional Centers buildings of Agartala and Jodhpur in online mode on 27 December 2021

Commonwealth of Learning (COL)

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.

COL works for use of technology in education and training through its international network of partner organisations. It extends help to 53 member nations of Commonwealth to realise widespread access to quality education.COL is financially supported by Commonwealth governments on a voluntary basis. India is a major donor. During 2021-22, MoE has earmarked and released Rs. 12.00 crore to COL.

India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education. COL has located its Educational Media Centre for Asia (CEMCA) in New Delhi, India and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA.

COL has established Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA provides consultancies capacity building and information resource and exchange mechanism in the region. CEMCA manages a data base to cover 10,000 educational radio and television programmes that are available for use throughout the Asian region.

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LANGUAGE INSTITUTIONS
AND OFFICIAL LANGUAGE

Language Institutions and Official Language

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 Ministry of Education. The **four regional offices** of the Directorate are located in **Chennai, Hyderabad Guwahati and Kolkata.** This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes / programmes for imparting an all- India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

Directorate is implementing several important scheme and programmes pertaining to the development, promotion and enrichment of Hindi such as:

(i)   Correspondence Courses

(ii)   Supplementary educational material

(iii)   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.

(iv)   Scheme of Financial Assistance to voluntary Hindi Organizations for promotion of Hindi and Scheme of financial assistance for publication in Hindi.

(v)   Publication - Preparation and publication of Dictionaries, Journals such as Bhasha, Varshiki and Sahityamala.

(vi)   Free Distribution of Hindi Books.

(vii)   Book Exhibitions and sale.

Target and Achievements of Different Schemes/Programmes of Central Hindi Directorate from 01.01.2021 to 31.12.2021

Name of the scheme	Objective/Outcome	Target	Achievement
1. Teaching Hindi through correspondence courses	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. 1. Certificate Course in Hindi (English, Tamil, Malayalam and Bangla media) 2. Diploma Course in Hindi (English, Tamil, Malayalam and Bangla media) 3. Advance Diploma in Hindi 4. Civil Services Hindi Course 5. Standardization of Devanagari scripts and development of Diacritical marks 6. Personal Contact Programme 7. Development of supplementary teaching material in print and electronic formats (a) Self taught (b) Conversational Guide (c) Preparation of Documentaries	Advertisement to run different courses Certificate, Diploma(English, Tamil, Malayalam and Bangla media) and Advance Diploma as per mandate. Modification and Printing of Lesson material, dispatch of study material, Annual examinations and organizing of 10 Personal Contact Programmes. Standardization of Devanagari scripts and development of Diacritical marks. Preparation of self taught and conversation guides and conversion of the guide into CD. Preparation of e-book on different study materials.	Admitted a total no. of 4,327 students in different courses. Prepared and Published study material and supplementary materials for all the courses. Due to the Corona epidemic, the examination to be held every year in the month of May could not be conducted this year and results of 4327 students were declared according to their internal assessment. Expert committee meetings conducted for intensive revision/ modification of lesson materials pertaining to all the courses as per schedule. A total number of 03 conversational guides: Gujarati-Hindi-Gujrati, Manipuri-Hindi-Manipuri and Konkani-Hindi-Konkani conversational guide prepared. On the other hand preparation of 2self taught books i.e Hindi SwayamShikshak (AsmeeyaMedium) and (Bangla Medium) as per schedule.
2. Hindi Through Cassettes	Hindi teaching and promotion through cassettes/DVDs and telecast on Gyan Darshan Channel – An educational TV of M/o Education.	Preparation of visual DVDs based on educational materials.	In this context, Production of 2 documentaries i.e Hindi keKaaljayeeNibandhkaar: Aacharya Ramchandra Shukl and Media aur Hindi (In two volumes) have been prepared and uploaded as well.

Name of the scheme	Objective/Outcome	Target	Achievement
3. Extension Programmes	Awards to 19 Hindi Writers of non-Hindi speaking States and 05 Shiksha Puraskaar each of rupees one lakh.	24 writers	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 2019. Advertisement has been published for Award of Hindi Writers of non-Hindi speaking States and Shiksha Puraskaar for the year of 2020.
	The propagation and dissemination of Hindi in non-Hindi speaking states. These programme by 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 eight (8) Non-Hindi speaking Neo-Hindi writer camp	Two (2) Non-Hindi speaking Neo-Hindi writers camp have been organised.
		Total number of two (2) Students Study Tour	Two (2) Students Study Tour have been conducted till December 2021.
		Total number of twenty (20) Research Students Travel Grant	Twenty (20) Research Students Travel Grant have been issued to Hindi Students / Scholars of Non-Hindi Speaking areas till December 2021.
		Total number of eight (8) Teacher Lecture Series	Eight (8) Teachers / Associate Professors / Professors of Hindi completed Teacher Lecture Series till December 2021.
		Total number of two (2) National Seminars	Four (4) National Seminars have been organised till December 2021.
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.	The grants-in- Aid committee (GIAC) approved total 211 VHOs for the financial year 2021-22.	Total 87 VHOs were benefitted for the financial year 2021-22 till date. Northern Region State Level Committee meeting has been conducted.

Name of the scheme	Objective/Outcome	Target	Achievement
(ii) Scheme of Financial assistance for Publication in Hindi	The object of publication is to provide financial assistance to various writer and manuscripts.	GIAC approved total 36 manuscripts for the financial year 2021-22.	Total 36 writers were benefitted for publication of manuscripts for the year 2021-22 till December 2021.
5. Schemes of Publications (i) Preparation of dictionaries	(i) **Dictionaries of Languages of United Nations and Neighbouring countries** Keeping in view the importance, propagation and dissemination of Hindi as National and International-level, these dictionaries, especially dictionaries 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 providing language and cultural bridge among above said countries	Work on preparation of 05 dictionaries and 01 Conversational Guide will be continued.	Manuscript of Hindi Chinese Dictionary with approximately 20,000 entries is under process. The final proof of Hindi-French Dictionary with approximately 20,000 entries is awaited. The final proof of Hindi –Arabic Dictionary with approximately 20,000 entries is awaited. Editing of second proof of Pashto-Hindi Dictionary with approximately 20,000 entries is awaited. First proof of Hindi-Nepali Dictionary with approximately 20,000 entries is awaited. The second proof of Hindi- Chinese Conversational Guide is awaited. Hindi Bulgarian Kosh-Third proof awaited.
(ii) Bhasha Varshiki & Sahityamala	(ii) **Scheme of Educational Exchange Programme** Dictionaries and Conversational Guides are prepared under the scheme of Educational Exchange Programme as per MOUs between countries. These dictionaries and Conversational Guides have a great and friendly relations with neighbouring countries and providing language and cultural bridge among above said countries	The target of publishing of Hindi Bulgarian and Polish-Hindi Kosh will be achieved ,if proof received timely	Manuscript of Polish-Hindi Kosh is under process. **Achievement** Hindi-Sanskrit, Hindi-Kashmiri and Hindi Maithili conversational guides have been published. On the other hand Hindi-Vivarnika and study material, response sheet, certificate / diploma course of Tamil, Malayalam and English medium prepared and published. Manuscript of Hindi VyutpattiKosh completed and first proof for editing is in process.

Name of the scheme	Objective/Outcome	Target	Achievement
	(iii) **Preparation of Dictionaries of Hindi and Kshetriya Bhasha Kosh** This project basically aims to prepare comprehensive dictionaries of world class Hindi and other Indian Languages.This scheme encompasses the needs of the people including students of Language and Literature, Research Scholars and those studying Hindi Literature .KshetriyaBhashaKosh Scheme was initiated by Central Hindi Directorate with an ambition to link the regional languages of India to Hindi and to let the Non-Hindi Speakers be equipped better to adopt Hindi and also to promote Cultural and intellectual exchange among the various states of India. To encourage Hindi Writers and promote Hindi at National Level	Four Dictionaries, Hindi – VyutpattiKosh, Hindi-DogriKosh, Hindi- Maithili Kosh, Hindi -Urdu kosh and One Sanskrit Conversational Guide will be published, if proof received timely Publication of 6 issues of Bhasha bi-monthly magazine One issue of Varshiki annual magazine.	Manuscript formation of Hindi Dogri Kosh completed and third proof is awaited. Manuscript formation of Hindi Maithili Kosh completed and third proof is awaited. Editing of second proof for Urdu-Hindi Kosh is under process. **Hindi-Sanskrit Conversational Guide published**. Kashmiri-Hindi Kosh second proof is under process. 06 issues of 'Bhasha' magazine including 02 special issues has been published. Two National Symposia were organized in Hindi and non-Hindi speaking areas. A meeting of the consultation board of the Bhasha magazine was also organized.
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 distributed to around 1000 educational institutes, Public libraries and Voluntary Hindi Organisations that are engaged in the cause of Hindi, after meeting.	Meeting of High level Book Selection Committee held.

Name of the scheme	Objective/Outcome	Target	Achievement
7. Exhibition & Sale	To make available Directorate publications at concessional prices to Hindi and non Hindi speaking states.	12 Book Exhibitions in whole of the country.	Five (05) Book exhibitions have been conducted till December 2021.

Commission for Scientific and Technical Terminology (CSTT)

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

Programmes of the Commission

As per the mandate received from the Resolution of 1960 and the subsequent Presidential Orders, the Commission has undertaken the following areas of activities:

i. Preparation of English-Hindi and Hindi-English Technical Glossaries/Dictionaries

ii. Preparation of English-Regional Language Technical Glossaries/Dictionaries

iii. Preparation of Trilingual Technical Glossaries/Dictionaries

iv. Preparation of Definitional Dictionaries

v. Preparation of Technical Encyclopedias

vi. Preparation of School-Level Terminology

vii. Preparation and/or Approval of Departmental Glossaries

viii. Revision and Updating of Glossaries

ix. Identification and Publication of Pan-Indian Terms

x. Propagation, Expansion and Critical Review of Terms Coined and Defined

xi. Scheme of Production of University Level Books in Hindi and Regional Languages

xii. Preparation and Publication of Monographs

xiii. Preparation and Publication of Digests

xiv. Preparation and Publication of Journals

xv. Sales of Publications

xvi. Free Distribution of Publications

xvii. Organising Exhibitions

xviii. Creation of Database, Website Updation and Maintenance

xix. Scheme of Production of University Level Books in Indian Languages under Scheduled Castes and Scheduled Tribes sub-plan

1. **Preparation of Technical Dictionaries/ Glossaries in Hindi:** Work under progress

   (i) Glossary of Mathematics (English-Hindi) –Updation

   (ii) Comprehensive Glossary of Economics (English-Hindi)

   (iii) Glossary of New Media (English-Hindi)

   (iv) Lerner's Glossary of Environmental Science (English-Hindi)

   (v) Administrative Glossary (English-Hindi) – Updation for 9th edition.

   (vi) Glossary of Chemistry (English-Hindi) - Updation

   (vii) Glossary of Education (English-Hindi)

   (viii) Fundamental Glossary of Electronics (English-Hindi) - Updation

   (ix) Fundamental Glossary of Broadcast (English-Hindi) - Updation

   (x) Public Administration Glossary

   (xi) Fundamental Glossary of Environmental Engineering (English-Hindi)

   (xii) Lerner's Glossary of Phycology (English-Hindi)

   (xiii) Comprehensive Ayurved Glossary (Sanskrit-English-Hindi)

   (xiv) Dravyagun and Comprehensive Ayurved Glossary (Sanskrit-English-Hindi)

2. **Preparation of Technical Dictionaries / Glossaries in other Indian Languages:** Work under progress

(i) Glossary of Library & Information Science (English-Hindi- Manipuri)

(ii) Glossary of Geology (English-Hindi- Manipuri)

(iii) Glossary of Environmental Science (English-Hindi-Marathi)

(iv) Fundamental Glossary of Chemistry (English-Hindi-Tamil)

(v) Fundamental Glossary of Mathematics (English-Hindi-Bangla)

(vi) Fundamental Glossary of Chemistry (English-Hindi-Gujrati)

(vii) Fundamental Glossary of Political Science (English-Hindi-Tamil)

(viii) Fundamental Glossary of Political Science (English-Hindi-Marathi)

(ix) Fundamental Glossary of Journalism (English-Hindi-Bangla)

(x) Glossary of Civil Engineering (English-Hindi-Gujarat

3. Preparation of Definitional Dictionaries – Work under progress

(i) Definitional Dictionary of Political Science (English-Hindi) – Updation

(ii) Definitional Dictionary of Indian Constitution (English-Hindi)

(iii) Definitional Dictionary of Agriculture (English-Hindi)- Updation

(iv) Definitional Dictionary of Chemistry (English-Hindi) – Updation

4. Preparation/Approval of Departmental Glossaries- Work under progress.

(i) Glossary of Warehousing (English-Hindi)

(ii) Glossary of Electronics (Defense & Civilian) (English-Hindi)

5. Publication of Technical literatures in Hindi through Monographs and Journals viz. Gyan Garima Sindhu and Vigyan Garima Sindhu: Work under progress.

(i) Gyan Garima Sindhu (Special Issue on Economics, Vol. – 60)

(ii) Gyan Garima Sindhu (Vol. – 64)

(iii) Vigyan Garima Sindhu – (ANS)

(iv) Vigyan Garima Sindhu – (ANS)

(v) Gyan Garima Sindhu ((Special Issue on Indian Foreign Policy.)

(vi) Vigyan Garima Sindhu (Special Issue on Ayurveda)

(vii) Vigyan Garima Sindhu (Special Issue on Chemistry)

(viii) Vigyan Garima Sindhu (Special Issue on Environmental Science) – Vol.-155

(ix) Paathmala:KhelBhaarateeySandarbh – CriketPauraanikPaksh Mein.

(x) Paathmala:MaanavSwaasthyevamPoshan.

6. Propagation Programmes – Approx. 2000 participants trained/exposed during year through 38Webinar, Workshops, Seminars. Training programmes were conducted in Colleges/ Universities/ Scientific Institutes / PSU & Commission.

7. Grant –in- Aid: Commission indirectly published university level books in Hindi and other Regional languages through various Granth Academics, University Cells, and Textbook Production Boards by providing the grants-in-aid. Total Rs. 1,24,80000/- amount of sanctioned budget (for this year) under this scheme has been released.

8. **Publication:** Published / under Printing (Glossaries, periodicals etc.)

   (i) Vigyan Garima Sindhu – (Special Issue on Botany) (Vol.-111) – Digital Form.

   (ii) Vigyan Garima Sindhu – (Special Issue on Ocean and Polar Science) – Digital Form.

   (iii) Gyan Garima Sindhu (Vol. – 65) – Digital Form.

   (iv) Nuclear Glossary (English-Hindi)

   (v) Comprehensive Glossary of Engineering VoI-XV (English-Hindi)

   (vi) Fundamental Glossary of Botany (English-Hindi-Dogri)– Digital Form.

   (vii) Glossary of Botany (English-Hindi) – Digital Form.

9. **Exhibition:** During Year 2021-22, book exhibitions were organized at various places of India.

   (i) NBT, Delhi (12-15 Feb 2021)

10. **E-governance:** During the year 2021, PDF copy of CSTT publications (116) have been uploaded on official website cstt. eduction.gov.in

11. **Preparation of Technical Glossary (English-Hindi) for following AICTE Engineering books :-**

   (i) Applied physics-1 and lab

   (ii) Workshop practice lab manual

   (iii) Engineering Environmental science

   (iv) Workshop manufacturing practices

   (v) Physics-1

   (vi) Physics-2

   (vii) Basic Electrical Engineering

   (viii) Introduction to IT systems

   (ix) Engineering graphics

   (x) Engineering mechanics

   (xi) Engineering graphics and design

   (xii) Mathematics

   (xiii) Applied physics-2 and lab

   (xiv) Mathematics 'A' for CSE & 'B' for Non-CSE

   (xv) Chemistry-1

During this year 2021, Technical Glossary (English-Hindi) have been prepared for above mentioned 15 books.

Kendriya Hindi Sansthan (KHS), Agra

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization funded by the Govt. of India and controlled by Ministry of Education, 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 are located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar& Ahmedabad. These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners 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 93410 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/ employees have been trained by the Institute till 2020-21. 7532 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".

Scheme-wise performance of Sansthan during the session: 2021-22 (01 January up to 31st December, 2021) is given as under:-

(A)   Training Programes (Department of Teacher Education)

Sl. No.	Name of Programmes	No. of Students	
		I[st] year	IInd year
1.	**Hindi Shikshan Nishnat (Equivalent to M.Ed.)** The programme is conducted at Headquarter.	15	21
2.	**Hindi Shikshan Parangat (Equivalent to B.Ed.)** The programme is conducted at Headquarter.	45	54
3.	**Hindi Shikshan Praveen (Equivalent to BTC) I[st] year** The programme is conducted at Headquarter	29	15
4.	**Hindi Shikshan Vishesh Gahan (for unqualified primary Schools of N.E. States)** Conducted at Dimapur centre.	95	
5.	Three year Diploma Course for Nagaland	43	

6.   Courses run by the affiliated colleges:

Sr. No.	Name of College	Courses
1.	Mizoram Hindi Teachers Training Institute, Aizwal (Mizoram)	Hindi Shikshan Parangat, Praveen and Hindi Teachers Diploma Ist year and IInd year.
2.	Govt. Hindi Institute Dimapur (Nagaland)	Three year Hindi Shikshan Diploma (Ist year and IInd year)

(B)   Teaching Programes

1.   Vocational Courses (Evening Programes)- These Programes are conducted at Headquarter and Delhi Centre

(i)   Post M. A. Diploma in Applied Hindi Linguistics

(ii)   Diploma in Translation: Theory & Practice

(iii) Diploma in Mass Communication & Journalism

Total **35** Students

2.   Hindi Teaching Programme for Foreigners:

This programme is offered under the scheme "Propagation of Hindi Abroad". During the current year 116 foreign students have been admitted, of these 98 are at Agra Headquater and 18 are at Delhi Centre.

3.   Short Term Courses

Under this scheme, Short Term Programes-Orientation, Enrichment and Language awarenessprogrames are offered. From 01 January, 2021 to 31 December, 2021, 54 such Programmes have been organized and 3296 teachers have been trained so far.

(C)   Seminar:

6 National Seminars/Webinars have been organized by Agra Headquarter, Mysore, Hyderabad, Delhi, Guwahati, Shillong, Bhubaneswar, Dimapur, Ahmedabad centre.

(D) Audio Visual instructional Material

Technical Assistance was provided to academic projects, Online Classes & other programmes such as Webinars, Special Lecturers, Meetings etc. supporting Educational multimedia programmes (ppt etc.) was also developed.

(E) Development of Lexical Resources

(1) Hindi Lok Shabd Kosh Pariyojana

(i)   Under Hindi Lok ShabdKosh Project, Braj-Hindi-English & Rajasthani-Hindi-English trilingual dictionaries are published.

(ii) Data entry and editing work on Awadhi and Bundeli Trilingual dictionaries is under process.

1. Till now Awadhi - 10,297 entries have been completed.

2. Till now Bundeli - 9335 entries have been completed.

(2) Hindi Vishwakosh Pariyojana

Under Hindi Vishwakosh Project 16 Volumes belonging to different projects filed are to be prepared and published in form of encyclopaedia out of which three volumes are published."Information Technology" volume has been completed and it will be sent for printing.

In "Society and Life" volume necessary correction is being done as per suggestion made by the subject expert. The writing work of Journalism volume has been completed. The final proof of this volume is being done.

The writing work of "History" is also completed. The necessary correction of written entries has been done by the volume editor.

The necessary correction in "Literature" volume is being done in the 620 entries by the volume editor.

In "Public Administration and Management" the writing work of 310 entries out of 1063 and 212 in "Health and Remedy" volume has been done.

(3) Activities of Department of Material Production for NE Regions

Total 28 workshops were organized during the reported period for preparation of Learner's Dictionaries in regional language for Non-Hindi States.

(F) Publication

Sansthan has published the following Dictionaries, Books and Magazines from January, 2021 to December, 2021.

(I) Learner's Dictionaries & Trilingual Dictionaries are published

1. Hindi-Bangla Learners Dictionary

2. Hindi-Gujarati Learners Dictionary

3. Hindi-Tamil Learners Dictionary

4. Hindi-Kumauni Learners Dictionary

5. Hindi-Bodo Learners Dictionary

6. Hindi-Mising Learners Dictionary

7. Rajasthani-Hindi-English Lok Shabdkosh

8. Brajbhasha-Hindi-English Lok Shabdkosh

(II) Books

1. Hindi Kavya Sangrah

2. Gorakhnath (Hindi Sauratna Mala-1)

3. Hindi Gaurav (Hindi ke Sau ShreshthaSahityakar)

(III) Magazine & Journals

1. Pravasi Jagat- volume-3, Issue-2- January-March, 2020

2. Pravasi Jagat- volume-3, Issue-3- April-June, 2020

3. Pravasi Jagat- volume-3, Issue-4- July-September, 2020

4. Pravasi Jagat- volume-4, Issue-1- October-December, 2020

5. Pravasi Jagat- volume-4, Issue-2- January-March, 2021

6. Pravasi Jagat- volume-4, Issue-3- April-June, 2021

7. Pravasi Jagat- volume-4, Issue-4- July-September, 2021

8. Shaikshik Unmesh- volume-3, Issue-3 April-June, 2020

9. Shaikshik Unmesh- volume-3, Issue-4 July-September, 2020

10. Shaikshik Unmesh- volume-4, Issue-1 October-December, 2020

11. Shaikshik Unmesh- volume-4, Issue-2 January-March, 2021

12. Shaikshik Unmesh- volume-4, Issue-3 April-June, 2021

13. Bhavak- volume-02, Issue-3 April-June, 2020

14. Bhavak- volume-02, Issue-4 July-September, 2020

15. Bhavak- volume-03, Issue-1 October-December, 2020

16. Bhavak- volume-03, Issue-2 January-March, 2021

17. Bhavak- volume-03, Issue-3 April-June, 2021

18. Gaveshna Issue-120- April-June, 2020

19. Gaveshna Issue-121- July-September, 2020

20. Gaveshna Issue-122- October-December, 2020

21. Gaveshna Issue-123- January-March, 2021

22. Gaveshna Issue-124- April-June, 2021

23. Gaveshna Issue-125- July-September, 2021

Shillong Centre

24. Samanvaya Purvottar, Volume-04, Issue-1/ January-March, 2020

25. Samanvaya Purvottar, Volume-04, Issue-3/ July-September, 2020

Delhi Centre

26. Samvad Path, 2/4 January-March, 2020

27. Samvad Path, 3/1 April-June, 2020

28. Samvad Path, 3/2 July-September, 2020

29. Samvad Path, 3/3 October-December, 2020

30. Samvad Path, 3/4 January-March, 2021

31. Samvad Path, 4/1 April-June, 2021

Hyderabad Centre

32. Samanvya Dakshin, Volume-03, Issue-04, October-December, 2019

33. Samanvya Dakshin, Volume-04, Issue-01, January-March, 2020

34. Samanvya Dakshin, Volume-04, Issue-02, April-June, 2020

35. Samanvya Dakshin, Volume-04, Issue-03, July-September, 2020

36. Samanvya Dakshin, Volume-04, Issue-04, October-December, 2020

37. Samanvya Dakshin, Volume-05, Issue-01, January-March, 2021

38. Samanvya Dakshin, Volume-05, Issue-02, April-June, 2021

Ahmedabad Centre

39. Samanvya Paschim, Volume-04, Issue-1, January-March, 2020

40. Samanvya Paschim, Volume-04, Issue-2, April-June, 2020

41. Samanvya Paschim, Volume-04, Issue-3, July-September, 2020

(IV) Under Publication

Approximately 10 under publication (Books, Journals & Others)

(G) Library

From 01 January 2021 to 31 December, 2021 at Agra Head Quarter 1192 books were purchased. Cost of these books is Rs. 6,60,669.00.

Central Institute of Indian Languages (CIIL), Mysore

After completing 50th year of its establishment, there is an effort by the government to expand the activities of the Institute as is the requirement for the development of all Indian languages.

The Scheme/Unit/Project-wise details of the activities of the Institute are as following:

1. National Testing Service (NTS)

NTS started conducting the programmes in various languages via online mode. It conducted more than 10 such programmes in various languages and added an additional 31,500 questions into the testing database. NTS also collaborated with other national agencies such as Navoya Vidyalaya Samiti, various state government education boards and SSC to conduct special needs programmes on testing an evaluation.

2. Linguistic Data Consortium for Indian Languages (LDC- IL)

LDC-IL has released an additional 10 datasets for the language technology community this year. The data portal of LDC-IL is high in demand and new users, mostly industrial and academic users, keep on registering on the portal on a daily basis. Data for automatic speech recognition in 18 languages are now at the evaluation stage and it will be released soon. Evaluation works on other datasets of Part of Speech (PoS) tagging is also on. Some web tools are under development, the sale proceeds of LDC-IL also generated a revenue of around one crore rupees.

3. National Translation Mission (NTM)

NTM conducted some training programmes for general public as well as for the employees of the state governments, namely Maharashtra, Tamilnadu, Odisha. NTM published an additional 15 titles in various Indian languages this year while more than 30 titles are in press and several more are under progress of translation. NTM also got copyrights for the translation of some new books. NTM also helped the Government in translating the NEP document in 18 scheduled languages and published it for circulation across India. NTM staff also helped in creating some content for various activities under the Ek Bharat Shreshtha Bharat scheme of MoE.

4. Centres of Classical Languages

CIIL implements classical centres for promoting classical Telugu, Classical Kannada, Classical Malayalam and Classical Odia. These centres conducted several online seminars and also worked with scholars of the language on smaller project basis. The centres of Odia and Malayalam were established in the respective states of Odisha and Kerala with the Project Directors in place along with a few outsourced staff. Both the centres conducted some seminars in virtual mode and are waiting for the fellows and other staff to join.

5. Scheme for Preservation and Protection of Endangered Languages (SPPEL)

Reports of several languages have been submitted. Digital dictionaries of a few more endangered languages are ready to be released.

The grammar of Luro and Sanenyo of the Nicobar Islands is in the final stage of publication. Also, a documentary is getting ready covering the culture of the indigenous people of Chowra in the Nicobar Islands.

6. Bharatavani Project

Bharatavani expanded its works further and added hundreds of new content in various languages of India. Bharatavani achieved a new milestone this year by hosting all of its content and website from within the servers of CIIL which is much faster and developed in-house.

7. Regional Language Centres (RLCs)

The teachers were asked to use this as an opportunity to create new electronic materials using which training in respective languages could be imparted via online mode. The work and infrastructure development at Bhubaneswar and Solan for RLC is proposed to be completed soon.

Hon'ble Vice President ShriM. Venkaiah Naiduand the then Education Minister Shri Ramesh Pokhriyal 'Nishank' alongwithshriPrahlad Singh, Hon'ble Minister of Culture participated in the MatrabhashaDiwas Celebrations held virtually on 21.2.2021.

Central Institute of Classical Tamil (CICT), Chennai

Consequent on the declaration of Tamil as Classical Language by the Government of India, the Central Institute of Classical Tamil (CICT), Chennai as an autonomous organisation under the Ministry of Education, Government of India was established at Chennai. CICT is a registered society under the Tamil Nadu Societies Registration Act, 1975. Hon'ble Chief Minister of Tamil Nadu is the Chairperson of CICT.

The Institute established with the view of promoting the cause of Classical Tamil, is focusing exclusively on the research relating to the classical phase of the Tamil language, i.e.from the early period to AD 600. The role of the Institute is very vital and significant since it carries out research on ancient Tamil society and also documents and preserves objects relating to or reflecting the antiquity of the Tamils. Forty one ancient Tamil works belonging to the period up to AD 600 has been identified for the purpose of studying the antiquity and uniqueness of ancient Tamils and their civilisation.

Short term projects, seminars, workshops, training programmes are financially supported by CICT for promoting Classical Tamil. An amount of Rs.12.00 crore allotted to CICT for the year

2021-22. These grants are utilised for payment of salary, junior resource fellowship, post doctoral fellowship, miscellaneous expenditure, for conducting seminars, training programmes, etc. CICT participated in the Chennai Book Fair. Governing Board meeting and Finance Committee meeting has been conducted. MatribhashaDiwas and Vigilance awareness week observed by CICT.

National Council for Promotion of Sindhi Language (NCPSL)

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.

❖ **Objectives of the Council**

- To promote, develop and propagate Sindhi Language.

- To take action for making available in Sindhi language the knowledge of Scientific and Technical Terminological development as well as the knowledge of ideas evolved in the modern context.

- To advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.

- To undertake any other activity for the promotion of Sindhi language as may be deemed fit by the Council.

❖ **Financial Assistance to Voluntary Organisations**

NCPSL provides adhoc financial assistance to registered voluntary organizations in respect of certain promotional activities relating to Sindhi Language. Voluntary Organizations/ Societies/ Charitable Endowments/ Trusts which are registered under the relevant Central or State Act prevalent for the time being, shall be eligible for assistance under the Scheme.

❖ **Bulk Purchase Scheme**

The Bulk Purchase Scheme is a centrally sponsored scheme for production of standard literature in Sindhi with a view to provide suitable literature and other reading as well as reference material for Sindhi speaking people in India. The main object of the Scheme is to create interest in the study of Sindhi by supplying judiciously selected Books and Periodicals as free gift to Schools/Colleges and Public Libraries in such States and Union Territories where Sindhi is used as a medium of instruction/ or where it is taught as an optional language.

During the year 2021-22, 84 books, 31 e-content & 2 magazines under the scheme of Bulk Purchase for free distribution to educational institutions/schools/colleges/ libraries have been approved.

❖ **Financial Assistance for Publication of Books/Manuscripts**

Voluntary organizations / societies/ charitable endowment / Trusts which are registered under the relevant Central or a State Act prevalent for the time being, as well as individuals who are authors, editors, translators or those who intend to publish the book in question and hold the copyright thereof (excluding commercial publishers) shall be eligible to apply for assistance.

26 manuscripts of Sindhi writers have been approved for the year 2021-22 under the scheme of Financial Assistance for publication of books/manuscripts.

❖ **Sindhi Language Learning Course**

13358 students enrolled themselves for the Certificate / Diploma / Advance Diploma courses of NCPSL during 2021-22 under the scheme of Sindhi Language Learning Course. The classes have been started w.e.f . 17.10.2021 in various parts of country where large number of Sindhi population exists.

❖ **Awards Scheme**

- Two Life Time Achievement Awards namely: Sahityakar Sanman and Sahitya Rachna Sanman of Rs. 5,00,000/- each.

- Ten Merit/Literary Awards of Rs. 1,00,000/- each: 07 & 40 applications were received for Sindhi Literary Awards & Lifetime Achievement Awards for the year 2021-22 respectively.

Achievements during 2021-22 (from 01.01.2021 to 31.12.2021)

➢ Participated in the Lucknow Book Fair 2021 organized by Forceone advertising & events at Lucknow on 05-14 March 2021.

➢ Webinar on Nawa Sur Hasid organized by Sindhu SahitiyaAein Cultural Society on 03.01.2021 at Ajmer.

➢ Hemu Kalani Shaheedi Diwas was celebrated on 21.01.2021 by Babalmal Nichani Adarsh Sindhi Vidya Mandir High School at Gondia.

➢ Hemu Kalani Shaheedi Diwas was celebrated on 21.01.2021 by Shadani Sewa Mandal at Raipur, Chhattishgarh.

➢ Webinar which are beneficial for students and society on contribution of Mahakavi Kishanch and Bewas in Sindhi Poetry was organized by Samrat Prithviraj Chauhan Rajkiya Mahavidhyalalya on 25.01.2021 at Ajmer.

➢ One day webinar on Prof. Vasudev Singh literature- literary skills & possibilities organized by Prof. Vasudev Singh Samriti Nyas on 27.01.2021 at Varanasi.

➢ One day webinar on Rangmanchja Rangkarmi- Sindhu Natak Mitri Sindhu organized by Sindhu Sahitya Aein Cultural Society on 01.02.2021 at Ajmer.

➢ Matribhashadi was was celebrated on 21.02.2021 by MMK college of Commerce & Economics, Mumbai.

➢ Webinar on importance of Sindhi language in getting employment organized by Samrat Prithviraj Chauhan Rajkiya Mahavidhyalaya on 25.02.2021 at Ajmer.

➢ Sindhi Bhasha Diwas was celebrated on 10.04.2021 at various places i.e.Gujarat, Delhi, Ayodhya, Nagpur, Udaipur and Mumbai.

➢ NCPSL programme of Bhagat Kanwarram Shaheedi Diwas was celebrated on 29.10.2021at Udaipur.

Schemes of the NCPSL are also beneficial for the persons with disabilities in Sindhi Community and they also participate in the Seminar/Conference/Workshops and cultural programmes etc.

National Council for Promotion of Urdu Language (NCPUL)

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Education looks after the promotion of Urdu, Arabic and Persian Languages in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Establishment of Computer Applications and

Multilingual Desktop Publishing (DTP) Centres:

During the year 2021-22, (Upto 10/11/2021), NCPUL continued 562 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) being implemented through NIELIT under Ministry of Communication and Information Technology in which 27770 students including 10553 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. About 1564 faculties got employment to teach 27770 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres:

To preserve and promote traditional Calligraphy, 65 Calligraphy and Graphic Design Centres continued wherein 195 (faculties + attendant) got employment to teach about 3250 students including 1900 girls registered in this course.

Grant-in-Aid (Urdu):

Financial assistance to support selected Urdu promotion activities, approved which consists proposal of 200 NGOs/institutions/agencies for holding seminar, 53 lecture series, 303 manuscripts and 57 projects of writers and 345 Urdu books, 68 journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion:

NCPUL provided financial assistance to 347 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 650 newspapers 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 of 20 new titles, 21 reprints, 25 course books, 09 issues of monthly magazine Urdu Duniya, 09 Khawateen Duniya, 09 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. Online sale through collaboration of NGO has been approved to accelerate the sale of Urdu books. 03 trips of exhibition van on wheel have been undertaken locally in the Andhra Pradesh, Telangana and Karnataka.

Academic Projects/Collaboration:

NCPUL continued 58 academic projects for production books consisting of dictionaries, encyclopaedias, Terminology, 89 projects/ manuscripts monographs, Development of website & E-pub and 10 panel meetings/workshop held on subject Unani Medicine, Legal Studies, Social Science, Life Science, Persian Arabic, Islamic Studies and Creative Writing panels.

National / International Seminars/Conferences /Workshops /Cultural events:

07 Seminar/webinar organized which includes a book release Function titled 'Mustaqbil Ka Bharat' was organized on 5th April, 2021 at Multi Purpose Hall, India International Centre New Delhi, an online discussion on 'National Education Policy-2020 and Urdu Education' was held on 9th August, 2021,an online discussion on 'The Literary and Cultural Cannon of Urdu Marsiya' was held on 2nd September, 2021, an online discussion o 'The Literary and Cultural Cannon of Urdu Qasayed' was held on 15th September, 2021, a talk on 'An idea of Hindustan in the eyes of Father of Nation Mohandas Karamchand Gandhi' on the occasion of Mahatma Gandhi 152nd birth anniversary was held on 30th September, 2021, a six day Online Orientation Programme for the Madarsa Teachers was organized in collaboration with the Centre for Professional Development of Urdu Medium

Teachers (CPDUMT), Maulana Azad National Urdu University (MANUU), Hyderabad from 4th October to 11 October, 2021 and an online talk on 'The Legacy of Maulana Abul Kalam Azad for Today's India' was held on 11th November, 2021.

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. 31 episodes produced and telecast by News 18 T.V. (Urdu)

Distance Education (Urdu):

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 1416 study centres including 562 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 3270 part time Urdu teachers got employment through 1416 study centres to teach 90700 students which consists 41625 girls students.

Promotion of Arabic and Persian

In addition to the above, NCPUL has been assigned the additional responsibility to promote classical language Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 919 study centres of Arabic in wherein 1730 Part time teachers got employment to teach 60214 learners including 32090 girls admitted on both the course. 99 centres for One Year Certificate course in Persian are also running in which 158 Part time teachers got employment to teach 5976 students registered including 3564 girls students.

Grant –in-Aid (Arabic/Persian):

Financial assistance to support selected Arabic/ Persian promotional activities approved which consists proposal of 12 NGO/Institution/ Agencies for holding seminar, 32 manuscripts, of writers for providing printing assistance and 11 projects and 17 Arabic/Persian books of bona fide writers including 02 journal approved.

Vocational Course:

Six month Certificate course in Paper Machine continued at 03 centres in collaboration with University of Kashmir in J&K State in which 120 students as trainees.

Central Sanskrit University (CSU)

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development in India. Fully conscious of this responsibility, the Government of India established Rashtriya Sanskrit Sansthan in October, 1970 as an autonomous organization registered under the Societies Registration Act for propagation and preservation of Sanskrit language, literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. Rashtriya Sanskrit Sansthan (Deemed to be University) is now promulgated as Central Sanskrit University, Delhi by an Act of Parliament after getting the assent of His Excellency, The President of India and the

same has been enforced on 30th April, 2020 vide Gazette Notification S.O. 1263(E) dated 17th April, 2020 under the Ministry of Education, Government of India, Department of Higher Education. The University is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

The main objectives of the Central Sanskrit University are to propagate, develop and encourage Sanskrit learning and research. As Sanskrit is invariably connected with Pali and Prakrit languages, from 2009-10, University has taken up the task to promote both Pali and Prakrit languages and their literatures. The University also serves as central, administrative and coordinating machinery for all its Campuses. The Government of India has formulated various schemes and programmes for the development of Sanskrit education and is implementing through Central Sanskrit University and other agencies and University.

The Central Sanskrit University 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 Central Sanskrit University offers teaching courses at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. NavyaVyakarana, PrachinaVyakarana, Sahitya, PhalitaJyotisha, SiddhantJyotisha, SarvaDarshana, Veda, Nyaya [Navya], Mimamsa, Advaita Vedanta, Dharma Shastra, Vedanta, Sankhya Yoga, Paurohitya, Jain Darshan, BauddhaDarshan, 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 ShikshaShastri (B.Ed.) and ShikshaAcharya (M.Ed.) is also conducted in the Campuses. The Campuses also offer research programme leading to the degree of Vidyavaridhi (Ph.D). About 12,000 students were enrolled for the present year in the University

National Sanskrit University

National Sanskrit University (Erstwhile Rashtriya Sanskrit Vidyapeetha) is a Central University established by an act of Parliament through Central Sanskrit Universities Act, 2020 and came into force on 30-04-2020. It is a premier institution in the field of higher learning in Sanskrit studies, Traditional Sastras and Pedagogy. The University 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 is a feather in the cap of the University.

The University 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 University has taken up two constructions viz. New classroom complex and 500 bedded boys' hostel with a budget of Rs. 56.79 Crores under HEFA Scheme and they are in completion stage. Boy's hostel is going to be completed by December, 2021 and classroom complex is going to be completed by January, 2021.

The University has four Schools i.e. School of Education, School of Sahitya &Samskriti, School of Darsanas, School of Veda-Vedangas. The Institution has 105 teaching staff and 102 Non-teaching staff on rolls. The University has a Library which consists of 114487 books. The University has also digitized the manuscripts to the tune of 2507 out of the 4,005 rare manuscripts available. It is also subscribing 14 e-Journals and a total of 166 Journals for the benefit of students.

The University has Collaborations and linkages with Universities and Centres of Indic Studies around the World in Sanskrit and it attracts 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.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan (MSRVVP)

The Rashtriya Veda Vidya Pratishthan was established in January, 1987 by the Ministry of Education, Government of India, as an autonomous organization registered under the Societies' Registration Act, 1860. In May, 1993 the Pratisthan's office was shifted to Ujjain. Subsequently, through a Gazette notification by Government of India, the name of the Pratishthan was changed to 'Maharshi SandipaniRashtriya Veda Vidya Pratishthan'. The Pratishthan receives Grant-in-Aid directly from the Ministry of Education. During the year 2020-21, this Ministry has released an amount of Rs.45.99 crore to Pratishthan in the form of Grant-in-Aid and in 2021-22, GIA released till date (November, 2021, is Rs. 8.03 crore.

Objectives

The main objectives of Pratishthan are as follows:-

(a) Preservation, conservation and development of the oral tradition of Vedic studies;

(b) To foster the tradition of intonation and recitation through human agency;

(c) Teaching and Study of the Vedas through Pathashalas as well as through other means and institutions;

(d) To give special attention to Sakhas which are extinct and its conservation through human agencies;

(e) Creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it to the contemporary needs;

Programmes Offered

The Pratishthan has been given the responsibility to implement two schemes of the Ministry viz. **Veda Pathshala Scheme** and **Guru Shishya Parampara Scheme** to propagate Vedic studies. For this purpose, the Pratisthan provides financial assistance every month to the various Veda Pathashalas/Vidyalayas and Guru Shishya Parampara (GSP) Units located in various parts of the country including in the North-Eastern States.

The Pratishthan has a prescribed course leading to study of Vedas / Shakhas of Vedas i.e. Rigveda ShakalShakha, Shukla Yajurveda Madhyandini Shakha, Shukla Yajurveda Kanva Shakha, Krishna Yajurveda Taittiriya Shakha, Samveda Kauthum Shakha, Samveda Ranayani Shakha, SamvedaJaimini Shakha, Atharvaveda Shaunak Shakha and Atharvaveda Paippalad Shakha.

The Pratishthan also conducts a correspondence course "**Ghar Baithe Vedon Ki Shiksha**". The main objective of the course is to promote Vedic studies and to provide general knowledge to people about all the four Vedas, Six Vedangas, Brahmin Grantha, Aranyaka, Upanishad, Importance and Role of Indian Culture and Philosophy. Those who pass the examination are awarded certificate of "**Veda Nipun**".

Shri Lal Bahadur Shastri National Sanskrit University (SLBSNSU)

The University has been established to disseminate and advance knowledge by providing instructional, research and extension facilities to the promotion of the Sanskrit Language and such other branches of the learning as it may deem fit; to make special provisions for integrated courses in humanities, social sciences and science in its educational programmes; to make appropriate measures for promoting innovations in teaching-learning process inter-disciplinary studies and research: to educate and train man-power for the overall development, promotion, preservation and research in the field of Sanskrit and Sanskrit traditional subject.

The University 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 University 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 Shastra Parishads, Seminars, Conferences and Workshops.

(xi) Recognize degrees, diplomas and certificates of other educational bodies, and Institutes as equivalent to those of the University.

(xii) Establish faculties and constitute such boards and committees as may be necessary for the fulfillment of the objectives of the University.

(xiii) Institute and award fellowships, scholarships, prizes and medals in accordance with the rules and regulations 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 University.

(xv) Undertake all such activities, necessary or conducive to the attainment of all or any of the objectives of the University.

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

The Offices/regional offices and schools under both the Departments of this Ministry are notified under rule 10(4) of Official Language Rules, 1976.

Monitoring of implementation of Official Language Policy

a) During the said period the official language inspections of variousoffices have been done by the Ministry.

b) Departmental Official Language Implementation Committee has been constituted in the Ministry under the Chairmanship of Joint Secretary(Official Language). 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, Boards, 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 heldon 14th May, 2018 under the chairmanship of Hon'ble EducationMinister of Human Resource Development. Reconstitute the Hindi Salahkar Samiti is at final stage.

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 Hindiin 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 14th to 28th September, 2021 'Hindi Fortnight' was celebrated. On the occasion of "Hindi Diwas", Honourable Minister of Education gave an inspiring message (Sandesh) to increasingly use of Hindi for official purposes and to promote the official language Hindi. On this occasion, competitions onHindi Debate, Hindi Eassay, Hindi Noting/Drafting, Hindi Vyavahaar competition were organized.

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 subordinates offices, universities, organizations, boards, organizations etc., under the Ministry to make their website bilingual.

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11

RESEARCH COUNCILS & OTHER BODIES

Research Councils & Other Bodies

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 funded by the Government of India. ICSSR funds social science research of the faculties/scholars working in universities, research institutes, institutes of national importance and colleges. It provides National, Senior, Post-Doctoral and Doctoral fellowships to the faculties and researchers, provides financial assistance to conduct research on issues of importance related to social sciences and related policy matters, to organise seminars, conferences and workshops, publication assistance to social science research journals, and also works for furtherance of collaborations among research and policy institutions in India and also abroad through impactful international collaborations.

To fulfil the above objectives, the ICSSR has a number of programmes and schemes which are as follows:

(i) Research Fellowships

(ii) Research Programmes (Interdisciplinary/ multidisciplinary/ Inter-institutional)

(iii) Research Projects (Major, Minor & under IMPRESS Scheme)

(iv) International Collaborations for activities like joint research projects, seminars/ workshops, publications etc.

(v) National and International Seminars, including seminars, workshops etc under IMPRESS Scheme

(vi) Supporting Social Science Research Institutes

(vii) Regional Centres of ICSSR

(viii) Research Methodology and Capacity Building Programmes

(ix) Publication and Research Surveys

(x) Library and Documentation (NASSDOC)

(xi) Support for Paper presentation in international seminars and conferences

(xii) Support for data collection abroad for a well-defined research idea and need

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 and 5 recognized Institutes.

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 Council has already published, in addition to journals, a large number of books and monographs on issues of good significance. 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. These surveys have been published by Oxford University Press.

National Social Science Documentation Centre (NASSDOC) provides library and information support services to researchers, that include faculty and other scholars in academic institutions and research organisations, policy makers, planning and research units of government departments etc. 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 and other research agencies.

Apart from continuing fellowships and projects awarded in the previous years, the ICSSR has already awarded/is processing for the award of 487 Doctoral Fellowships, 24 Short term Fellowships, 240-250 Post-Doctoral Fellowships, 30 Senior Fellowships, 10 National Fellowships, 36 Training and Capacity Building Programmes, 18-25 International Collaborative projects, 26 International Seminars and 70 National Seminars. Under the research projects divisions, ICSSR has received 5461 applications for Research Programmes, Major and Minor research projects for the financial year 2021-22.

Under the IMPRESS Scheme (Impactful Policy Research in Social Science), implemented by ICSSR, so far, 69 such papers have been published in the highly reputed research journals.

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.

The Council is also executing various special projects of national and international importance such as (i) Dictionary of Social, Economic and Administrative Terms in Indian Inscriptions. (ii) History of Science and Technology in India. (iii) Historical Encyclopedia of Towns and Villages in India. (iv) Translation of Foreign Sources on India. (v) The collection for source material for the history of the Yadavas-Documentation of Yadava inscriptions found in Western Region. (vi) Documentation of cultural heritage and setting up of museums corners in peripheral regions/ Villages of India. (vii) Environmental History of India. (viii) Documents on Economic History during British Rule in India, Northern and Western India in Late Nineteenth Century: Quality of Life. (ix) Survey, Collection, Documentation and Digitization of Archival Sources of North East India. (x) Comprehensive History of Bharat. (xi) Institutions and Organizations of History in

Western India. (xii) Preparation of the Corpus of Kannada and Sanskrit Inscriptions of the Yadavas of Devagiri of the Deccan.(xiii) Compilation and editing of the Rashtrakuta Inscriptions from South India into a Volume.

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.

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study Society was established on 6th October 1964, under the Societies Registration Act XXIof 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.

Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad

Mahatma Gandhi National Council of Rural Education 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 Program of Action (PoA) on National Policy on Education (NPE)-1986 under the Ministry of Education (MoE).

Mahatma Gandhi National Council of Rural Education strives to promote resilient rural India through Higher Education interventions with focus on Rural Studies, Rural Development, Rural Management, Social Work and Education. The Council 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: To Promote Rural Higher Education on the lines of Gandhian Ideology; To Consolidate network and develop Rural Institutes and endow them for recognition; To Develop Rural Institutes into Regional Development Institutes and Rural Universities; To Regulate quality of education of Rural Institutes & Educational Programmes; To Design variety of courses at Tertiary Levels; To Strengthen Teacher Training Facilities; To Promote Vocational Training Programmes; To Encourage Field Oriented Courses; To Promote Action Research; To Promote Extension Services to the community; To study the process of transaction of higher education addressing rural concerns and promote Standardization for Accreditation of Courses on Rural Engagement; To Promote publication of research on Higher Education on Rural Concerns.

Association of Indian Universities (AIU), New Delhi

Association of Indian Universities (AIU), established in 1925, is an Inter-University Organization which brings all higher educational institutions in India on a common platform to pursue and promote the interest of Indian Higher Education. 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 liaisoning platform among 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.

Higher Education Financing Agency (HEFA)

In accordance with the Finance Minister's Budget speech 2016-17, the Higher Education Financing Agency (HEFA), a not for profit organization was set up in 2017, with initial Government equity participation and authorization to leverage funds from the market, supplement them from donations and CSR funds etc., to finance infrastructure in higher educational institutions. Canara Bank was identified as the Joint Venture partner for the establishment of HEFA and to manage it. HEFA was established as a Section 8 Company with NBFC license The initial authorized capital was Rs. 2,000 crore of which the Government's equity would be Rs. 1,000 crore. Canara Bank would put in 10% of the total equity. The objective of setting up of HEFA was to reduce the dependence of educational institutions on Budgetary grants and enable creation of quality educational infrastructure in a faster time frame.

Subsequently, in 2018, as a part of "RISE (Revitalising Infrastructure and Systems in Education) by 2022" initiative in the Budget 2017-18, Government approved the expansion in

the scope of HEFA to include KendriyaVidalayas, Navodayas, AIIMs, besides Higher Education Institutions. Towards this end, the authorised capital of HEFA was enhanced from Rs. 2000 crores to Rs. 10,000 crores of which the Government equity is Rs. 6,000 crore and Canara Bank would contribute 10% of the Government stake. At present, paid – up capital is Rs.5293.75 Crores (MoE - Rs. 4812.50 Crores, Canara Bank – Rs. 481.25 Crores). HEFA was also authorized to raise additional leverages through debt; either by floating bonds or direct borrowings.

The paid-up capital of HEFA as on date is Rs. 5293.75 crores (GoI Rs. 4,812.50 Cr; Canara Bank Rs. 481.25 Cr). HEFA was expected to fund projects to the tune of Rs. 100,000 crore by 2022 under RISE by 2022. However, cumulatively ason31st December, 2021, projects worth Rs. 43,613.31 crore have been approved by HEFA; for which a loan amount of Rs. 33,305.37 crore have been sanctioned and Rs. 13,146.82 crore have actually been disbursed.

Based on the different repayment capacities of the institutions to be financed, there are five financing windows as below:

Category of Institution	Repayment of Principal		Interest Servicing	
	By Institution	By GOI	By Institution	By Govt
Window I	100%	-	-	100%
Window II	25%	75%	-	100%
Window III	10%	90%	-	100%
Window IV*	-	100%	-	100%
Window V*	-	100%	-	100%

As per communication from MoF, there will be no further loan sanctions under Window IV & V and disbursements under existing sanctions have been discontinued w.e.f 01.10.2020.

EdCIL (India) Limited

EdCIL (India) Limited is a Central Public Sector Enterprise under the administrative control of the Ministry of Education, Government of India. EdCIL is accorded the Category – 1 Mini-Ratna status by the Government of India. EdCIL offers Consultancy and Project Management Services in the education and human resource development value chain within India and overseas. EdCIL has in the last four years registered rapid growth in the turnover having reached to Rs 333 crores in FY 20-21. The PAT for the said period has also increased to Rs 37 crores. Based on its working principles, systematic approach, and the related credentials, EdCIL obtained ISO 9001 – 2015 & 14001-2015 Certification.

The clientele group of EdCIL includes Central and State Govt. Departments including MoE, MEA, Intelligence Bureau, Central and State PSUs and Autonomous bodies including IITs, NITs, IIMs, IIITs, IISERs, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School Society. The company has executed several projects overseas including the recent order for supply of 52,480 Education Tablets for class-I, II, III & IV children in the schools of Mauritius funded initially by the Govt. of India and later by the Govt. of Mauritius.

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ICC & UNESCO

International Cooperation Cell (ICC)

International Cooperation Cell is actively engaged in strengthening relations with other countries through educational cooperation and collaboration by signing Educational Exchange Programme(EEP) / Memorandum of Understanding(MOU) / Memorandum of Cooperation (MOC) /Joint Declaration of Intent(JDI) / Letter of Intent(LOI) etc. in the field of education. In addition to above, schemes namely Study in India (SII), Scheme for Promotion of Academic and Research Collaboration (SPARC) and ASEM DUO India Fellowship Programme are also handled in this Division. Some of the achievements during 2021-22 are as under:

Study in India: Study in India (SII) programme was launched on 18, April 2018 with the aim to increase the number of inbound foreign students to India and to make India a preferred education destination/hub. The programme involves partnership with 160 plus select Indian institutes/ universities and focuses on 48 countries across South-East Asia, Middle East and Africa for branding Indian Education System. To attract foreign students, the programme also offers tuition fee waiver ranging from 100 percent to 25 percent to the meritorious students selected under SII programme. For granting scholarships to foreign students under SII, Performance Rating of Applicants through Global Aptitude Test for Indian Institutions (PRAGATII), formerly known as Indian Scholastic Aptitude Test (Ind-SAT), has been held. EdCIL (India) Limited, a CPSE under Ministry of Education (MoE), is the implementing agency of Study in India Programme. During 2020-21, total number of foreign students who took admission under SII is 3821, out of which scholarships were granted to 1947 students.

Scheme for Promotion of Academic and Research Collaboration (SPARC): It is an initiative of Ministry of Education to promote joint research and collaboration. The scheme became functional with effect from 28th October 2018. It aims at improving the research ecosystem of India's Higher Education Institutions by supporting 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 internationalrelevance.

In 2019, for the first phase of SPARC, total 394 Projects with a total budget of 25109.21 Lakhs were approved by the Apex Committee.

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.

Important bilateral/multilateral meetings held during 2021-22:

The following G20 meetings were held under Italian Presidency:

G20 Education Ministers' Meeting (EMM): Thevirtual G20 Education Ministers Meeting was attended by Hon'ble Minister of State, Ministry of Education on 22.06.2021 (Forenoon). The meeting led to the adoption of G20 Education Ministerial Declaration.

G20 Joint Meeting of Ministers of Education and Ministers of Labour and Employment: The Virtual G20 Joint meeting of Ministers of Education and Ministers of Labour and Employment was attended by Hon'ble Minister of State, Ministry of Education on 22.06.2021 (Afternoon). The meeting led to the adoption of Joint Declaration on Transitions from School to Work.

G20 Research Ministers' Meeting: The Virtual G20 Research Ministers' Meeting was attended by Hon'ble ShikshaMantri, Ministry of Education on 05.08.2021.The meeting led to the adoption of G20 Research Ministers' Declaration.

Meeting of Hon'ble ShikshaMantri with Ambassador of Saudi Arabia to Republic of India: A meeting was held between Hon'ble ShikshaMantri and Ambassador of Saudi Arabia to Republic of India on 21.09.2021 to strengthen the educational relationship between the two countries and to find new areas of cooperation in the field of education.

BRICS Chairship of India 2021: India is the chair for BRICS in 2021.The 8th BRICS Education Ministers' Meeting (EMM) was hosted by India in virtual mode on 06.07.2021. The Indian delegation was led by Hon'ble MoS (Education). The countries discussed their strategies for Post-Covid development of education and multilateral cooperation. New Delhi Declaration was adopted in the BRICS Summit 2021.

Meeting of Hon'ble ShikshaMantri with Australian Minister for Trade, Tourism and Investment: A meeting was held between Hon'ble ShikshaMantri and Australian Minister for Trade Tourism and Investment on 01.10.2021 to strengthen the educational relationship between the two countries and to find new areas of cooperation in the field of education and skilling.

Meeting of Hon'ble ShikshaMantri with Australian Minister for Education: A virtual meeting was held between Hon'ble ShikshaMantri and Australian Minister for Education on 05.10.2021 to strengthen the educational relationship between the two countries and to find new areas of cooperation in the field of education and skilling.

Fifth East Asia Summit Education Ministers Meeting (5ᵗʰ EASEMM)

Hon'ble Education Minister of India attended the

5th EAS EMM meeting held on 1st October 2021 through virtual mode at Manila, Philippines to reaffirm India's commitment towards the shared educational priorities articulated in the Manila Action Plan to build back resilient education systems in face of the heavy onslaught of the Covid 19 pandemic.

Education Roundtable on "Advancing India-US Education Partnership"

An Education Roundtable was held on 10th November 2021 with participation of Hon'ble Education Minister of India. In the said Roundtable, Hon'ble Education Minister interacted with the Heads of prominent Universities from USA and India to discuss ways to enhance the educational cooperation between India and USA in line with NEP 2020.

Diplomatic Conclave

Hon'ble Education Minister participated in the Diplomatic Conclave organized by Chandigarh University in collaboration with M/o External Affairs and M/o Education, with the participation of 100 nations. Deliberation topics of the Conclave included the following:

a. Exploring Avenues for Internationalization of Indian Higher Education Institutions

b. Partnerships in Research and Innovation for Elevating the Standards of Higher Education across the Globe

c. Areas of Concern Affecting International Collaborations in Higher Education

3rd Indo-French Knowledge Summit

Hon'ble Education Minister addressed the 3rd edition of Indo-French Knowledge Summit held from 24th to 26th November 2021 as an online event co-hosted by Savitribai Phule Pune University to promote tools and methods for better structuring of India-France cooperation in scientific and academic fields.

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.

Re-election of India to the Executive Board of UNESCO for the term 2021-25

India has been a member of UNESCO's Executive Board (EB) uninterruptedly since its inception in 1946. Most decisions taken by UNESCO are first debated on the floor of EB making it the most powerful organ of UNESCO at a functional level. EB has 58 seats, tenure of 4 years and election to half of the seats (29), is held every two years during the General Conference.

The elections to EB for the term 2021-25 was held as part of the 41st session of the General Conference held at the UNESCO Headquarter in Paris in November 2021. India was one of the contestants from the Asia Pacific Group or ASPAC or the Electoral Group IV. There was a total of Six (06) vacant seats and there were Six (06) contestants making it even. India made its re-election bid for the Membership of the Executive Board of UNESCO.

Comprehensive efforts were made at the Delegation level, the Foreign Missions based in India and through Indian Missions abroad to garner support for India's re-election bid to the Executive Board of UNESCO from the 195 Member States of UNESCO for the election held during the 41st session of the General Conference of UNESCO scheduled in November, 2021. A total of 185 countries were eligible to

vote, out of which 178 cast their votes, out of which 175 votes were found valid. While India secured 164 votes, the other contestants tally was: Japan (166 votes), Philippines (165 votes), Vietnam (163 votes), Cook Islands (154 votes) and China (153 votes).India received 11 votes more than China. Sh. Vishal V. Sharma, India's Ambassador/PR to UNESCO was nominated as India's Representative to the Executive Board of UNESCO for a period of 2021-2025.

41st Session of the General Conference of UNESCO

The General Conference is held every two years. The 41st session was held at the UNESCO Headquarter in Paris from 9th November, 2021 to 24th November, 2021. 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 40th session of the General conference after which elections were held for a New President and 6 Vice Presidents, one from each electoral group. H. E. Mr Santiago, Ambassador, Permanent Delegate of Brazil was elected as the President of the General Conference and in the 213th Executive Board, from the Asia Pacific Group, Ambassador of India, Mr. Vishal V. Sharma was chosen as the chair of Finance and Administrative Commissions (FA). This was the 1st time in the past 75 years that India will chair the FA Commission as full chair.

Elections were also held for 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 tenure in the Executive Board is for 4 years. Total 185 countries were eligible to vote, out of which 178 cast their votes, out of which 175 votes were found valid. The ASPAC group to which India belongs elected: Japan (166 votes), Philippines (165 votes), India (164 votes), Vietnam (163 votes), Cook Islands (154 votes) and China (153 votes) to the Executive board. India thus got 11 votes more than China. Elections were also held for members of Committees, Commissions and other subsidiary organs established by the General Conference. India also got elected to Information For All Programmes (IFAP) and Management of Social Transformation Programme (MOST).

The Indian delegation to the conference was led by Shri Dharmendra Pradhan, Minister for Education who delivered his speech in the General Policy debate on 11th November, 2021 through a pre-recorded video message.

The items on the agenda of the General Conference was 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 was finally adopted in the plenary session of the General Conference.

211th Session of the Executive Board

The 211th session of the Executive board was held at the UNESCO headquarters in Paris from 7th to 21st April, 2021. Prof J.S Rajput, India's representative to the Executive board attended the session and delivered his speech during the plenary session.

Overall, 40 items were listed on the agenda of the Executive board for the 211th session. These items were examined by the Committee and Commission constituted for the purpose. The discussion centred on medium term strategy and 41 C/4 and 41 C/5, procedure for candidature for the post of Director-General of UNESCO and preparations for 2021.

212th Session of the Executive Board

The 212th session of the Executive board was held from 6th to 20th October, 2021. As the session was only in-presentia, Amb/PR and officers from PDI participated in the Executive Board. India's National Statement was delivered by Amb/PR. He highlighted the importance of Universal Brotherhood, *Vasudhaiva Kutumbakam* and the need to incorporate IQ, EQ & SQ.

The agenda items were examined by the PX Commissions, FA Commissions, Joint session of PX & FA and decisions adopted in the plenary session. Sessions of Committee on Recommendations (CR) were conducted in private. The major highlights of the session are as follows:

(i) UNESCO strategy for Technical and Vocational Education (TVET) was discussed.

(ii) A Draft Resolution on International Day of Multilateralism which was co-sponsored by India was adopted.

(iii) India supported the Draft Resolutions on World Kiswahili Language Day and World Futures Day which were adopted with consensus.

75th Anniversary celebration of UNESCO

After two World Wars in less than thirty years, UNESCO was born of a clear vision: to achieve lasting peace, economic and political agreements among states are not enough. We need to bring people together through mutual understanding and dialogue between cultures. Over the years, UNESCO has launched pioneering programmes to achieve this. From the very beginning, UNESCO denounced racism, and mobilized philosophers, artists, the brightest minds from every nation, to develop innovative projects that changed how we see the world.

On 12th November, 2021 UNESCO celebrated its 75th Anniversary for which a pre-recorded video testimony from Hon'ble Minister of Education of India Mr. Dharmendra Pradhan was shared on the website of UNESCO.

44th Session of the World Heritage Committee

The 44th session of the World Heritage Committee was held in virtual format from 16-31 July 2021. The chair of the Committee, His Excellency Mr Tian Xuejun, Vice Minister of Education and Chairperson of the National Commission of the People's Republic of China for UNESCO presided over the meeting from Fuzhou.

The session examined 18 agenda items divided between the following 8 subject matters including interalia, Reports, Examination of the State of Conservation, World Heritage List and the List of World Heritage in Danger, Study on sites associated with recent conflicts and other negative and divisive memories, Periodic reports, Revision of Operational Guidelines and Financial and administrative issues.

India had two nominations- Dholavira for inscription and the Kakatiya Rudreshwara Ramappa Temple in the representative list of the World Heritage site. A strong delegation comprising of DG, ASI, Amb/PR and representatives of PDI Paris and ASI participated in the Committee meeting virtually. Both Dholavira and Kakatiya Rudreshwara Ramappa Temple were inscribed on the World Heritage List taking the total number of Indian sites inscribed to 40.

While several other countries including China missed out on getting their nominations inscribed due to pandemic related restrictions leading to cancellation of experts' visit to the sites, PDI persistently liaised with UNESCO Secretariat whereby India managed to get two nominations (Kakatiya Rudreshwara Ramappa Temple in Telangana and Dholavira in Gujarat) in the 44th

Session of WHC. With this India entered the Super-40 club (list of countries having 40 or more sites on the World Heritage List). For the Dholavira visit, the expert from Japan cancelled his visit at the last-minute citing COVID protocols as barriers for re-entry into his home country Japan. PDI then followed-up with the expert body ICOMOS, WHC and UNESCO (Culture Sector) and got an alternate found and got the visit conducted. The next session (45th session) of WHC will be held in Kazan, Russia.

23rd General Assembly of the State Parties to the World Heritage Committee

The 23rd General Assembly of the State Parties to the WHC was held on 24th to 26th November, 2021. India won the elections for 4-years tenure 2021- 2025 by getting the highest number of votes from the Asia-Pacific region. A total of 177 countries were eligible to vote, and 173 valid votes were cast. From ASPAC, the votes got were: India (142 votes), Japan (141 votes) and were elected. Mongolia with 51 votes lost. In the WHC meeting, India was also elected as a rapporteur for the 45th Session to be held in Kazan, Russia in 2022. Ms. Shikha Jain's name was proposed and accepted.

16th Session of the Intergovernmental committee for Safeguarding of the intangible cultural heritage (ICH)

Once in 2 years, nominations are done for the Representative List of the ICH of Humanity. India succeeded in getting 'Durga Puja in Kolkata' inscribed to the Representative List of the Intangible Cultural Heritage of Humanity. India will also be contesting election for the Intangible Cultural Heritage for 2022-2026.

2021 Ramanujan Prize in Mathematics

The International Centre of Theoretical Physics awarded the 2021 Ramanujan Prize in Mathematics to Indian Mathematician Prof. (Dr.) Nina Gupta.

Srinagar on the UNESCO Creative Cities Network

Srinagar, the capital of the state of J&K was inscribed on the UNESCO Creative Cities Network (UCCN).

UNESCO Associated Schools Project Network (ASPnet)

UNESCO established the Associated Schools Project Network (ASPNet) in 1953 to encourage schools worldwide to educate students on issues related to UNESCO's overarching goal of promoting peace and international understanding. The program now includes 9000 thousand educational institutions in over 180 countries. As of now, there are 63 schools in India which are affiliated with ASPNet and applications from 19 schools in India have been forwarded to UNESCO for their consideration to provide affiliation to these schools.

UNESCO Prizes/Scholarship

Indian National Commission for Cooperation with UNESCO (INCCU) invited all the eligible individuals, Institutions and Non-Governmental Organization for the following prizes/scholarship and the recommendation letters were issued.

UNESCO Literacy Prizes

The prize was on the theme 'Teaching and learning literacy: The role of educators and changing pedagogies. It comprises of UNESCO King Sejong Literacy Prizes, sponsored by the Republic of Korea for the development and use of mother-tongue literacy education and training; and the three UNESCO Confucius Prizes for Literacy, sponsored by the People's Republic of China for literacy among adults in rural areas and out of school youth, particularly girls and women.

UNESCO Sultan Qaboos Environmental Conservation Prize 2021

The purpose of the prize is to afford recognition to outstanding contributions by individuals, groups of individuals, institutes or organizations who have contributed to environmental and natural resources research, environmental education and training, creation of environmental awareness through the preparation of environmental information materials and activities aimed at establishing and managing protected areas including in relation to sustainable tourism, such as Biosphere Reserves, natural World Heritage sites and UNESCO Global Geoparks.

UNESCO-Bangladesh "Bangabandhu Sheikh Mujibur Rahman"

The purpose of the prize is to recognize and reward innovative projects or programmes undertaken by an individual, institution, entity or non-governmental organization to promote entrepreneurship in the creative economy by young people starting from the age of 16.

2021 Felix Houphouet-Boigny-UNESCO Peace Prize

The prize honours living individuals and active public or private institutions or bodies that have made a significant contribution to the promotion of, search for, safeguarding of, or maintenance of peace in accordance with the Charter of the United Nations and the Constitution of UNESCO.

UNESCO Sharjah Prize for Arab Culture

This prize rewards the work of individuals, institutions, who have made significant contributions to developing, promoting and disseminating Arab culture.

UNESCO Young Professional Programme

The Young Professional Programme (YPP) 2021 is one of the flagship recruitment initiatives aiming to improve geographical representation of the UNESCO Secretariat, promote gender parity in the Organization at international level and rejuvenation of the staff at UNESCO Secretariat. This programme provides an opportunity to the young university graduates and young qualified professionals under or equal to the age of 32 years from non-and under- represented Member States, to join UNESCO at the early stage of their professional career.

Other initiatives:

(i) **Social media outreach to various delegations:** PDI made social-media outreaches to various delegations by highlighting inter-cultural themes to make a cultural connect.

(ii) **India's entry to the Super 40 Club of World Heritage Inscriptions:** India got two nominations (Kakatiya RudreshwaraRamappa Temple in Telangana and Dholavira in Gujarat) in the 44th Session of World Heritage Committee which was held in virtual format from 16-31 July 2021 and was participated virtually by strong delegation comprising of DG, ASI, Amb/PR and representatives of PDI Paris and ASI. With the inscription of Rudreshwara (Ramappa) Temple in Telangana and Dholavira in Gujarat onto the World Heritage List in 2021, India formally entered the elite club of Super 40.

(iii) **India's intervention in the 211th EB under Agenda 38 in the debate on the Revision of the 1974 recommendations on Education:** India espoused the need to incorporate Emotional Quotient (EQ) and Spiritual Quotient (SQ) aspects along with Intelligence Quotient (IQ). India highlighted that the focus of education so far has been materialistic, and that the time had come to make it more

humanist and holistic, and stating that while augmentation of human knowledge has been appreciable, but what about the need to focus also on the evolution of human consciousness. India's intervention was appreciated by several delegations including by the DG.

(iv) **India's Open School winning UNESCO prize:** The 'National Institute of Open Schooling' from India won the UNESCO King Sejong Literacy Prize 2021 for its programme 'Enabling education of persons with disabilities through technology enabled inclusive learning material, with specific focus on Indian Sign language-based content'.

(v) Interaction with UNESCO ADG/SHS and ICSSR

(vi) Interaction with UNESCO ADG/Science and Directors of 18 IITs

(vii) **UNESCO-India-Africa Hackathon:** PDI not only mooted the initiative of a massive Hackathon programme comprising India and selected African countries under the aegis of UNESCO but also spearheaded the first coordination meeting bringing in all the concerned stakeholders on a single virtual platform.

(viii) **Finance and Administrative Commission (FA):** India was unanimously nominated as the Chair of FA in 213th Executive Board. Further India also had the privilege to be the Vice-Chair of FA in 212th Executive Board with Japan as the Chair. FA is one of the two important Commissions and focuses on all matters related to finance and administration of UNESCO.

(ix) Information about NEP was disseminated to 193 delegations.

(x) COP8 & the visiting delegation from MoYAS

(xi) **Gandhi Jayanthi Celebrations in UNESCO:** PDI organized a cultural programme including classical dance and music performances marking Mahatma Gandhi's anniversary in UNESCO premises. The event was attended by several delegations including ADGs of Science, PAX and Education sectors. ADG Science Ms Shamila Nair was the keynote speaker at the event.

(xii) India-Azerbaijan virtual session on Indian Raga & Azerbaijani Mugham.

(xiii) PRI to UNESCO addressed the Pancham Dham inaugural eventatSiem Reap, Cambodia, which was set up for the first time to spread and proliferate the Indian cultural values, ethics and Sanatana Dharma, continuing with the legacy and the spiritual journey, the 4th anniversary of the foundation day was celebrated over a virtual event on May 30, 2021.

(xiv) PR's Address in the NAM chapter of UNESCO

(xv) Hosted 20 African Ambassadors for Lunch (India-Africa connect)

(xvi) Connected with 193 delegations on 7th June (anniversary of Mahatma Gandhi's being thrown from the train at St. Pietersmatizberg in South Africa in 1893)

(xvii) India's statement in support of Russia appreciated by the Russian delegation and appreciation note written by the Russian Ambassador. Appreciation also communicated by the Vice-Foreign Minister of Russia to the Indian Ambassador to Russia Sh. DB Verma.

(xviii) Information about #VaccineMaitri disseminated to 193 delegations

(xix) Information about the achievements of

the government Hon. PM Narendra Modi disseminated to 193 delegations, extensive discussions held through one-on-one meetings with Ambassadors and the various schemes mentioned both in words as well as in writing.

(xx) Director of World Heritage Centre informed the Permanent Delegation of India (PDI) to UNESCO, Paris that UNESCO's World Heritage Centre has agreed to publish Hindi descriptions of India's UNESCO World Heritage Sites on WHC website. The PDI to UNESCO organized a Virtual celebration of the World Hindi Day 2022 on 10th January, 2022. Minister of State of External Affairs and culture, Meenakshi Lekhi gave a video message on World Hindi Day and emphasized the importance of Hindi. India's ambassador/permanent representative to UNESCO, Vishal V. Sharma also highlighted the key points that Hindi attained during the last 75 years of India's independence.

9th Annual Meeting of the UNESCO MGIEP Governing Board

9th Annual Meeting of the UNESCO, Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) was held on 8th and 9th December, 2021, virtually. Prof. J.S Rajput, India's Representative to the Executive Board is the Chairperson of the Governing Board of MGIEP. Sh. S.K. Samantaray, Deputy Secretary (ICC) participated in the meeting as a nominee of Secretary (HE), ex-officio member of the Governing Board, from Ministry of Education.

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February, 1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 3300 people from 58 nations including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, and 1983. The Township is under the administrative control of the Ministry of Education since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville, the provision for the year 2021-22 being Rs.18.20 crore.

Dr. Jayanti S. Ravi, IAS (GJ:1991), Principal Secretary, Government of Gujarat was appointed to the post of Secretary, Auroville Foundation for a period of 3 years with effect from 5th July, 2021, the date of assumption of charge to the post. Further, the Governing Board of Auroville Foundation was re-constituted with seven nominated members on 6th October, 2021 for a period of four years. Sh. R.N. Ravi, Hon'ble Governor of Tamil Nadu is the Chairman and Dr.TamilisaiSoundararajan, Hon'ble Lt. Governor of Puducherry is one of the Members of the newly constituted Governing Board. Moreover, Auroville International Advisory Council was also re-constituted on 11th October, 2021 for a period of four years with five nominated members on it.

Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute (SICI) is a unique bi-national organization, mandated by governments of India and Canada to promote,

facilitate and nurture academic linkages, collaborations & exchanges, research partnerships, and networks on bi-national corridors. Funded by the Ministry of Education, Government of India, it supports diverse disciplines including Social Sciences, Humanities, Science & Technology, Biotechnology, Agriculture, Arts, Literature, Culture, Law, Business, Economic Reform, etc. and covers all levels of higher education from undergraduate to postdoc and from faculty to collaborative research.

The Addenda X to the MoU was signed on 15.7.2016, according to which Government of India committed funds to the institute amounting to Rs.33.176 crores for five years from 1 April 2016 to 31 March 2021.

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PART - II

Department of School Education & Literacy

MAJOR SCHEMES OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY

Major Schemes of the Department of School Education & Literacy

Samagra Shiksha

1. Introduction

The Department of School Education & Literacy launched an Integrated centrally sponsored scheme Scheme for School Education, Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The thrust of the Scheme is to support States and UTs to improve the quality of school education across all levels. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 in order to ensure inclusive and equitable, quality and holistic school education.

The major objectives of the Scheme are:

o   Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020);

o   Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;

o   Focus on Early Childhood Care and Education (ECCE)

o   Emphasis on Foundational Literacy and Numeracy

o   Thrust on Holistic, Integrated, Inclusive and activity-based Curriculum and Pedagogy to impart 21st century skills among the students;

o   Provision of quality education and enhancing learning outcomes of students;

o   Bridging Social and Gender Gaps in school education;

o   Ensuring equity and inclusion at all levels of school education;

o   Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training;

o   Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions; and

o   Promoting vocational education

The major interventions, across all levels of school education, under the scheme are:

(i)   Universal Access including Infrastructure Development and Retention;

(ii)   Foundational Literacy and Numeracy,

(iii)   Gender and Equity;

(iv)   Inclusive Education;

(v)   Quality and Innovation;

(vi)   Financial support for Teacher Salary;

(vii)   Digital initiatives;

(viii) RTE Entitlements including uniforms, textbooks etc.;

(ix) Support for ECCE;

(x) Vocational Education;

(xi) Sports and Physical Education;

(xii) Strengthening of Teacher Education and Training;

(xiii) Monitoring;

(xiv) Programme Management; and

(xv) National Component.

Major Recommendations of NEP

The major recommendations of NEP which are included in revamped Samagra Shiksha are as follows:

- Emphasis on Foundational Literacy and Numeracy

- Provision for Holistic Progress Card (HPC),

- Introduction of tracking of learning outcomes as well as transition of children,

- Induction of qualified counsellors at secondary and senior secondary level in a phased manner,

- Provision of Language Teachers for non-Hindi speaking states

- Provision of Capacity building of teachers (50 Hrs CPD),

- Provision for Bagless days and internships,

- Support for OOSC in age group of 16- 19 years,

- Provision for Activities of PARAKH,

- Provision for Separate stipend for CWSN girl child;

- Provision for identification of CWSN and Resource Centre at block level,

- Expansion of schooling facilities including Residential Hostels, KGBVs etc.,

- Provision for Hub and Spoke model in vocational education,

- Provision for Smart classroom and support for DIKSHA,

- Support for Assessment Cells in SCERT etc.

Under Samagra Shiksha, EFC has approved a total outlay of ₹ 294283.04 crore over the period offive years from 2021-22 to 2025-26.

2. Quality Education under Samagra Shiksha

i. Learning Outcomes

The overarching aim of Samagra Shiksha is to make quality education acceptable, available and affordable to all children from pre-primary to higher Secondary level financial support is provided to all States and UTs for implementing various interventions under the Quality and Innovation unit of Samagra Shiksha.

Major Quality Interventions: Some of the major quality interventions under Learning Outcomes are:

- **Free Textbooks**

  Under RTE entitlements there is support for provision for textbooks to all children in Government/Local Body and Government Aided schools, including Madarsas desirous of introducing the State curriculum, at primary level and upper primary level.

  Financial Norms for Textbooks are an average cost of Rs.250/- per child at primary level and Rs.400/- per child at upper primary level. Primers/textbooks developed for tribal languages with bridging materials to facilitate transition

to the State language of instruction and English would be eligible for classes I and II within the ceiling of Rs. 200/- per child.

In 2021-22 provision has been made for distributing free textbooks to 9.71 crore children with an outlay of Rs. 286055.88 lakh. Concomitantly, workbooks and worksheets are being provided by several States, to facilitate activity-based classroom processes and to supplement learning processes.

- **Free Uniforms**

  The RTE Act mandates free and compulsory education for all children in Government schools. Uniforms constitute an expense that poor families are often not able to afford, and thus becomes a barrier for many children to pursue and complete elementary education. To access GoI funds, the State RTE Rules must declare uniform as a child entitlement up to class VIII. Financial support is provided for two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' in Government schools up to class VIII at an average cost of Rs. 600/- per child per annum. For the year 2021-22, the provision has been made for providing a free uniform for 8.35 crore children with an outlay of Rs. 491952.50 lakh.

- **Library**

  One of the major interventions for improving the quality of education under the scheme includes the provision of libraries and books across all levels of school education. It includes providing a grant for libraries in government schools Library is an essential component of the school, providing not only resource for learning, but also for strengthening the

idea of reading for pleasure, recreation and further deepening of knowledge and imagination. Separate guidelines have been shared with all states and UTs for improving the efficiency of the system. The estimated outlay for the Library grant is Rs. 71613.61 lakh.

- **School Grant**

  The Scheme envisages an annual recurring school composite grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc. It also provides for annual maintenance and repair of the existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The grant is also to be used for promoting Swachha Bharat Campaign.

  The amount of grant varies from Rs. 25,000 to Rs. 1,00,000 per annum depending upon the number of students in the school. Further, for very small schools with an enrolment of fewer than 30 students, these will be accordingly scaled down. Each school is required to spend at least 10% of the composite school grant on activities related to the Swachhta Action Plan.

  The provision was made for providing School Grant with an outlay of Rs. 339572.72 Lakh.

- **Learning Enhancement Programme (LEP) /Remedial Teaching**

  Since each individual is unique. Catering for individual differences assumes paramount importance. To achieve this, students are provided with suitable

assistance and guidance following their abilities and learning needs, so that they can develop their potential to the full. Approaches such as remedial teaching and condensed courses or bridge courses have been used at the elementary level and more reactive and symptomatic methods such as Learning Enhancement Programme to address the challenges at the secondary level.

The provision was made for providing Learning Enhancement Programme for Foundational Literacy and Numeracy for classes 1&5 with an outlay of Rs. 213022.48 lakh for Class VI-VII an outlay of Rs. 32309.45 lakh was estimated and for Class IX-XII, the estimated outlay was Rs. 26955.02 lakh.

- **Innovation Projects to improve quality of education**

    Under Samagra Shiksha, a wide range of interventions are being provided to improve the teaching-learning process in the school for the students and by the teachers in the Government schools. The scheme is committed to supporting and empowering students and enabling their holistic development. All States and UTs have been encouraged and guided to take up such creative activities and projects which would help to realize the overarching objective of providing quality education and improving learning outcomes. Various state-specific innovation projects have been supported and undertaken particularly in Early Grade Learning, Classroom transactions, teaching-learning processes, development of teaching-learning materials, Learning Enhancement, digital initiatives, Assessment of students through varied approaches and joyful pedagogy.

ii) **Home learning guidelines**

- The role of parents and caregivers besides school, teachers, community, and volunteers is pivotal in supporting Home-based learning for their children, especially during this period of Covid-19.

- Guidelines for Parent Participation in Home-based Learning during school closure and beyond have been developed.

- Guidelines shared with States/UTs vide letter dated 18.6.2021 to disseminate to all stakeholders on a wide scale and along with to translate the document into regional languages and use local context for easy access, understanding and widespread use.

iii) **Student learning enhancement guidelines**

Learning Enhancement Guidelines have been prepared by NCERT which suggest models for the following three types of scenarios to ensure that no child is deprived of reach of education:

a) Learning Enhancement during COVID-19 for students without digital devices

b) Learning Enhancement during COVID-19 for students with limited access to digital devices &

c) Learning Enhancement during COVID-19 for students with digital devices

iv) **Comprehensive COVID Action plan-**

The Department of School Education and Literacy vide letter dated 4th May 2021 has shared the Covid Action plan with States/UTs and other stakeholders for mitigating the loss of learning. Various focus areas and interventions for implementing this roadmap include:

1. Preventing dropouts, locating Out of School Children and mainstreaming them.

2. Tracking children and their learning levels.

3. Mitigating learning loss - Developing effective home-learning programmes and tracking learning.

4. Helping teachers reach the last child in the last mile using multiple modes - portal, apps, telecast/broadcast, online/offline etc.

5. Teacher capacity building.

6. Support to schools.

7. Systematic involvement of parents, community, local self-governments, volunteers, etc.

8. The Health and safety of teachers and students should be of paramount importance while designing any intervention.

v) SAFAL

- Structured Assessment for Analyzing Learning levels (SAFAL) has been developed by CBSE and launched on 29th July 2021. Competency-based assessment has been introduced in CBSE schools for grades 3, 5 and 8 as per NEP 2020, this assessment will focus on testing for core concepts, application-based questions and higher-order thinking skills.

- SAFAL will ensure progress throughout school years by providing diagnostic information about students' learning to schools and thus, support school education to move towards competency-based education.

- The pilot for key stage assessment of classes 3, 5 & 8 will be undertaken in February 2022.

Implementation

To enhance the quality of learning in schools, by enabling teachers to ascertain learning skills more accurately take corrective steps without delay and provide effective learning opportunities to all students including children with special needs. NCERT has developed Learning Outcomes (LO) for all the three stages of school education - Elementary, Secondary and Higher Secondary Stage. In the continuum with the "*Learning Outcomes at the Elementary Stage*", and "*Learning Outcomes for Secondary Stage*", the following curricular areas have been developed and reviewed involving external experts.

➢ Languages (English, Hindi, Sanskrit and Urdu), Mathematics, Science (Biology, Chemistry and Physics), Human Ecology and Family Science

➢ Social Sciences (Economics, Geography, History, Political Science), Psychology and Sociology, Commerce (Accountancy and Business Studies)

➢ **Fine Arts:** Visual Arts – Painting and Music, Health & Physical Education

The Learning outcomes for Classes 9th and 10th developed by NCERT have been disseminated across States/UTs conducting five regional meets through online mode. The draft Learning Outcomes document for the senior secondary level has been developed and the draft document has been shared with States and UTs for feedback.

3. Prevention of dropout/Out of School Children due to COVID-19

To ensure that children have access to education with quality and equity and to minimize the impact of the pandemic on school education in the country, Ministry of Education has shared guidelines dated 7th January, 2021 with all States which, among others, include identification of out of school children from age 6-18 years, enrolment drives and awareness generation, student support while schools are closed, continued Education for children with Special Needs (CWSN), student support on school reopening and Teacher capacity building.

Also, a comprehensive Covid action plan has been shared with the States and UTs on 4th May 2021, outlining the role of local bodies, formation of nodal group at village/town level, conducting door-to-door/helpdesk-based/app based survey to identify out of school children, their mainstreaming and resource sharing.

This Department has also developed an online module for compiling the data of Out of School Children (OoSC) identified by each State/ UT and their mapping with Special Training Centers (STC) on the PRABANDH Portal (http://samagrashiksha.in). The concerned State/ UT validates the child wise information of the identified OoSC and STC uploaded by the concerned Block Resource Centre of the State for monitoring the progress of mainstreaming of OoSC.

The department has launched an initiative called '**Manodarpan'** for mental health and wellbeing of students. It aimed to provide emotional support and needful counseling to the students under distress due to the unprecedented times they were facing. To realize this, issuance of advisory guidelines from time to time, creation of web page and national toll-free numbers, interactive online chat options and, national-level database and directory of counselors were made part of such initiative.

4.   Major Achievements of Samagra Shiksha

The major achievements of Samagra Shiksha scheme during 2020-21 are listed below:

- 3.26 lakh out of school children have been provided special training at elementary level

- 2.42 lakh children have been provided transport and escort facility,

- 32.67 lakh children have been covered under Section 12(1)(c) of the RTE Act,

- 6.57cr children have been provided free uniforms,

- 8.84cr children have been provided free textbooks at elementary level,

- 1.44 cr children have been provided remedial teaching,

- 14.44 lakh teachers have been trained,

- 83021 schools provided self-defence training to girls,

- 3.68 lakh CWSN girls have been provided stipend and

- 23331 special educators have been provided financial assistance.

5.   Swachh Vidyalaya Initiative (SVI) Related Activities

❖ *Background*

The Prime Minister of India on 15th August 2014 announced that all schools in the country should have toilets with separate toilets for girls within a period of one year. The Ministry of Education in association with the State Governments, UT Administrations, Central Public Sector Undertakings (CPSUs) and Private Corporates had launched the Swachh Vidyalaya initiative in 2014 to provide separate toilets for boys and girls in all government schools within one year. Under this initiative, 4,17, 796 toilets had been constructed/ reconstructed in 2,61,400 Government elementary and secondary schools till 15 August, 2015, thereby completing the target.

❖ *Promotion of SVI by institutionalizing Swachh Vidyalaya Puraskar:*

The Ministry of Education (MoE) has instituted Swachh Vidyalaya Puraskar from 2016-17 at district, state and national level as a next step to Swachh Vidyalaya Initiative for institutionalizing a Swachhata ranking system for excellence in

water, sanitation and hygiene in schools across the country.

- **Swachh Vidyalaya Puraskar (SVP) 2016-17:** More than 2.68 lakh schools participated in SVP 2016-17. Out of 643 schools shortlisted by the States, 172 schools were selected for the National awards for SVP 2016-17. 11 best performing districts with highest participation for the National awards were given Certificate of Recognition.

- **Swachh Vidyalaya Puraskar (SVP) 2017-18:** SVP 2017-18 was extended to Government aided schools and private schools, in both rural and urban areas. 5.33 lakh schools submitted online applications for SVP 2017-18. Top 52 schools were selected for the National awards for SVP 2017-18.

- **Swachh Vidyalaya Puraskar (SVP) 2018-19 to 2020-21:** Due to administrative reasons and COVID-19 pandemic, Swachh Vidyalaya Puraskar 2018-19 could not be organized.

- **Swachh Vidyalaya Puraskar (SVP) 2021-22:** SVP 2021-22 has been successfully launched by the Hon'ble MOS (SS), Ministry of Education on 12th January 2022, which is the birthday of Swami Vivekananda and is celebrated as National Youth Day. Guidelines for SVP 2021-22 has also been modified/ finalized, in view of the ongoing Covid-19 pandemic and as per MHA directions. UNICEF has also developed the Web/ Mobile application for SVP 2021-22. The last date for submission of application by the schools for SVP awards is 31st March 2022.

- The launch of SVP 2021-22 assumes additional importance during the existing situation of the COVID pandemic as it will help assess the situation of water, sanitation and hand washing facilities as well as hygienic behaviour to ensure prevention of COVID transmission. Compliance of any school with COVID appropriate behaviour will ensure that parents get the confidence of sending their wards to schools at the time of re-opening, once the situation of COVID pandemic is under control. The key objective is to have sustainable, child friendly, gender and divyang appropriate, climate resilient water, sanitation, hand washing facilities in schools besides adherence to hygienic as well as COVID appropriate behaviour in schools once they re-open.

❖ **Samagra Shiksha Recurring Grant for Swachhta Action Plan:**

The Centrally sponsored integrated Scheme for School Education, i.e. SamagraShiksha covering pre-school to 12th class, provides for an annual recurring school composite grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc. It also provides for annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The grant is also to be used for promoting Swachh Bharat Campaign. The amount of grant varies up to Rs. 1,00,000 per annum depending upon the number of students in the school. Each school is required to spend at least 10% of the composite school grant on activities related to Swachhta Action Plan. Central release to States and UTs for SAP Component under Samagra Shiksha for the years 2018-19, 2019-20 and 2020-21 are given below:

Year	Amount (Rs. in Lakh)
2018-19	20052.4468
2019-20	22400.9500
2020-21	22924.5575

Department of School Education & Literacy has requested to all States and Union Territories to provide basic infrastructure including toilets and drinking water in all Government schools. Besides, initiatives have been taken for piped water supply to all schools and rain water harvesting system.

❖ *SwachhataPakhwada: 1ˢᵗ – 15ᵗʰ September (Cleanliness Fortnight)*

Department of School Education & Literacy, in coordination with State Governments and UT Administrations, have been observing **Swachhata Pakhwada** from the year 2016 from 1ˢᵗ-15ᵗʰ September. The schools and students across all states and UTs have been participating whole-heartedly in the SwachhataPakhwada every year.

• **Swachhata Pakhwada 2021: T**his Department has requested all the States / UTs to observe Swachhta Pakhwada, 2021 during 1ˢᵗ to 15ᵗʰ September 2021. The day-wise action plan for Swachhata Pakhwada has also been suggested to the States/UTs for observing Swachhata Pakhwada, 2021. As per report furnished by States/UTs, 3,78,15,074 students of 7,82,827 schools, have participated in Swachhata Pakhwada, 2021.

❖ *SOP for Sustaining Water, Sanitation and Hygiene in Schools (WASH):*

The unprecedented COVID pandemic has reinforced the necessity of adequate and well maintained WASH infrastructure and practices in schools. Both Individual and collective adherence, as well as the role of school community are inevitable to achieve and sustain improved health and educational outcomes for children.

The theme for 2021's **Global Handwashing Day on 15ᵗʰ October 2021**, was "**Our Future is at Hand – Let's Move Forward Together**". It aims to mobilize this potential, and bring about awareness on hand hygiene as a fundamental component of public health and safety, especially in view of the COVID-19 pandemic. In this regard, the Department of School Education & Literacy and all States and UTs across the country are highlighting the importance of hand washing as a means to a safer today and tomorrow, through their schools.

On this occasion, Ministry of Education has released the revised **SOP for Sustaining Water, Sanitation and Hygiene in Schools (WASH)** – Including Guidelines for Swachhta Action Plan under Samagra Shiksha, incorporating WASH practices in view of COVID-19 pandemic.

❖ *School Infrastructure Development*

The Department of School Education and Literacy has launched an Integrated Centrally Sponsored Scheme for School Education – Samagra Shiksha w.e.f. 2018-19, which subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). Under Samagra Shiksha, States and UTs are supported for strengthening of existing government schools, and for creation and augmentation of infrastructure facilities based on the gaps determined from Unified District Information System for Education (UDISE) database and proposals received from respective State/UT.

Under erstwhile SSA till 2017-18 and Samagra Shiksha effective from 2018-19, construction of 3.12 lakh school buildings, 18.83 lakh additional classrooms, provision of 2.53 lakh drinking water facility, construction of 4.15 lakh Boys'

toilets, 5.33 lakh separate girls' toilets, 1.56 lakh toilets for Children with Special Needs (CwSN) and 2.96 lakh ramps with hand rails have been sanctioned to States and UTs for **elementary** schools.

Under erstwhile RMSA till 2017-18 and Samagra Shiksha from 2018-19, construction of 12,403 school buildings, 53,420 additional classrooms, 30,432 integrated science lab., 20,441 computer room, 27604 libraries, 32,434 Art/Craft/Culture room, provision of 12,711 drinking water facilities, 35,242 Boys' toilets, 37,322 Girls' toilets', 5,414 toilets for Children with Special Needs (CwSN) and 5,414 ramps have been sanctioned for **secondary schools** to States and UTs.

Under Samagra Shiksha from 2018-19, 151 new/upgraded school buildings, 553 additional streams, 1131 additional classrooms, 77 science lab., 983 physics lab., 955 chemistry lab., 953 biology lab., 81 computer room, 237 libraries and 195 Art/Craft/Culture room have been sanctioned for **senior secondary schools** to States and UTs.

6.   National Achievement Survey (NAS)

The Government of India has been implementing a programme of sample based National Achievement Survey (NAS) aimed at classes III, V, VIII and X with a cycle period of three years. The last National Achievement Survey (NAS) was held on 13th November 2017 for assessing the competencies developed by the children at the grade levels III, V and VIII and on February 05, 2018 for Class X students. NAS (2017) for classes 3, 5, 8 was administered with districts as the unit of reporting in different subject areas such as languages, mathematics, EVS/Science and Social Sciences in the Government and Government aided schools. The competency based test was based on the Learning Outcomes which were recently incorporated in the Central

Rules for the Right of Children to Free and Compulsory Education Act by the Government of India. At Class X, the learning levels of students from Government, Government aided and private schools in 5 subject areas of English, Mathematics, Science, Social Science and Modern Indian Language (MIL) were assessed. State and District Report Cards for both elementary and secondary level have been released and placed in the public domain on *ncert.nic.in*. The learning gaps identified are used to provide feedback to the districts in the States and UTs.

The NAS 2021 was held **on 12.11.2021 and has covered** (a) Government Schools (Central Government and State Government); (b) Government Aided Schools; and (c) Private Unaided Schools. Subjects covered are Language, Mathematics & EVS for class 3 & 5; Language, Mathematics, Science & Social Science for class 8 and Language, Mathematics, Science, Social Science and English for class 10.

About 33 lakh students including 22 lakh from rural areas and 11 lakh from urban areas have appeared in NAS 2021 which was held on 12th November, 2021.

The objective of NAS 2021 is to evaluate children's progress and learning competencies as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels.

The mediums followed in the NAS 2017 have been retained in the NAS 2021 with 22 mediums of instruction covering Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odiya, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani, Nepali, Bhutia, and Lepcha. National, State/UT and District Report cards are released to enable analysis of results and remedial action at the appropriate levels.

7. Budget of the scheme

The BE, RE and releases made under Samagra Shiksha during 2020-21 are as under:

Samagra Shiksha – BE, RE and Actual Releases -2020-21

(Rs. in crore)

	BE	RE	Actual Releases including National Component & Others
2020-21	38750.50	27957.32	27834.60

Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme In Schools

1. *Background*

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on 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'. The Union Cabinet Committee on Economic Affairs (CCEA) approved continuation of Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) in Schools for the five-year period 2021-22 to 2025-26 with the financial outlay of ₹ 54061.73 crores from the Central Government and Rs. 31733.17 crore from State Governments and UT administrations. PM POSHAN Scheme covers all school children studying in Bal Vatika (just before class I) and I-VIII classes in Government and Government-aided schools.

2. *Objectives of the Scheme*

The objectives of the Pradhan Mantri Poshan Shakti Nirman Scheme are to address two of the pressing problems for majority of children in India, viz. hunger and education by:

i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-Aided Schools and in Bal Vatika (just before class I) in Govt Primary schools.

ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.

iii) Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.

3. *Rationale*

i. **Preventing classroom hunger:** Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. PM POSHAN Scheme can help 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:** PM POSHAN Scheme 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:** PM POSHAN Scheme can also act as a regular source of "supplementary nutrition" for children to facilitate their healthy growth.

iv. **Intrinsic educational value:** A well-

organized PM POSHAN Scheme can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.

v. **Fostering social equality:** PM POSHAN Scheme can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, PM POSHAN Scheme can help to break the barriers of caste and class among school children. Engaging cooks from SC/ST communities is another way of teaching children to overcome caste prejudices.

vi. **Enhancing gender equity:** The gender gap in school participation tends to narrow, as PM POSHAN Scheme helps erode the barriers that prevent girls from going to school. The scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in PM POSHAN Scheme.

vii. **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. PM POSHAN Scheme can help address these and facilitate cognitive, emotional and social development.

4. *Coverage*

During the year 2021-22, 11.80 crore children studying in classes I-VIII in 11.20 lakh eligible schools in the country were covered under the scheme. The States/UTs wise details is attached at **Annexure-I**

5. *Norms for PM-POSHAN Scheme*

i) **Calorific Value of mid-day meal**

For children of primary classes, a cooked PM POSHAN meal per child consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat to provide 450 calories of energy and 12 grams of protein. For children of upper primary classes, it consists of 150 grams of food grain (wheat/rice/nutri-rich cereals), 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat per child to provide 700 calories of energy and 20 grams of proteins.

ii) Cooking cost covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has 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, 3.09 % during 2019-20 and 10.99 during 2020-21. The cooking cost is shared between the Centre and the NER States & 2 Himalayan States as well as UT with Legislature (Jammu & Kashmir) on 90:10 basis, 100% for UTs without legislature and with other States & UTs with legislature on 60:40 basis. The cooking cost norms during the previous years, current year and sharing pattern between the Centre and the States are as under:

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
Funding Pattern		100% UTs without Legislature	60:40 (Non NER) and UTs with Legislature (GNCT of Delhi & Puducherry)		NER & 2 Himalayan States and J&K i. e. UT with Legislature (90:10)	
2019-20	Primary	₹ 4.48	₹ 2.69	₹ 1.79	₹ 4.03	₹ 0.45
	U. Primary	₹ 6.71	₹ 4.03	₹ 2.68	₹ 6.04	₹ 0.67
2020-21	Primary	₹ 4.97	₹ 2.98	₹ 1.99	₹ 4.47	₹ 0.50
	U. Primary	₹ 7.45	₹ 4.47	₹ 2.98	₹ 6.70	₹ 0.75
2021-22	Primary	₹ 4.97	₹ 2.98	₹ 1.99	₹ 4.47	₹ 0.50
	U. Primary	₹ 7.45	₹ 4.47	₹ 2.98	₹ 6.70	₹ 0.75

iii) **Engagement of cook-cum-helper and their Honorarium:**

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-II**). 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 and with other States & UTs with legislature on 60:40 basis. Programme Approval Board-PM POSHAN headed by Secretary, School Education & Literacy approved the engagement of 25.92 lakh cook-cum-helpers under the scheme. The States/UTs have engaged 24.80 lakh cook-cum-

helpers during 2021-23 against the PAB approval **(Annexure-III)**.

iv) **Construction of kitchen-cum-store:**

The Central Assistance is being released to the States/UTs for the construction of Kitchen-cum-Store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having 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 2 Himalayan States and UT with Legislature (J&K) on 90:10 basis, 100% for UTs and 60:40 with other States and UTs with Legislature (GNCT of Delhi and Puducherry).

Central Assistance of ₹ 8441.51 crore was released to the States/UTs for construction of 10,12,287 kitchen-cum-stores since 2006-07 to 2020-21 Out of this, 8,86,393 (88%) kitchen-cum-stores have been constructed**.** *States/UTs- wise details are at* **Annexure-IV.**

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. For 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 PM-POSHAN Scheme.

6. *Pattern of Central Assistance*

Under the PM-POSHAN Scheme, the Central Government bears entire cost of food grains, transportation cost, and Monitoring Management and Evaluation (MME).

The cooking cost and honorarium to cook-cum-helpers is shared between the Centre and the NER States & Himalayan States and UT with Legislature (J&K) on 90:10 basis, 100% for UTs without legislature, 60:40 with other States and UTs with Legislature (GNCT of Delhi and Puducherry).

Similarly, the non-recurring central assistance for kitchen-cum-stores, procurement/replacement of kitchen-devices and repair of ten years old kitchen devices is shared between the Centre and the NER States & Himalayan States on 90:10 basis, 100% for UTs and 60:40 with other States and UTs with Legislature (GNCT of Delhi and Puducherry).

7. *Implementation of the PM-POSHAN Scheme*

i) The overall responsibility for providing cooked and nutritious mid-day meal to eligible children lies with the State Governments and Union Territory Administrations. States/ UTs have to ensure that all logistic and administrative arrangements are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, through funding made available under the scheme and mobilization of additional resources through convergence with other developmental programmes of other departments or State/UT budgetary support. Drinking water and toilet facilities are to be created in convergence with Samagra Shiksha, Drinking Water Mission and Total Sanitation Programme.

ii) Food grains allocation is made in advance and States/UTs have the flexibility to lift the quarterly allocation in one go. The FCI is 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 YuvakKendras 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.

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 PM-POSHAN Programme. The District Collector/ CEO of Zila Panchayat ensures that food grains of at least FAQ are lifted after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

ii) The Central Government has issued detailed guidelines to ensure quality, safety and hygiene under 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 PM-POSHAN were issued on 13.02.2015. These guidelines cover safety aspects of procurement, storage, preparation, serving and waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food.

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 PM-POSHAN (erstwhile MDM) such as no. of meals served, utilization of food grain & cooking cost, honorarium paid to Cookcum-Helpers, school inspection details etc.

vi) **Automated Monitoring System (AMS):** This department has put in place an Automated System of data collection for real time monitoring of PM-POSHAN (erstwhile MDM). Such data (on number of meals served on that particular day and reasons if meals not served) is being captured from schools with no cost to school Head Master/Teacher. Under the Automated Monitoring System, States/UTs have set up a suitable system of data collection (i.e. Interactive Voice Response System (IVRS)/SMS/Mobile Application/ Web Application) from schools on a daily basis and using it for purpose of monitoring and timely follow up action. States/UTs are pushing data on specific fields in a predefined format on a real time basis to the Central Server maintained by NIC. A central portal has been provided to 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 Education has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the PM-POSHAN Scheme. The monitoring mechanism includes the following:

i) **Arrangements for local level monitoring**: Representatives of Gram Panchayats/ Gram Sabhas, members of SMCs, VECs,

PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the 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 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 centers where the programme is being implemented. It has been recommended

that 25% of the schools/special training centers are visited every quarter.

v) **District Level Committee**: Besides a District Level Steering-cum-Monitoring Committee, a District Level Committee under the Chairmanship of senior most 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 PM POSHAN has been set up under the Chairmanship of Hon'ble Minister, Ministry of Education for monitoring the access, safety, hygiene and quality aspects in the

implementation of the scheme; Review mechanism is in place to ensure effective monitoring and evaluation of the scheme; Mechanism is in place for community participation in the scheme and its effective monitoring.

b) Executive Council of the National Mission for SamagraShiksha(SS) headed by the Minister, Ministry of Education also reviews PM-POSHAN Scheme.

c) National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary (SE&L).

d) National Meetings with Education Secretaries and Regional Review Meetings are also held to monitor implementation of Scheme.

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. Due to COVID-19 pandemic across the country since schools are closed, therefore, Joint Review Mission could not visit in any of the States/UTs during 2020-21 and 2021-22.

xi) **Social Audit of PM-POSHAN Scheme and its Status**

"Social audit" means the process in which people collectively monitor and evaluate the planning and implementation of a programme or scheme. The social audit was conducted by Society for Social Audit Accountability and Transparency (SSAAT) in two districts viz. Khammam and Chittoor of undivided Andhra Pradesh during 2012- 13. Encouraged by the outcome of the Social Audit in Andhra Pradesh, Department had issued detailed guidelines vide letter dated 3rd July, 2014 for conducting of social audit under Mid-Day Meal Scheme. Since the inception of Social Audit under Mid-Day Meal Scheme, it is being conducted. During 2020-21, 9 States/UT viz. Andhra Pradesh, Assam, Himachal Pradesh, Nagaland, Punjab, Rajasthan, Sikkim, Uttarakhand and Chandigarh have completed the conduct of social audit. A total of 57528 schools have been audited in 70 districts. For 2021-22, all States and UTs have proposed to conduct social audit in all districts. The Department has informed all States and UTs that under the provisions of Section 28 of National Food Security Act, 2013 Social Audit of the scheme is mandatory. As per the MDM guidelines it is mandatory to conduct Social Audit in at least 20 schools each in all districts and then scale up the auditing in the schools. The Department has requested all States and UTs during PAB meetings and at various other forums like Joint review Mission, Workshops, Field Visits etc. to mandatorily conduct social audit PM-POSHAN scheme in all schools on regular basis and to take corrective measures in case of deficiencies pointed out. The States were advised to utilize the resources of the RD department or any other suitable agency for conducting social audit. The detailed current Status of the conduct of social audit in States/UTs during 2020--21 is as below

The current Status of the conduct of social audit in States and UTs during 2020-21 as follows:

S. No.	States	Agency	Number of Districts	Number of Schools
1	Andhra Pradesh	SSAAT Hyderabad	3	721
2	Assam	Sarva Shiksha Abhiyan	33	41000
3	Himachal Pradesh	Gram Sabha meetings of the respective Gram Panchayats	12	15517
4	Nagaland	SIRD, Nagaland	2	40
5	Punjab	Punjab University Chandigarh	3	120
6	Rajasthan	Soochna Evam RojgaarAdhikar Abhiyan	12	Report is awaited
7	Sikkim	Himalayan Edn. Society	2	40
8	Uttarakhand	Uttarakhand Social Audit, Accountability and Transparency Agency(USAATA)	2	63
9	Chandigarh	Centre for Research in Rural and Industrial Development (CRRID)	1	27
	Total = 8 States and 1 UT		70	57528

11. Impact of the Scheme

(i) Many studies have shown that PM-POSHAN Scheme has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. The Office of the Supreme Court Commissioner undertakes extensive review of various welfare schemes through field visits. They have observed that the PM-POSHAN is widely acknowledged as one of the most successful entitlement schemes of Government of India and has resulted in an increase in enrollment and retention of children in elementary classes.

(ii) **Monitoring and Evaluation of scheme**

In this context it is pertinent to note that the NITI AAYOG has conducted independent 3rd party evaluation of PM-POSHAN Scheme during 2019-2020. Major findings are as under:

i. The scheme is relevant to the Sustainable Development Goals (SDG) 2 and 4 as well as to the National Development Agenda of 'Inclusion in School Education'.

ii. PM-POSHAN is one of the important meals of the day for students and in some cases the only meal for first half of the day.

iii. The scheme is effective as it has well defined, realistic targets based on beneficiary approach.

iv. Nutritional level among students availing MDM is reported to have improved as attributed by Comprehensive National Nutrition Survey (2016-2018).

v. It positively impacts and caters to the education sector needs and outcomes, especially at Primary and Upper Primary level.

vi. The scheme is especially important to people from disadvantage background (both socially and economically.

These findings are in sync with the earlier conducted 3rd party evaluation of the Scheme in 70 districts of 20 States and UTs was conducted in 2017-18 in the leadership of National Institute of Nutrition (NIN). The major findings of the report are given below:

i. 92% of the students attending schools were availing MDM;

ii. 87% students liked the taste of MDM;

iii. 72% Children opined that MDM helped them concentrate more in the class room studies;

iv. 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 PM-POSHAN beneficiaries need to be collected periodically and monitored for PM-POSHAN impact and time trends in their nutritional status. The local Home Science Colleges and nutrition research institutes may be engaged for this purpose.

viii. Only half of the schools were having contingency plan to act on emergencies like fire, medical etc., therefore, all the schools should have their own contingency plans.

ix. Comprehensive impact evaluation of PM-POSHAN may be carried out.

x. All the functionaries need to be oriented on health and nutrition, with special reference to the PM-POSHAN execution, monitoring, supervision and quality control.

xi. Periodic third party evaluation may be ensured.

12. Achievements

The BE for 2021-22 was ₹ 11500.00 crore. The year-wise achievements of physical and financial targets of the scheme during the last five years are given below:-

Table 2: Coverage and expenditure trends

Components	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021--22
Children who availed meals on an average (in crore)	10.22	10.03	10.08	9.52	9.12	9.01	11.80#	10.75@
Food grains allocated (in lakh MTs)	29.33	28.83	27.17	27.01	26.94	26.90	34.45*	30.95
Budget allocation (Rs. in crore)	13215	9236.4	9700	10000	10500	11000	12900	11500
Releases (Rs. in crore)	10526.97	9151.55	9483.40	9095.91	9518.08	9705.94	12882.11	6660.54*

 # Food Security Allowance provided

@PAB approval-2021-22

* as on 15.01.2022

13. ***Component-wise Revised Budget Allocation for the F.Y. 2021-22 is Rs. 10233.75 Crore:***
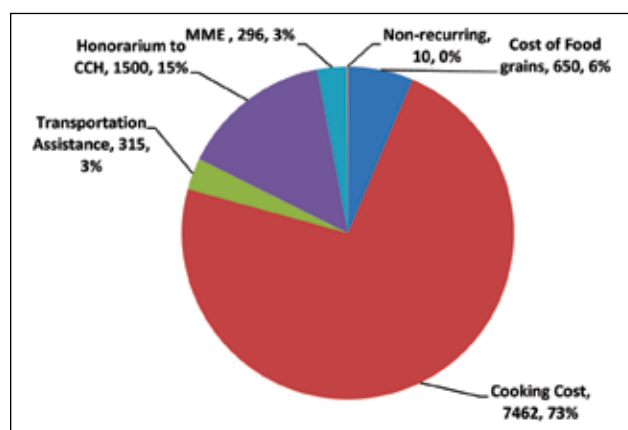
14. ***Capacity Building of Cook-cum-Helpers through Training***

Preparation of hygienic and wholesome meal under the PM-POSHAN Scheme is contingent upon the knowledge and skills of staff and cook-cum-helpers engaged for providing meals in the schools. The Self Help Groups and cook-cum-helpers who are the pillars of the PM-POSHAN Scheme, mainly come from the deprived sections of 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 Education has, accordingly, assigned the task of conducting the training of cook-cum-helpers in collaboration with Hotel Management Institute, Food Craft Institutes and Food & Nutrition Institutes in the State Agricultural Universities.

15. **Improvements in the scheme**

In the last few years the scheme has witnessed several improvements as indicated below:

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 Ministry of Education, 5% of their Annual Work Plan & Budget for new interventions.

ix) Concept of community participation in the form of TithiBhojan will be encouraged under which people from the community celebrate important days such as child birth, marriage, birthdays etc. by contributing to the PM-POSHAN Scheme.

x) Cooking competitions at Block, District and State levels to promote innovative menus.

16. **Notification of the PM-POSHAN Rules, 2015 under National Food Security Act 2013:**

PM-POSHAN Rules 2015 under National Food Security Act, 2013 have been notified in the Gazette of India on 30.09.2015. The salient features of the Rules are as under:-

i) Every child within the age group of six to fourteen years, studying in classes I to VIII who enrolls in Government, Government aided, local bodies schools and madrasas and maqtabs shall be provided hot cooked meal containing 450 calories and 700 calories as well as 12 grams and 20 grams of protein for primary and upper primary classes respectively every day except school holiday

ii) Headmaster or Headmistress of the school shall be empowered to utilize any fund in the school temporarily for the purpose of continuation of the PM-POSHAN Scheme in the school.

iii) In order to ensure that the meal meets the nutritional standards and quality prescribed by the PM-POSHAN Rules, the Food and Drug Administration Department of the State may collect samples from randomly selected schools to ensure adherence to quality.

17. **Provision of Food Security Allowance under PM-POSHAN Scheme during closure of schools due to COVID-19**

i. Government of India has taken various measures to prevent the spread of COVID-19 and the whole country remained under lockdown. In these difficult crisis times, the poor and needy sections of the society with loss of livelihood and consequent inadequate reserves of food are severely affected and children are bearing the brunt. Consequent undernourishment or malnourishment may lower their immunity against COVID-19. Thus, it becomes even more important to provide food especially to the poor and needy children to meet their nutritional requirements and thereby to safeguard their immunity.

ii. On 20th March 2020, with the approval of Hon'ble Minister, Ministry of Education issued an advisory to all States & UTs to provide hot cooked Mid-Day Meal or Food Security Allowance, comprising of food grain and cooking cost to children to enable

them to meet their nutritional requirement and safe guard their immunity during closure of schools due to COVID-19.

iv. In the context of COVID-19, Hon'ble Prime Minister, during his address to the nation on 14.04.2020, has identified food as one of the major problems being faced by the people especially the poor. Further, Hon'ble Prime Minister, while assuring availability of ample reserves of medicines, food-ration and other essential goods, exhorted the entire nation to "Take as much care of poor families as you can. Especially try to fulfil their food requirements."

v. Under these circumstances, on 28.04.2020 considering the onset of summer vacations, Hon'ble Minister, Ministry of Education, during a Video Conference with State Education Ministers, announced as a special one-time measure that Food Security Allowance comprising of food grains and cooking cost (or its equivalent pulses, oil etc.) will also be provided to eligible children even during summer vacations. On 29th April 2020, FSA was provided even during summer vacations as a special onetime measure for the first time in the history of the scheme.

vii. Although scheduled summer vacations are over, schools are not reopened due to continued COVID-19 pandemic situation. Therefore, on 31.07.2020 with the approval of Hon'ble Minister, Ministry of Education , States and UTs have been advised to provide Food Security Allowance comprising of food grains and pulses, oil etc. (equivalent to cooking cost) to all eligible children in lieu of hot cooked mid-day meal, under the Scheme, duly following extant social distancing norms, until the schools are reopened.

18. **Additional items provided by the States & UTs as best practices under the Scheme before COVID 19 pandemic:**

Sr.No.	Best Practices	Name of the State/UTs
1	Eggs, banana, any other fruit	Andhra Pradesh, Telangana, West Bengal, Odisha, fruit, 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

Adult Education

The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change.

As mentioned in the National Education Policy 2020, "Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy."

Literacy Profile

The literacy data in the country is collected through decennial census operation conducted by Registrar General of India. The last Census

was held in 2011. As per Census 2011, the literacy rate in the country, in the age group of 7 and above, is 72.98 percent. The literacy rate in 2001 was 64.84 percent, which improved to 72.98 percent in 2011. 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.
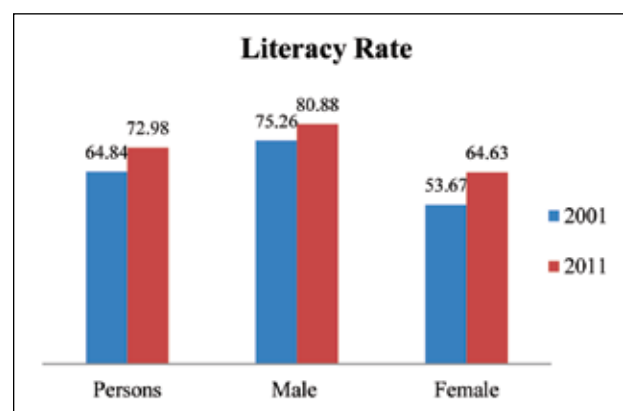
Another centrally sponsored scheme of Adult Education "Saakshar Bharat" continued up to 31st March, 2018 with the aim of achieving 80% national literacy level and reducing the gender gap of literacy to the level of 10 percent points. A total of 404 districts in 26 States and 1 Union Territory were covered under the scheme. The beneficiaries under the scheme were 70 million non-literates including 60 million women.

Basic Literacy Assessment Tests were conducted by the National Literacy Mission Authority (NLMA) in consultation with the National Institute of Open Schooling (NIOS) every year in the month of August and March. Around **7.64 crore** (female: 5.38 crore and male: 2.26 crore) adult learners were certified as literates under the scheme.

Padhna Likhna Abhiyan (PLA)

A centrally sponsored scheme of Adult Education, PadhnaLikhna Abhiyan (PLA) was approved on 25.04.2020 during the Covid-19 pandemic.

The main objective of PLA was to impart Functional Literacy to 57 lakh non-literates in the age group of 15 years and above in the country during FY 2020-21. However, due to COVID-19 pandemic situation, the States/UTs faced a lot of difficulties to implement the scheme and therefore, the tenure of PLA Scheme was extended by the Department of Expenditure, Ministry of Finance upto 31.03.2022 so that the States/UTs could achieve the target of learners assigned to them. 25 States/UTs conducted Basic Literacy Assessment Test/Promotion process of learners upto 30.09.2021 and around 21.84 lakh learners appeared in the Assessment Test/Promotion process.

Directorate of Adult Education

Directorate of Adult Education (DAE) is a subordinate office of Department of School Education & Literacy, Ministry of Education, Government of India. It functions as National Resource Centre for Adult Education and Literacy programmes in the country. 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.

The main activities carried out by DAE during January to December, 2021 are given below:

International Literacy Day Celebration 2021

The National level function to celebrate 55th

International Literacy Day was organized by Ministry of Education on 8th September, 2021 through online mode under the event ShikshakParv 2021 held from 7th to 17th September, 2021. Under the guidance of Secretary School Education Smt Anita Karwal, a Webinar on the theme "Digital Literacy for Youths and Adults" was organised as part of the International Literacy Day to commemorate the importance of literacy and digital literacy in the twenty-first century for ensuring an equitable and just society. Sh. Santosh Sarangi, Addl Secretary DSEL, Prof. Saroj Sharma, Chairperson, NIOS and other distinguished speakers participated in the Webinar.

Publication

➢ 'DAE Newsletter', a bilingual quarterly, providing brief accounts on various activities undertaken by the Directorate, was published.

➢ Annual report of DAE has been brought out for the financial year 2020-21.

➢ An e-book 'Adult Education: A Perspective has been prepared.

Ancillary Activities:

• **World Health Day**

The Directorate of Adult Education celebrated 'World Health Day' on 7th April 2021 as part of **'Azadi Ka Amrit**

Mahotsav' jointly with Adult Education Bureau, Department of School Education & Literacy. The speaker on the occasion delivered a talk on the 'Issues of Health and Hygiene' through blended mode keeping in view of Covid-19 SOPs.

- **Workshop on 'Sample survey of achievement levels and assessment areas'**

A two day preparatory workshop from 24th to 25th March, 2021 was conducted at DAE conference Hall. During the workshop process/ method of survey tools, techniques, selection of sample units for data collection, etc. were discussed extensively which may be used during sample survey.

- **Workshop for Development of the Templates/ TLM/ workbooks**

A one day workshop for the development of the workbooks/ templates/ TLM relating to the newly developed primer by the NCERT was organized on 26th March 2021 in conference hall of DAE. All the participants took their topic of interest to make the templates which may be used during the Teaching learning process.

- **Three days' workshop for the development of Sample Question Paper (Bilingual) for the Basic Learner Assessment Test**

A three day workshop was organized through blended mode in the conference Hall of DAE. During the workshop framework were designed to develop Sample Question Answer Booklet in three sets, Instructions/ guidelines for the Development of QAB with Learning Outcomes (Bilingual) and Final learning outcomes (Bilingual).

Hindi Pakhwada

Hindi Pakhwada was celebrated from 16th to 30th September, 2021 in Directorate of Adult Education with the objective to implement the Official Language: Hindi in day-to-day official work. During the Pakhwada several competitions such as essay writing, noting & drafting, Hindi calligraphy, Hindi typing competition were organized.

National Means-cum-Merit Scholarship Scheme (NMMSS)

Objective:

The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' was launched in May, 2008 with the objective to award scholarships to meritorious students of economically weaker sections @ Rs. 6000/- per annum (Rs. 500/- per month) per student to arrest their drop out at class VIII and encourage them to continue their education at secondary stage. The rate of scholarship has been enhanced from Rs. 6000/- to Rs. 12000/- per year with effect from 1st April, 2017.

Students whose parental income from all sources is not more than Rs.1,50,000/- per annum are eligible to avail the scholarship. The scheme envisages award of 1,00,000 scholarships every year to the selected students of Class IX and their continuation/renewal in classes X to XII for study in a State Government, Government-aided and Local body schools under the scheme. Students of NVS, KVS and residential schools are not entitled for the scholarships. There is quota of scholarships for different States/UTs. There is reservation as per State Government norms. The selection of students for award of scholarships under the scheme is made through an examination conducted by the State Governments

and the list of eligible students is provided by the respective State Government/UTs. 100% funds are provided by the Central Government for the Scheme. In order to enhance the accuracy and to streamline the process of application verification and disbursal of scholarships, the scheme is on-boarded on the National Scholarship Portal. Scholarships are disbursed by the State Bank of India directly by electronic transfer into the accounts of students under direct benefit transfer [DBT] through Public Financial Management System (PFMS).

Target and Achievement 2021-22:

R.E. under the scheme for 2021-22 is Rs. 284.20 crore

Items	Target (No. of Beneficiaries)	Achievement till 31.12.2021	
		Physical	Financial
On- line applications of 2021-22 (Fresh + Renewal) to be received on National Scholarship Portal (NSP)	234494	178012	The last date for receipt of on-line applications and verification is 15.01.2022, after which process of sanction will be done. Funds are expected to be fully utilised in last quarter.

To bring in wider coverage and to make the scheme more robust and user-friendly, a number of revisions have been proposed in the revise guidelines sent to the CCEA for approval for continuation of the scheme.

National Award to Teachers (NAT)

1. The National Awards to Teachers were first instituted in 1958 to recognize excellence and commitment of teachers in shaping the minds as well as future of the youth. From mid-60s, 5th September came to be the fixed date for the function on account of birthday of Dr.Sarvepalli Radhakrishnan, former President of India. The award was to accord public recognition to meritorious teachers working in elementary and secondary schools.

2. The guidelines of the National Awards to Teachers Scheme were revised in the year 2018. The basic premise now is that the new scheme should be transparent, fair, and reward meritorious teachers so that they could be held as examples and inspiration for other teachers. The features of the new scheme are as under:

    i.   In the revised guidelines there is a provision for online self-nominations from teachers which are invited on education.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 numbers of awards have been rationalized to 45+2, as against the earlier 378, thereby restoring the prestige of the awards.

    iv. In addition, 2 teachers under Special Category could be selected from differently abled teachers etc., if any.

    v.   No State, UT or Organization had a quota in the final selection. This encouraged them to compete for the

awards truly at National level.

vi. The final selection is done by an Independent Jury headed by a retired Secretary, Department of School Education & Literacy from amongst nominations received from States/UT's and Organizations, thereby ensuring that the role of these agencies was not diluted under the new scheme.

vii. The nominated teachers make a presentation before the Jury for final selection. This ensures that all of them are given an opportunity to share the work done by them.

3. The rationalized number of awards restored the prestige of the awards and with enhanced transparency and the sanctity of the teachers started taking this National Awards to Teachers seriously and reverentially of the selection process.

4. For the first time in the history of the National Awards to Teachers, high quality films of one minute duration on the exemplary work done by each one of the awardees are being made since 2018. The films are shot on location in the respective schools of the awardees, artistically and succinctly capturing the wide gamut of innovative activities like promotion of joyful learning through art & theatre resource mobilization from community, use of free educational apps & ICT, development of school nutrition garden etc.

5. For the year 2021, after the online self-nomination process followed by 3 tier selection process at District, State and National level, Hon'ble President of India conferred the awards to 44 Awardees through a Webinar, due to COVID-19 pandemic situation, on 5th September, 2021 in New Delhi. A documentary film on each of the 44 Awardee Teachers was also shown during the live telecast of the program on Doordarshan.

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02

IMPLEMENTATION OF NATIONAL EDUCATION POLICY (NEP- 2020)

Implementation of National Education Policy (NEP- 2020)

The National Education Policy (NEP) 2020 is the third in the series of National Education Policies (1968, 1986, modified in 1992) in India and is the first education policy of 21st century. The NEP 2020 envisions a massive transformation in school education which stresses on the core values and principles that education must develop not only the cognitive skills but also social and emotional skills.

i) **NEP Implementation Plan 'SARTHAQ': (Students' and Teachers' Holistic Advancement through Quality Education)**

In pursuance of the goals and objectives of the National Education Policy (NEP) 2020 issued on 29th July, 2020 and to assist States and UTs in this task, the Department of School Education and Literacy has developed an indicative and suggestive Implementation Plan for School Education, called 'Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ)'.This implementation plan was released on 8th April 2021 by the then Education Minister Shri Ramesh PokhriyalNishank also as a part of the celebrations leading to the Amrit Mahotsava on 75 years of independence. The plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify as per their needs and requirements. This implementation plan delineates the roadmap and way forward for implementation of NEP, 2020 for the next 10 years, which is very important for its smooth and effective implementation.

SARTHAQ has been developed through wide and intensive consultative process with States and UTs, Autonomous bodies and suggestions received from all stakeholders; around 7177 suggestions/inputs were received from them. A teacher's fest, 'ShikshakParv' was especially organized from 8th to 25th September 2020 for discussing various recommendations of NEP 2020 and its implementation strategies, which attracted around 15 lakh suggestions.

SARTHAQ is interactive, flexible and inclusive. The major focus of SARTHAQ is to define activities in such a manner which clearly delineate goals, outcomes and timeframe i.e., it links each recommendation of NEP with 297 Tasks along with responsible agencies, timelines and 304 outputs of these Tasks. Attempt has also been made to propose activities in a manner, such that it will be built upon the existing structure rather than creating new structures. Thus, SARTHAQ takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner.

SARTHAQ has also been prepared as an evolving and working document and is broadly suggestive/ indicative in nature and will be updated from time to time based on the inputs/feedback received from the stakeholders. Following outcomes have been envisaged for entire education system after implementation of SARTHAQ:

• New National and State Curriculum Frameworks for School Education , Early Childhood Care and Education, Teacher Education and Adult Education will be

developed encompassing the spirit of NEP and will pave way for curriculum reforms

- Increase in Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), transition rate and retention rate at all levels and reduction in drop outs and out of school children.

- Access to quality ECCE and Universal Acquisition of Foundational Literacy and Numeracy by Grade 3.

- Improvement in Learning Outcomes at all stages with emphasis on teaching and learning through mother tongue/local/ regional languages in the early years.

- Integration of vocational education, sports, arts, knowledge of India, 21st century skills, values of citizenship, awareness of environment conservation, etc. in the curriculum at all stages.

- Introduction of Experiential learning at all stages and adoption of innovative pedagogies by teachers in classroom transaction.

- Reforms in Board exams and various entrance tests.

- Development of high quality and diversified teaching-learning material.

- Availability of text books in Regional/ local/home language.

- Improvement in quality of Teacher Education Programmes.

- Improvement in quality of newly recruited teachers and capacity building through Continuous Professional Development.

- Safe, Secure, inclusive and conducive learning environment for students and teachers.

- Improvement in infrastructure facilities including barrier free access and sharing of resources among schools.

- Uniform standards in learning outcomes and governance across public and private schools through setting-up of an online, transparent public disclosure system through establishment of SSSA in states.

- Integration of technology in educational planning and governance and availability of ICT and quality e-content in classrooms.

SARTHAQ is designed to pave the way for our children and youth to meet the diverse national and global challenges of the present and the future and help them to imbibe 21st century skills along with India's tradition, culture and value system as envisioned in National Education Policy 2020. It is envisaged that the implementation of SARTHAQ would benefit all stakeholders including 25 crore students, 15 lakh schools, 94 lakh teachers, Educational Administrators, Parents, and community as education is the backbone of an equitable and just society.

ii) **Action initiated by Department of School Education and Literacy, Ministry of Education (MoE) for "Implementation of National Education Policy (NEP-2020)"**

- **NEP Implementation Plan 'SARTHAQ'** (Students' and Teachers' Holistic Advancement through Quality Education) was released on 8th April, 2021.

- **Joint Task Force with ministries** has been set up with Ministry of Tribal Affairs, Ministry of Women and Child Development, Ministry of Health and Family Welfare etc. for developing guidelines, frameworks for ECCE implementation.

- 18 modules of 4-5 hours each comprehensively covering all aspects of **elementary education under NISHTHA online** launched on 6.10.20 for teacher training. Nearly 23 lakh teachers have enrolled for the training programme in online mode.

- **Guidelines for National Mission on Foundational Literacy and Numeracy (NIPUN BHARAT)** have been prepared and mission has been launched on 5th July 2021. **Codification of Learning Outcomes** has been developed for the foundational stage.

- Under DIKSHA, **a separate vertical for FLN resources** has been developed to assist and mentor States/UTs and teachers. This vertical has info graphics and videos on learning outcomes and assessment tools for teachers to facilitate them. For Class1-5, info graphics, worksheets and assessment items have been developed and uploaded on DIKSHA.

- NCERT has developed a 3 Months Play Based 'School Preparation Module' for grade I named '**VidyaPravesh**' which was launched on 29th July, 2021. This can be adapted or adopted by States and UTs as per their need. The module is essentially around 12 weeks of developmentally appropriate instruction for the children entering of Grade I to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills.

- The Department of School Education and Literacy, Ministry of Education has launched the **National Digital Educational Architecture (NDEAR).** The vision of NDEAR is to create a unifying national digital infrastructure to energize and catalyze the education ecosystem. NDEAR would be an open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions.

- The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, is being undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Accordingly, as per the strategy finalized by the D/o SE&L and NCERT, it has been decided that the National Curriculum Framework (NCF) should be framed by incorporating and integrating the local and indigenous flavour from across the country through wider consultations. Consequently, the State Curriculum Frameworks may be developed first and these may then feed into the preparation of the NCFs. The entire process of developing the NCFs and SCFs will be paperless and conducted using the Tech platform to be developed by NIC, MoE in close collaboration with NCERT.

- Proposal to set up **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)** as an independent vertical under NCERT has been approved.

- **NCTE four year B.Ed.** will be launched next year. Curriculum in alignment of NEP 2020 related to 4 Year Integrated Teacher Education Programme is being finalized and will start in selected multidisciplinary institutions from the academic session 2022-23. Regulations related to **4-year integrated B.Ed has been** prepared.

- A committee of experts has been constituted to evolve guidelines/ structure/ roadmap for revamping & extension of **Teacher Eligibility Test (TET)** to all levels (5+3+3+4) aligned with NEP 2020.

- NCERT/PARAKH/CBSE/KVS/ JNV to develop IT based solutions for online **Holistic Progress Card (HPC) for classes 1 to 12**. Expert committee has been constituted in CBSE to prepare HPC.

- **New Policy on weight of School bags**, curriculum load and homework has been prepared and circulated to States and UTs.

- **Draft guidelines on Gifted Children** are under finalisation after consultations with PSA, UGC, AICTE, and Jnana Probodhini in Pune.

- Expert Committee for **development of indigenous and unique toy-based pedagogy** has been set up.

- The Department has developed a **comprehensive guideline on 'School Safety and Security'**, for fixing accountability of the School Management in the matter of safety of children studying in schools, through wide and intensive consultative process with States and UTs, Autonomous bodies and Other Ministries/Departments.

- **E-learning has been expanded through DIKSHA**. Till now, DIKSHA provides access to a large number of curriculum linked e-content through several use cases and solutions such as QR coded Energized Textbooks (ETBs), courses for teachers, quizzes and others. Till date DIKSHA houses over 3600 textbooks from 29 states, 1.44 lakh e Contents and more than 300 courses.

- **CBSE has prepared Teacher Energized Resource Material (TERM)** has been prepared for experiential learning for classes 6 to 10 on science and maths. For storytelling pedagogy, Teaching Learning Material (TLM), **100 graphic novels** have been prepared for topics of various subjects for classes 6 to 10.

- To connect the Government and Government aided schools through a community/volunteer management program, the Department has revamped the Vidyanjali web portal. The newly introduced portal - **Vidyanjali 2.0** aims to help the community/volunteers interact and connect directly with schools of their choice to share their knowledge and

- skills as well as contribute in the form of assets/material/equipment.

- The department has completely aligned existing schemes i.e., **Samagra Shiksha and PM Poshan Shakti NirmanYojna**with the recommendation of NEP 2020.

- **PRABANDH portal** has been launched for monitoring of fund flow and physical and financial progress under the Samagra Shiksha scheme to ensure optimal utilization of resources.

- MoU has been signed between Indian Sign Language Research and Training Centre (ISLRTC) and NCERT to develop **Indian Sign Language dictionary**.

- NIOS has developed 21 subjects at the secondary level comprising 752 videos and 20 at the senior secondary level with 1018 videos; 176 (141 at secondary & 35 at senior secondary) **videos in ISL medium** have been uploaded.

- CBSE will introduce **improvement examination from the year 2021** (session 2020-21) and will introduce English and Sanskrit from the session 2021-22 (already offers Mathematics and Hindi at two levels).

- CBSE has introduced improvement examination from the year 2021 (Session 2020-21). It will be extended to two and more subjects in subsequent years through **'On Demand Examination'** which is slated to start from 2022.

- To ease the admission process for students from foreign boards, CBSE has initiated the process and has accepted equivalence of classes from various boards.

- The Department is taking up sessions in **PM E-Vidya channel for making teaching and learning of Social Sciences** interesting in the light of NEP, 2020.

- A committee of experts has been constituted to devise an action plan for movement of **TEIs into multidisciplinary colleges and universities** and for running the 4 Year integrated B.Ed. course by 2030 as per the mandate of NEP-2020.

- CBSE in collaboration with Intel has prepared a **self-paced learning program** to help demystify AI in an inclusive manner. It includes modules on AI awareness, appreciation and four hours open content. 4-hour open content to help understand how AI has become an integral part of our lives.

- CBSE has been mandated to act as **Standards Setting Authority (SSA)** for KendriyaVidyalayas and Navodaya Vidyalayas and frame parameters against which these schools can be assessed for quality interventions. Accordingly, the Board has prepared **'School Quality Assessment Framework (SQAF)'**with standards in different areas of school functioning like curriculum, pedagogy, assessment, infrastructure, inclusive practices, human resources, management and

governance and leadership with the help of experts from NIEPA, NCERT, KVS, NVS, NIOS, QCI, FICCI Arise and Principals of its private schools.

- **National Professional Standards for Teachers (NPST):** "MyNEP2020" platform was operationalized from 1st April 2021 to 10th June 2021 to invite suggestions/inputs on NPST for sustainable and positive change in the Teacher Education Sector. 2559 suggestions were received which are being taken into consideration.

- **National Mission for Mentoring (NMM):** "MyNEP2020" platform was operationalized from 1st April 2021 to 10th June 2021 to invite suggestions/inputs/membership on NMM for sustainable and positive change in the Teacher Education Sector. 1839 suggestions were received which are being taken into consideration.

- A new centrally sponsored scheme on Adult Education – **"New India Literacy Programme"** has been designed and developed.

- **'One year achievement booklet'** on various initiatives undertaken by MoE was released on 24th August 2021. The National Education Policy 2020 (NEP:2020) envisions a substantial transformation in the entire education system at all stages right from Early Childhood Care and Education (ECCE) to higher education. It envisages education as a continuum without any segmentation and focuses on making education more experiential, holistic, integrated, character-building, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and above all, more joyful. In this context, the entire team of D/o School Education and Literacy took the implementation of NEP 2020 in a mission mode and has been able to accomplish 62 major milestones which will transform the school education sector.

- **NISHTHA 2.0 for Secondary/ Senior Secondary level** teachers with 66 modules was launched on 29th July 2021.

- **NISHTHA 3.0 on Foundational Literacy and Numeracy** with 12 modules covering around 25 lakhs Primary level teachers was launched on 7th September 2021.

- **Structured Assessments for Analyzing Learning (SAFAL)** a large-scale assessment framework for classes 3, 5, and 8 that would act as a system-level check on the schooling system at a regional, state, and national level has been developed by CBSE.

- The **new Alternative Academic Calendar (for Class 1 to 5)** has been developed by NCERT contains week-wise plan consisting of interesting and challenging activities, with reference to learning outcome/theme/chapter taken from syllabus or textbook. It maps activities for both – children with devices and children with no access to devices.

- **Priya an accessible and interactive E-Comic-cum-Activity Book** on Accessibility for school going students has been prepared for ingraining the concept and significance of accessibility in children right from their formative years itself as a move towards inclusive education.

- Towards ensuring quality education for the visually impaired **'Talking Books'** has been developed by NIOS was launched to aid Divyang students with NCERT course on platforms like e-pathshala& DIKSHA.

- In accordance with the objectives of NEP 2020 for facilitating holistic and engaging learning NIOS has developed **Virtual School for providing advanced digital learning platforms** through Virtual Live Classrooms and Virtual Labs.

- **Indian Sign Language Dictionary of 10,000 words** has been developed by Indian Sign Language Research and Training Centre of DPwD and launched on 7th September, 2021. This will help children and persons with Hearing Impairment.

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

In 2021-22, the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA), a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme, has been extended to Foundational Literacy and Numeracy and secondary level, covering around 35 lakh Pre-primary, Primary and Secondary

level teachers with a focus on improvement in quality of teachers and learning outcomes of students.

NISHTHA 2.0 (Secondary Level) –online on DIKSHA for secondary/senior secondary level teachers was launched on 29th July, 2021. The training programme will cover around 10 Lakh Teacher and School Heads at Secondary Level across all States and UTs. NCERT has developed a package including 13 Online Courses with 12 Generic modules and 56 subject specific modules for NISHTHA 2.0 and as on date 33 States and UTs have initiated this training programme in 10 languages. Eight Autonomous Organisations under MOE, MOD & MOTA has also adopted the same.

NISHTHA 2.0 Online on DIKSHA portal has been developed encompassing twelve generic courses and seven pedagogy courses. Accordingly, 68 Modules have been developed including: Curriculum and Inclusive Education; ICT in Teaching, Learning and Assessment; Personal-Social Qualities for Holistic Development of Learners; Art Integrated Learning; Understanding Secondary Stage Learners; Health and Well Being; School Leadership Development; Vocational Education; Gender Issues in Education; Initiatives in School Education; Toy Based Pedagogy; and School Based Assessment. State can contextualize these modules in line with their state specific needs.

NISHTHA 3.0-Foundational Literacy and Numeracy (FLN) in online mode on DIKSHA platform for teachers and school heads of pre-primary to class V was launched on 7th September, 2021. The NISHTHA 3.0 – FLN envisions covering nearly 25 Lakh Teacher and School Heads at Pre-Primary and Primary Level across all states and UTs. A special package consisting of 12 online modules have been developed by NCERT for this purpose, as per

objectives of NIPUN Bharat Mission. So far 33 States/UTs has initiated the programme in 11 Languages and the same has been adopted by 5 Autonomous Organisation under MOE, MOD & MOTA.

NISHTHA 3.0 Online on DIKSHA portal has been developed with the aim to help teachers design experiences for holistic development of each child and comprises of 12 Modules namely: Introduction to FLN Mission; Shifting towards Competency Based Education; Understanding the Learner; Transacting 3 months Play Based School Preparation Module for Grade I Children and Balvatika; Foundational Language and Literacy; Foundational Numeracy; Learning Assessment; Involvement of Parents and Community; Integration of ICT in Teaching, Learning and Assessment; Multi lingual Education; Toy Based Pedagogy; and School Leadership.

All the online material under NISHTHA programme is available of the NISHTHA portal of NCERT under the following link: https://itpd.ncert.gov.in/

iv) **National Initiative for Proficiency in Reading with Understanding and Numeracy - NIPUN BHARAT (A National Mission for Foundational Literacy and Numeracy)**

As per NEP 2020, the highest priority for the school education system is to achieve universal acquisition of foundational literacy and numeracy skills at primary level by 2025. Foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing and doing basic mathematics operations, leaves the child unprepared for the complexities of the curriculum beyond grade 3.

Recognizing the crucial role of Foundational skills in the national development, a National

Foundational Literacy and Numeracy Mission named "National Initiative for Proficiency in Reading with Understanding and Numeracy - NIPUN Bharat" was launched on 05th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy in Grade 3 by 2026-27. For this purpose, a vibrant curricular framework, engaging learning material (both online and offline), defined and measurable learning outcomes, teacher capacity building, assessment techniques, etc. has been developed to take it forward in a systematic fashion. The Mission will focus on five areas – providing access and retaining children in foundational years of schooling, teacher capacity building, development of high quality and diversified Student and Teacher Resources/ Learning Materials, tracking the progress of each child in achieving learning outcomes, and addressing the nutrition and health (including mental health) aspects of children.

The NIPUN Bharat Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by grade 3. The Mission has been set up under the aegis of the centrally sponsored scheme of Samagra Shiksha which is an integrated scheme of school education covering from Pre-School to Senior Secondary level. It will focus on children of age group of 3 to 9 years including pre-school to grade 3. The children who are in Class 4 and 5 and have not attained the foundational skills will be provided individual teacher guidance and support, peer support and age appropriate and supplementary graded learning materials to acquire the necessary competencies.

The Department of School Education and Literacy, Ministry of Education (MoE) is the implementing agency of the FLN Mission at the national level. First and foremost, the National FLN Mission has declared the overall targets with

year wise outcomes to be achieved by the year 2026-27. Towards this end, to ensure effective implementation, the Department will develop an online monitoring system for the Mission. Thus, a National level IT based monitoring tool with dashboards is being developed by the Department for this purpose, which will have aggregated data from the national, state, district, and block level. The existing digital platform such as DIKSHA will also play an important role in enhancing the capacities at each level. Additionally, the Mission will provide technical and advisory support to the States and UTs, including creation of public goods and resources and develop a Learning Outcome Quality Measurement App for student engagement, retention, and academic achievement for foundational stage. The Ministry of Education will also provide funding support to the states and UTs under the Samagra Shiksha scheme.

The Mission at the national level will be responsible for setting national and state-level targets till 2026-27, independently measuring progress against them, providing funding to States under Samagra Shiksha and providing technical and advisory support to the States and UTs, including creation of public goods and resources. States would be responsible for creating multi-year Action plans to achieve their respective FLN targets and identifying and working with appropriate partners for achieving foundational literacy and numeracy by grade III. The National Mission will declare the overall national targets in achieving learning outcomes, including year wise outcomes to be achieved by the year 2026-27 by each State/UT.

Detailed guidelines for the mission have been developed which includes the *Lakshya* or Targets for Foundational Literacy and Numeracy starting from the Balvatika up to age group 9. In addition learning outcomes on developmental goals has been developed and codified covering various aspects, concepts and skills. The detailed guidelines for implementation of the mission are available at Ministry's website under the following link:

https://dsel.education.gov.in/sites/default/files/NIPUN_BHARAT_GUIDELINES_EN.pdf

As prescribed in the Mission guidelines, a National Steering Committee (NSC) for implementation of the NIPUN Bharat Mission has been constituted on 25th October, 2021 under the chairpersonship of the Hon'ble Education Minister, Shri Dharmendra Pradhan and vice chairpersonship of Hon'ble Minister of State for Education, Smt. Annpurna Devi.

The other members of the NSC include: Secretary, School Education & Literacy; Director NCERT; Vice Chancellor NIEPA; Chairperson NCTE; Secretary Education Uttar Pradesh; Secretary Education, Karnataka; Director SCERT Gujarat; Director SCERT Sikkim; Representatives of 7 Union Ministries i.e., Women and Child Development, Tribal Affairs, Social Justice and Empowerment, Health and Family Welfare, Finance, Electronics and Information Technology and Panchayati Raj; Two Experts from NCERT and RIE Ajmer; and Three External Experts. The Joint Secretary and Mission Director NIPUN Bharat Mission is the convenor for the NSC.

Further, NIPUN Bharat guidelines specifically mentions conduct of an Oral Reading Fluency (ORF) study for benchmarking in Indian Languages to understand the current level of students' learning in literacy and numeracy at grade 3. The main objective of the ORF and Numeracy study is to conduct a system level diagnostic study that provides data on achievement levels across foundational skills in literacy and numeracy up to grade 3 for establishing baseline and setting benchmarks under NIPUN Bharat Mission.

In view of the above, a National Steering Committee and an Implementation Committee for the Oral Reading Fluency (ORF) study under NIPUN Bharat Mission were constituted with the approval of Secretary (SE&L).

A national workshop on action plan for implementation of the NIPUN Bharat Mission was held virtually on 24th August 2021, to discuss the steps taken by States and UTs for initiating this important mission for universalizing the foundational literacy and numeracy and also to orient States and UTs on the wide variety of FLN resources already available and the major initiatives being taken up at the national level.

Taking one step further Five Regional Workshops on Foundational Literacy & Numeracy (FLN) under NIPUN Bharat Mission were held face-to-face on 27th, 28th and 29th October and then on 16th and 17th November, 2021 covering all States and UTs, for hand holding of States/UTs for timely implementation of the Mission.

In addition, under the Integrated Teacher Training Programme called NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement - **NISHTHA 3.0** Foundational Literacy and Numeracy (FLN) in online mode on DIKSHA platform for teachers and school heads of pre-primary to class V was launched on 7th September, 2021. The NISHTHA 3.0 envisions covering nearly 25 lakhs teachers and head-teachers across all states and UTs. A special package consisting of 12 modules have been developed for this purpose, as per objectives of NIPUN Bharat Mission.

Vidya Pravesh- a three month play based school preparation module for grade I was developed as an integral part of the NIPUN Bharat Mission, which is also aligned to the Learning Outcomes (LOs) of Balvatika (level-3) in the Mission Guidelines (available on https://diksha.gov.in/fln.html).

Further, as part of the National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) for foundational literacy and numeracy, it has been decided to conduct a specialized NISHTHA for anganwadi workers in collaboration with the Department of Women and Child Development in 2022-23. NCERT is in the process of developing the modules.

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**OTHER INITIATIVES BY THE DEPARTMENT
OF SCHOOL EDUCATION & LITERACY**

Other Initiatives by the Department of School Education & Literacy

Shaala Siddhi

i. ***Shaala Siddhi Programme: An Innovative Initiative towards School Performance Evaluation and Accreditation***

The National Programme on School Standards and Evaluation (Shaala Siddhi) is an innovative initiative to institutionalize comprehensive school performance evaluation and develop a system of quality assurance in India. As an innovative initiative, the programme intends to evolve the school quality assurance system for quality improvement and improved learning outcomes. The major objective for creating the Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve sustainability. It visualizes '*School Performance Evaluation*' as the means and '*School Improvement*' as the goal. School performance evaluation, therefore, refers to the evaluation of an individual school and 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 major objectives of the Shaala Siddhi programme are:

• To institutionalise school performance evaluation ;

• To set standards and methodology for school performance evaluation ;

• To empower schools and systems for collaborative school performance evaluation and accreditation (self and external evaluation);

• To empowers schools to initiate evidence-based self-improvement processes with self-disclosure and accountability;

• To evolve a school-based improvement approach through the initiation of evidence-based action by school and system;

• To evolve a culture of a robust system of school quality assurance system for transforming schooling processes for improved learning outcomes.

ii. ***Coverage of Schools (Self and External Evaluation)***

Shaala Siddhi programme has implemented school self-evaluation as an annual feature. Since 2017, School Self-Evaluation as an annual feature is implemented by all states and UTs. The academic session of 2019-20 was carried out under the shadow of SARS-CoV-2. Nearly 5.00 lakh schools have completed school self-evaluation and 4.65 lakh schools uploaded their Dashboards in the web portal. Uploading of School Self-Evaluation Dashboard for the year 2020-21 was initiated from March 1, 2021. As of **January 27, 2021**, nearly 4 lakh schools have completed their self-evaluation and **3.81** lakh schools have uploaded their Self-Evaluation Dashboard. Though school self-evaluation is an annual feature, external evaluation is conducted for each school once in a three-year cycle (33 per cent each year). As of January 2022, the external evaluation of 38,898 schools has been completed. These trends indicate the commitment

of schools and the system of the states. Despite the pandemic, the coverage of schools continued to be high.

iii. *Capacity Development Programmes for all stakeholders/target groups*

Shaala Siddhi programme envisions capacity development of education officials, head teachers and teachers as part of effective implantation of the Shaala Siddhi programme. It is recurrently organised at National, State, District and Cluster levels. It has given wider coverage encompassing all stakeholders who are responsible for school education. Annually more than five lakh stakeholders participate in the Shaala Siddhi programme organised at all levels.

During the year 2021-22, entire state education stakeholders participated in the "**State Capacity Development on Shaala Siddhi Programme"** which emerged as a new model during a pandemic. All the education officials, teacher educators, head teachers and teachers participated in the state-specific workshops to implement self and external evaluation of schools in an effective manner. States and UTs specific capacity development programmes were organised for 20 States and UTs. Nearly 10-15 thousand participants from each state participated through webinars/online, YouTube and Facebook. Besides, state and UTs organised the series of programmes in local specific languages reaching to all school heads and teachers.

Exclusive programmes on Shaala Siddhi were organised for all regions of Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya. Capacity Building Programme on Initiation and Implementation of Shaala Siddhi for Kendriya Vidyalaya (Chandigarh Region) (Bhubaneshwar Region) (Gwalior Region) (Mumbai Region) (Mysore Region) was conducted. Nearly 1000 from KVs and 700 from JNVs (Head teachers and Teachers) participated in the Shaala Siddhi programme.

iv. *Contextualisation, Translation and Development of Modules*

Shaala Siddhi materials (School Standards and Evaluation Framework, School Evaluation Dash Board, Guidelines for Self-Evaluation, Guidelines for Evaluation and Evidence-based School Improvement) have been translated into 16 state-specific regional languages. Other states are in the process of contextualisation and translation.

Seven modules on School Quality Assurance and Accreditation have been prepared. It is in the process of final editing. These modules would be used for the training of school evaluators/assessors/accreditors. It would also be used for online certificate courses for creating a cadre of school assessors/evaluators.

v. *Research and Innovation (Development of Analytical Reports)*

Research and Innovation are considered integral to all the phases of the Shaala Siddhi programme -Conceptual development; tools and methodology; self and external evaluation processes; implementation etc.

Shaala Siddhi programme generates a large scale database on school performance evaluation. Analysis of the school performance data is done at four levels: 1. Basic Information about Learners and Teachers 2. Core Standard wise 3. Key performance Domain wise 4. School Performance Levels (Composite score-wise) 5.Comparative Analysis of Performance analytics of Shaala Siddhi with Performance Grading Index (PGI 2019-20) and SDG4 India.

The school performance analytics unfolds the critical performance levels of schools at all levels. As part of the research endeavour, the school performance analytics reports are prepared based

on school self-evaluation dashboards. These include National School Performance Analytics, State Specific Analytical Reports, Profiling of High and Low Performing schools etc. National School Performance Analytics unfolds the critical school performance levels and areas. The performance of schools on 46 Core Standards is revealing. More than 50 per cent of schools are performing at either Level 1 or Level 11. This indicates that on all Core Standards improvement is needed to reach level 111 which is the highest level. Schools are relatively performing better in Key Domain -11 (Teaching Leaning and Assessment more specifically on Core Standards Teachers' Understanding of Learners and Subject and Pedagogical Knowledge of Teachers) and Key Domain-IV (Managing Teacher Performance and Teacher Development more specifically on Core Standards Teacher Attendance). On the other hand, the performance of more than 70 per cent of schools on Domain- III (Learners' Progress, Attainment and Development) is below the highest level (level-111). On other Key Domains, 70 to 80 per cent of schools are performing at Level I and II in six Core Standards out of fourteen Core standards of Key Domain-V (School Leadership and Management), Key Domain-VI (Inclusion, Health and Safety) and Domain -VII (Productive Community Participation). This implies that significant improvement is required in these Key Domains.

As per the composite score, classification of school performance levels based on aggregate score indicates that -nearly 47 per cent requires substantial support to improve their performance. About 9.44 per cent of schools are at the Competent (Sarvaagra) level. In addition, about 90 per cent of schools require support for improvement in various degrees. Across all categories of schools – primary, upper primary, secondary and higher secondary, nearly 35-45 per cent of schools are performing at Competent (Sarvaagra) and Needs Improvement (Saksham) level.

Ameliorating the Performance of 10 Least Performing Districts of the Country

With reference to the direction of Hon'ble Prime Minister for identification of backward districts and a programme to rapidly uplift these districts, the Department of School Education and Literacy (DoSEL) has proportionately identified a large number of districts and selected 10 backward districts from one region while maintaining regional balance based on their performance in NAS 2017 on various indicators under the aegis of Aspirational Districts Programme.

The programme has shown the advantages of adopting a targeted and competitive approach for making groundbreaking improvements across different sectors in identified 10 districts. A targeted approach has been adopted to provide specific interventions to achieve the objective in the stipulated time. Existing resources will be utilised to obtain this objective.

Objectives of the Programme:

A.   To improve the learning outcome of all 10 identified districts and to ensure that the average Language and Mathematics scores in classes 3 and 5 of these districts are improved at least equal to the national average established as per baseline of NAS 2021.

B.   At least 80% of students acquire Foundational skills in Language and Numeracy at the end of Grade 3, as per NIPUN Bharat Framework.

C.   Ensure sustainability of the initiatives taken and achievements made in one year.

D.   To demonstrate that the educational performance can be improved in a short period with focused, targeted and concerted efforts, which can be scaled up.

Timeline

One year after the launch of the mission and up to conduct of National achievement Survey 2022 for these 10 districts.

Table 1: Districts selected for the programme for the rapidly upliftment of these districts

Sl. No.	State	District	Average Class 3 + Class 5 (LA + MA)
1	Arunachal Pradesh	Changlang	259
2	Uttar Pradesh	Shamli (Prabudh Nagar)	260
3	Daman & Diu	Diu	279
4	Odisha	Sambalpur	281
5	Punjab	Muktsar	287
6	Telangana	Adilabad	291
7	Chhattisgarh	Dhamtari	294
8	Tamil Nadu	Tiruchirappalli	297
9	Madhya Pradesh	Alirajpur	297
10	Maharashtra	Yevatmal	299

National Programmes

i. NCSL Report January-December 2021

In the year 2021, NCSL-NIEPA took up a nationwide initiative to provide equitable and quality education to all as envisaged in the National Education Policy 2020. This policy priority engenders a need for preparation of school heads for the role of leaders through well designed professional development programmes that would support them to make the shift from being administrators to become instructional leaders in their respective schools and within their unique school contexts. In this framework, NCSL contributes at both the National and State level. At the National level, the Centre develops new frameworks on diverse aspects of school leadership influencing school improvement with a focus on providing quality education. One of the most significant variables of quality is student learning and student learning outcomes, which forms the core mandate of the programmes being designed at the Centre and in collaboration with States/UTs.

Thrust Areas

Considering quality improvement high on agenda, the National Centre for School Leadership, NIEPA conceptualized programmes primarily focussing on:

1. Professional school leadership development of current school leaders to mainly focus on improving school quality

2. Prepare new generation leaders through a highly specialized professional programme for prospective school heads.

3. Reinforce academic leadership role of field functionaries, professionals and administrators at State, district, block, cluster and complex levels.

The idea is to improve schools from within and build an eco-system to support change initiatives taken by School heads and system administrators.

NCSL has developed modules on School Leadership Development for NISHTHA 1.0, 2.0 and 3.0. The Module on School Leadership for NISHTHA 1.0 centered on the concept of academic leadership to improve student learning. NISHTHA 2.0 was developed for secondary school heads and teachers. The Module on School Leadership for NISHTHA 2.0 forwarded the framework for 'leadership for learning, a comprehensive framework to build student competencies and improve learning at the secondary level. In alignment with National Education Policy 2020, NISHTHA 3.0 was launched on strengthening Foundational Literacy and Numeracy (FLN). The Module on School Leadership developed for FLN focused on pedagogical leadership for school leaders and teachers to build competencies of children from 3-9 years of age.

ii. Development of Academic Leadership at Systemic levels

The programme recognizes that schools do not exist as islands; rather are part of the system. Improving quality in schools, therefore, requires a multi-pronged approach. Considering every school in this country a part of the larger system, NCSL conceptualized a series of workshops for the development of Academic Leadership at systemic levels. In this context, Consultation meets in two batches were organized for the first time to redefine instructional supervision and leadership and transform teaching-learning practices at schools. The Consultations primarily focussed on school supervision and support mechanisms in different states, frameworks and formats for instructional supervision and learning from the exchange of best practices. 120 cluster heads, BRC coordinators, school inspectors, block and district education officers and school principals from 20 States attended the two consultation meets. The officers were reoriented on the classroom observation and feedback, coaching and mentoring and conducting learning conversations for developing reflective practice and improving classroom processes for better student learning.

iii. National Consultation on School Complex

NCSL organized a national consultation in September 2021 to bring together leaders from different existing networks both in the government as well as private school sector and study their practices and processes as also the challenges in sustaining collaborative networks. The workshop through active engagement with principals and cluster/complex intends to find answers to challenges in networking; either structural; and/or governance and/or skills in working collaboratively and explore the different kinds of models that would fit in the differential school contexts.

The workshop involved officers from selected states that have sustained school complexes, School Principals from some of the Hub/lead Schools as also from some of the participating schools, officers from CBSE involved in developing the idea of Sahodaya Complexes and Hub Schools and some selected school principals.

iv. Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools

As a sequel to the previous workshops, the initiative this year brought to the fore that school principals have indeed gone out of their way to ensure learning among children during the pandemic. School principals along with teachers have visited the homes of children and have ensured that learning is taking place; School heads have prioritized networking with parents and community to ensure learning of the children; schools heads ensure a congenial teaching-learning environment in schools through drama, songs, painting activities, story-telling etc.; Multilingualism is celebrated and encouraged through songs in multiple languages; School heads face challenges from private schools in terms of enrolment and retention of children. School heads feel the need to create a congenial environment in government schools as well so that children enrolment increases. School development plans are prepared by school heads and discussed with teachers. Staff meetings are held very regularly; School principals understand the importance of teaching English to children. The English speaking environment is created in a non-threatening way in schools; Parents are encouraged to attend school meetings by providing lunch during the meetings and creating a culture of celebration during the parent-teacher meetings. School heads ensure the overall development of the schools through interventions in the health of students, social awareness, environmental protection, fire service protection, nutrition garden, networking with NGOs for donation etc. The participating states were Tamil Nadu; Odisha; Assam; Sikkim; Meghalaya; Mizoram; Jharkhand; Goa; Chhattisgarh; Jammu-Kashmir.

Online Programmes – Moodle Platform

i. **Online Basic Programme on School leadership and Management:** NCSL has launched an Online Basic Programme in School Leadership and Management in 2017. The programme is being translated and contextualized in different Regional languages. This year the programme was translated into the Kannada language in collaboration with SLA, SISLEP, Karnataka. The Programme will also be launched in Urdu, Gujarati and Malayalam before March 2022.

ii. **Online Intermediate course on School leadership and Management** is currently being developed by the Faculty at NCSL and is due to be launched by March 2022. Some of the themes included in the Intermediate course are School as a Learning Organisation; Sustainable Leadership, Leadership as Influence: Role of Self; Education for Critical Thinking; Conflict Resolution Skills; School heads-a key driving force for innovations; Creating Spaces for Community Involvement in Schools; Using Data for School Improvement; School Development Pl

iii. **Online Post Graduate Diploma on School Leadership and Management:** The course is designed to suit the needs of school principals in positions and those aspiring to become leaders in the profession by providing them with the opportunity to simultaneously pursue their career and professional development. The main objectives of the course are: (a) To develop among the school leaders a perspective on school leadership for achieving school transformation; (b) To develop among the school leaders the ability to critically reflect upon their personal and professional self for transforming schools; (c)To develop among the school leaders

the skills, attitude and knowledge in areas of teamwork, building partnerships and transforming teaching-learning processes for improving student learning; (d)To develop the ability among the school leaders to design, plan and implement change process in the school through innovations. The course is tailor-made for School principals who are already in leadership positions and interested to hone their leadership skills to meet the growing expectations regarding school quality. The course is also suitable for aspiring school principals and experienced teachers, interested in facilitating positive change and transformation in schools. The course is specially designed with a contemporary global discourse on school leadership, at the same time contextualized to the Indian school education requirements. It focuses on key themes pertinent to school leadership such as developing self, transforming the teaching-learning process, leading school administration, building teams and leading partnerships with schools and community. The course is practitioner centric and provides experiential learning through case studies, reading materials, videos, discussion forums, and interactive audio-video resources to enable practitioners to draw solutions to contextual challenges posed by their school environment. The course adheres to University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. The participants can avail of the Certificate from the National Institute of Educational Planning and Administration (NIEPA) after completion of the course to boost career opportunities in the area of school education. The minimum duration for completion and award of Post Graduate Diploma shall be two years. At the same

time, short modular courses are provided on key topics which may lead to partial certification and will require lesser time for completion. The programme consists of 9 courses. The credits for each course and the details of the blocks and units per course are provided below. The NCSL faculty is presently in the process of developing the course content. It is proposed to launch the course in the year 2022-23.

Material Development

Leadership Development- a Leap Forward: a set of 15 self-instructional Modules for School Leaders

NCSL has developed theme-based Modules on School Leadership Development, to cater to the leadership challenges that have emerged from field interactions with school heads across the country. A unique feature of these modules is that they are rooted in theoretical and conceptual frameworks interspersed with activities that are practical and based on real-life situations. The themes of these modules, designed as self-learning material, are wide-ranging and cover a broad spectrum of areas conceptualized in the National Curriculum Framework on School Leadership Development. These modules are in the final stages of editing, after which they will be published.

Collaborative Programmes

Modules on School Leadership in collaboration with Navodaya Vidyalaya Samiti: NCSL has collaborated with NVS to create a set of 6 Modules for the professional development of school leaders.

These modules are in the process of development. The titles of these modules are:

1. Developing School as a Learning Organization
2. Transforming Work Ethos: Developing school as an inspiring workspace

3. Reorienting Review and Feedback Practices: Foregrounding Teaching-Learning
4. Forging Teacher Collaborations: Developing Professional Learning Communities in schools
5. Nurturing Belongingness: Strengthening socio-emotional connectedness
6. Promoting Mental Health: Enabling resilience and wellness in school

Live Streaming in collaboration with CIET-NCERT: NCSL has begun much-celebrated live streaming in collaboration with CIET-NCERT. The details of episodes up till now are as follows:

School Leadership Academies- an Extended ARM of NCSL -NIEPA

The SLAs work as extended arms of the NCSL. Currently, 28 SLAs have been established **across the country. These SLAs work with the guidance of NCSL developed:**

1. Case Studies- 5 States case studies uploaded- Name of the states- Haryana, Chhattisgarh, Tripura, Maharashtra, Nagaland
2. YouTube Channel of SLAs- 7 States Submitted- Name of the states- Mizoram, Kerala, Rajasthan, Manipur, Haryana, Maharashtra, Jammu and Kashmir
3. Regional Modules submitted by the states with the number of modules in brackets- Maharashtra- (17) Mizoram-(8) Tripura-(1) Chhattisgarh-(1) Madhya Pradesh (5) Haryana-(2) Link- http://pslm.niepa.ac.in/local/pages/?id=35

SLA Videos submitted by the states with the number of videos in brackets – Maharashtra (3) Karnataka (10) Mizoram (4) Tripura (8) Telangana (10) Rajasthan (11) Kerala- Manipur (3) Tamil Nadu (3) Andhra Pradesh (3) Nagaland (3).

INSTITUTIONAL SUPPORT TO SCHOOL EDUCATION

Institutional Support to School Education

Jawahar Navodaya Vidyalayas (JNVs)

National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Society Registration Act XXI of 1860, with the objective to establish Navodaya Vidyalayas to provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family's socio-economic condition. The schools are affiliated to Central Board of Secondary Education.

Navodaya Model of Education:

- Presence in the Remote Rural areas.
- 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, OBC and children from Rural areas.

Procedure/Criteria for opening of a Jawahar Navodaya Vidyalaya: The opening of a Jawahar Navodaya Vidyalaya is based on the proposal from the concerned State/ UT Governments offering about 30 acres of suitable land (relaxable from case to case basis), free of cost. The State Government has also to provide sufficient temporary building and other infrastructures, free of rent, to accommodate 240 students and staff for three to four years or till such time the Samiti constructs its own buildings at the permanent site.

Status of sanctioned and functional JNVs: Beginning from two Vidyalayas established during 1985-86, at Jhajjar (Haryana) and Amaravati (Maharashtra) 661 JNVs have so far been sanctioned by the Government in 27 States and 08 UTs, except Tamil Nadu State. Out of total 661 JNVs sanctioned, 650 are functional in the country.

Admission of students in JNVs: Admission in Jawahar Navodaya Vidyalaya is made on the basis of Jawahar Navodaya Vidyalaya Selection Test (JNVST) designed and conducted by the Central Board of Secondary Education through online application. The Selection test is non-verbal and class neutral and is designed to ensure

that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the Jawahar Navodaya Vidyalaya has been opened are eligible to apply for admission. However, the district where JNV is opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for admission in the JNV, in case a new Vidyalaya has not been started in newly bifurcated district as yet. JNVs are co-educational and residential and from Class VI to Class XII. The admissions are done for Class VI and IX through JNVST. The statistical figures for the students Registered for the JNVST and selected in the year 2021-22 are as under:

Class	Registered	Selected
VI	24,17,009	46,430
IX	2,25,348	3,585

Reservation Policy for admitting students in the JNVs:

a. At least 75% seats in a district are filled by the candidates selected from rural areas and the remaining seats are filled from urban areas of the district.

b. Reservation of seats in favour of children belonging to Scheduled Castes and Scheduled Tribes is provided, in proportion to their population in the concerned district, provided that in no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.

c. 27% reservation is provided to the OBC candidates over and above the reservation for SCs and STs.

d. One third of the total seats are filled up by girl candidates.

e. There is a provision for reservation for differently-abled (Divyang) children (i.e.) orthopedically handicapped, hearing impaired and visually handicapped) as per Govt. of India norms.

The abovementioned reservation is implemented in admission through automated software.

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

Enrolment of Students as on 31.12.2021:

Number	Boys	Girls	Rural	Urban	Gen	OBC	SC	ST
293825	172815	121010	249792	44033	56737	103316	73538	60234
%	58.82	41.18	85.01	14.99	19.31	35.16	25.03	20.50

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 being charged from students of Classes IX to XII as Vidyalaya Vikas Nidhi (VVN). In respect of ward of Government employee, fee of Rs.1500/- or the Children Education Allowance (CEA) received by the employee whichever is minimum per month is also being charged. However, VVN cannot be less than Rs. 600/-.Further, the students belonging to SC/ST categories, girls and children from the families Below Poverty Line (BPL) are exempted for payment of this fee. The average operational expenditure per student per annum for the year 2020 – 21 was Rs. 97,147/-.

Computer Education:

- All Jawahar Navodaya Vidyalayas have Computer Aided Education.

- 02 Multimedia Projectors are provided in each of the 554 JNVs.

- In 99 Jawahar Navodaya Vidyalayas, all classrooms have been converted into Smart Classrooms under the project of "Pradhan Mantri Jan Vikas Karyakram" (PMJVK) of Ministry of Minority Affairs.

- In 616 Jawahar Navodaya Vidyalayas, Smart Computer Labs have been established under Corporate Social Responsibility (CSR) with requisite facility of Smart Board, Laptops/Tablets, Printer, Wi-fi, Router etc.

Recruitment:

Recruitment is a continuous process as vacancy keeps on rising on account of resignation, death, establishment of new JNVs, allotment of streams, retirement etc. Concerted efforts are being made to fill up the vacancies. In order to ensure uniformity and transparency in the selection process, Samiti has been adopting the following:

- Resorting to the "Centralized recruitment" process.

- Resorting to the Computer Based Test doing away with the conventional OMR Sheet/Written Test.

- "Answer Sheet/Response Sheet" along with "Answer Key" is displayed on the website and objections, if any get resolved before publishing final result.

- Posting is given based on the choice exercised by the candidate subject to merit position and availability of vacancy.

In last five years 4964 numbers of teaching and 790 numbers of non-teaching staff have been recruited which has resulted in reduction of vacancy position in Navodaya Vidyalaya Samiti to minimum. Currently, process of document verification to fill up 152 non-teaching posts on direct recruitment basis is in process. In addition to this, Navodaya Vidyalaya Samiti is in the process for conduct of fresh recruitment drive as well as LDE / LDCE for promotion of various Teaching and Non-Teaching posts.

Performance of JNVs:

The Jawahar Navodaya Vidyalayas have been performing consistently well, which is evident from the results declared by CBSE:

A. CBSE Examination: 2021

- **32925** out of **32943** students appeared for the class - XIIth examination have passed with an average score of **83.04 %**

- **41683** out of **41694** students appeared for the class - X[th] examination have passed with an average score of **77.62 %**

CLASS – XII	
No. of Jawahar Navodaya Vidyalayas	557
No. of Students Appeared	32943
No. of Students Passed	32925
No. of Students with First Division	32766
Pass Percent	99.94
First Division %	99.46
No. of Students Getting Centum	44
No. of JNVs with 100 % Pass	543
Average Score	83.04

CLASS – X	
No. of Jawahar Navodaya Vidyalayas	591
No. of Students Appeared	41694
No. of Students Qualified	41683
No. of Students with First Division	39535
Pass Percent	99.97
First Division %	94.82
No. of Students Getting Centum	694
No. of JNVs with 100 % Pass	582
Average Score	77.62

B. Achievement in Competitive Examination:

- In the year 2021, **4292** students out of 10247 students appeared in **JEE Mains** have qualified the examination.

- In the year 2021, **1121** students out of 2770 students appeared in **JEE Advanced** have qualified the examination.

- In the year 2021, **14025** students out of 17520 students appeared in **NEET** have qualified the examination.

Year	JEE Mains			JEE Advanced			NEET		
	Appeared	Qualified	%	Appeared	Qualified	%	Appeared	Qualified	%
2017	9757	3563	*36.51*	3563	1176	*33.00*	14183	11875	*83.73*
2018	11656	4360	*37.40*	4360	873	*20.02*	9942	8407	*84.56*
2019	11733	4451	*37.94*	4451	966	*21.70*	16156	12654	*78.32*
2020	8237	3628	*44.04*	3628	1076	*29.66*	13332	11027	*82.71*
2021	10247	4292	*41.89*	2770	1121	*40.47*	17520	14025	*80.05*

Details of NVS Alumni Selected for Civil Services Examination – 2020:

27 NVS Alumni have been selected for Civil Services Examination-2020.

S. No.	Name	JNV [Distt.]	State	All India Rank
1	Divya Mishra	Unnao	Uttar Pradesh	28
2	Kalpesh Kumar Sharma	Jalore	Rajasthan	73
3	C. Yashwantkumar Reddy	Kadapa	Andhra Pradesh	93
4	Sandeep Kumar	Madhubani	Bihar	186
5	Ashish Gangwar	Pilibhit	Uttar Pradesh	188
6	Gaurav Singh	Azamgarh	Uttar Pradesh	189
7	Md. Aaquib	Siddharth Nagar	Uttar Pradesh	203
8	Suhas Laxman Gade	Ahmednagar	Maharashtra	349
9	Ms. Shaloo	Jaunpur	Uttar Pradesh	379
10	Sagar A. Wadi	Bijapur	Karnataka	385
11	Devendra Kumar	Churu	Rajasthan	390
12	Amol Murkut	Shegaon	Maharashtra	402
13	VarshithaAdepu	Warangal	Telangana	413
14	Aniket Ashok P.	Satara	Maharashtra	426
15	Akash Kumar Shukla	Mahasamund	Chhattisgarh	427
16	Niranjan Kumar	Nawada	Bihar	535
17	Chandrashekhar Mehra	Narsingpur	Madhya Pradesh	543
18	Altap Mohammad Shaikh	Sangli	Maharashtra	545
19	Vivekanand Shukla	Adilabad	Telangana	632
20	Jitendra Kumar Mehra	Jhalawar	Rajasthan	658
21	Partiksha Singh	Lucknow	Uttar Pradesh	662
22	Hatchinghoi Haokip	Churachandpur	Manipur	673
23	Sudarshan N. Sonawane	Nasik	Maharashtra	691
24	Vineet Basod	Balaghat	Madhya Pradesh	692
25	DeowratVasantraoMeshram	Chanderpur	Maharashtra	713
26	Ms. Anuradha	Jalaun	Uttar Pradesh	704
27	Pankaj Kumar Meena	Kota	Rajasthan	719

Training and Development:

A. Training Infrastructure:

Navodaya Vidyalaya Samiti conducts training through NLIs, Regional Offices and through External agencies. At present, **Navodaya Vidyalaya Samiti** has 7 training centers established as Navodaya Leadership Institutes (NLIs) at Amritsar, Goa, Kamrup, NOIDA, Puri, Rangareddy& Udaipur.

B. **Various Training Programmes for Teaching / Non-Teaching Staff are organized as under:**

1. **Green School Programme (GSP):**

   "Online Capacity Building Workshop under Green School Programme (GSP) for JNV Teachers" was organized by NNLI NOIDA in April, 2021 which was attended by 59 Teachers of selected JNVs from across India.

2. **Five Days' Online Training Programme on Pedagogical Leadership for NVS Principals (NIEPA):**

   The training programme was conducted in the month of April, 2021 for the second batch. 42 selected Principals of all the Regions have undergone this training. These Principals have acted as Master Trainers to impart the training to all the remaining Principals of their respective Regions under the guidance of the concerned NLIs.

3. **First Aid CPR and Tackling Medical Emergencies in Schools– Emerging Paradigm of School Safety (Expressions India):**

   Navodaya Vidyalaya Samiti in collaboration with Expressions India, organized Three Days' Online Training Programme for the Staff Nurses of JNVs on "First Aid CPR and Tackling Medical Emergencies in Schools – Emerging Paradigm of School Safety". Thirteen training programmes were conducted in the month of May & June, 2021, each of them having six sessions through which **536 Staff Nurses** of JNVs from across the country were trained.

4. **Capacity Building Programme for Creating Conducive Environment for**

Learners & Learning (NIEPA):

A National Webinar was conducted on Creating Conducive Learning Environment for all the Principals of Jawahar Navodaya Vidyalayas across the country on 07.8.2021 which was attended by **648 Principals** / **Principal In charges**.

5. **"Digital Teacher" & "Social and Emotional Learning" Courses being organized in association with UNESCO MGIEP:**

   Navodaya Vidyalaya Samiti in collaboration with UNESCO MGIEP is conducting the "Digital Teacher" Course and "Social & Emotional Learning" Course for the teachers of JNVs within a span of two years (2021 & 2022) in two rounds. In round first, the digital teachers training of the Master trainers for Chandigarh Region has been conducted during the month of August – 2021, for Jaipur Region during the month of September – 2021, for Lucknow Region during the month of November – 2021 and for Patna Region will be conducted during the month of January – 2022. The Social and Emotional Learning(SEL) Course for the Master trainers was conducted for Bhopal Region during the month of August - 2021, for Hyderabad Region during the month of September– 2021, for Pune Region during the month of December – 2021 and for Shillong Region it will be

organized during the month of January – 2022. In these trainings, 5 teachers each of 50 JNVs in total 250 teachers of region concerned have been / will be trained as Master Trainers for conducting further trainings of the remaining teachers of Jawahar Navodaya Vidyalayas. As per the decided schedule same trainings will be conducted for remaining Regions.

6. **Building Synergies for AI in Education (Intel):**

A webinar on Building Synergies for AI in Education has been organized on 17.08.2021 for Principals / Vice-Principals / Teachers of Navodaya Vidyalaya Samiti.

Further, Capacity Building Program for AI Curriculum has been conducted during the month of September – 2021 and 625 nominated FCSA and PGT Computer Science / Information Technology have attended.

7. **NISHTHA Secondary (NCERT):**

To extend NISHTHA programme to teachers and school heads at Secondary level of education, NISHTHA Secondary has been launched by the Hon'ble Prime Minister of India on 29.07.2021. This programme is being conducted from August, 2021 to January, 2022.

Approximately **10,500 Principals /Vice – Principals /Teachers** have registered from Navodaya Vidyalaya Samiti for NISHTHA Secondary programme.

8. **Awakened Citizen Program (ACP) to inculcate values among Students of JNVs (Ramakrishna Mission):**

During the Academic Year 2021 – 22, 24 Training Programmes on Awakened Citizen Program (ACP) have been conducted through which 1028 teachers have been trained.

9. **NVS – Khan Academy Collaboration:**

During the month of April – 2021, Seven online Training Programmes of one day each have been conducted by the Khan Academy through which **1258 TGT Mathematics** have trained. Further, Khan Academy is planning to conduct an online refresher training for teachers (TGTs + PGTs) teaching grades VI to X.

10. **Online Training Programme on Initiation and Implementation of Shaala Siddhi for Principals / Principal In charges (NIEPA):**

Online training programme on Initiation & Implementation of Shaala Siddhi has been organized in all Jawahar Navodaya Vidyalayas on 16.08.2021, 18.08.2021 & 23.08.2021 and Principals & Principal In charges have been trained. These trainings have been organized Region-wise for all 8 Regions, in which 648 participants have trained. The trained Principal / Principal In charges will orient the staff of their respective JNVs about Shaala Siddhi.

11. **Online Workshop on Teaching, Testing & Evaluation for Regional Language Teachers (Assamese, Punjabi, Odia & Urdu):**

Online Workshop on "Teaching, Testing & Evaluation for Regional Language Teachers of NVS" has been conducted in association with CIIL, Mysuru during the month of August, 2021 for Regional Language Teachers of Assamese, Punjabi, Odia& Urdu languages through which **236 Regional Language Teachers** of Navodaya Vidyalaya Samiti have been trained.

12. **NVS National Webinars on the Occasion of completion of One Year of NEP – 2020:**

The National webinar on "Experiential Learning through Integrated Pedagogical Approaches" has been conducted on 03.08.2021 for all the PGTs & TGTs of Jawahar Navodaya Vidyalayas which has been attended by **4600 PGTs & TGTs** of NVS.

The National webinar on "Promotion of Regional Languages for National Integration" has been conducted on 05.08.2021 for the Vice- Principals and Regional Language Teachers of Jawahar Navodaya Vidyalayas from across the country which has been attended by **900 Regional Language Teachers**.

13. **Webinar on Communication Disorders:**

Webinar on Communication Disorders has been organized in association with All India Institute of Speech & Hearing (AIISH) which has been attended by **752 participants**.

14. **Sensitization Session on First Aid for Students & Teachers (F.A.S.T.) for the Staff Nurses of NVS:**

National Disaster Management Authority (NDMA), in collaboration with Indian Red Cross Society (IRCS) had developed three modules for Secondary School Students, Higher Secondary School Students and School Teachers on First Aid for Students and Teachers (F.A.S.T.). The training for **511 Staff Nurses** has been conducted on the basis of F.A.S.T. Manuals.

15. **Purchase Procedures through GeM:**

Online Training on Purchase Procedures through GeM has been organized by various NLIs for the Principals of all the Jawahar Navodaya Vidyalayas from across the country during the month of April, 2021. Eight online workshops have been conducted in this regard and **509 Principals** have participated.

16. **Training Programme on Integrated Pedagogy based on NEP – 2020 for TGTs Social Studies, Science, Mathematics & Hindi:**

32 training programmes on Integrated Pedagogy have been conducted by all the NLIs for the TGTs Social Studies, Science, Mathematics & Hindi from across the country. In these trainings, total **1121 teachers** have been trained.

- During the Year 2021(01.01.2021 to 31.12.2021), total 134 Training Programmes have been conducted &total 18458Navodaya Vidyalaya Samiti Staff (Teaching & Non-Teaching) have been trained.

National Education Policy – 2020:

- National Education Policy – 2020 document has been circulated to all stakeholders.

- Jawahar Navodaya Vidyalaya staffs have been encouraged to watch the webinars, discussions and presentations of ShikshakParv from 05th to 25th September 2021.

- Online competition for teachers on "Preparation of Communication Material" on Nine (9) themes relating to National Education Policy has been conducted in Jawahar Navodaya Vidyalayas at different levels.

- Task-wise inputs have been shared through NEP tracker.

- Navodaya Vidyalaya Samiti Officers have been nominated as Nodal Officers

and Members of various committees of NCERT / CBSE for New Education Policy work.

- Identification of 100 JNVs for Skill centers for community.

Special Academic Activities Carried out during the year

Scientific Temperament and Science as Career:

- Expansion of **Vigyan Jyoti Knowledge Centres** from 58 Jawahar Navodaya Vidyalayas to 100 Jawahar Navodaya Vidyalayas.

- Participation in **Science and Mathematics Olympiads** organized by HomibhabhaCenter for Science Education, TIFR, both for junior and senior students of Jawahar Navodaya Vidyalayas.

- **Science clubs** have been formed in Schools.

- A MoU was signed between Navodaya Vidyalaya Samiti & CSIR with an aim to connect 170 Jawahar Navodaya Vidyalayas with 37 National Laboratories of CSIR, by visiting CSIR laboratories and participating in "**Mini Science Projects**".

Enhancement of Creativity and Innovation:

- Establishment of **Atal Tinkering Labs** in **121** Jawahar Navodaya Vidyalayas.

- Practice of Reasoning and Logical Puzzles to develop **Reasoning Ability**.

- Adobe creation cloud educational software installed in 25 Jawahar Navodaya Vidyalayas for development of **21st Century Skills** in students.

Support for Global Outlook:

- **Visit of Students and Teachers to Japan:** 45 students and 8 teachers visited in the last 2 years. Due to COVID-19 pandemic, physical movement of students and

teachers could not take place. This year 50 girl students participated in **5th Online University Visits** under 2020 – 21 **Sakura Science High School Programme** during the month of **July**, 2021 and **25 Girl** Students participated during the month of **November, 2021**.

- **German Language** introduced in 29 Jawahar Navodaya Vidyalayas is being continued.

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 Jawahar Navodaya Vidyalayas of Chhattisgarh has been taken up. This program has the technical support from MIT, USA.

Opening of 2 New Academic Centre of Excellence:

For providing better opportunities to Jawahar Navodaya Vidyalaya students for preparation of JEE / NEET, 2 more Centres of Excellence (CoE) has been started by Navodaya Vidyalaya Samiti from the Year 2021:

1. Jawahar Navodaya Vidyalaya, Nalanda (Bihar)

2. Jawahar Navodaya Vidyalaya, Kokrajhar (Assam)

Astronomy Laboratory:

To provide wider exposure in astronomy and the related concepts, Astronomy Laboratories have been established in 20 Jawahar Navodaya Vidyalayas across the country in collaboration

with office of the Principal, Scientific Advisor to Govt. of India and support from Space Foundation.

The KHAGOLSHALAS have been established with the vision to foster the interest of the younger generation into astronomy and space application, exploration, innovation and research. This exposure would help the students to have the integrated learning in astronomy while linking the concepts already embedded in the curriculum.

Khagolshala Asteroid Search Campaign (KASC):

Jawahar Navodaya Vidyalaya students had done preliminary discovery of **384 asteroids** under Khagolshala Asteroid Search Campaign (KASC) from January, 2021 to March, 2021 in 2 Phases of the pro gram. Total 9 Asteroids (Provisional Discovery) by 8 teams having total 16 JNV st udents, have been confirmed by International Astronomical Search Collaboration (IASC) and International Astronomical Union. The teams are as under:

Region	JNV [Distt.]	Name of Students
Bhopal	JNV Annupur – I	Miss. Banita Dash Miss. Shweta Singh
Bhopal	JNV Chhatisgarh	Master Shubham Kurre Master Akash Sahu
Bhopal	JNV Annupur – II	Master Arjun Tripathi Master Bhavya Dutta
Chandigarh	JNV Una	Miss. Shivangani Singh Miss. Aditi Sharda
Hyderabad	JNV Mandya	Master Nandeesh B.V. Miss. Lokanath S. Gowda
Lucknow	JNV Bagpat	Master Aakash Kumar Master Shivam Kumar
Lucknow	JNV Sonebhadra (02 Discoveries)	Master Ishan Narayan Shukla Master Sarthak Keshari
Hyderabad	JNV Nellore	Master Pranav Nandan L. Master Harshith Sameer L.

Citizenship Programs:

- NCC – in **319** Jawahar Navodaya Vidyalayas with **23360 cadets**.

- Scouts and Guides introduced in all JNVs. **35841 Scouts and Guides** trained.

Entrepreneurial Skills:

- **Vocational Education:**

  ▪ Skill Courses as prescribed by CBSE have been introduced in Jawahar Navodaya Vidyalayas at middle, secondary and senior secondary level.

  ▪ Navodaya Vidyalaya Samiti has collaborated with Goethe Institute, Max Muller Bhawan, New Delhi for Skill development programme in selected Jawahar Navodaya Vidyalayas.

  ▪ 100 Jawahar Navodaya Vidyalayas have been identified for skill centres of the community.

Value Orientation:

- Awakened Citizen's Program with the help of Ramakrishna Mission for Teachers and Students of 564 Jawahar Navodaya Vidyalayas.

- Participation in Digital Citizenship and Cyber Wellness Quiz.

- Yoga

JNV Students and Society:

- Participation of the students of the neighbouring schools in the co- curricular activities of the Jawahar Navodaya Vidyalaya.

- 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 (Vigyan Jyoti Programme):

Navodaya Vidyalaya Samiti in collaboration with Department of Science and Technology (DST) has established Vigyan Jyoti Knowledge Centers at 100 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 provided to girl students of Classes IX to XII of Jawahar Navodaya Vidyalaya and school systems in the neighboring area with the aim to give focused support in STEM, future prospective and career counselling. 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 programme. Entire cost of support system including the monthly stipend to girl students covered, is funded by the Department of Science and Technology. A total correct it of **9869 girl students** have been registered under Vigyan Jyoti Programme.

Identification and Nurturing Gifted Students:

- Navodaya Vidyalaya Samiti had started the programme for identification and

Nurturing of supremely talented children in coloration with Cluster Innovation Centre, Delhi University under the guidance of Office of the Principal Scientific Advisor to Hon'ble Prime Minister in 2017 – 18. **30 gifted students** in Mathematics& Science have been shortlisted for the program on the basis of Science & Mathematics Ability Test (SMAT) and Intensive Skill test.

- Till date, more than **130 students** of Jawahar Navodaya Vidyalayas have been facilitated through mentoring by institutions like IISER, Tirupati and experts from other renowned Institutions.

Environmental Conservation

- **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, various actions are proposed under the Jal Shakti Abhiyan for water conservation. 112 JNVs have taken steps for rain water harvesting.

  In addition to it "*Samagra Shiksha, Jal Suraksha"* campaign has also been launched in JNVs. Awareness is being brought among the students and other stakeholders through Eco-Clubs and their suggestions are being practices in all JNVs by considering the need of the hour. This campaign targets to save at least one litre of water by each student every day.

- **Recycle & Reuse of Waste Water:** Recycle & re-use of waste water in Jawahar Navodaya Vidyalaya campus

through eco-friendly treatment system has been implemented in 2 Jawahar Navodaya Vidyalayas and work is in progress for 20 other JNVs. The annual saving of water is expected around 42 million liters.

- **Rain Water Harvesting:** Rain water harvesting system has been implemented and functional in 61 Jawahar Navodaya Vidyalayas. The annual average water saved per JNV is 50,000 litres and total annual water saving is expected around 3.1 Million litres.

- **Solar Initiative:** Roof top grid connection solar power project under the direction of MNRE has been implemented in **169 Jawahar Navodaya Vidyalayas** with overall expected **power generation of 12.02 MW.**

- Environment based Education in Collaboration with India Council of Forestry Research & Education **(ICFRE) has been lunched.**

- Jawahar Navodaya Vidyalayas are participating in Centre for Science and Environment (CSE)'s initiative of green rating of Schools resulting in better awareness among students about conservation of nature and resources.

- **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.

Atal Innovation Mission (AIM):

NITI Aayog's flagship programme, Atal Innovation Mission (AIM) 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, start-up businesses and other self-employment activities, particularly in technology driven areas.

AIM has established Atal Tinkering Labs (ATL) in **121 Jawahar Navodaya Vidyalayas**. The objective of this scheme to foster curiosity, creativity and imagination in young minds; and inculcate skills such as designed mind set, computational thinking, adaptive learning, physical computing, etc. Atal Tinkering Labs (ATL) is a work space where young minds can give shape to their ideas through hands on do-it-yourself mode and learn / develop innovation skills.

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

The NISHTHA Elementary Training programme has been conducted in Navodaya Vidyalaya Samiti through Online mode from **16.10.2020 to 15.02.2021.** This programme had 18 Courses in all viz. Curriculum and Inclusive Education, Health and Well-being in Schools, Integrating Gender in Teaching Learning Process, Integration of ICT in Teaching – Learning and Assessment etc. Three courses have been launched for each fortnight and for each participant had to complete them within timeline. In this programme, **7251 participants which is approximately 97.64% of nominated participants** (Principals / Vice Principals / TGTs / Creative Teachers) from NVS have completed all the 18 Courses.

To extend the NISHTHA programme to teachers and school heads at Secondary level of education, **NISHTHA Secondary has been launched by the Hon'ble Prime Minister of India on 29.07.2021.** Approximately **10,500** Teaching Staff of NVS that includes all the Principals, Vice Principals, PGTs as well as TGTs in all subjects including Creative Teachers have enrolled for NISHTHA Secondary during the Academic Session 2021 – 22.

INSPIRE Manak Award:

Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India.

The final result of the INSPIRE Manak Award was declared in September, 2021 for the Academic Year 2019 – 20. Out of total 60 selected students at National Level, following **two (2) students** of Jawahar Navodaya Vidyalayas have won the INSPIRE Manak Award for the Academic Year 2019 – 20:

Student Name	JNV [Distt.]	Class	Project	Photographs
Ms. Adam Wangsu (Female)	Changlang (Arunachal Pradesh)	X	First-Aid ATM	
Ma. Ashutosh Pandey (Male)	Ambed-kar Nagar (Uttar Pradesh)	X	To Promote Disabled (Acces-sibility)	

Total **146 students** of Jawahar Navodaya Vidyalayas have been selected to participate at State level in INSPIRE Awards - MANAK for the Academic session 2021 – 22.

Kala Utsav 2020 – 2021:

02 Students of Navodaya Vidyalaya Samiti have been awarded 1st Prize in National Kala Utsav Competition organised by NCERT:

1. Ma. Rupesh Debbarma, JNV Gomati, Tripura – Vocal Music

2. Ma. D. Venkat Rao, JNV East Godavari (A.P.) – Visual Arts

Azadi Ka Amrit Mahotsav:

As a part of commemoration of 75th Anniversary of India's Independence - 'Azadi Ka Amrit Mahotsav' is inaugurated by Hon'ble Prime Minister on March 12th, 2021 through recreation of Dandi March. 05 Jawahar Navodaya Vidyalayas of Gujarat state, located on the surrounding areas of the Dandi March, participated in the event.

Students of Jawahar Navodaya Vidyalayas from across the country participated in **Expression Series Quarter – 1** conducted by CBSE.

Writing Activity on India's Struggle for Freedom about the historical heroes and places in connection with 75 years of Independence has been taken up for July, 2021 onwards on monthly basis. 75 best write ups of students of Jawahar Navodaya Vidyalayas are planned to be printed as a booklet and to be submitted to the Ministry in addition to the participation of students' entries at National Level Competition.

School Assembly activities have been conducted by JNVs through online mode in which one boy or one girl performs 2-3 minutes activities. 25 best entries from Jawahar Navodaya Vidyalayas have been submitted to the Ministry for the month of September, 2021.

Aryabhatta Ganit Challenge (AGC-2021) has been conducted from 31.08.2021 to 30.09.2021 for the JNV students of Classes VIII to X and total 12131,14588, 12413 certificates have been

downloaded by the students of Classes VIII, IX and X respectively.

Joint Music Competition between NVS and KVS has been organized by Ministry of Education under the flagship programme of "Azadi Ka Amrit Mahotsav". The final of the KVS &NVS Joint Music Competition was held on 09.09.2021 at the Ministry of Education, Shastri Bhawan, New Delhi and Navodaya Vidyalaya Samiti bagged 2 prizes 1st and 3rd positions at this event as per details under:

Student Name	JNV [Distt.]	Class	Position	Photograph
Ma. Shikhar Mishra	Deoria (Uttar Pradesh)	XII	First	
Ms. Pratyasha Baishnab	Cachar (Assam)	XII	Third	

Admission of JNV Students in International Universities:

An initiative has been taken by the Navodaya Vidyalayas Samiti to support children from economically weaker families for higher studies with the help of Corporate Social Responsibility (CSR) support, organized by KARTA Initiative Foundation, supported by TATA Trust and such other supporters. Following students have secured admission in International Universities during 2017, 2018, 2019 and 2021:

Name of the Student	Jawahar Navodaya Vidyalaya	University Selected for	Area	Year
Dipti R. Rapte	Palghar	University of Edinburgh	Biological science	2017
Shivam A. Dubey	Palghar	Imperial College, UK	Mechanical engineering	2017
Sadanand H. Ugale	Aurangabad	University College, London	Mathematics	2017
Aadesh D. Vaidya	Aurangabad	University of Bristol	Biochemistry	2017
Neshma Mehtar	South Goa	Mc Gill University	Arts and Science	2018
Anuja Khure	Latur	University of Edinburgh	Physics	2018
Vishaka Pujari	Latur	University of Toronto	Applied Sciences and Engineering	2019
Sahana Nayaka	Haveri	Queen's University, Canada	Sciences	2019
Ajinkya Harugade	Palghar	Huron College, Western University	Management and Organisational Studies	2019
Utkarsh Mall	South Goa	Imperial College, UK	Earth and Planetary Sciences	2019
Mrutyunjay Angadi	Haveri	University of Oxford, UK	Earth Sciences	2019
Srusti Palkshappa	Chikkamaguluru	University of Oxford, UK	Biochemistry	2019
Abhay Mourya	Palghar	University of Edinburg, UK	Computer Science & Mathematics	2021
Akshay Desale	Palghar	Queen's University, Canada	Computing	2021
Sandhya Behra	Palghar	University of Edinburg, UK	Biological Science	2021

National Award to Teachers 2021:

No teacher from Navodaya Vidyalaya Samiti has been shortlisted for National Award to Teachers 2021. However, Mr. Saji Kumar, Art Teacher has been awarded National Award to Teachers – 2020.

National ICT Award:

90 teachers from Navodaya Vidyalaya Samiti had applied for ICT Awards for the Year 2018 & 2019 on NCERT portal during the Year 2020 whereas following 03 NVS Teachers have won National ICT Award:

For Year 2018 :

Ms. Pramila Kumari Sahoo, TGT(Maths), JNV Jagatsinghpur

For Year 2019 :

1.   Mr. Krishna Kumar Patel, TGT (Science), JNV Janjgir Champa

2.   Ms. Sunita Gupta, TGT (Maths), JNV Surajpur.

Fit India Activities:

Month wise activities are being conducted in Jawahar Navodaya Vidyalayas, under Fit India Programmes from March 2021 onwards as per the Calendar of Activities provided by the Ministry of Youth Affairs & Sports, Govt. of India. The month-wise participation of JNV students and teachers is as under:

Month	Activities	No. of JNVs	No. of Students Participated	No. of Staff / Stakeholders Participated
March	Fit India Walkathon / Cyclothon, Walking Competition	393	69,486	6648
April		366	31687	3387
May	Mental Fitness Week – Celebration of Yoga Day, Stretching, Hand Exercises, Pranayam, Meditation, Rhythmic Yoga and Patriotic Song.	409	29507	2470
June		401	24021	2915
July	Indigenous Sports – Traditional sports, Martial Arts, Dance with a Theme – Hamari Sanskriti Se Fitness, Indigenous Sports Competition, Awareness Generation Rally on Theme – Hum Fit To India Fit.	373	38504	5297
August	Freedom Run India @ 75 : Fit India Freedom Run	324	17076	4817
September		362	38760	6420
October	Fit India Cycling, Plugging run, Meditation / mindfulness activities	455	51975	7882
November	Sportier Saturday – Sports competitions, Fit India School Week	402	64205	1853
December	FIT India School week, FIT Star Kid	409	74898	2470

Fit India Quiz by Ministry of Youth Affairs & Sports, Govt. of India:

The 1st National Level Quiz on Fitness and Sports for school children is being organized by Fit India Mission. Total **3266 students** of **642** Jawahar Navodaya Vidyalayas have participated in Fit India Quiz.

Khelo India e-Khelo Pathshala

Khelo India e-Khelo Pathshala, a sports specific training programme is being organized for the Physical Education Teachers of all Jawahar Navodaya Vidyalayas, by the Khelo India Division of the Sports Authority of India (SAI). The programme is through physical mode for three sports disciplines viz. Table Tennis, Archery and Boxing. Total **724 Physical Education Teachers** of Jawahar Navodaya Vidyalayas have registered for this training programme.

Diploma in Guidance & Counselling:

35 teachers of Navodaya Vidyalaya Samiti have registered for participating in Diploma Course in Guidance & Counselling for the year 2022 organised by NCERT.

Action Taken By NVS during COVID-19 Pandemic Lockdown:

Re-opening of Jawahar Navodaya Vidyalayas for conduct of Physical classes during COVID-19 Pandemic:

Academic Session: 2020 – 2021

- Navodaya Vidyalaya Samiti has prepared SOPs on school reopening which was approved by Ministry of Education, Government of India.

- Jawahar Navodaya Vidyalayas have prepared SOPs on School re-opening based on SOPs of NVS and State/ UT Governments concerned.

- Each Jawahar Navodaya Vidyalaya has also prepared COVID-19 management plan which was approved by the district administrations concerned.

- Jawahar Navodaya Vidyalayas had been re-opened for conducting physical classes for students of Classes X and XII w.e.f. 8th February 2021 strictly in accordance with the approved SOPs of NVS & State/ UT Governments; consent of parents and as per permission of the Ministry of Education, Govt. of India in States/ UTs which had allowed opening of schools.

- Physical classes in Jawahar Navodaya Vidyalayas had suspended w.e.f. 20th April 2021 due to raise in COVID -19 infections in some parts of the country during the months March & April, 2021.

- Online academic support is continued to be provided to the students along with the conduct of physical classes.

Academic Session: 2021 – 2022

- Online classes are being conducted for all students of Jawahar Navodaya Vidyalayas since the beginning of the Academic Session 2021-22.

- As per the permission of Ministry of Education, Govt. of India, the Jawahar Navodaya Vidyalayas have been re-opened, w.e.f. 31st August 2021, in phased manner for students of classes IX to XII with 50% capacity in the states where re-opening of residential schools has been allowed, strictly in accordance with the SOPs of NVS (approved by MoE) and State/ UT Government on school re-opening. Students have allowed on written consent of the parent.

- As per permission granted by the Ministry of Education, Govt. of India, Jawahar Navodaya Vidyalayas have reopened with 100% capacity with effect from 12.11.2021 in the States/ UTs where re-opening of residential schools has been allowed.

Preparation of e-Content by NVS Teachers:

Creation of e-content by NVS teachers during COVID-19 pandemic, NVS teachers were involved for creation of e-content in the same taxonomy of DIKSHA Portal by adopting following procedure:

(i) Training institutes of NVS i.e. NLIs were entrusted the responsibility to coordinate for development of class-wise e-content.

(ii) Detailed guidelines were issued for preparation of e-content based on DIKSHA Portal.

(iii) Subject-wise selection of teachers based on their performance for classes VI to IX.

(iv) Each selected teacher was allotted chapters of subjects for creation of e-content.

(v) Selected teachers visited DIKSHA Portal and downloaded the relevant e-content as well as created videos, PPTs, competency based questions and other teacher's resource material.

(vi) The e-content created by the teachers as well as downloaded from the DIKSHA Portal was organized and packaged separately class-wise.

(vii) First level of curation was done at NLI level and the second level of curation and compilation work was done at NNLI NOIDA followed by sharing of e-content with Regional Offices for the use at JNV level.

(viii) NVS teachers have created **1755** videos, **1394** PPTs and **6966** competency based questions for Classes VI to XII. Total 386 videos of NVS teachers have been selected and uploaded on DIKSHA Portal.

(ix) For creation of above e-content, the services of **1195** teachers were taken across the Regional Offices.

(x) The e-content created by NVS teachers was shared with DIKSHA team and NCERT for curation and selection for uploading on DIKSHA Portal out of which 386 Videos have been uploaded on DIKSHA portal.

(xi) Online Survey on Learning Enhancement was conducted by NVS using the Survey tool developed by NCERT in which **102** Principals, **819** Teachers, **4208** Students &**2561** parents participated.

(xii) In light of the Survey conducted by NCERT Survey tool, NVS conducted the Online Survey for **2,04,171** students from Class VII-XII. The Survey included questions on offline/online teaching learning process, availability of devices & internet, receipt of assignments & textbooks, socio-economic status of the family etc.

(xiii) 59 teachers across the country are continuously contributing for Swayamprabha Channel of NIOS in various subjects at Secondary and Senior Secondary level. From April to October, 2020, **266** sessions of NVS teachers were broadcasted through NIOS Swayamprabha Channel.

(xiv) 20 Teachers from NVS are contributing in creation of e-Content for PM e-Vidya Programme under the guidance of NCERT.

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, 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 has steadily increased to **1248 as on 31.12.2021** including three KVs abroad (Kathmandu, Moscow, and Tehran). **The number of KVs running in double shift are 70**. Out of **1248 KVs, 114 KVs** are functioning in the North East.

Salient Features of Kendriya Vidyalayas

In pursuance of the above objectives, the Kendriya Vidyalayas system has following features and norms:

1. Common textbooks and bilingual (English & Hindi) medium of instruction for all KendriyaVidyalayas.

2. All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE).

3. All Kendriya Vidyalayas are co-educational, composite schools.

4. Teaching of three languages – English, Hindi & Sanskrit from Classes VI to VIII is compulsory. In Classes IX and X, any two languages out of English, Hindi and Sanskrit can be opted. Sanskrit can also be taken as an elective subject at +2 stages.

5. Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits.

KVS Administration

The Hon'ble Minister of Education is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The Minister of State in the Ministry of Education is the Joint Chairman. The Commissioner is the Executive Head of the Sangathan. KVS has 25 Regional Offices. Each headed by a Deputy Commissioner who monitors the functioning of all KendriyaVidyalayas 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. KendriyaVidyalayas are headed by a Principal/Principal Grade – II who manage the functioning of the school.

The distribution of **1248 KVs**, sector-wise is as under (**as on 31.12.2021**)

Sl.No.	Sector	No. of KVs
1	Defence	350
2	Civil	750
3	Institutes of Higher Learning	37
4	Projects	111
	Total	**1248**

ADMISSIONS

Kendriya Vidyalayas were primarily established with the primary objective of providing uninterrupted education to the wards of transferable Central Govt. employees. Priority in admissions is therefore accorded to the children of Central Govt. employees, State Govt. employees and private employees in that order. Other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population if seats are available. In addition to admission under RTE Act, 2009 reservation for Students belonging to SC, ST and OBC as per Govt. norms is provided. A total number of 1437363 students, 781252 (Boys) and 656111 (Girls) are studying in KendriyaVidyalayas (as on 30.09.2021). Since the academic session 2016-17, admission process of class I is being done through cloud based software across the country.

Empowering the Girl Child Education

There is a provision of reservation in admission for single girl child in KVs: (i) 2 seats per section, in class I and (ii) 2 seats per class, in class VI onwards on the basis of the Priority category. These seats are available over and above the sanction class strength.

Education of SCs/STs and OBCs

15% seats for Scheduled Castes and 7.5% seats for Schedules Tribes and 27% seats for Other Backward Classes (OBC-NCL) are reserved in all fresh admissions in all KendriyaVidyalayas.

Educational Development of Divyang (Differently Abled Students)

3% seats of total available seats for fresh admission are being horizontally reserved for Divyang (Differently Abled) children 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 KendriyaVidyalayas 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.

ICT Facilities

Kendriya Vidyalaya Sangathan is pace setting organization and has taken various initiatives for enhancing quality of school education system in the country including various Audio/Video device and application of Information and Communication Technology (ICT).

e-Classrooms - A total of 11780 nos. of e-classrooms have been established in 872 KendriyaVidyalayas since 2014-15. Among 11780 nos. of e-classroom, 5684 (including 384 sponsored by ONGC) e-Classrooms are equipped with Apple i-Pad, Streaming Device and Multimedia Projectors and remaining 6096 e-Classrooms are equipped with Interactive Board, Interactive Pads, Multimedia Projectors, Visualizer and Desktop Computers.

One unit of Personalized Learning using Connected Classroom Solution has been set up in 265 Kendriya Vidyalayas including 12 double shift KVs (Total 277) under PMJVK Scheme of Ministry of Minority Affairs, Govt. of India. Each unit include 40 Laptops and one Multimedia projector.

DIGITAL LANGUAGE LAB- A total of 376 Digital Language Labs have been established to enhance communication skills of students at self-learning pace. The Digital Language Lab is platform for comprehensive and interactive Digital content, catering to the listening and speaking skills, put to use in a stimulating lab environment. It caters to four skills: **Listening, speaking, reading and writing,** It provides facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. This Digital Language Lab is a very helpful tool for practicing and assessing one's speech in English language.

E-Prajna (ई–प्रज्ञा)- To empower students with modern Technology to explore knowledge to the maximum extent with the devices like Touch-Tablets preloaded with e-content enable students to learn fast, retain and express effectively and efficiently. Tablets promote:

- Students to acquire basic skill of using modern electronic devices

- Reinforcement of subject content

- Learning at any time and at any place

- Peer learning, activity based learning at own pace, joy full learning, flip learning among students

- Facilitates teachers to give online assignment and assess the 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

students are presently studying in Class XII. The students, teachers have been trained. Informative session with parents have been organized.

Modernization of Science Labs:

An initiative to trigger interest among students to pursue scientific research by providing exposure to higher order and technology driven experiments. Existing Science Labs of 928 KendriyaVidyalayas have been modernized in four phases.

No. of Kendriya Vidyalayas covered in Phase I	: 211
No. of Kendriya Vidyalayas covered in Phase II	: 200
No. of Kendriya Vidyalayas covered in Phase-III	: 363
No. of Kendriya Vidyalayas covered in Phase-IV	: 154
	928

e-office- e-office has been implemented in KVS (HQ) under e-Governance project through NIC e-office which is aimed at:

- Establishing a paperless environment in government offices.

- Transforming the existing manual, paper driven processes into electronic workflow.

- Organisation level common repository of user information for various services and applications

- Enhance transparency.

- To promote Inter/ Intra Government information sharing.

- Assure data security and data integrity.

- Unicode compliant support for local language.

- Now e-leave & Tour Management

services of e-office have been extended uptoRegional offices & ZIETs.

Training Programmes in KVS

KVS gives due emphasis on capacity building for all categories of its teachers for updating knowledge, teaching methodology and for taking up innovative practices. Being a pace setting and proactive organization, KVS has always been the fore runner in adopting and implementing the revolutionary trends in teaching learning process. Thus, in a situation like the Covid-19 pandemic crisis it quickly modified and adapted its training programmes which were initially carried out in the offline mode to the online mode.

The In-service training programmes for 22 days which are mandatory for the career progression of the teachers were successfully conducted online by ZIETs/ROs/KendriyaVidyalayas. The programme were conducted in two spells of 12 and 10 days for all PGTs, TGTs, HMs and PRTs. For PGTs/TGTs the NISHTHA 2.0 programme conducted by NCERT was taken as the first spell of 12 days In-Service Course, while for PRTs and HMs the trainings were conducted through online/blended mode. During these courses teachers were trained on use of different online platforms, developing & use of various e-resources, audio/video recording, uploading and online assessment of students.

Further, various online workshops on subjects like design and use of e-resources, FOSSE for class room transactions online, training of teachers on artificial intelligence, competency-based learning in Maths and EVS, sensitization of HMs and PRTs on handling of newly admitted students in Class-1.

Teachers/Principals/officers of KVS participated in workshop organized by ISTM, NCERT, NIEPA, and CBSE. Principals of KVS also participated in workshop on School quality assessment and assurance (SQAA) conducted by CBSE and Shaala Siddhi workshop conducted by NIEPA in focused of NEP 2020. As a step towards experiential learning, HMs and PRTs are being trained in a phased manner to adopt Toy Based Pedagogy and Art Integrated Learning in light of NEP 2020.

In alignment with the recommendations of NEP-2020, KVS focus has been to bring about class-wise pedagogical interventions such as, by strengthening FLN, integration of art, music, sports and toy based pedagogy, capacity building of teachers by imparting specific training on Phonics, Literacy, Numeracy and Toy-based pedagogy. Further, specific training modules have also been prepared to guide and support teachers for their classroom transactions.

During session 2021-22 the numbers of courses/workshops organized on-line up from 01.04.2021 to 31.12.2021 are as under:

Sr. No.	Category	No. of Courses/ Workshop	No. of Participants
1	In-service Courses for Teachers	34	1255
2	No. of Workshop (ZIETs)	29	976
3	No. of short-term Courses (ROs)	389	31180
4	NISHTHA Programme 2.0	1	24366
5	NISHTHA Programme 3.0 (FLN)	1	13242

Guidance and Counseling

KendriyaVidyalayas engages 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. Total 264 teachers of KendriyaVidyalayas have been trained and this year KVS has also sponsored 29 teachers from KVS for Diploma Course in Guidance and Counseling of NCERT for the year 2021-22.

Major Programmes and Initiatives

1. Online Classes During Lockdown:

During Lockdown period, all KVs engaged in Online teaching-learning to ensure that the learning activities of Students are continued. Classes for newly admitted students in Class I also began in the online mode.

Mapping of students with regard to availability of devices for conduct of online classes was carried out. As on 15.12.2022 about 12,91,707 students were having device whereas 138795 students having access to device in limited manner.

2. Public Health Response to Covid-19 Appropriate Behaviour:

Comprehensive guidelines were issued to Kendriya Vidyalayas for sensitizing all stakeholders on Public Health response to Covid-19. The IEC material poster/painting/animation films received from the Ministry was disseminated to all the Regions for further circulation to all the Vidyalayas.

All initiates have been taken in KendriyaVidyalayas to sensitize all students, teachers and other stakeholders have been reached. KendriyaVidyalayas conducted special PTA meetings for communicating Covid-19 appropriate behavior to parents and others and norms to be adhered to as a precaution for Covid-19.

3. Azadi Ka Amrit Mahotsav:

Government of India is commemorating the 75th Anniversary of India's independence through a series of events under Azadi ka Amrit Mahotsav (AKAM). The Mahotsav was inaugurated with the flagging off of the 'Padyatra (Freedom March) from Sabarmati Ashram, Ahmedabad on 12th March 2021 and will end post a year of the 75th Anniversary on 15th August 2023. The events under AKAM will revolve around 5 pillars viz. Freedom Struggle, Ideas at 75, Achievements at 75, Actions at 75, and Resolve at 75.Kendriya Vidyalaya Sangathan(HQ) has organized a lot of activities throughout the year regarding 75th Anniversary of India's independence through a series of events under Azadi ka Amrit Mahotsav (AKAM). KVS Calendar of activities have been prepared to conduct various activities under Azadi Ka Amirit Mahotsav. A few important activities are given below :

1. The students, Teachers, & Principals of all 1248 KendriyaVidyalayas across the country have organized symbolic Dandi March to invoke the spirit of the civil disobedience movement of Mahatma Gandhi and inculcate the value of Truth, Non-Violence and Satyagrah .

2. Students have mapped the important places of freedom movements in the class activities.

3. Special Morning Assembly are being organized under Azadi Ka AmirtMohtsav in which Drama, Role Play, Debates, Thought, and Poem recitation on the life of freedom fighters, and unsung heroes to develop the social, emotional, and thinking skills among the students.

4. More than 6 Lakh students, teachers & other stakeholders of Kendriya Vidyalaya Sangathan participated on Rashtragaan through https://rashtragaan.in.

5. Theme based activities under Jan Utsav Week was celebrated from 24 October to 31st October 2021 in all Kendriya Vidyalayas related to significant freedom fighters, and their struggle event like Revolution of 1857, Champaran Satyagrah, Non-cooperation Movement, Dandi March & Civil Disobedience Movement, Quit India Movement etc.

6. On the occasion of INA Raising Day, almost 3,48,689 students, 26,781 teachers and 18,917 other stakeholders participated across the country in Kendriya Vidyalayas to highlight contributions of Netaji Subhas Chandra Bose.

7. Almost 5,36,405 students, teachers and other stakeholders of Kendriya Vidyalayas participated in the activity of Reading the preamble of Indian constitution on 26th November 2021.

8. 313,514 students wrote post card to Hon'ble Prime Minister on "Unsung Heroes of Freedom Struggle" and "My Vision for India in 2047" under 75 Lakh Post Card Campaign organized by Ministry of Communication in coordination with Ministry of Education from 01.12.2021 to 31.12.2021.

9. Online Patriotic Song competition between KVS & NVS was organized to promote the spirit of patriotism, promote diversity and Indian culture.

Ek Bharat Shreshtha Bharat (EBSB)

The programme aims to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. The states carry out activities to promote a sustained and structured cultural connect in the areas of language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc. Modeled on the philosophy of **Sardar Vallabhbhai Patel** 'Ek Bharat Shreshtha Bharat' provides a platform to students and teachers to express their talent in performing and visual arts. All the 25 regions of KVS are paired with a State different from their own State. The students prepare projects/exhibits on the culture, customs, dress, agriculture, industry, economy, climate and topography etc. of the State allotted to them. This gives them **an opportunity to understand the Art and Culture of the paired States,** thus helping them imbibe a mutual respect towards different cultures. The students compete at various levels- Vidyalaya/Cluster and Region.

The following activities were under taken by the students through online mode:

1. Webinar on Culture, History and Tradition of Partnering State

2. Bhasha Sangam - Students speak, write and display 100 sentences in the language of the counterpart state

3. Identification translation of similar proverbs in the language of partnering state

4. Bhasha Sikho Abhiyan

5. Pledge (Swachhta/Single Use of Plastic/Save Water in the language of the partnering state

6. Talking Hour (News on Partnering States)

7. Video Conferencing with students of partnering state

8. Story Telling (folk lore and stories of prominent writers of the state allotted

9. Folk Dance (of the counterpart state)

10. Quiz (Related to comprehensive knowledge about the counterpart state)

11. Solo Song (Folk song of the counterpart state)

12. State project notebook (on the partnering state)

13. E-newsletter (on the activities undertaken)

14. On the Spot Painting (Festivals/Historical Events, any other feature of the counterpart state.

15. Celebration of National Unity Day on 31st October 2021 where National level story writing competition has been conducted from 31st October to 30th November 2021.

Every month approximately **6 lakh students** participated in the activities conducted during the session through online mode. On the occasion of National Unity Day on 31.10.2021 total **833545 students and 42152 teachers took** a pledge to contribute to Nation building and promote National Integration.

5. Atal Tinkering Labs:

National Institute for transforming India (NITI, Aayog) New Delhi, Government of India has set up Atal Innovation Mission (AIM) to promote creativity and scientific temper among students. Under this programme289 Atal Tinkering Labs have been set up in KendriyaVidyalayas across the country. Atal Tinkering Lab is envisaged to be a playground to play and learn science beyond school text books, through application based self-learning, to help youth entrepreneurs to find solutions to community problems.

6. Awakened Citizen Programme:

An initiative of Ramakrishna Mission, the Awakened Citizen Programme (ACP) is designed to help in awakening teachers to unfold the infinite potential that exists within themselves and the students they teach. It is a 3-year graded programme for the Upper Primary and Secondary students (Year-1: Discovery of values, Year-2:

Deepening of values and Year-3: Practicing values pro-actively). The mission initially introduced in 400 schools of the KVS in the year 2017-18 has been rolled out in all KendriyaVidyalayas. The enlightened and envisioned program aims at inculcating strength of character and humanitarian values in the students to transform them into enlightened citizens. Ramakrishna Mission organizes training for teachers for smooth and effective implementation of the programme. These trainings are conducted in all 25 Regions across the country.

Online classes are being taken by facilitators for students of Classes VII to IX with the training support of Ramakrishna Mission.

7. Constitution Day Awareness Programme in KVS:

Citizenship is not a 'Subject' but a way of life. In order to sensitize the future citizens of India 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 KendriyaVidyalayas due to the pandemic, different activities were undertaken by all the Vidyalayas across the country through online/ physical mode to mark the adoption of the Constitution. As directed, on 26th November, 2021 'Reading of the Preamble' was done at 11.00 am and students participated in 'Online Quiz on Indian Constitution' was taken up on the portal https://quiz.mygov.in/quiz/constitution-quiz-2021-22.

This year KendriyaVidyalayas in spite of the pandemic, different activities were undertaken and 5,36,405 students, teachers and other stakeholders in all KendriyaVidyalayas across the country and officers of KVS participated

through online mode/physical mode to mark the adoption of the Constitution.

8. "Ganga Utsav- a River Festiva" (National Mission for Clean Ganga):

Ministry of Jal Shakti, under its flagship programme –NamamiGange, announced "Ganga Utsav- A River Festival" to engage youth and students to build awareness about the ongoing mission of rejuvenation of the river Ganga and its tributaries. More than 2 lakh students of KendriyaVidyalayas across the country participated in various activities with great enthusiasm and created awareness about the importance of River Ganga to Indian subcontinent and its relevance to age old customs, traditional ethos, religious values and ecology of Maa-Ganga Students were made aware of the importance of "NamamiGange" programme and its relevance for rejuvenation of rivers across the Indian sub-continent.

More than 2 lakh students of KendriyaVidyalayas across the country participated in the programme. Students also participated in Essay writing competition, Drawing and Painting Competition, Dance performance and Cultural events.

9. Ban on Single Use Plastics:

The Prime Minister of India, on the occasion of Independence Day, 2019 urged the Nation to ban single use plastics, in view of the environment and health hazard caused by it. Month wise Action Plan from October 2021 to September 2023 has been disseminated to KendriyaVidyalayas across the country.

Programmes were taken up to bring awareness among students and discourage them use single use plastics in their day to day life and work towards Plastic Free campuses. As per report, more than 3 lakh students are participating in the activities to eliminate Single Use Plastics.

Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India. The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), being executed by DST with National Innovation Foundation – India (NIF), an autonomous body of DST, aims to motivate students in the age group of 10-15 years and studying in classes 6 to 10. The objective of the scheme is to target one million original ideas/innovations rooted in science and societal applications to foster a culture of creativity and innovative thinking among school children.

During the session 2021-22, 3716 students from 887 KendriyaVidyalayas submitted their best ideas in INSPIRE Awards MANAK portal. 664 Students have been selected for District Level Exhibition & Project Competition (DLEPC).

10. Kala Utsav:

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

During the session 2021-2022, KVS organized Regional and National Level competitions in the Month of October & November for final selection of students for Participation in the National Level Competition organized by NCERT. Total 18 students from Kendriya Vidyalaya Sangathan have been selected for participation in Kala Utsav Competition at National level.

11. 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 **1, 05,457** (One Lakh

Five Thousand Four Hundred & Fifty Seven Only) 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 KendriyaVidyalayas to trigger curiosity and spirit of research

Due to Covid 19- Pandemic, students of KendriayVidyalayas are attending webinars & talks of Scientists of CSIR labs across the country.

ACADEMIC PERFORMANCE

The performance of KVS during the last 5 years in Class X and Class XII examinations conducted by Central Board of Secondary Education is given in the Table below:

Year	2017		2018		2019		2020		2021	
Class	X	XII	X	XII	X	XII	X	XII	X	XII
KVS	99.74	95.86	95.94	97.78	99.47	98.54	99.23	98.62	100	99.99
CBSE	90.95	82.02	86.7	83.01	91.10	83.40	91.46	88.72	99.04	99.37

ACHIEVEMENTS AND ACTIVITIES IN SPORTS

KVS has organized and participated in the following online/Offline Sports Activities between January to December 2021 in all KendriyaVidyalayas across the Country.

1. **Fit India Mission month wise activities –**

As per the Annual plan of activities clubbing 125th Anniversary of Netaji, "Azadi Ka Amrit Mahotsav" and India @ 75. (March 2021- February 2022) the activities conducted from the month March to December 2021 as per activities provided by Fit India Mission, GoI.

• March – April, 2021- Mental Fitness & Fitness awareness Week

• July 2021- Talk / quiz competition on Ingenious Sports(Online). Talk on health in Human life. Online live Demo's and PPT presentations on local Sports. Azadi ka Amrit Mahotsav " India @75" PPT and classes on Pre Independence Sports like Bare Football , Hockey with tree branches, wrestling in the natural wrestling pit, Bare foot Athletics . Presentation on Indian and world Sports and its importance during pre-independence period. Total 1300918 Students (Boys & Girls) participated from 1225 KVs of 25 Regions.

2. **Fit India School Week Celebration** –

Fit India School Week Celebration was successfully conducted by all Kendriya Vidyalayas in 25 Regions under Guidance & Supervision of the Deputy Commissioner and Regional Sports Cell. The same program's date has been extended till 31.01.2022 some Vidyalayas are conducting the left out activities.

3. **Online Training Program conducted by CBSE-**

24.03.21–31.03.21 (different Batches) on the Topic "whole School approach to Fitness" and ' Khelo India National Fitness

Assessment Programme' in collaboration with SAI under Fit India Mission in Online Mode.

4. **7th International Day of Yoga celebration 2021-**

KVS conducted many activities with the support of 25 Regions in connection with the 7th International Day of Yoga celebration 2021 during the month of June 2021.

- Seven Regions were given responsibility to organise various programs which covered all the aspects of Yoga. Students, staff's and Parents from all the KVs participated in the program from 7.00 am to 8.00 am on all the seven days.

S. No.	Date	Region	Theme of Yoga
1.	15-06-21	Tinsukia	History, Importance and Basic Asana.
2.	16-06-21	Ernakulam	History, Importance and Basic Asana.
3.	17-06-21	Lucknow	Importance of Surya Namaskar in Daily life.
4.	18-06-21	Chandigarh	Yoga for differently able students
5.	19-06-21	Dehradun	Yoga and Stress relief
6.	20-06-21	Jabalpur	Yoga with Music (Dhwani).
7.	21-06-21	Delhi	Mass Displays in Yoga

5. **Tokyo 2020 #Cheer4India Campaign-**

Various initiatives were taken to cheer the Participants in the recent Tokyo Olympics 2020 and also to develop a sense of awareness amongst the future generation of the country about the Olympic Games during this Pandemic.

- A soft copy of the "# Cheer4India" frame was sent to all children by the teachers and the students in turn inserted their individual photos and the same was shared in the Vidyalaya website in the separate tagged space cheer4India.

- All officers and staffs of RO's were informed to take their snaps /insert their photos in the selfie frames and also tag in the space created for the Cheer4India in the respective Website of Regional Offices.

- **Olympic Quiz "Road to Tokyo 2020"** Instruction were issued to all RO's to conduct the Olympic Quiz at Vidyalaya level and Regional level.

- **Olympic Symposium** – debates / Discussion / Dialogues on Olympics shall also be conducted in various platforms (Online / Offline adhering to Covid).

6. **75th Independence Day celebration-**

First week - Curtain Raiser by Senior Citizen which included speech and inaugural program by Retired Jawan/ officers from defense.(Online)

Second Week – Independence Day Run (students and staff participated wherever the schools were opened.

Third and Fourth week – Fit India Mental Fitness week in which Online Essay writing competitions was conducted on the topic India the Super power in sports @75.

Online Quiz Competition was conducted on the topic Independence Day.

7. National Sports Day 2021

National Sports Day was celebrated on 29th August on account of the Birthday of Hockey wizard Major Dhyanchand, This year also due to Pandemic, KVS planned and conducted ONLINE NATIONAL SPORTS DAY CELEBRATION 2021 in a befitting manner in all KendriyaVidyalayas in which the student's /Staff/Principal/ Parents attended.

8. Fit India Freedom Run

Started in all KVs, RO's and KVS Headquarters from 13 August 2021 and was successfully completed on 2nd October 2021 with Plog Run, the total cumulative number of participants are 14012201 (Which included Students, Stakeholders of Vidyalaya's , Staff of RO's and KVS Headquarters) covering a cumulative distance of 24438385.18 Kilometers at an Average of 1.74 Kms per person everyday as on 02-10-21.

9. Clean India Campaign was also started in all KVs. the details of the Litters collected are 100480.8 Kgs. from 23-09-21 to 02-10-21.

S. No.	Total no. of Vidyalayas	Total no. of Students	Total no. of stake holders	Total litters collected (Kgs)
1	1291	972434	149268	117844.7

10. Khelo India e-Pathshala Online Programme-

Selected TGT (P&HE) participated in the Khelo India e-Pathshala online orientation Program in Table-Tennis 45 Nos and Archery- 7 Nos. conducted by Fit India Mission, the details of selected participants for the orientation are.

11. Fit India School Week Celebration –

The Programme was conducted in more than 1250 Kendriya Vidyalayas of 25 Regions under the theme of "**AZADI KA AMRIT MAHOTSAV" (**AKAM) from 14th November, 2021 to 12th December 2021.The weekly data of participation has already been sent every week to the Google link which is provided by MoE.

Activities conducted in week	Total no. of Regions in KVS	No. of Schools / KVs organized the activities	Total no. of students / teachers /Staff participated	Activities /Remarks
1st week		647	161453	Six days activities conducted which was provided by MoE
2nd week	25	288	75988	
3rd week		154	52506	
4th week		202	90490	
	25	1291	380437	

12. Fit India Quiz 2021-

- Registration of Students for 1st edition of the Preliminary Round "Fit India Quiz 2021" in the Internet Based (online) mode on 15-16 November 2021. Total no. of School registered for 1st edition (including 2nd shift) -**1291** and Total no. of Students registered (1st edition) – **4056**

- Registration of Students for 2nd edition of the Preliminary Round "Fit India Quiz 2021" in the Internet Based (online) mode on 23-24 December 2021. Total no. of School registered for 2nd edition (including 2nd shift) -**1322** and Total no. of Students registered (2nd edition) – **4390**

Finance

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

(Rs. in crore)

Year	Non-Plan	Plan
2014-2015	2501.15	742.00
2015-2016	2403.47	875.00
2016-2017	2884.54	1102.71
	Revenue	**Capital**
2017-18	4323.01	674.24
2018-19	4775.40	231.35
2019-20	4868.10	143.90
2020-21	6162.68	275.00
2021-22	**6300.00**	**500.00**

Kendriya Vidyalayas in North East Region

There are 114 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 84975 (Boys 44647 and Girls 40328). Among 114 KVs in NE Region, 66 are in Civil, 22 are in Defence, 17 are in Project Sector and 09 are in Institutes of Higher Learning.

The pass percentage in class X & XII of CBSE in the North East States during 2020-21:

Sl.No.	States	Class X	Class XII
1	Arunachal Pradesh	99.73	100s
2	Assam	100	100
3	Manipur	100	100
4	Meghalaya	100	100
5	Mizoram	100	100
6	Nagaland	100	100
7	Sikkim	100	100
8	Tripura	100	100

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

Rupees in Crore

Year	Plan	Non-Plan
2014-2015	Rs. 47.03	Rs. 126.59
2015-2016	Rs. 87.50	Rs. 130.13
2016-2017	Rs. 110.20	Rs. 165.52
	Revenue	**Capital**
2017-18	113.44	80.29
2018-19	127.89	23.45
2019-20	416.35	13.32
2020-21	**235.16**	**04.52**

Upto: 31.12.2021

Inauguration of newly constructed building of Multi-Purpose Auditorium at KV Pt. Deendayal Upadhyay Nagar by Hon'ble Minister of Education Sh. Dharmendra Pradhan.

**Inauguration of newly constructed building of KV Siddharth Nagar
by Hon'ble Minister of Education Sh. Dharmendra Pradhan.**

Activities of Azadi ka Amrit Mahotsav in Kendriya Vidyalayas

National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an apex resource organization established in 1961 by the Government of India to assist and advise the Central and the State Governments in the formulation and implementation of their policies and programmes in the field of education, particularly school education and teacher education. It provides academic and technical support for qualitative improvement in school education and undertakes programmes related to educational research, development, training, extension, international cooperation, publication and dissemination of information. The NCERT is an implementation agency for bilateral exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training programmes to educational personnel from developing countries.

Curriculum, Syllabus and Textbooks

As a follow-up of the National Education Policy -2020, the NCERT has initiated the groundwork for preparing National Curriculum Framework for School Education, National Curriculum Framework for Early Childhood Care, National Curriculum Framework for Teacher Education and Education and National Curriculum for Adult Education. The development of NCF, 2020 will follow a bottom-up approach wherein the State Curriculum Frameworks (SCFs) will be prepared first incorporating the views of all the stake holders. District-level consultations will be held at each State/UT level. In order to develop the NCFs on time, the activities initiated are: identified 25 themes from the NEP,2020 for the Focus Groups, shared the strategy document with all the States/UTs, constituted internal committees

at NCERT to speed up the process, initiated the process of the development of tech-platform to roll out questionnaires and templates, rolled out MyGovSuvey questionnaire, constituted National Steering Committee (NSC) and conducted first meeting of the NSC, identified national-level nodal officers for each State/UT and initiated the process of District level consultations on pilot basis.

Manodarpan

Manodarpan, an initiative of the Ministry of Education (MoE) as part of "*Atmanirbhar Bharat Abhiyan*", aims to provide psycho-social support to students, teachers and families for mental health and emotional well-being during the times of COVID-19 and beyond. Under the initiative, a webpage has been created on the website of the MoE. Also, National Toll-free Helpline (8448440632) is set up to provide tele-counselling services to the students (across schools, colleges, and universities), their parents and teachers to address their mental health and psycho-social issues. As per the direction of MoE, *'ManodarpanCell'* was established at NIE, NCERT, New Delhi in October 2020.

Under *Manodarpan*, several activities such as running of the tele-helpline, organizing webinars viz., *'Paricharcha'* and *'Samvedna'* on various mental health and emotional well-being concerns, conducting of live interactive sessions *'Sahyog'* with practicing counselors, celebrating of 'Mental Health Week' in schools and colleges by students; teachers and school administrators, development of guidelines for students, parents, and teachers to deal with common mental health concerns during the times of COVID pandemic have been conducted. Live interactive sessions, 'S*ahyog*,' with practicing counselors are being held every day (from 5:00-5:30 pm) across different regions for students (Classes VI-XII). '*Paricharcha*' webinars and *'Sahyog'* sessions are telecast

on PM e-Vidya Channel and it is available on 'NCERT Official' YouTube Channel. Moreover, a digital newsletter was also developed to celebrate the completion of one year of *Manodarpan.* The newsletter projected various activities undertaken under the *Manodarpan*initiative during the year of 2020-21.

Promotion of Unity in Diversity – EBSB

Bhasha Sangam, under the umbrella programme '*Ek Bharat Shreshtha Bharat',* aims at promoting languages and linguistic harmony in school through familiarizing learners with the 22 scheduled languages. About one hundred sentences in the 22 schedule languages of India are presented to learners on various themes and their lived-in contexts. The sentences are given in such way that the learners can read the sentences in the scheduled Indian language of their choice and can follow it up by reading the sentences in their*Devanaragi* script, Hindi, Roman script, and English versions. The sentences are also presented in audio and video modes with Indian Sign Language to accommodate the needs of all learners. Detailed guidelines are also given to implement *Bhasha Sangam* in schools. RIE, Bhubaneswar has selected the languages of Bengali and Odia for the implementation of the *Bhasha Sangam* programme. One hundred sentences each in both the languages were audio recorded for *Bhasha Sangam* programme.

Shikshak Parv, 2021

International Relations Division, NCERT was assigned the role of overall coordinator of *ShikshakParv* from NCERT. The task included: a one-day conclave on Quality and Sustainable Schools-Learning from Schools in India organized on 7th September 2021 as well as nine national webinars held from 8th to 17th September 2021. The conclave was graced by the Hon'ble Prime Minister Shri. Narendra Modi by launching five

new digital initiatives for students and teachers. The International Relations Division provided support for finalizing the programme schedule, coordinated each webinar and sent daily reports for all the sessions to MoE.

The background notes and info graphics on each theme were developed and info graphics reviewed and uploaded on the MoE website and MyGov Portal. Write-ups were prepared for eliciting citizens responses on each theme and were placed on MyGov portal. The responses were reviewed and selected for the question-answer session. International Relations Division organised a debriefing meeting of Shikshak-Parv on 21 September 2021 as per MoEs requirement.

NISHTHA (National Initiatives for School Heads and Teacher's Holistic Development)

NISHTHA the capacity building programme for "Improving Quality of School Education through Integrated Teacher Training" has been conducted in the states/UTs with the aim to build competencies among all the teachers and school principals.

During the pandemic, the massive teacher's professional development programme NISHTHA (National Initiatives for School Heads and Teacher's Holistic Development) was launched online through DIKSHA. 33 States/ UTs and 8 autonomous organizations under MoE, MoD and MoTA initiated NISHTHA 2.0 (Secondary) in 10 languages - Hindi, English, Urdu, Gujarati, Punjabi, Telugu, Kannada, Bengali, Marathi and Odia. Total enrolments in the course were 81, 30,549 with a total Certification 55, and 76,751.

Under NISHTHA 3.0 (FLN) 28 States/UTs and five autonomous organizations under MoE (KVS, CBSE, CISCE, AEES, and CTSA) initiated NISHTHA 3.0 (FLN) in 8 languages - Hindi, English, Urdu, Gujarati, Telugu, Kannada, Odia and Mizo. Total enrolments in the course have

been 32, 81,586 and total certification has been 18, 20,704.

PM eVidya

PM eVidya is an initiative by the Ministry of Education, Government of India to facilitate learning of the children. It offers multifarious educational resources in multi-platform mode viz., digital / online, TV, radio, community radio, podcast, etc. It was announced by the Hon'ble Finance Minister on 20th May, 2020. The multi-modal components of PM eVidya initiative are:

DIKSHA:

DIKSHA, One Nation-One Digital Platform, hosts plenty of multi-modal education contents free for the use of learners, teachers and other stakeholders working in the field of education. DIKSHA has been adopted by almost all the States/UTs, central autonomous bodies/boards including CBSE. DIKSHA can be accessed by learners and teachers across the country and currently supports 31 Indian languages. Each State/UT leverages the DIKSHA platform in its own way, as it has the freedom and choice to use the varied capabilities and solutions of the platform to design and run programs for teachers, learners and administrators. MoE announced following 10 items as focus areas of implementation (aligned with NEP) as part of the annual budget announcements for FY 2021-22: Schools of Excellence, National Professional Standards for Teachers (NPST), Toy Based Pedagogy, NDEAR- Federated Architecture and Building Blocks, Indian Sign Language, National Mission for Mentoring, Holistic Progress Card, Adult Education, NISHTHA and Examination Reforms. In the times of COVID-19 pandemic, the platform has experienced unprecedented rise in access by learners and teachers across the country. There have been more than 386+ crore learning sessions, 4,675+ learning minutes,

2,657+ crore page hits. DIKSHA could smoothly handle such traffic owing to its robust tech-stack, futuristic design, and dedicated groups of manpower. DIKSHA currently hosts over 4,657 textbooks energized with QR codes, including 357 NCERT textbooks and also called ETBs. There are more than 2,19,383 digital content on DIKSHA which include audio-visual content, reading and practice material, interactive resources and lesson plans. The e-Contents are available in 33 languages. For digital content to aid in the teaching and learning processes, a rich repository of varied resources was contributed by schools/individual teachers, content partners, NGOs, corporates under CSR under *VidyaDaan* against the various content requirements of NCERT/CBSE/States/UTs. As on date, more than 40,000 content pieces have been contributed under *VidyaDaan*.

NCERT entered into a MoU with ISLRTC under which sign language videos were developed jointly. About 610 ISL videos have been recorded and uploaded on DIKSHA. About 3,059 audio book chapters have been developed and uploaded on DIKSHA.

DIKSHA also houses learning outcome-based contents for upper primary in the form of video, worksheets and info graphics. Many online quizzes were also used on DIKSHA by school students e.g., National Constitution Quiz with Ministry of Law and Justice, National Yoga Quiz, know your constitution quiz, Discover Gandhi Quiz, etc.

Department of Personnel and Training (DoPT) Integrated Government Online Training (iGOT) modules by Ministry of AYUSH, Ministry of Health and Family Welfare and Ministry of Sports and Youth affairs are hosted on DIKSHA for COVID-19 training of doctors, nurses, ASHA workers, NCC, NSS and NYKS volunteers.

NCERT also delivered contents for students through 12 PM eVIDYA DTH TV channels (One Class, One Channel from classes I to XII), that delivers class-wise contents on 24x7 basis; these are linked to DIKSHA through QR codes. To enable coherence, the telecast/broadcast content is uploaded on DIKSHA, where this content is accessible any time even after the live broadcast, along with additional digital resources. Learners can even scan the QR code on their TV screen and access contents on DIKSHA as part of coherent access to digital contents anytime and anywhere.

PM eVidya 12 DTH TV Channels

One of the major components of PM eVidya initiative is 'One Class-One Channel' where 12 DTH television channels are dedicated for the transmission of education contents for Class 1 to 12 based on NCERT curriculum. There is an exclusive TV channel for each class at the school level. NCERT has geared up its TV and Radio programme production process and has developed a large number of educational audio video programmes based on NCERT curriculum for its dissemination under PMeVIDYA. As part of One Class, One Channel, 12 DTH TV channels has been started w.e.f. September 1, 2020 and curriculum based programmes are being telecast on 24x7 hours basis from classes 1-12 (a dedicated channel for every class). All the channels are carried by DD Free dish and some of the private cable operators also carry these channels. Contents of these channels are also available on Jio TV Mobile app. Curriculum based educational radio programmes are also broadcast on 230 Radio stations (including 18 Gyan Vani Radio Stations, 80 Community Radio Stations and 132 All India Radio Stations) and podcast on Jio Saavn Mobile app and on iRadio as podcast. Contents disseminated through telecast and broadcast are also available through

DIKSHA portal and apps for learning in online mode as part of resilient and cohesive access to digital contents (NEP-2020).

NCERT initiated a webinar series focusing to orient teachers, students and other stakeholders on various ICT tools, digital initiatives at national level, emerging trends in educational technology, cyber safety and security, etc. A variety of sessions in English and Hindi has been conducted live which is simulcast through NCERT Official YouTube Channel live as well as 12 PMeVIDYA DTH TV Channels and Jio TV mobile App. Till June 2021 more than 446 live sessions of one hour each have been organised on ICT tools for teaching learning and assessment to realize the vision of Digital India (2015) and NEP, 2020. A repository of these presentations is also created for easy reference and can be accessed at https://ciet.nic.in/pages.php?id=webinar&ln=en

Live interactive sessions 'SAHYOG: Guidance for Mental Well-Being of Children' are telecast to deal with providing guidance on handling stress and related concerns of students. These sessions are being held by school counsellors and Experts on 12 PM eVIDYA DTH TV channel daily from 5.00pm to 5.30pm. In all, 415 live telecast sessions have been organized to supplement the efforts under *Manodarpan* Counselling services. Number of tele-counselling done was 18,026.

As a part of implementation of Alternative Academic Calendar (AAC) developed by NCERT from Classes 1 to 12 continuous online education supports through 12 PMeVIDYA DTH TV channels are being provided. Curriculum based video programmes are telecast by NCERT for primary, upper primary, secondary and higher secondary level students on a daily basis. These programmes are simultaneously telecast on DD-Free Dish, Tata Sky, Videocon, Sun Direct, Dish-TV, YouTube Official Channel of NCERT and Jio

TV Mobile App. The live sessions telecast till now are: Class 1 to 10 Live programmes: 1198 Live interactive sessions of 30 minutes each on Class based channels (1 to 10) covering about 599 hours of telecast and Class 11 &12 Live programmes: 120 live interactive sessions of 60 minutes each have been telecast based on Class based channels (11 & 12) covering about 120 hours. Interactive Voice Response System (IVRS) number 8800440559 is also used for obtaining feedback from the viewers and supporting live phone calls with the experts in NCERT studio. Till now, 18,508 calls have been received through this.

SWAYAM Course in MOOCs format

MOOCs (Massive Open Online Courses) pertaining to school and higher education are being offered through SWAYAM Portal. NCERT offers 30 courses for Classes XI and XII covering 11 subjects through SWAYAM portal. These courses have become a boon to students during pandemic. Courses are designed following a four quadrant approach. About 86,731 students have been enrolled in the 7th cycle run of these courses on SWAYAM. Details of the courses can be accessed at https://ciet.nic.in/swayam-moocs.php?&ln=en

Community Radio and Podcast: It includes transmission of educational contents through radio and podcast.

Educational eContents for DIVYANG on DAISY and in Sign Language: Educational content to serve Children With Special Needs (CWSN).

IIT-PAL for IIT /JEE Preparation: IIT-PAL (Indian Institute of Technology- Professor Assisted Learning) is designed to serve the students preparing for competitive exams.

Guidelines and Orientation on Cyber Safety and Security

Safety concerns during online learning are considered seriously and NCERT has designed cyber safety and security guidelines for teachers, students, parents and schools and also has developed guidelines on cyber bullying in collaboration with UNESCO and ISEA-CDAC, MeitY. Online quizzes were conducted to orient various stakeholders in the safe use of technology. Guidelines can be accessed at https://ciet.nic.in/pages.php?id=booklet-on-cyber-safetysecurity&ln=en&ln=en.

Delivery of Digital Resources through ePathshala and NROER

ePathshala initiative of the Ministry of Education, GoI is for dissemination of Digital Books and eContents. Using ePathshala web portal (https://epathshala.nic.in/) and mobile app (Android, iOS, Windows), students, teachers, teacher educators and parents can access more than 696 digital books including 377 e-textbooks (classes I to XII) and 6,235 audios and videos of NCERT as free and open resources in various languages (Hindi, English, Sanskrit and Urdu). ePathshala (https://epathshala.nic.in/) portal having nearly 14.6 crores visitors and 49.1 lakhs app downloads.

The National Repository of Open Educational Resources (NROER) web portal is a storehouse of eContents for students, teachers, teacher educators and parents. About 19,723 eContents of NCERT and other collaborative partners are available on NROER for free in various school subjects (Classes I to XII). These curriculum-based e-Contents can be accessed by logging on to: https://nroer.gov.in/welcome NROER is having about 2.5 lakhs visitors and 9,000 unique visitors per day. These contents are also available on official YouTube channel of NCERT.

Vocational Education

Pandit Suderlal Sharma Central Institute of Vocational Education, Bhopal, a Constituent Unit of NCERT developed students' textbooks for identified job roles under the scheme of Vocationalisation of Secondary and Higher Secondary Education introduced by the MoE, Government of India. The textbooks were developed for 52 job roles in 19 sectors under NSQF approved by Project Approval Board (PAB) and published 57 Student Textbooks in 19 sectors (*1. Agriculture; 2.Apparel,* Made ups and Home Furnishing; 3. Automotive 4. Beauty and Wellness, 5.Banking, Financial Services, and Insurance, 6.Construction, 7.Electronics, 8.Food Processing, 9.Healthcare, 10.IT-ITeS, 11.Retail, 12.Physical Education and Sports, 13.Plumbing, 14.Power, 15.Private Security, 16.Telecommunication, 17.Tourism and Hospitality, 18.Transportation, Logistics and Warehousing, 19. Media and Entertainment . The textbooks have also been uploaded on the e-Pathshala and website of NCERT, including the Institute's website www.psscive.ac.in. In addition, a 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 were organized in January 2021.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal has been awarded the European Training Foundation (ETF) Green Skills Award 2021 for its contributions in developing curriculum and textbooks on *Green Skills for Grades 9 to 12*. The institute organised a regional consultation meeting-cum-workshop on Vocational Education in Schools under *Samagra Shiksha* for the States/ UTs for Southern, Western and North-Eastern Regions from 19th to 21st January 2021. 28 senior Executives from MOE, NIOS, CBSE, NCERT and State Coordinators from different States and UTs of Southern Region, Western Region and North-Eastern Region attended the regional consultation meetings.

An online orientation programme on Implementation of Vocational Education in Schools under NSQF for Gujarat State was organised by the institute from 28th June to 2nd July 2021. Webinars Accelerating Vocational Education in Schools: Post COVID 19, Reimagining Youth Skills Post Pandemic and Re-imagining Vocational Education: The Way Forward was organized on 5th July 2021, 15 July 2021 and 9th August 2021 respectively. The institute organised an orientation programme on Implementation of Pre-Vocational Education from Classes 6 to 8 in the Schools of Madhya Pradesh from 26 to 28 October 2021. An online teacher training programme on Automobile Technology for Vocational Teachers was conducted by the institute from 18 to 22 October 2021. The institute also conducted live interactions on PM's e-Vidya Channel for the vocational textbooks on different job roles of Classes 9 to 12 during the month of October 2021 under the Vocationalisation of School Education - Online Web Series "Meet the Author".

Girls' Education and Women Empowerment

NCERT works towards the mandate of girls' education and women's empowerment and constantly strives to bring about gender equality in education through research studies, development, and capacity building programmes. In the area of gender studies the projects viz., Impact assessment of select initiatives of Government of India for gender equality and prevention of child sexual abuse, e-Learning initiatives in India for students at secondary stage during Covid-19 pandemic : Experience based need assessment including gender perspective, Development of

materials on women in Quit India Movement in Braille, Training of vocational teachers on teaching employability skills for women, etc. are undertaken by the Council.

In pursuance of the National Education Policy 2020; NCF and a new generation of curriculum and textbooks are soon to be developed. A quick review of NCERT textbooks is in progress to find out to what extent our textbooks already incorporate the gender concerns, how these are raised and addressed and what more needs to be added or modified in the new textbooks. Guidelines for making the new generation of NCERT textbooks more gender sensitive and gender just for achieving the goals of gender equality are being drafted. For the NISHTHA (Secondary Stage) the module 'Integrating Gender in School Processes' has been developed and customized for DIKSHA platform and live interaction was also done with the States.

Elementary Education

In the area of elementary education, a bridge course has been developed from pre-school to Class-VIII. The course has been developed into four levels- Level 1-readiness, Level 2- aligning to learning outcomes (LO) of Class I and II, Level 3- aligning to the LO of Class III to V and level 4-aligning to the LO of Classes VI to VIII. The bridge course also comes with a teacher handbook, which helps the teacher in transaction and assessment of the competencies to bridge the learning gap there are thirteen books and a teachers' handbook. The bridge course is ready for printing although the bridge course was developed for Out of School Children under the provisions of RTE Act, but the package can be used for bridging the learning gap arising out of COVID 19 pandemic as it is aligned to the Learning Outcomes at elementary stage.

In the light of the outcomes to be achieved

through adoption of innovative measures for Adult Education, NCERT has developed Primers *('Udaan shiksha ki')* and Guidelines catering to foundational numeracy and literacy as an important component of Adult Education curricula. The primers which have been developed cater to 13 themes reflecting the environment and surroundings of the learners. The selected themes correspond to the needs and experiences of the learners who are 15 years and above. These themes range from family and neighbourhood and extend to digital literacy. The primers which have been developed caters to 13 themes reflecting the environment.

Research Studies

NCERT has undertaken research studies in the priority areas of school and teacher education viz., Preschool Education**,** inclusive education, gender in education, syllabi and textbooks, social science, science, language education, ICT, educational psychology, etc. 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 Sehore district of Madhya Pradesh, Chilika in Khorda district of Odisha, Bhoirombong in Ri-Bhoi district of Meghalaya, Hurda in Bhilwara district of Rajasthan and Hunsur in Mysore district of Karnataka. Besides, Ambassa block in Tripura also have been taken up which is being funded by the State government.

In the identified blocks, all elementary schools (Classes 1 to 8), students, teachers, head teachers, community members, BRC/CRC coordinators have been included in the study. Based upon learning outcomes, baseline achievement survey regarding learning levels of students was

conducted. Each RIE faculty has taken up the responsibility of visiting the schools once in a week to establish personal rapport and dialogue with the students, teachers, and community, understand the difficulties faced by them, and help them in solving the problems. Regional Institute of Education, Mysuru has organised the training programmes for mathematics and physics teachers of Tamil Nadu & Puducherry for quality teaching-learning using different ICT mediation, an orientation programme on technological support for teachers handling Children with Disabilities for effective curriculum transaction, a capacity building programme for CTE teachers of Karnataka, an induction training programme for DIET faculty of Andhra Pradesh and a training programme for KRPs on setting of mathematics laboratory at secondary and higher secondary level.

Regional Institute of Education, Bhubaneswar organised a ten-day capacity-building programme in virtual mode for the elementary school teachers of Chilka Block in the areas on hard spots and competency-based pedagogy. NERIE, Umiam (Meghalaya) conducted training programmes for the Lower Primary teachers of SSA Schools of Bhoirymbong Block in two phases at Mynken Christian Higher Secondary School and Umroi Presbyterian Higher Secondary School in the areas pedagogy of mathematics, English literature, environmental sciences, New Education Policy, 2020, Art integrated learning, etc.

Pre- Service Teacher Education

Regular pre-service courses are being conducted in the Regional Institutes of Education of NCERT situated at Ajmer, Bhopal, Bhubaneswar, Mysuru and NERIE, Umiam. (i) Four-year integrated B.Sc.B.Ed., (ii) Two-year M.Sc.(Life Science) Ed. (iii) Four-year integrated B.A.B.Ed., (iv) Two-year B.Ed., (v) Two-year M.Ed. (vi) One-year M. Phil. in Education and (vii) Pre-Ph.D.

course in education and one-year Diploma Course in Guidance and Counseling are conducted at the centres. As components of the pre-service course activities like multicultural placement, internship-in-teaching, working with community and field work were organized for students. The RIEs also have facilities for Ph.D. programme and RIE, Bhubaneswar is also recognised as a nodal centre for research in the field of education and for Pre-Ph.D. course in Education.

International Relations

The International Relations Division (IRD), NCERT carries out various activities to promote international cooperation to facilitate exchange of information between NCERT and agencies and institutions abroad, signing of MoUs between NCERT and willing agencies/ institutions abroad. The Division hosts visiting delegations from abroad and facilitates cooperation in the areas of formulation of national education policies, development of national curriculum frameworks, organisation of pre-service and in-service teacher education programmes, formulation and implementation of programmes for vocational education, educational technology and facilitates the participation of faculty from the NCERT in international seminars, etc.

MoU between NCERT and the Florida Centre for Reading Research at Florida State University (FSU), USA and College of Education, University of St. Francis (USF), USA was signed on 2 February 2021 through virtual mode. Further, MoU was signed between NCERT and Graduate Institute of Science Education (GISE), National Taiwan Normal University (NTNU), Taiwan virtually on 26th August 2021. A draft MoU between NCERT and National Agency of Education (EDUFI), Finland is also in the final stage of preparation.

On the initiative of the Consul General of India in

Vietnam, NCERT has sent a proposal for online teacher training for further action. In this regard, a virtual meeting was held between NCERT and Hoang Le Kha Gifted High School on 29th June 2021. Ms. Lee Ilryoung, Deputy Country Director, KOICA, Bangladesh Office under MoU Korea visited India NCERT from 12th to 16th April 2021. As a part of the on-going MoU activities between NCERT and Curtin University, Dean International Faculty of Humanities, School of Education, Curtin University has proposed teaching internship for their students for a period of five weeks at RIE, Bhopal. The first batch of students is likely to visit in mid-January 2022

Publications

The NCERT continues with the publication of school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, source books on assessment, exemplar problems in mathematics, research reports/monographs and educational journals. The NCERT textbooks are freely adopted by States under their nationalized textbooks programme. They are also widely accepted in schools affiliated to the Central Board of Secondary Education, KendriyaVidyalayas, Jawahar Navodaya Vidyalayas, Tibetan Schools and many State government schools.

Based on the NCF-2005, the required textbooks in English, Hindi and Urdu versions for Classes I to XII have been brought out by the Publication Division of NCERT and are made available across the country through a large net-work of wholesale agents from respective Regional Publication-cum-Distribution Centers (RPDCs). The textbooks from Classes I to XII are also available for sale from the NCERT Sales Counters located at Sri Aurobindo Marg, the Sales Counters of RPDCs and RIEs located at Ajmer, Bhopal, Bhubaneswar, Mysuru and Umiam (Meghalaya). The Urdu publications of NCERT are distributed through Urdu Academy, Government of NCT of Delhi. NCERT also caters to the individual and institutional needs by post on the orders received through online portal. The NCERT is making efforts to widen its networks for distributing the textbooks through its outlets and also by engaging a large number of vendors spread in different parts of the country. A web Portal (www.ncertbooks.ncert.gov.in) has been developed where the concerned schools and vendors can register their requirements and arrangements have been made to supply the books to them at discounted rates. This enables a hassle-free access to NCERT textbooks. In addition, all the NCERT textbooks are also available on the NCERT website www.ncert.nic.in for immediate downloading and use across the country. NCERT has granted copyright permission to 28 Agencies of 23 States/UTs for adoption/adaptation of NCERT textbooks for various Classes from I to XII in English, Hindi and Urdu medium for academic session 2020-21. The Council publishes about six crore copies of various NCERT publications in English, Hindi and Urdu which includes textbooks, supplementary reading material, teachers handbooks, source books on assessment, research reports and six educational journals, etc. Apart from it, 651 publications were released by the Council during the period. NCERT has brought out the following 60 new titles, 23 *Vocational Education Books, 18 Issues of Educational Journals, "Purvprathmikpathycharya", "Seekhne ka pratifal (Madhyamik sttar)", "Purvmadhyamikshiksha ek parichay", "Musalsal aur jameytaaiyyun-e-qadrrehnumausool", "Teacher`s self-assessment guidelines and rubrics", "Learning Outcomes at the Elementary Stage", etc.*

Chapter on Education for Children with Disabilities

The Council works in the area of education of Children with Disabilities (CWD) 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.

Several time bound projects and programmes were taken up by the Council in this area for the year 2021-22. A handbook for teachers on Education of Children with Chronic Health Impairments in Inclusive Classrooms is being prepared to create awareness among teachers on learning needs of children with different Chronic Health Impairments (causing disabilities) as specified in the Rights of Children with Disabilities Act, 2016 and to strengthen competencies of teachers for providing quality education to children with CHI in inclusive classrooms. In order to understand the process adopted by select nations like United Kingdom, Singapore, etc. in developing school curriculum, a research study on 'Review of the process of school curriculum development adopted by select nations in the light of inclusive and equitable school education' has been undertaken by the Council.

Orienting KRPs with the communication skills required in classroom interaction in sign language and Braille and also with contemporary issues in inclusive education, a training programme for the DIET Faculty Members in North –Eastern Region on Inclusive Education, Enhancing Communication Skills of KRPs/Master Trainer in Promoting Inclusive Education is undertaken. The council has initiated the programme 'Documentation of Sign Language for Teaching of English in the North East India' to develop e-Resources to be utilised in the teaching learning process of Deaf children in English. Moreover, the Council has prepared a tactile kit in science at upper primary stage for the visually impaired students. Its better understanding and effective use, the Council is preparing a manual of the kit.

Central Board of Secondary Education (CBSE)

CBSE with schools pan India and in 25 countries provides quality education to promote intellectual, social and cultural vivacity among its learners.

Affiliated Schools: 26414
- Kendriya Vidyalaya (1217)
- Jawahar Navodaya Vidyalaya (631)
- Independent Schools (20503)
- Government Schools/Government aided Schools (3801)
- Foreign Schools (262) including 3 KV's
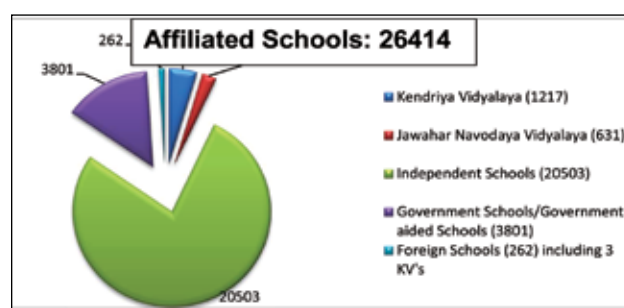
SARAS - Schools Affiliation Re-Engineered Automation System R-1.0

The National Education Policy 2020 recommends a **'light but tight' regulatory framework to ensure integrity, transparency**, and **resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**.

Keeping in view the recommendations of the National Education Policy 2020, e-Affiliation system of the Board has been restructured as SARAS and implemented since March 2021.

Based on "minimum government maximum governance" the Business Processing Re-engineering (BPR) of affiliation system is an automated system which is completely digitized with least human intervention thus in sync with Ease of Doing Business **(EoDB)** and Ease of Living **(EoL).**

The new system includes the facilities of:

- Undertaking/ Self Declaration

- Progress panel for self-monitoring by schools on real time basis on the dashboards

- Single source of truthful data

- Use of state-of-art technology. AI/ML, GIS & Data Analytics

- Data driven decisions

- Transparent system

- Accountability in the entire systemic processes

- No data redundancy

- Automatic Inspection Committee Allocation

- Virtual Inspection of Schools (Important initiative during COVID Pandemic)

- School Area Measurement Application

- Automatic Affiliation number/School number allocation

- Integrated Affiliation System

- Quick and time-bound disposal of all applications

Renovation of Affiliation unit

The immediate surrounding and workplace environment has a significant impact on the state of mind. The affiliation records were computerized, old records weeded out to create a better working environment to the staff.

CBSE Examinations 2020-21

Due to pandemic, schools conducted different types of tests/exams for session 2020-21 such as unit tests/Mid Term test/Pre-board Exams in online/offline mode and on the basis of marks awarded by schools, result was computed and the class XII result was declared on 30.07.2021

and class X result on 03.08.2021 as per Policy Assessment.

The policy made provision for the following:

- Marks calculation and computation by the Result Committee formed at school level.

- Moderation of marks at school level by result committee.

- Creation of Rational Document by result committee.

Weightage for class X result:

- Periodic Test /Unit Test : 10 Marks

- Half Yearly/Mid-term Examinations : 30 Marks

- Pre-Boards Examinations: 40 Marks.

Tabulation Policy for Class XII

Class-X	Marks based on average theory component of best 3 performing subjects out of main 5 subjects.	40%
Class XI	Marks based on theory component of final exam	30%
Class-XII	Marks based on Unit Test/Mid-Term/Pre-Board Exam.	30%

Class	Registered	Appeared	Passed	Pass %
X	2150608	2150608	2076997	99.04%
XII	1430188	1430188	1296318	99.37 %

Special Scheme of Assessment for Board Examination Classes X and XII for the session 2021-22

The syllabus for the Board examination 2021-22 has been rationalized and the Academic session has been divided into 2 terms with approximately 50% syllabus in each Term: Term I Examinations and Term II Examinations/Year-end Examinations. Internal Assessment/Practical/Project work will be made more credible and valid.

Term1 Board Exam 2021: new format with safety and relaxations

Board has already conducted Term 1 exam in offline mode in revised format in November –December 2021, where students attempted Multiple Choice Questions during 90 minute exams. Board followed all covid safety protocols for students and teachers and ensured safety by increasing number of exam centres, distant seating arrangements, strict compliance of masks, sanitizers, given relaxations to students to change exam centres /cities, option to appear later if infected during exams.

Term 2

Assessment/Examinations will be held in offline mode. This will be subjective exam for 2 hours duration. However, if situation is not conducive board will take appropriate decision as per situations.

Curricular Activities

- Curriculum was prepared in the light of National Curriculum Framework defined by NCERT for classes IX to XII.

- Competency Based Education (CBE), covering Experiential and Joyful Learning, Life Skills Education, Inclusive Education, Environmental Education, Values Education, Mandatory Health and Physical Education, Art and Sports were Integrated.

- Keeping in view the new trends and demands of the students, new subjects such as Applied Mathematics, Artificial Intelligence, Design Thinking, Physical Activity Trainer were introduced.

- Resource Material in the form of Handbooks/Manuals for teachers was **developed** in those subjects where NCERT material is not available.

- Credible and authoritative resources were made available for teachers and students. A course on teacher training on Foundational Literacy and Numeracy was also launched during this period.

Student Enrichment Activities

The board undertakes various activities for sensitization and growth of students:

- **Science Exhibition**

    Is an Initiative of the board to promote Science and increase awareness among stakeholders about the close relationship between Science, Technology and Society

- **Heritage India Quiz**

    is conducted with the aim to build greater awareness about the rich cultural heritage of our country and promote its preservation

- **Games & Sports**

    Inter School competitions are held in 24 disciplines at cluster, zonal and national levels

Incorporating Story Telling

- **Aryabhatta Ganit Challenge**

    To enhance reasoning abilities, problem solving skills, critical & analytical thinking skills of students

- **Creative and Critical Thinking Weekly Program**

    To promote and to generate curiosity in students

- **CBSE Reading Challenge**

  A unique initiative which promotes Reading Literacy among the students

- **National Story Telling Contest**

  has been introduced by the board for promoting reading, co-scholastic activities integrating art in education, creating awareness among schools for joyful teaching and learning

- **CBSE Expression Series**

  Is held every year to provide a platform to hone writing, research, creative thinking and communicative skills of students

- **Ek Bharat Shreshtha Bharat**

  Under the EBSB programme, the schools affiliated to the Board organise different low-cost activities which enhance the knowledge of the partner State/UT and develop a sense of bonding between the students.

  Schools also organise traditional games and sports of their partner State/UT as paired under EBSB during the FIT India Week.

  The CBSE affiliated school teachers also participate in the art integrated exemplar competition wherein they design activities on the paired State/UT.

EBSB-Integrating Multiculturalism with Education

- **Celebration of Constitution Day**

  Is observed by CBSE schools to commemorate the adoption of the Constitution of India and promote constitutional values among students

- **Swachhta Pakhwada**

  It is considered to be the most important activity for building an attitude of collective consciousness for environmental sustainability and develop a proactive approach towards healthy living.

- **Fit India Movement**

  Creates awareness about fitness not only for school going children but also their parents, teachers and school staff.

- **Toycathon 2021**

  CBSE co-ordinated with its schools to participate in Toycathon 2021 to promote innovation

EK BHARAT SHRESTHA BHARAT

SCHOOL INNOVATION AMBASSADORS

- **4th Edition of Pariksha Pe Charcha**

  CBSE involved all its schools to actively participate, motivate teachers, students and parents in this programe and learn life skills from none other than the H'ble PM.

- **Observing International Day of Yoga (IDY) on 21.06.2021**

  To inculcate right attitude towards mental and physical wellbeing of students.

Academic and other Curricular Reforms taken up by CBSE

- **Focus on Pedagogical Leadership**

  Principals are encouraged to assume Pedagogical Leadership of their respective schools and prepare annual pedagogical plans in collaboration with staff

- **Catering different kinds of learners and reducing overall student stress level** by introducing Applied Mathematics in classes XI-XII.

  Emphasis on Experiential Learning

  To promote critical thinking, creativity and effective study skills among students

- **Ensuring Joyful Learning**

  By introducing Art Integrated Learning; Art Integrated Project Work and mainstreaming of Health and Physical Education

- **Implementation of Competency Based Education (CBE)**

  Adoption of Learning Outcomes has been made mandatory for affiliated schools as it is central to the learning process in CBE.

Assessment and Examination Reforms

CBSE has taken lead in the following areas:

- **Biannual Board Examinations**

  CBSE is conducting MCQ based Mid-term Board examination followed by final examination in March-April from the academic session 2021-22. Syllabus and SQPs in this regard have been provided to all stakeholders.

- **Strengthening Internal Assessment** in all subjects by dividing into Pen and Paper Section and Multiple Assessment Activities like Projects, Portfolios and Subject Enrichment activities which are given due weightage in final examination.

- **Two level Mathematics Examination**– Basic and Standard in class X to cater to different kinds of learners and reduce overall student stress levels.

- **Introduction of competency based items** -the board has initiated the task of modifying design of question papers by adding 10 percent questions testing application of knowledge and skills in real life contexts in each successive year till the year 2025.

- **Change in Question Paper Design** by adding 33 percent internal choices in the question paper and increase in the percentage of Objective Type Questions to 25 percent to reduce stress on students and equip them with latest skills as per the global demand.

- **Holistic and multidimensional Progress Card Sample** reflecting the progress and the uniqueness of each learner in the cognitive, affective and psychomotor domains. A pilot is proposed in the year 2021-22.

- **Centre for Assessment** for providing research based inputs to improve the quality of all examinations as well as training of paper setters and evaluators to standardize assessment and make it consistent with the international parameters.

- **Key Stage Assessment (SAFAL) at Class 3, 5 and 8**

  Structured Assessments for Analyzing Learning (SAFAL**),** is effectively a large-scale student assessment for classes 3, 5 and 8 that would act as a check on the schooling system at a regional, state and national level.

  Achievement of age appropriate basic LOs and application of knowledge in the real life situationwill help Teachers to improve students learning. This will be a diagnostic assessment conducted in an unthreatening manner to achieve all round development of students besides help summarize the quality of students learning.

- **CBSE as Standard Setting Authority**

  As mandated CBSE will act as Standards Setting Authority for KVs and JNV accordingly standards have been drafted in alignment with NEP recommendations which are realistic and implementable to bring guided transformational change in schools. These will focus on continuous school improvement and quality performance and enable schools to charter self-improvement plans.

- **School Quality Assessment and Assurance**

  In order to assess the schools for meeting commonly accepted standards of quality and excellence, Board has developed a quality assessment framework- SQAA which is an exhaustive, objective, transparent and implementable self-assessment tool that enables schools to self-assess their performance in different domains and help in development. The Framework of SQAA rests on eight domains, which are further divided into sub domains. All schools will undergo SQAA process on digital platform with the support of mentors.

Resources Developed

- **Collection of competency-based questions**

  CBSE developed questions and uploaded on DIKSHA portal for CCT weekly practice in English, Hindi, Science, and Mathematics. Apart from this, CBSE has also created a collection of competency-based items in association with Sri Aurobindo Society (SAS) and British Council. Item banks for classes I to V have

also been developed as per the mandate given on recommendations of NEP-2020.

- **Vidyadaan**

  CBSE has taken an initiative called VIDYADAAN in which affiliated schools share resources for DIKSHA as per a taxonomy provided by CBSE.

- **Special resources for teachers: Learning Outcomes mapped to Curriculum**

  CBSE took up the task of mapping each of the Learning Outcomes laid down by NCERT (for all subjects till class X) with the topics in the prescribed textbooks to facilitate teachers to further their understanding of competency-based education.

- **Teacher Energized Resource Material (TERM)**

  CBSE developed Teacher Energized Resource Material (TERM) handbooks in science and mathematics covering entire syllabus of grades 6 to 10 to aid teachers in aligning their classroom transaction to a competency framework.

- **MOOCs modules on experiential learning and Competency-Based Education**

  Activity-based and highly engaging modules were prepared on the pedagogies related to experiential learning and competency-based education and the need to integrate real-life situations into the teaching and learning process.

- **Comic books for students**

  To ensure that learners continue their learning through joyful means, two comic books were released online for school going children (during the pandemic).

- **Practice book on Mathematical Literacy**

  CBSE came out with a unique Workbook – **A Little Mathemagic** – a practice book for students for enhancing critical and creative thinking skills.

- **Handbook on 21ˢᵗ Century Skills**

  This handbook focuses on 21st Century Skills or the skills that are required by an individual for holistic development to cope with challenges and contribute to the progress and development of society, nation and world.

- **Handbook on Cyber Safety and Cyber Bullying**

  A student-friendly Handbook on Cyber Safety was prepared for students of secondary and senior secondary classes.

- **Shikshavani-Podcast Portal of CBSE**

  CBSE has developed a Podcast Portal called Shikshavani around 700 podcasts on various subjects are available at this portal and students are actively listening to these.

- **Handbook on Pedagogical Leadership** was also launched during this period.

Capacity Building and Training

- **Training of Teachers**

  CBSE has trained more than 1000,000 teachers on different areas including online pedagogy. Several bite-sized modules were also prepared and disseminated post training to augment the capacities of teachers. Around 403634 teachers have also been trained under **National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)** program of the Government of India.

- **Training of Question Paper Setters**

  Training of Paper Setters was held and a draft of the Blue Book for Question Paper setters was developed. Assessment Framework for Secondary classes and Guidelines on framing MCQs on higher order thinking skills were also prepared.

- **26th National Annual Conference of Sahodaya School Complexes**

  Honorable Minister of Education inaugurated the conference along with Minister of Primary and Secondary Education, Karnataka. The theme of this year's conference was "Building Competencies in Challenging Times".

- **Webinar Series on NEP**

  CBSE conducted a series of webinars from July-August 2020 for its Principals, Teachers and Parents to facilitate effective implementation of NEP-2020.

- Online Training Sessions: COVID 19 has changed the level of human interaction. In this situation face to face Capacity Building Programmes (CBPs) had been stopped; and Board came up with alternative arrangement-online sessions of one hour duration. More than 10 lakh teachers participated in the training sessions conducted by 16 CoEs and Training Unit of the Board during 2020-21.

- Short-term Online Teacher Training Programmes in association with University of Nottingham, Malaysia was launched. This series was focused on Leadership, Managing Change, Professional Learning Communities in Schools, Quality Assurance & School Culture, 21st Century Pedagogy, and Social Media& Teaching.

- Training of CBSE School Teachers on Olabs in collaboration with C-DAC

Mumbai was organized. The subject dealt in this virtual training for the teachers were Mathematics, Biology, Physics and Chemistry to facilitate a virtual experience of CBSE syllabus aligned experiments for classes 9 to 12.

- Orientation Course on Non-Violent Communication was launched by CBSE in association with Gandhi Smriti and Darshan Samiti, Ministry of Culture. Non-Violent Communication is an effective way of communication and conflict resolution based on Gandhian Values of Non-Violence, Mutual Respect, Understanding and Compassion.

- Three days' workshop on Chemistry laboratory Experiments using Chem Collective Virtual Labs was also held.

- 30-30 STEM (Season 2) resumed with IIT Gandhinagar

- CHITRAM- A Two days' Online Art Workshop for Teachers and Competitions for Students was organized.

- A free online training programme on Technology for Blended Learning in collaboration with Google was held during this period.

14th Edition of Central Teacher Eligibility Test (CTET)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 requires the recruitment of a large number of teachers across the country in a time bound manner. In spite of the enormity of the task, it is desirable to ensure that quality for recruitment of teachers is not diluted at any cost. It is, therefore, necessary to ensure that persons recruited as Teachers possess the essential aptitude and ability to meet the challenges of teaching at the Primary and Upper Primary level. In accordance with the provisions

of Sub-Section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) vide Notification dated 23rd August, 2010 and subsequent amendment dated 29th July, 2011 laid down the minimum qualifications/eligibility criteria for a person to be appointed as a Teacher to teach Classes I to VIII. It had been inter - alia provided that one of the essential qualifications for making a person eligible to be appointed as a teacher in any of the Schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. The Ministry of Education, Govt. of India has entrusted the responsibility of conducting the Central Teacher Eligibility Test (CTET) to the Central Board of Secondary Education Delhi**.**

The 14th Edition of CTET was initially scheduled to be held on 5th July, 2020 all over India in 112 cities but due to spread of COVID-19, the exam was postponed and conducted on 31.01.2021.

CTET-January 2021 Examination Details:

Date of Examination	31.01.2021
Number of Cities	135
Number of Examination Centres	3938
Number of Registered Candidates	30,58,974
Number of Qualified Candidates	6,54,299
Date of Result Declaration	26-02-2021

The result of CTET-January, 2021 was successfully declared on 26.02.2021 and 414798 candidates qualified for Paper-I and 239501 for Paper II.

15th Edition of Central Teacher Eligibility Test (CTET)-December, 2021

The 15th Edition of CTET was conducted in online mode for a large number of candidates in multiple shifts. The examination will take place from 16.12.21 to 21.1.22.

Dates of Examination	16.12.2021 to 21.01.2022
Number of Cities	234
Number of Examination Centres	726
Number of Registered Candidates	3555316
Date of Result Declaration	Second week of February, 2022 tentatively

CBSE IT Initiatives

1) **SARAS : School Affiliation Re engineered Automation System**

   The existing Online School Affiliation Management System (OSAMS) has also been re-engineered according to new requirements. This system caters for all types of applications such as fresh affiliation, upgradation, extension of affiliation, additional subjects and many other types of categories received up to 2020.Application status is available on real time basis. New features have been added such as various algorithms and business rules-based shortlisting/scrutiny of applications, self-assessment by schools and points-based grading based on inspection reports.

2) **IPS- Integrated Payment System**

   In order to ensure genuine disbursement, CBSE IT Department in collaboration with HDFC Bank has developed and implemented an Online Normative Payment System "(IPS) Integrated Payment System" to facilitate Ease of Doing Business (EoDB) and Ease of Living (EoL).

This was first implemented successfully for CTET Jan 2021 examination. Subsequently this has also been implemented in Affiliation and examination related payments. It has following features.

- Digital Transformation of Manual System
- Easy to Use
- Auto Calculation
- Normative payment
- Self-Declaration/ Certification
- Direct Bank Transfer
- System built-in checks (validations)
- Software integration with Bank Payment Gateway
- Quick Payment.

3) **OSAMS Online School Affiliation and Monitoring System R-3.0**

The existing Online School Affiliation Management System (OSAMS) has also been re-engineered according to new requirements. This system cater for all types of applications such as fresh affiliation, upgradation, extension of affiliation, additional subjects and many mother types of categories received up to 2020.

Application status is available on real time basis. New features have been added such as various algorithms and business rules-based shortlisting/scrutiny of applications, self-assessment by schools and points-based grading based on inspection reports**.**

4) **VIOS-Virtual Inspection of Schools**

Due to current COVID-19 pandemic, schools were closed and the Inspection Committees were not able to proceed for the inspection. Keeping in view ''Virtual Inspection of School (VIOS)" system was developed and implemented.

5) **AICA – Automatic IC Allocation System R-2.0**

A system for automatic allocation of Inspection Committees based on pre-defined parameters and business rules. In case of refusal by member(s), school can change committee member(s) with a click of mouse.

6) **SAMA App (School Area Measuring App) & Web Portal R-1.0**

A mobile app and a web-based application to measure school area virtually as well as physically. The web application has been integrated with 'SARAS', however Mobile App is available for IC members going for physical inspection.

7) **OASIS - Online Affiliated School Information System R-3.0**

A portal for CBSE affiliated schools to submit/ update online information against 500+ parameters annually. The information gathered through this portal is being used by CBSE in assessing schools for their potential usage for various activities. This is single source of truthful data for all applications pertaining to various domains across CBSE.

8) **(e-परीक्षा): Examination Processing & Management System R - 3.0**

Entire examination system of the Board has been digitalized. A comprehensive one stop portal has been developed and implemented for all exam related activities. Results are being processed simultaneously & parallel and collation of data / results is being done to ascertain accuracy.

9) **e-IG -Online Internal Grades Uploading and validation System R-3.0**

A portal for uploading of Class-XII Internal Assessment Grades data by the schools.

10) **e-Prac R – 4.0**

A portal for online submission of Class-XII Practical/ Project Marks and geotagged lab images with students and examiners (both internal as well as external).

11) **IAPX –R-4.0**

A portal for online submission of Practical/ Projects/ Internal Assessment marks of Class-X by the schools.

12) **e-Theory R-4.0**

An online system for bag allocation to Chief Nodal Supervisor, distribution of blank award lists, question-wise theory marks uploading, evaluation monitoring and online generation of award lists.

13) **Roll number Finder Portal**

A Portal to facilitate the Students of the Board of Class-X and XII to find out their roll number,to access their results, by entering some details.

14) **Vaccination Information System of Systems**

To collect Vaccination-related information of schools "Vaccination Information System" was developed, wherein the schools were required to furnish Covid-19 vaccination related information of the teaching, non-teaching staff.

15) **OMG - Online OMR Generation**

For TERM 1 Board exam 2021-2022, a system of real time OMR generation has been developed and implemented.

16) **OCAU - Online Correct Answers Upload**

For Term 1 Board exam a system has been developed and implemented for immediate upload of correct answers after evaluation of OMR Sheets

17) **Encrypted Answer Key Download System**

For Term 1 Board exam a system has been developed and implemented for answer key download immediately after the exam is over.

18) **SBTMUS – Scheme Based Theory Marks Uploading System**

A portal was developed and implemented for online submission of Theory Marks based on Unit Tests/ Mid-Term/ Pre-Board exams of Class-X by the schools. This portal also had provision for display of 3 years historic data of schools giving subject wise & overall average, distribution of marks in various ranges and reference year for moderation of marks etc. Approx. 10 million marks are being uploaded successfully. It was an initiative during COVID Pandemic.

19) **Comprehensive Result Tabulation Portal for Class-XII**

In order to facilitate schools in implementing policy for Tabulation of Marks/Grades for Class XII Board Examination 2021 a portal was developed in a very short period of time and implemented.

A system was also developed for computation of Class X component (30%) of marks of Class XII, Class XI component (30%) and Class XII component (40%). After collection of all marks, this portal displayed complete tabulation sheet for the school with a feature of subject-wise marks and reference mean for the purpose of moderation of marks by the schools. This portal and the backend systems have

eased out lots of burden of cumbersome calculations for the schools. This was in consonance of EoDB and EoL.

20) TETrA : Theory Evaluation Trend Analysis R-2.0

A unique portal and Decision Support System based on Real Time Evaluation Monitoring. In this system evaluation trend can be visualized, analysed and monitored. This also generates various statistical data and gives graphical representation in real time.

21) ECL - Exam Centre Locater App R-3.0

A mobile app to facilitate CBSE Examinees of both Board as well competitive exams, through which they can locate their examination centres by just entering exam and roll no. This mobile app also guides them to reach the exam centre by giving shortest route based on real time traffic data.

22) OEQPD - Online Encrypted Question Paper Delivery System R 3.0

A system has been developed and implemented for just in time encryption, dissemination, decryption of encrypted and printing of question papers to prevent any possible chance of leakage. This is being used since July 2018 successfully. This year it has been used in all exams for all centres.

23) OECMS- Online Exam Centre Management System R-4.0

Comprehensive Decision Support System comprising of a portal and backend system to get real time information about centres and conduct of exams including feedback about the question paper(s), packing of answer books & dispatch, information about Observers etc.

24) Re-Engineered Outlier System for Examination (ROSE) R-3.0

Unique Software to finely detect inconsistent marks cases at pre-result declaration stage for remedial action at RO level.

25) Successful compilation, processing, collation, declaration and dissemination of Class X & XII results for both Main & Compartment Exams 2021.

26) Result Declaration/ Dissemination Through:

- Website
- Parinam Manjusha – Academic Repository of CBSE
- Digital Locker
- Umang platform
- School result email to school

27) OECCS -Online Exam Centre Consent System for Competitive Exams R-3.0

Portal to obtain details and consent of institutions to act as examination centres for various Examinations being conducted by CBSE.

28) OEOCS -Online Exam Observer Consent System for Competitive Exams R-3.0

Portal to obtain consents from academia and education officers to act as observer(s) for various Examinations being conducted by CBSE.

29) CMTM – Confidential Material Tracking & Monitoring Apps R-3.0

Three different Apps for electronic surveillance, tracking and monitoring of highly confidential and sensitive materials for Custodian, Centre Superintendent and

Administrator of Board Exams Term-1 2021.

30) **CMTM Web Portal for monitoring by ROs**

A web portal for monitoring of above mentioned CMTM apps and analysis of various data for actions/decisions Term-1 2021.

31) **CTET-CMTM – Confidential Material Tracking &Monitoring Apps for CTET Exams R-2.0**

Five different Apps For electronic surveillance, tracking and monitoring of highly confidential and sensitive materials for Custodian, Centre Superintendent, Board Representatives, Observers and Administrator.

32) **CTET-CMTM Web Portal for monitoring by CTET Exam Administrator**

A web portal for monitoring of above mentioned CTET-CMTM apps and analysis of various data for actions/decisions by Administrator.

33) **परिणाममंजूषा- A CBSE Academic Repository**

CBSE pioneered in providing digital academic documents through its academic repository called "Parinam Manjusha" and DigiLocker. As on now result data from 2004 to 2021 is available in the repository. Approx. 12 crores digital academic documents from this repository are available through Digilocker. Digital Lockers in respect of all the students appearing for Board Exams are being opened in advance and their digital academic documents i.e. Marks Sheets, Migration Certificates and Pass Certificates are being pushed on the day of declaration of results. The credentials

are being communicated on the registered mobile numbers of the students available with the Board. This is being done from last five years.

34) **1 Crore Digital Documents** pertaining to Main & Comptt. Examinations 2021 for Class X and XII students provided through Digital Locker including Skill subjects.

35) **Face Matching Technology in Parinaam Manjusha**

CBSE is using facial recognition for doing one to one face matching as one of the authentication mechanisms in multi-factor authentication for providing digital mark sheets to students. CBSE is authorized to provide digital mark sheets to its students after proper authentication as prescribed in the IT Act 2000. Face matching is performed with the already available photographs on CBSE admit card. The face match authentication is added as a second factor authentication in the same system for foreign students where mobile OTP based authentication cannot be performed on foreign mobile numbers. The system that uses facial matching technology is created as one of the emergency responses in COVID situation to provide digital certificates to foreign students for their college admissions.

36) **DADS-Duplicate Academic Document System**

Every year many students are applying for printed duplicate copies of their academic documents. Such students normally approach Regional Offices in person, apply on a prescribed form and deposit required fees in the banks. Alternately they are sending form and bank draft by post. In order to facilitate such students a system has been developed and

implemented named DADS (Duplicate Academic Document System). On this portal, students can apply online and also pay fees online. On receipt of such online applications, Regional Offices will print academic documents of such students and dispatch them through speed post.

This has eased out the entire process and also prevented students from coming to concerned Regional Office in person during this COVID Pandemic. This portal gives option to students for both digital copy as well as printed copy of the academic document and depending upon the choice of the students the academic document is provided.

37) **Blockchain Implementation in CBSE**

In pursuit to achieve Digital Excellence, CBSE implements yet another "Emerging Technology" i.e. "BlockChain" for its results and academic documents.

CBSE in technical collaboration with Centre of Excellence for Block Chain Technology of National Informatics Centre under the Ministry of Electronics and Information Technology (MeitY), Govt. of India has developed a system called "Academic {BlockChain} Documents (ABCD)" which ensures that academic documents are recorded in a secure and tamper proof manner and can be accessed online through trusted and verifiable means. It has been established using Block Chain Technology to record the certificates in a linked chain structure.

CBSE has already made available the digitally signed certificates of Class X and XII for years 2019-2021 and will gradually push the certificates of previous years in the next few months. The Academic BlockChain Document can also be used

for online counselling by the various institutes, by integrating their systems with plug-in interfaces. Banks and financial institutions can also use this system for sanctioning of educational loans and merit-based scholarship based on the qualifications of the applicants. One can verify the authenticity of the certificates even after several years of issuance, since a trail of all the insertions or changes made on a particular certificate will be provided.

Introduction of Academic BlockChain Document has resulted in a Transparent, Tamper Proof and Paperless usage of certificate. It has also substantially cut down the time for verification and reduced paperwork.

38) **Development of unified dashboard** for all types of statistics. Data sharing through API with various academic /admission bodies

39) **OVERS - Online Verification of Evaluation & Revaluation System R-3.0**

A comprehensive and computerized system for post result marks verification, photocopy and re-evaluation of answer sheets.

40) **SIS – Statistical Information System R-2.0**

A Comprehensive system for compilation of variety of statistics pertaining to results. Due to implementation of this system, the variety of statistics could be provided to media and other agencies immediately after declaration of results of Class X & XII.

41) **e-हरकारा - Rapid Communication System for School**

A portal for schools, through which they can communicate their issues with the

appropriate authority of the Board directly and can track the status of their requests. The concerned authority can address the issue online directly. This initiative was taken during COVID Lockdown. It proved to be very useful for schools, as they could communicate directly with the concern authorities of the Board electronically.

42) e-Sandesh Portal

A Portal to send bulk SMS and E-mails to various stake holders such as Schools, Principals, Teachers and Students. This proved to be very useful during COVID Lockdown, as several mails and SMS were sent to schools successfully.

43) A Counselling App "DOST for Life"

CBSE has launched a new app for psychosocial Wellness of students of classes IX-XII during the pandemic. Making a departure from the existing practice of counselling through toll free number across the country, board has designed this facility for the ease, convenience and utility of students and parents within the safe home environment.

44) New CBSE Website

Redesigned and Launched of new website of Board to make it more user friendly with easy navigation.

45) Veer Gatha Project

A Portal has been developed and implemented for receiving entries from the students of CBSE affiliated schools pertaining to acts of bravery and the life stories of brave-hearts. It has been developed as per directions from the Ministry of Defence (MoD). School students are motivated to do projects/ activities based on gallantry award winners.

46) SAFAL- Structured Assessment ForAnalyzing Learning

SAFAL portal has been developed and implemented for online registration of students for diagnostic assessment which will also provide developmental feedback to schools and teachers to improve teaching-learning without additional examination pressure on students.

47) Art-Integrated Exemplar Portal

A portal for CBSE Affiliated schools to facilitate teachers and principals for implementing experiential and joyful learning in classroom. Through this portal, teachers can research, innovate, and create unique exemplars and showcase their skills of creativity and innovation.

48) Annual Pedagogical Plan

Annual Pedagogical Plan Portal aims to capture the pedagogical plan of a teacher's i.e. His/her vision of the teaching learning process in his/her classroom to action. It imbibes all thinking, preparation and steps of execution involved in making each stage of curriculum transaction meaningful and comprehensive for students.

49) कलासेतु- A Portal for Art Education and Art Integrated Learning R.2.0

A portal for obtaining information from schools about Art Integrated Education & Learning.

50) CBSE Reading Challenge R-2.0

A portal for Reading Challenge competition to assess the reading abilities of children studying in class VIII to X.

51) OTAS - Online Teachers Award System R-2.0

Comprehensive and highly transparent system comprising of a portal and backend

system for registration and shortlists of teachers for CBSE/ National teacher awards.

52) प्रशिक्षण: **A Training Portal for CBSE Affiliated Schools Teachers R-2.0**

A comprehensive Training Management System (TMS) portal for Principals and Teachers of CBSE affiliated schools.

53) **Web Portal & App of CBSE Expression Series R-2.0**

A Mobile App for registration of students and receiving entries of expression series. In addition, an associated portal for ROs for digital evaluation of the entries and declaration of results.

54) आर्यभट्ट **Ganit Challenge R-2.0**

An integrated portal for registration of students for Math Olympiad "GANIT CHALLENGE" and conduct of test in Computer Based Mode. In this editable pdf of answer sheet is downloaded by students, attempted question on same and uploaded back. The data is captured from pdf and result is compiled and declared.

55) **HPE - Health and Physical Education Portal R-3.0**

A comprehensive portal for collecting Sports, Health and Physical Education related information from the schools

56) **e-Office Implementation**

Implemented across all offices of the Board including 16 ROs & 16 CoEs. This facilitated lot during COVID Lockdown, as all files were cleared by various functionaries even sitting at home. Upscaling of e-office from 500 users to 1000 users.

57) **SPARROW (Smart Performance Appraisal Report Recording Online Window) Implementation**

SPARROW i.e. Online APAR implemented for all Employees of the Board. It was an important initiative during COVID Pandemic.

58) **Online Staff Election System (OSES) R 3.0**

A transparent system has been developed and implemented for casting of online votes for election of office bearers of Shiksha Board Staff Welfare Association (SBSWA) and instant declaration of results.

59) **CBSE EGIF-CBSE Employees Grievances Ideas and Feedbacks**

CBSE EGIF is a rapid communication system developed specially for CBSE employees through which they can directly communicate with the Chairman about grievances, ideas and feedback about CBSE's working and can also track the status of their request.

60) **VDIS- Virtual Departmental Enquiry System**

Due to current COVID-19 pandemic situation, Inquiry Committees were not able to proceed further conducting inquiry proceedings physically. Keeping in view the sensitivity of matters and timelines system of ''VIRTUAL DEPARTMENTAL INQUIRY SYSTEM (VDIS) was developed and implemented.

61) **OIPR – Online Immovable Property Return**

A Portal was developed to submit Online Immovable Property Return and integrated

with e-Karmic Portal with a provision for monitoring by Vigilance. This System has also been integrated with Sparrow.

62) **Central Command Centre C3**

One stop portal for all data driven decisions. C3 consists of all types of data available with the Board. User (All HoDs) can mine the data as per their requirements. This portal also has a dashboard.

63) **Portals created for National Bal Bhavan**

- Bal Shree Award Portal
- Affiliation portal
- Membership Portal
- Workshop and Training Portal

64) **नवशाला Apps**

An app for Navodaya Vidyalayas and Navodaya Vidyalaya Samiti to record and monitor the activities related to Library, Lab and Smart Classrooms.

65) **JNVST Portal**

Portal for online data collection of JNVST examinees and all other related pre-exam activities.

CBSE Online Portal for Career Guidance: An initiative to support career plan for class IX-XII students

- CBSE career guidance portal was launched jointly by CBSE & UNICEF on 04th Aug 2021.
- This portal is meant for students of classes 9th to 12th across all 26,000 plus CBSE schools in India and abroad.
- The portal is accessible to teachers and administrators.

    The career guidance portal offers information on:

✓ 560+ careers (English, Hindi & 8 other languages)

✓ 25000 colleges and vocational institutes spanning over 3 lakh courses

✓ 1200 scholarships

✓ 1150 Entrance Exams
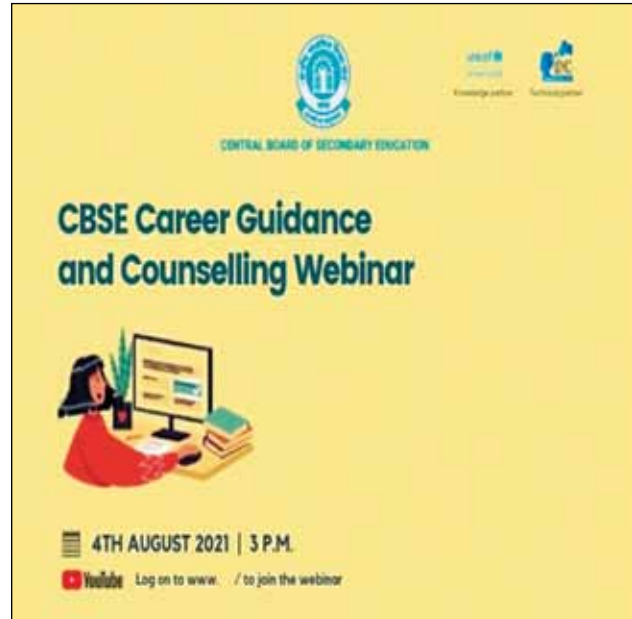
- The career guidance portal can be accessed free of cost by students.

- So far, more than 2.6 lakh students have registered on this portal and are benefitting from the information.

    First Phase of Career Guidance Portal Training for Teachers

- Post launch of CBSE Career Guidance Portal on 4th August 2021 CBSE along with UNICEF and technical partner arranged 8 training sessions each of a single day, for two teachers/counsellors on how to use the portal.

- Two hour Training sessions were held for all schools covered under 16 RO's starting from 10th September 2021 in which more than 10 thousand schools participated.

CBSE initiative for psychosocial well-being of students: CBSE Dost For Life: A New Counselling App

In another first CBSE launched a new app for psycho social wellness of students of classes IX-XII during the pandemic. In addition to the existing practice of tele counseling through toll free number across the country, this facility was designed for the ease, convenience and utility of students and parents within the safe home environment.

Counselling Sessions – The App simultaneously caters to students and parents from CBSE affiliated schools at different geographies across the world. The live counselling sessions were conducted free of cost, thrice a week on Monday, Wednesday & Friday by the t r a i n e d Counsellors and Principals. This year there were 83 volunteers out of which 66 were in India and 17 located at Saudi Arab, UAE, Nepal, Oman, Kuwait, Japan, Singapore and USA.

Public Grievance Settlement under COVID Category

A special COVID-19 category was created for expeditious settlement of Grievances during corona times. Under this category, total 660 cases were received and settled with the deadline of 03 days

Monitoring of RTI and Public Grievances Redress

CBSE, in its drive for public facilitation, has aligned public grievance redress mechanism and information disclosure processes under RTI Act 2005 with online systems to ensure transparent and quick response. The Board proactively monitors and facilitates the online and offline RTI and public Grievance settlement.
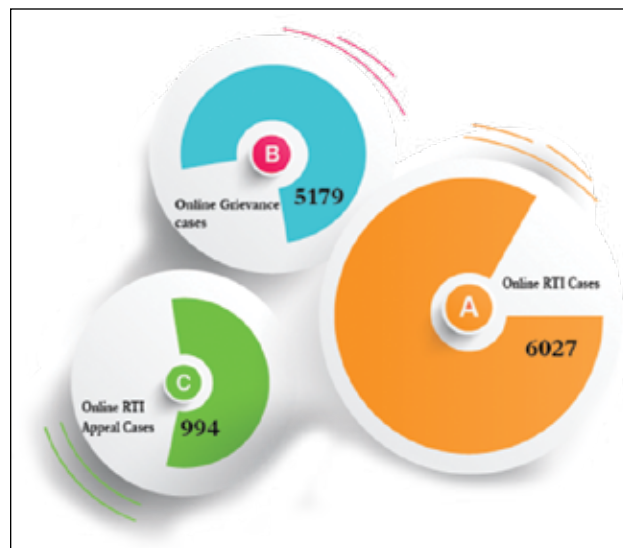
CBSE Scholarship Schemes

In order to promote meritorious students from socially and economically weaker sections, girl students and others, the Board has following scholarship schemes:

- Central Sector Scheme of Scholarship for College & University Students (CSSS), sponsored by MoE

- Single Girl Child Merit Scholarship Schemes

- Board Merit Scholarship Scheme for SC/ST students

- Scholarship Scheme for wards of CBSE employees

- (Late) Sh. Lakshman Singh Kothari Memorial Award

Scholarships Disbursed: Jan to Dec 2021

Sl. No	Scheme	Award of scholarship
1.	Central Sector Scheme of Scholarship (CSSS) for College & University Students (2021 – fresh) (Scholarship disbursed by MoE) *1st Renewal 2020, 2nd Renewal 2019, 3rd Renewal 2018 and 4th Renewal 2017* (Scholarship disbursed by MoE)	Registered - 4836 Verified - 2875 (Verification is under Process) (Through National Scholarship Portal) Renewed - 7828 Verified - 6425 (Verification is under Process) (Through National Scholarship Portal)
2.	Single Girl Child – X Pass 2020 (fresh) Single Girl Child – X Pass 2019 (Renewal 2020) Single Girl Child – X Pass 2021 (fresh) Single Girl Child – X Pass 2020 (Renewal 2021)	1537 (awarded) 662 (awarded) Under Process
3.	Board's Merit Scholarship for SC/ ST students – Class X & XII 2020 No. of awards for Class X & XII are 23 & 25 respectively. Board's Merit Scholarship for SC/ ST students – Class X & XII 2021	Year 2020 24 for Class X 25 for Class XII Due to Tabulation Policy, no merit list was prepared. Hence this year the scheme has not been implemented.
4.	Scholarship Scheme for wards of CBSE employees for the year 2020 Scholarship Scheme for wards of CBSE employees for the year 2021	172 (awarded) Under Process
5.	Issue of 0.1% Merit Certificate of Class XII & X 2020 Issue of 0.1% Merit Certificate of Class XII & X 2021	Class XII / 2020 – 20,963 (dispatched) Class X / 2020 – 35,766 (dispatched) Due to Tabulation Policy, no merit list was prepared. Hence this year Merit certificates have not been issued.

National Achievement SURVEY

The Government of India has been implementing a rolling programme of sample based National Achievement Survey (NAS) aimed at classes III, V, VIII and X with a cycle period of three years. The National Achievement Survey scheduled in the year 2020 had to be deferred due to pandemic and was successfully conducted across all 36 states and UTs on 12th November 2021. The Survey was held in 733 Districts except in 12 districts of Tamil Nadu and 3 districts of Andhra Pradesh due to cyclone and heavy rain. NAS is a scientifically designed achievement survey and its conduct involves three phases namely instrument development, sampling design and administration. Grade-wise subject specific Learning Outcomes were identified and instruments were developed by the NCERT mapping with the Learning Outcomes. NAS-2021 was administered by the Central Board of Secondary Education (CBSE) by building-in several operational saliences in the system and involving the State & UT machineries.

NAS 2021 is the first achievement survey after release of National Education Policy 2020 (NEP). The assessment is intended to benchmark students' learning against criteria such as process skills and learning outcomes. For overall planning and efficient administration of NAS, a National Steering Committee was constituted under Shri Manoj Ahuja, IAS, Chairman, CBSE. For smooth and fair conduct of NAS-2021, around 2 lakhs Field Investigators, 1,24 lakhs Observers, 733 District Level Coordinators and District Nodal Officers and 36 State Nodal Officers were engaged. Board Representatives were appointed in each district for monitoring and ensuring fair conduct of the Survey. A dedicated Portal (*https://nas.education.gov.in)* was launched for effective coordination with key functionaries for smooth conduct of NAS 2021. Extensive training was given to all involved in the NAS for their roles and responsibilities.

NAS 2021 targeted competency-based assessment over the content and memory-based assessment as envisaged in the NEP 2020. It was conducted in Language, Mathematics & EVS for class 3 & 5; Language, Mathematics, Science & Social Science for class 8 and Language, Mathematics, Science, Social Science and English for class 10. Besides achievement test, Pupil Questionnaire, Teachers Questionnaire and School Questionnaire were obtained to understand the settings and perspective of students, teachers and schools as crucial information about background, teacher training, rural-urban, effectiveness of education to comprehend the system in totality. NAS findings would give us a deeper understanding of what students know, understand and can do with their knowledge. It would help plan for bringing in systemic interventions.

Key objectives of NAS:

- Have a snapshot of what students know and can do at the end of Classes 3, 5, 8 and 10 by measuring students' attainment of LOs in the respective classes.

- Data useful for educational planners and policy makers including researchers in understanding the interdependence of assessment, pedagogical process and learning outcome in improving the quality

- Helps discover students' performance in different learning outcomes vis-à-vis the contextual variables.

- Capacity building through the diagnostic report cards

- Track the future progress in the context of National Education Policy 2020.

Enthusiastic Participation

Provisional data revealed that over 98% of the sampled schools participated in NAS-2021 which was held on one single day for all the key grade at the same time. The data revealed that around 86% in Grade 3, 88% in Garde 5, 90% in Grade 8 and 94% in Grade 10 of the targeted sampled children participated. The enthusiastic participation of children in the survey would help pave the way forward for normal functioning of the schools. The results of NAS 2021 would be prepared in the form of District Report Cards, State/UT and

National report which would enable States / UTs to identify gaps in learning outcomes and take remedial steps.

NAS data and analysis would provide a rich repository of evidences and data points furthering the scope of research and development. Sampling has a crucial role in ensuring that the results obtained on a sample can be reliably applied to the entire population. NAS-2021 sampling intended to support the predefined objectives of the assessment and it included following frames for selection of schools based on UDISE+2019-20 data.

Frame 1: State Government schools

Frame 2: Government Aided schools

Frame 3: Private Unaided recognised schools

Frame 4: Central Government schools

SAMPLE DATA SUMMARY OF SCHOOL / STUDENTS (At the National Level)

Description	Type	Grade-3	Grade-5	Grade-8	Grade-10	Total
Sample School / Students	Schools	29603 / 28839*	28656 / 27922 *	46062 / 44983*	48564 / 47308 *	152885 / 149052*
	Students	655128 / 637867 *	646975 / 629870 *	1204777 / 1174609*	1380879 / 1344539*	3887759 / 3786885*
Sample Schools / Students as per reported data)	Schools	28347	27389	44262	46862	146860
	Students	548559	553944	1060343	1263499	3426345

Adjusted Sample Schools / Students

(15 Districts where NAS could not be conducted due to cyclone & heavy rain)

National Institute of Open Schooling (NIOS)

Introduction

The National Institute of Open Schooling (NIOS) was set up by the Ministry of Human Resource Development (Now Ministry of Education), Government of India as an autonomous organization in 1989 by amalgamating Open School project of CBSE started in 1979. It was known as National Open School till 2002. NIOS provides educational opportunities using Open and Distance learning mode to persons who wish to continue study and desire for a better tomorrow. The Mission of NIOS is to provide education for all with special concern for girls and women, rural youth, working people, SC/ST, physically and mentally challenged and other disadvantaged groups.

The National Institute of Open Schooling (NIOS) is the world's largest open schooling system, dedicated to reaching out to unreached.

NIOS, as a National Resource Organization for Open Schooling, creates its own Self-Learning Materials (SLMs) based on the courses it offers up to the pre-degree level.

It also creates audio and video assistance aids to support teaching and learning. The study material fosters critical thinking and creative imagination in learners as they get a better comprehension of the subject. NIOS has a wide range of subjects and learning styles, as well as several unique learning methods. It accommodates to the needs of today's learners by holding public examinations twice in a year. It also offers an On-Demand Examination throughout the year.

To provide academic support to its programmes for a diverse section of society, NIOS gives accreditation to formal schools and organisations. It organises a variety of capacity-building programmes its different stakeholders.

NIOS accredited 462 new institutes, including 208 Academic Accredited Institutes (AIs), 234

Accredited Vocational Institutes (AVIs), and 20 Accredited Agencies (AAs) under the OBE programme as Study Centres. In the academic year 2020-21, there were over 1300 Accredited Agencies (AAs), including many Muslim Minority Institutions and Madrasas.

The National Institute of Open Science is headquartered in NOIDA, Uttar Pradesh. NIOS is governed by a General Body, an Executive Board, and a Finance Committee. The Chairperson of the NIOS works as the institute's Chief Executive Officer and supervises five departments: Academic, Vocational Education, Student Support Services, Evaluation, and Administration. There are 23 Regional Centres, two Sub-Regional Centres, and two Regional Cells across the country.

Academic Programme

1. Launch of Indian Sign Language Course at Secondary level

Hon'ble Prime Minister introduced sign language as a language subject at the Secondary level. Under this, study material is developed in the form of video material to make sign language available as a language for the study of hearing impaired learners and available at NIOS website and YouTube channel. The Indian Sign Language has been introduced first time as a language subject in India by NIOS.

2. Release of Study Material of Bhartiya Jnana Parampara (Indian Knowledge Tradition)

The Bhartiya Jnana Parampara (Indian Knowledge Tradition) stream was introduced 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. These courses are available in Sanskrit, Hindi and

English medium. The Self Learning Materials of these courses were released by Hon'ble Union Minister of Education, Government of India on 2nd of March 2021 UP).

The self-learning material under Indian Knowledge Tradition stream have been translated and introduced in Hindi medium in the subject of Veda Adhyayan, Sanskrit Vyakaran, Sanskrit Sahitya and BharatiyaDarshan at Secondary and Senior Secondary level.

3. Launch of Virtual School

Union Minister of Education Shri Dharmendra Pradhanji, launched the 'Virtual School' of the National Institute of Open Schooling (NIOS) on August 14, 2021.The virtual school aims to teach and train the students through advanced digital learning platforms. Virtual Open Schooling can be defined as an educational practice that provides opportunity to learners to study a formal school-based course online and gain credit for certification purpose. The courses are based on existing Open Educational Resources, and are built around a learning management system with content stored on online data centers. Digital media integration would facilitate effectiveness of curriculum. Virtual school is the first such school in India and it will put emphasis on learning and teaching patterns through non-conventional approaches like Virtual Live Classrooms and Virtual Labs. Three hours live session have been started for secondary, senior

secondary and vocational educational courses alongwith sessions for hearing impaired and hard of hearing learners.

4. National Seminar on National Education Policy- 2020 and Teacher Education on 26th & 27th August.

National Institute of Open Schooling conducted a two days' workshop on 26th & 27th August, 2021 in NIOS office. The workshop was inaugurated by Hon'ble Minister of Education for State Smt. Annapurna Devi. The event was chaired by Shri Atul Bhai Kothari, Secretary, Shiksha Sanskriti Utthan Nyas and Shri M.C. Pant, Chancellor, National Institute of Educational Planning and Administration was the guest of Honor. The workshop focused upon NEP 2020 and universalization of education from pre-school to secondary level.

The two days seminar highlighted the importance and role of teachers in the world of education, strengthening the implementation of NEP 2020. Comprehensive deliberations on 1year, 2year and 4 year B.ED courses were done and different dimensions were chalked out to transform the teacher education in the new format and vision.

5. A two day National Seminar on "NEP 2020: Implementation, Strategies and Progresses" from 11th-12th September

The National Institute of Open Schooling in collaboration with Vidya Bharati Uchcha Shiksha Sansthan (Delhi) hosted a two-day National Seminar on "NEP 2020: Implementation, Strategies, and Progresses" from September 11-12, 2021. Hon'ble Minister of State for Education, Dr. SubhasSarkar, was the Chief Guest and inaugurated the two-day workshop on September 11, 2021.

This seminar brought together notable speakers and experts involved in the implementation of the National Education Policy and served as a forum for the exchange of ideas, best practices, and perspectives on NEP 2020 implementation.

6. UNESCO Literacy Prize Award to NIOS for Innovation in Education and Promotion of Inclusive Education

UNESCO awarded the National Institute of Open Schooling the prestigious 'King Sejong Literacy Prize 2021' for its programme 'Enabling education of persons with disabilities through the technology-enabled inclusive learning material, with a specific focus on Indian Sign Language (ISL) based content'. Prof. Saroj Sharma, Chairperson NIOS was felicitated with the award, which included a silver medal, a diploma, and a US $20,000 cheque. The function was held on September 10, 2021.

UNESCO praised and embraced this initiative of inclusive distance and technology-enabled literacy learning by implementing a variety of high-tech (online platforms and apps) and low-tech (TV and radio) solutions, as well as employing a variety of strategies to reach out to deaf and hard-of-hearing learners across the country.

7. Development of Videos in Indian Sign Language

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.

750 videos in Indian Sign Language medium are developed in 8 subjects at secondary and senior secondary level. These videos have been uploaded on NIOS YouTube channel and website.

Talking books in 46 subjects at secondary and senior secondary level have been developed.

8. Development of Video tutorials for NCERT

NIOS is also contributing to other organization of content development. In this context NIOS developed video tutorials for NCERT in the subject of Sociology, Economics, Geography and Business Studies for class 11 and 12. These video tutorials have been provided on DIKSHA portal.

9. Initiatives with reference to NEP-2020

i. **Implementation of NEP 2020**

For effective implementation of NEP 2020, the following tasks have been assigned to NIOS and NIOS is effectively working to accomplish these tasks within stipulated time frames:

- To develop inclusive education resources

- To expand the open schooling system in States/UTs

- To translate all courses into more languages as per need assessment

- To upload all NIOS TLM on Diksha for wider dissemination

- NIOS will develop high-quality modules to teach Indian Sign Language

- NIOS has prepared several courses on Indian languages and ancient Indian literature. For promoting these in India and abroad, NIOS will develop them as individual online courses that can be offered in India and abroad

ii. **Series of Webinars on 'OBE Programme: Promotion and Implementation' with reference to NEP-2020**

Open Basic Education Unit of Academic Department, NIOS organized a series of webinars on 'OBE Programme: Promotion and Implementation' with Regional Centers and Accredited Agencies (AAs) spread across the country. The objective of the webinar was to interact with Accredited Agencies and Regional Centers to identify the challenges and issues occurred during the implementation of OBE programme and also get feedback for making the programme more effective and impactful. Promoting AAs for increasing the enrollment under OBE Programme was another key objective of the webinar. Total 14 webinars were organized in the month of August, 2021 with following 20 Regional centers and 521 Centre Coordinators of Accredited Agencies spread across the country.

iii. **International webinar on Open Schooling**

NIOS organized an international webinar on open schooling on 24 August, 2021. The Webinar was attended by Namibian College of Open Learning(NAMCOL) Namibia, National Institute of Open Schooling(NIOS) India, Open School, Bangladesh Open University(OS-BOU) Bangladesh, Open School and National Institute of Education, Sri Lanka. The

webinar provided a platform to interact with other open schools on common concerns in open schooling and explore strategies to strengthen the role of open schooling in reaching the marginalized learners.

iv. **Webinar on Digital Literacy**

On the occasion of International Literacy Day, a webinar was organized on 8th September, 2021 on the topic "Digital Literacy for Youth and Adults". Prof. Saroj Sharma, Chairperson of NIOS, Prof. N.K. Ambush, Former Chairman ,NIOS, Prof. N. Singh (RIE Ajmer), and Prof. PankajArora, (CIE, University of Delhi) were among the speakers at the Webinar hosted by Sh. Santosh Kumar Sarangi (Additional Secretary Ministry of Education). The webinar stressed upon the importance of human rights and digital literacy in the development of a cultured and sustainable society. The experts opined that literacy and school education should be centered on skills, scalability, and speed. A whole formal curriculum should include fundamental literacy, numeracy, vocational skill development and lifelong learning.

v. **Webinar on Stimulating Indian Knowledge System, Arts, and Culture**

NIOS in collaboration with the Ministry of Education, Government of India organized a webinar on the topic, "Stimulating Indian Knowledge System, Arts, and Culture." on September 16, 2021.The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for building the nation's identity. NIOS is working towards acquainting and strengthening the varied Indian Diaspora with the

glorious culture and traditions of India in light of Bhartiya Jnana Prampara (Indian Knowledge Tradition) as a dynamic and comprehensive way of life. The webinar gave a platform to discuss upon the preservation and promotion of India's cultural wealth. It was also highlighted in the webinar that the National Education Policy 2020 envisions an educational system fashioned on the lines of India's profuse linguistic, cultural, and artistic heritage. The webinar explored the ways for promotion of Indian arts and culture and impart it through integrating Indian arts into the main curriculum.

vi. **North East Education Conclave**

The two-day 'North East Education Conclave-2021' on the NEP (New Education Policy-2020 was held at the GMC&H (Guwahati Medical College & Hospital Auditorium), Bhangagarh and also at the Assam Administrative Staff College Khanapara on November 20 and 21, 2021.The Conclave aimed to illustrate the basic premise of NEP-2020, as well as issues and experiences related to its implementation in some of India's major states. A proper roadmap for implementation of NEP in North-East was discussed by several representatives and the event was attended by more than 300 delegates from 41 central universities and national institutes and 57 state universities both government and private. Director (Academic) NIOS, two Assistant Directors Academic and two SEO's of the academic department represented NIOS at the Conclave.

vii. **In house Capacity Building of Faculty on NEP 2020**

The NIOS Academic Department has taken

the initiative to hold a series of weekly in-house seminars on NEP 2020.

The objectives of the seminar are to:

- Familiarize the faculty members with various aspects of the NEP 2020.

- Enhance their understanding of the core issues of NEP 2020 with respect to various tasks allotted to NIOS

- Deliberate upon the innovative measures towards the effective implementation of NEP 2020 in the context of NIOS

viii. **A series of webinars on the role of NIOS in promoting and expanding Open-Schooling in India**

National Institute of Open Schooling (NIOS), organized a "series of webinars with State Open Schools on the promotion and expansion of open schooling system in India" from 14th to 17th of December 2021 The objective of this webinar was to strengthen and evaluate the State Open Schools, as well as to provide a suitable facilitating system for providing an equitable and quality education from the Foundational Stage to Grade 12.

19 state open schools made presentations highlighting their various aspects and issues i.e.:

- Introduction of the respective State Open School.

- Characteristics/ Features of the state open school

- Model of SOS under SBOE/ Autonomous

- Data about examination, admission,

medium of instructions, courses offered etc.

- Issues and challenges faced by the respective SOS Centre.

- Present status of the respective State Open Schools

10. Tejaswini Project

Jharkhand Women Development Society under Department of Women Child Development and social security, Govt of Jharkhand has signed a time bound contract with National Institute of Open Schooling on 18th August 2021 , for providing non formal education service to Tejaswini Club members in presence of Director (Academic), NIOS HQ, Regional Director, NIOS Ranchi and Project Director, JWDS Ranchi for providing non formal education services in the 17 selected projects District covered under Tejaswini Project.

The purpose of the contract between JWDS and NIOS is to facilitate the completion of Secondary Education (Class 8th and 10th) for the out of school Tejaswini Club members (Adolescent girls and young Women) between the age of 14 to 20.

11. Live Sessions on E-vidya Programme

NIOS has conducted live sessions in various courses at secondary and senior secondary levels on e-vidya channel 10 and 12. These live sessions have been designed as Personal Contact Programme (PCP) for learners for all subjects. Live Sign Language programmes on various subjects at the secondary level were also conducted for providing learning assistance for hearing impaired and hard of hearing learners.

12. Indian Diaspora Studies Centre at NIOS

NIOS intends to create Indian Diaspora Studies Centre with the spirit of creating cultural bonds

and recognizing the role of diaspora in promotion of Indian culture abroad. It would help in promotion of civilizational values of Peace, plurality and universal fraternity in the spirit of 'VasudhaivaKutumbakam'. The Indian Diaspora Studies Centre has been established at NIOS to work towards acquainting and strengthening the varied Indian Diaspora with the glorious culture and traditions of India in light of Bhartiya JananaPrampara (Indian Knowledge Tradition).

13.   Learner's Guides

NIOS has developed the Learner's Guide at the Senior Secondary level to provide comprehensive learning support in the subjects offered. It will be very helpful for the learners and will improve the learning process. It will enable a more pragmatic understanding of the subject and will present content in an attractive and interesting format through the use of smart art, flow charts, concept maps, etc. The learner's Guide for each lesson have been developed and made available through the NIOS website.

14.   Development of Worksheets

The learners at NIOS study through Open and Distance learning, with limited contact sessions with the subject teachers at their Study Centers (Accredited Institutes) as per their needs with limited academic support in the form of problem-solving sessions. Looking at the situation created by the ongoing pandemic in the country, NIOS has introduced the provision of worksheets to make learning more engaging and comprehensive. For this purpose, lesson-wise worksheets at secondary and senior secondary level have been provided to learners through the NIOS website.

15.   QR   Code   integration   and digitalization of Self Learning Material

NIOS has introduced the QR (Quick Response) Code and digitization of SLM at the Senior Secondary level. QR code comes with several advantages that make it important for the printed learning material to attract and reach out to more readers. QR Codes contain text, links (to websites, videos, files), and much more.

16.   Content on DIKSHA

DIKSHA is a unique initiative of the Ministry of Education, Govt. of India where quality education resource material in digital format can be accessed. NIOS is an active contributor to DIKSHA Portal and it is consistently uploading digital textbooks of various courses at Secondary and Senior Secondary levels. Special e-content for visually and hearing-impaired students is also available on the platform.

Vocational Education Programmes

1.   Reimagining   Vocational   Education as per NEP 2020

The NIOS offers more than 100 vocational courses in six major vocational sectors which include Agriculture & Animal Husbandry, Home Science & Hospitality, Engineering & Technology, Computer & Information Technology and Health & Paramedical including Yoga.

During the year, the National Education Policy (NEP) 2020 was launched by the Ministry of Education, Govt. of India. The NEP 2020 aims at exposing at least 50% of the students from class six onwards to vocational education, by including vocational education in mainstream schooling systems. It envisages the integration of vocational education in the existing school and higher education system with a view to reducing the dropout rate. A renewed emphasis on vocational education is a positive step. Bridging the skills gap is an important objective.

To bring in industry linkages, NIOS is revising its courses to make them compliant to National Skills Qualification Framework (NSQF) as

well as meet the industry requirements. NIOS is working in close concert with organizations of national importance such as the Ministry of Textiles (MoT), the Indian Medical Association (IMA), National Health Mission Jharkhand and Maharashtra, Directorate General of Training, FSSAI, KGBVs, Jan SikshanSansthan and Indian Tourism Development Corporation (ITDC) for enhancing skill development of clientele.

In the year 2020-2021, the course development got affected due to the pandemic and constant lock downs. However, with the 'Work from Home' initiative the following courses were developed/revised:

- ❖ Indian Embroidery
- ❖ Basic Computing
- ❖ Certificate in Computer Applications (Hindi version)
- ❖ Vermi composting
- ❖ Diploma in Naturopathy and Yogic Science

2.   SWAYAM Courses

The National Institute of Open Schooling (NIOS) is one of the National Coordinator of SWAYAM – a MOOC Platform, and Swayam Prabha – a bouquet of DTH TV Channels initiated by Ministry of Education, Govt. of India. NIOS offered 13 secondary, 20 Senior Secondary and 8 Vocational courses on SWAYAM during the year in two sessions. More than 153 thousands learners enrolled in NIOS SWAYAM courses.

For the Swayam platform of the Govt of India, NIOS is offering eight courses to be offered as MOOCS for the benefit of the learners. These courses are Hair Care & Styling, Mushroom Production, Panchkarma Technician, Beauty Therapy, Bee Keeping, CRM Domestic Voice, Yoga Teacher Training Programme and Community Health.

3.   Training for Kasturba Gandhi Balika Vidyalaya (KGBV), Gandhinagar

As per the MoU signed between NIOS and Gujarat Council of Elementary Education for offering vocational skills to the girl students enrolled in the KGBVs, 168 KGBV schools of Gujarat state were accredited with NIOS for imparting skill training to the girls. The vocational subjects shortlisted for training are Beauty Culture, Basic Computing, Yoga, Indian Embroidery and Cutting Tailoring & Dress Making. Virtual Training-cum-Orientation programme was organised for the KGBV teachers for the practical orientation of these five courses who are involved in providing the skill training to girls.

4.   Celebration of International Yoga Day (IYD 2021)

NIOS celebrated 6th International Day of Yoga on 21st June 2021. On this occasion, launching of NIOS course – Diploma in Yogic Science, was done by the Hon'ble MoS, Sh. Sanjay Dhotre ji virtually.

This live Programme was telecast all over the County through various Swayam Prabha DTH Channels and through YouTube. All staff of NIOS, its Regional Centres and Institutions followed the Yoga Practice at their homes. NIOS students and general people got benefitted of the Live Program.

5.   Waiving off of admission and examination fee for vocational courses for Jail Inmates

In order to reach the disadvantaged and to touch the lives of the disadvantaged, it was notified that no admission and examination fee of the jail inmates will be taken for vocational courses being offered by NIOS. This would facilitate the jail inmates to learn a skill while serving their term in the jail and will help them find an employment after their release. The accreditation fee of the jails has also been waived off.

MoUs and collaborations in the year 2021

- An MoU was signed in virtual mode between NIOS and National Health Mission (NHM) Jharkhand on the 31st August 2021 with an objective of offering NIOS Certificate course in Yoga for its front line health workers. The occasion was graced by Hon'ble Chairperson NIOS and other senior officials and senior officers of NHM and AYUSH.

- A meeting of the AVI Coordinators of Guwahati, Kolkata, Bhubneswar, Ranchi, Patna, Jammu Dharamshala, Chandigarh, Dehradun, Amethi, Gangtok, Gandhinagar, Pune, Jaipur, Bhopal and Raipur was held on three days i.e. 5th, 11th and 12thOctober 2021. About 100 AVI Coordinators of each region along with the Regional Directors attended the meeting.

- An MoU was signed, which is the revised version of the previous MoU between DGT and NIOS for the ITI/NSTI learners to integrate education and skilling. The MoU was signed on 7th December 2021 at the NCVET office at Pusa Road, Delhi. The meeting was presided over by DDG, Ms Sandhya Salwan and other officials from DGT and from NIOS, Sh Pradeep Kumar Mohanty Secretary NIOS, Sh S K Prasad, Director Vocational Education along with other senior officers were present.

- An MoU was signed on 15th July 2021 on the Sixth World Skill Day with Ministry of Skill Development & Entrepreneurship (MSDE) for education of non-literates, neo-literates and persons with rudimentary education through Open Basic Education of NIOS.

Examination and Evaluation

Examination and Evaluation is an integral component of teaching-learning system. The Government of India in 1990 vested NIOS with the authority to examine and certify learners upto pre-degree level. Thus NIOS became one of the National Boards of School Examinations. It is the only Board which conducts two Public Examinations every year. The NIOS has been conducting Public Examinations since 1991. In order to measure learners' achievement and evaluate their performance, NIOS has so far conducted sixty one (61) Public Examinations upto the year 2020-21.

Conduct of Public Examinations during 2020-21

- During 2020-21 evaluation and assessment of around 7 lakhs learners was carried out through two public examinations conducted and several "On Demand" Examinations.

- During the year 2020-21 due to COVID -19 pandemic the Public Examination of April-2020 was cancelled and the result were declared on the basis of a formula prepared by a high level Result Committee and approved by the competent authority. Total of 157472 learners in Secondary and 210023 learners in Senior Secondary was registered for April 2020 Examinations.

- The October 2020 Examination was also postponed due to COVID-19 pandemic and was held in Jan-Feb 2021 when the situation was conducive to conduct the

examination following all COVID-19 protocols. Total of 88330 learners in Secondary, 119762 learners in Sr. Secondary and 15351 learners appeared in Vocational Examination including D.El.Ed. and Community Health in 1073 examination centres all over the country.

Digital Literacy Assessment under Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA)

• Making one person in every family digitally literate is one of the integral components of the Prime Minister's vision of Digital India.

• Ministry of Electronics & Information Technology (Meity), Government of India, launched a new Scheme titled (PMGDISHA) in June 2017 as an extension of National Digital Literacy Mission (NDLM).

• The scheme is aimed at empowering the citizens in rural areas (one in every eligible household) by training them to operate computer or digital access devices like Tablets, smart phones etc. and hence enable them to use the information technology and related applications especially Digital Payments.

• The online assessment & certification is done by NIOS as one of the Nodal Agencies by Meity through online remote proctoring facility. During the year 2020-21, the assessment was on hold due to lockdown from March 2020 till 16th November 2020.

• Till March, 2021, total of 90 Lakhs learners were successfully assessed and certified by NIOS.

ASHA (Accredited Social Health Activists) Certification Programme)

• National Rural Health Mission introduced Community Health Volunteers - ASHA (Accredited Social Health Activist) as its core component to address health care need of rural population. ASHAs are women residents of villages nominated by Gram Panchayat and work in close collaboration with Primary/Community Health Centres and District Hospitals.

• The ASHA certification provides the legal and administrative framework to ASHA to make her eligible as well as responsible to provide a range of health services to community.

• To achieve the objective of Certification of about 9 Lakhs ASHA, a tripartite MoU has been signed by Ministry of Health and Family Welfare (MoHFW) with National

Institute of Open Schooling (NIOS), and National Health Systems Resource Centre (NHSRC). The mandate of NIOS was development of training modules, monitoring of the training, conduct/ monitoring of practical and theory examination and Certification.

- The examination scheduled in the month of July 2020 could not be held due to Covid-19 pandemic. Last examination was held on 25th February 2021 in which 10428 ASHA appeared in Examination and 8822 candidates are certified. So far, a total no of 54,601 ASHAs appeared out of which 45,244 have been certified in ASHA Certification exam all over India.

- In addition, a total of 232 State trainers and 1006 District Trainers were certified by NIOS.

New Initiatives in Examination

Online System was developed for the following for transparency and accuracy of data resulting in no printing and dispatch of examination materials saving huge quantity of papers:

- Online submission of Practical Awards by the study centres for both Formative and Summative Practical from their dashboards on the NIOS portal.

- Online submission of Application introduced for fixation of examination centres by schools with facility of uploading the relevant documents and computerised allocation of learners in the examination centres, using geo-mapping and split mapping concepts. This has enhanced transparency in the system.

- Online download of attendance sheet and list of candidates by the examination centres for conduct of examination with facility of online marking of attendance.

Digilocker: NIOS has implemented Digilocker in the year 2015 for all of its registered learners for Secondary and Senior Secondary courses, Vocational courses and Open Basic Education programs. In the recent exams all the result documents (Mark sheet, Transfer-cum-Migration Certificate and Provisional Certificate, passing certificate) are provided to each learner through Digilocker. Presently about 40 lakh NIOS learners are benefitted through Digilocker.

Implementation of Tasks under NEP 2020:

- **Task 101**- Based on standards, norms and, guidelines developed by PARAKH, NIOS will prepare assessment pattern for both formative and summative assessment and evaluation procedures for elementary education which can be implemented from 2022-2023.

- **Task 103 & 106** – NIOS initiated preparation of assessment pattern and evaluation procedure for its learners.

- **Task 111 -** Based on standards, norms and, guidelines developed by PARAKH, NIOS will prepare its roadmap to achieve the standards, and begin implementation from 2022-23.

- **Task 114**- Based on standards, norms and, guidelines developed by PARAKH, NIOS

will reduce the burden of examinations at all levels by examining all policy recommendations. Implementation of the same will begin from 2022-2023.

- **Task 118** - The CBSE, NIOS, and state BOAs shall develop a roadmap for offering subjects at two levels

- **Task 121** – NIOS initiated the process to shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.

- **Task 131-** The CBSE, NIOSwill develop a system for anonymised sample assessment for examinations of grades 3,5 and 8.

- **Task 247** - The NIOS and Department of Adult Education to undertake the Basic Literacy Programme. A detailed Guidelines for implementation of PadhnaLikhna Abhiyan (PLA) has already been prepared.

- **Task 281** – NIOS has initiated the process to prepare a draft mechanism for online assessment and examinations for both summative and formative assessment.

Result Statistics of Learners in Examinations during 2020-2021

Gender wise Result for Academic & Vocational

	Secondary				Sr. Secondary			
	April, 2020		January, 2021		April, 2020		January, 2021	
	Registered/ appeared	Certified	Registered/ appeared	Certified	Registered/ appeared	Certified	Registered/ appeared	Certified
Male	101978	80585	62996	31666	140444	101234	81869	31157
Female	55494	42151	25334	12512	69579	44821	37893	13557
Total	157472	122736	88330	44178	210023	146055	119762	44714

Region wise Result

Region	R_Name	Secondary				Sr. Secondary			
		April, 2020		January, 2021		April, 2020		January, 2021	
		Registered/ appeared	Certified	Registered/ appeared	Certified	Registered/ appeared	Certified	Registered/ appeared	Certified
REG01	Hyderabad	438	344	226	123	677	549	442	94
REG02	Pune	7144	6175	1827	613	3713	2533	1299	314
REG03	Kolkata	8275	6683	5181	2223	17974	10195	9802	3402
REG04	Guwahati	12315	9661	9019	4664	13159	9174	6993	2882
REG05	Chandigarh	20065	16308	11695	5659	18242	14353	9671	3768
REG06	Kochi	3464	2757	1865	814	24147	19389	9909	3241
REG07	Delhi	56296	38312	18024	7791	50556	32064	25835	7878
REG08	Nios Hq	384	102	95	39	784	130	178	63
REG09	Jaipur	14406	13699	14605	9741	15022	13119	12781	6410
REG10	Patna	915	628	478	117	3877	1705	1706	321

Region	R_Name	Secondary				Sr. Secondary			
		April, 2020		January, 2021		April, 2020		January, 2021	
		Registered/ appeared	Certified	Registered/ appeared	Certified	Registered/ appeared	Certified	Registered/ appeared	Certified
REG11	Allahabad	2885	2372	1614	690	10411	8089	5509	1216
REG13	Bhopal	4631	3983	2586	1027	5593	4156	2956	1143
REG14	Dehradun	9297	7825	8264	4130	16702	12304	12521	4429
REG15	Bhubneshwar	1421	1205	638	279	6711	2603	2741	644
REG16	Visakhapatnam	122	86	58	17	914	794	210	72
REG17	Bengaluru	1906	1390	904	241	1928	1283	1133	180
REG18	Gandhi Nagar	7673	6681	8093	5267	8160	6777	10948	7455
REG19	Raipur	261	219	697	19	1030	545	527	71
REG20	Ranchi	2032	1738	825	281	4846	2601	1814	563
REG21	Chennai	1880	1278	675	212	2270	1455	1221	207
REG22	Dharamshala	1027	827	407	87	2010	1416	647	178
REG25	Jammu	635	463	554	144	1297	821	919	183
	Total	157472	122736	88330	44178	210023	146055	119762	44714

JAN-FEB-2021 Vocational Examinations Result Status

Gender	Reg.	Abs.	App.	Pass	%
Male	5852	1384	4468	3051	68.29
Female	6046	1843	4203	2949	70.16
Total	11898	3227	8671	6000	69.20

D.El.EdJAN-FEB-2021 Result Status

Gender	REG	ABS	APP	PASS	%
Male	773	74	699	267	38.20
Female	729	50	679	355	52.28
Total	1502	124	1378	622	45.14

JAN-FEB-2021 Community Health Bihar Examinations

Subject Wise Status

	Subjects	Total				
		Reg.	Abs.	App.	Pass	%
449	Basic Life Science (Community Health)	2498	200	2298	1151	50.09
450	Maternal & Child Health Care	1557	156	1401	610	43.54
451	Prevention And Management Of Diseases	2171	220	1951	1153	59.10

Student Support Services

NIOS Signed Memorandum of Understanding (MoU) with the Directorate of Prisons & Correctional Services, Government of Odisha. The Objectives of the MoU is as under :

➢ Strengths, resources, expertise and goodwill of both the respective parties to the MoU for the purposes of providing Vocational and Academic courses to Jail inmates at all the jails in the state of Odisha

➢ To set up Accredited Institutes (AIs)/ Accredited Vocational Institutes (AVIs) at all the jails so as to facilitate the jail inmates to pursue Vocational and Academic courses of NIOS free of cost as a welfare measure of the prisoners.

➢ Provide Educational opportunities to jail inmates which will pave way in their constructive and meaningful engagement and will help them leading a dignified life post imprisonment.

NIOS Signed Memorandum of Understanding (MoU) with Prashanthi Balamandira Trust, Chikkaballapur, Karnataka State- The Objectives of the MoU is as under :

➢ For universalisation of education,

➢ For greater equity and justice in society, and

➢ For the evolution of a learning society.

➢ To work for the welfare and all-round development of children.

➢ To render service to the poor, destitute and sick children.

➢ To strive hard to improve the living conditions of people.

➢ To assist and support institutions under Sri Sathya Sai Loka Seva Gurukulam (SSSLSG).

TMA: National Institute of Open Schooling (NIOS) has made the provision for downloading/ uploading Tutor Mark Assignments (Secondary & Senior Secondary) on student dashboard available on NIOS website.

Capacity Building

During the year 2020-21, Year of COVID-19 Pandemic and lockdown, CBC has organized 14 Training cum orientation programme through Virtual mode for faculty/staff and AI/AVI coordinators and other stake holders including Diploma in Elementary Education (D.El.Ed) programme through Online and Virtual Mode and 1 International Webinar.

Diploma in Elementary Education (D.El.Ed) Supplementary examination

As per direction of the MOE and with due recognition from NCTE, NIOS in collaboration with the States, conducted the D.El.Ed programme for training of about 12.11 lakhs untrained in-service teachers across India. NIOS conducted a last supplementary examination for such trainee teachers who were not able to Pass in the D.El. Ed. course in January, 2020 and the result was declared in March, 2020. After the conduct of the supplementary Examination, total of approx. 10 Lakh Teacher trainees were certified across India.

Celebration of National Importance Day by NIOS During the Year 2021

Republic Day Celebration : NIOS celebrated 72nd Republic Day of India on **26th January, 2021** with full respect and unfurled the National Flag at H.Qs and Regional Centres.

Independence Day: NIOS celebrated 75th Independence Day of India on **15th August, 2021** with full respect and hoisting the National Flag at H.Qs and Regional Centres.

Swatch Bharat Abhiyan was observed by NIOS during the **1st week of October** tocommemorate the Gandhi Jayanti. All staff members had actively participated in keeping its premises and the work space surroundings clean.

Rastirya Ekta Diwasis also celebrated was National Unity Day on **31st October, 2021** to preserve the unity, integrity and security of the nation and strive hard to spread the message among fellow countrymen. A pledge was taken by NIOS Headquarter and Regional Centre officials.

NIOS Foundation Day :

The 32nd Foundation Day celebrations of NIOS were organized on 23rd November, 2021 at Headquarters Complex, Noida. On this occasion, as the chief guest, former Director of NCERT and former President of NCTE Padma Shri Prof. J S Rajput was present. All the previous Chairmen were also invited and honoured. On this occasion a meeting of Regional Directors of NIOS was also convened to discuss about the strategies to increase admission and to provide quality education to the students. The event also followed by a cultural programme 'Bansuri Vadan' by Pandit Rajendra Prasanna ji and a drama on 'Tajmahal ka Tender' by National School of Drama (NSD), New Delhi.

Constitution Day also known as 'Samvidhan Divas' was celebrated on **26th November, 2021** to promote Constitution Values among the citizens. The preamble was read and a seminar/webinar was organized through virtual meeting.

ISO Certificate : The National Institute of Open Schooling (NIOS) was awarded ISO 9001:2015 Registration Certificate, on the day of Foundation Day.

Award: Student Data Base Management Information System of NIOS has been conferred the Digital Transformation Award for Digital G2C by Governance Now, Adhikari Brothers Group.

Special Campaign: As per the instructions, NIOS observed the Special Campaign. The Special Campaign is aimed at ensuring timely and effective disposal of Public Grievances, References from Members of Parliament, State Governments, Inter-Ministerial Consultations and Parliamentary Assurances pending, weeding out of files and Special Cleanliness drive.

A cleanliness campaign was undertaken in NIOS premises and its Regional Centres ensuring implementation of a special campaign for cleanliness in offices and to have a good work environment; to improve records management, review and weeding out of papers. During this campaign, files of temporary nature were identified and weeded out as per the extant instructions and redundant scrap material and obsolete items discarded to improve cleanliness at work places. NIOS had earned approximately Rs. 50 lakhs through disposal of waste paper and scrap material.

Based on above, NIOS has entered into some important agreement for strengthening and expanding its activities.

MoUs

S. No.	Subject	MoU sign with Organisation	Date of Signing the MOU
1.	Functional Literacy and skills under Padhna Likhna Abhiyan	National Literacy Mission Authority (NLMA), Ministry of Education, Govt. of India	16.06.2021
2	Microsoft	Microsoft Corporation (India) Pvt. Ltd.	06.09.2021

National Council For Teachers Education (NCTE)

Important Activities Undertaken by NCTE

1. NCTE conducted webinars on "Pariksha Pe Charcha" with the prospective teachers / teacher educators covering topics like Peer and Exam Pressure and Need & Challenges of online teaching and learning.

   NCTE, in its commitment towards Teacher Education and Training, conducted webinars with teacher education institutions and experts in the field of teacher education covering various topics.

2. The Rajbhasha Section of NCTE conducted webinars for encouraging use of Hindi in official communications, promotion of Hindi language in the Southern part of India.

3. A two-day National Seminar on National Education Policy, 2020 was organized by Vidya Bharti UchhaShikshanSansthan, Bhopal partnering with NCTE and Deptt. of School Education, Govt. of Madhya Pradesh.

4. NCTE is in the process of developing the strategy/course of action for the development of National Mission for Mentoring. The task related to NMM would be completed by December, 2021 to unfold the same from the academic session 2022-23 in a phased manner.

5. NCTE is developing the strategy/course of action for the development of National Professional Standards for Teachers (NPST).

6. NCTE celebrated the International Women's Day, the event organized for the first time in the history of NCTE.

7. Consultations were held with NCERT on preparation of road map for formulation of NCFTE 2021 as per NEP, 2020.

8. Consultations were held with RCI for integration of Inclusive Education in Curriculum Framework as mandated in NEP, 2020.

9. MyNEP2020 Web Portal of NCTE was launched by Shri Ramesh Pokhriyal 'Nishank', former Education Minister, Govt. of India for inviting suggestions/inputs/membership from the stakeholders for preparation of draft for development of NPST and NMM.

10. A webinar on National Professional Standards for Teachers: National Education Policy, 2020 was conducted on 25th May, 2021 virtually wherein 52 participants participated.

11. The judgement with regard to obtaining of Performance Appraisal Reports from the TEIs was pronounced by the Hon'ble High Court of Delhi on 27th May, 2021 in favour of NCTE. This is a momentous decision as it affirms that NCTE resolves to uphold the standards of teacher education in India which is also in line with NEP2020.

12. The International Yoga Day, 2021 was celebrated in NCTE by virtual mode. NCTE conducted a webinar on the occasion to make everyone aware of the benefits of Yoga.

13. A webinar on RTI matters was conducted in virtual mode to equip the PIOs and CPIOs with more knowledge about the provisions of the RTI Act, disposal of RTI applications, first appeals Shri Sanjay Kumar Panday, IRS, Dy. Director of Income Tax (Vig.) and Coordination was invited for the Session.

14. The first meeting of the Committee constituted to develop and design curriculum framework and syllabus for Art Education was held in July, 2021 in virtual mode.

15. The Launching of *multiple initiatives* on completion of one year of National Education Policy, 2020 to help realize goals of NEP2020 and address to the Policy makers by the Hon'ble Prime Minister was participated through online mode by the staff of NCTE. The views of the Hon'ble Prime Minister were noted by NCTE to fulfil the mission of the Hon'ble Prime Minister.

16. A meeting was held of the Chairpersons of the Committees constituted for the purpose of developing and designing 4-years Integrated, B.Ed., 2-years B.Ed., 1-year B.D., 4-years B.P.Ed. and Arts Education Programme aligned with NEP 2020.

17. A National Webinar was conducted on "Quality Education, Accreditation & Teacher Development", celebrating one year of completion of NEP 2020 by NCTE, along with UGC and AICTE. The Chief Guest for the Webinar was Dr. Jitendra Singh, Hon'ble Minister of State in the Prime Minister's Office. The Webinar was a great success with viewership of about 23000.

18. Another Webinar was organized on the theme "Professional Standard of 21st Century Teacher" on completion of one year of NEP 2020. A brain-storming session to enlighten the Teacher Education community was the purpose of this Webinar. Around 5152 participants took part in the webinar.

19. For Commemoration of the 75th Anniversary of India's Independence by the Government of India through a series of events under AKAM, NCTE directed the TEIs for active participation of the students, parents, and other family members, teaching and non-teaching staff in the "Rashtragaan" and uploading the same on the webpage designed for the purpose. The staff of NCTE also actively participated in the event and uploaded their videos on the website.

20. NCTE celebrated its 27th Foundation Day on 17.8.2021 A cultural programme, the first of its kind in the history of NCTE, was organized to mark the celebrations.

21. New Website of NCTE was launched on the occasion of Foundation Day of the NCTE. This new website is more interactive, aesthetic, information, disabled friendly and adhering to the various norms of GOI.

22. Member Secretary alongwith other officers visited Indian Institute of Teacher Education, Gandhinagar, Gujarat in August, 2021 to understand the ITEP programme which has been successfully running in the institution since its inception in 2011. This was a very fruitful exercise leading various incites on different facets of NEP 2020.

23. The Chairperson, NCTE, Member Secretary, NCTE alongwith other officers visited Centre for Command and Control, Gandhinagar in August, 2021. This was a state of art facility in the country, pioneering the technological advancements in the field of Education.

24. The Chairperson, Member Secretary and other officers of NCTE visited Children's University, Gandhinagar on 25th August, 2021. This was an enriching visit as the University enforced traditional values and systems.

25. A meeting was held in September, 2021 by the UGC wherein NCTE, AICTE, NSDC etc. were participants to discuss the alignment of ITEP with the soon to be launched NHEQ of UGC.

26. i. A National Webinar on the occasion of Teachers' Day on 5th September, 2021 was conducted by the Southern Regional Committee of NCTE in collaboration with VidyabhyasaVikasaKendram, Kerala on the topic "Redesigning Teacher Education" in tune with NEP 2020" Member Secretary gave the Inaugural Speech in this Webinar.

   ii. Shikshak Parv was organized by the Ministry of Education and inaugurated by the Hon'ble Prime Minister on 7th September, 2021. The NCTE Staff and the TEIs participated in the Inaugural Programme virtually.

   iii. On 'Shikshak Parv' a Webinar was conducted by Indian Institute of Teacher Education and NCTE on 16/09/2021 on the topic "Relevance of 4-year ITEP aligned with NEP 2020". The Webinar was attended by renowned academicians across the country.

   To celebrate the ShikshakParv, another Webinar was conducted by Tamil Nadu Teachers Education University, Chennai in collaboration with NCTE on 16/09/2021 on the topic "Effects of NEP 2020 on Youth Empowerment and Skill Development.".

27. An interactive Session with NEP Expert, Prof. K. Ramachandran, was organized by NCTE on 8th September, 2021 for developing understanding about the recommendations of NEP in Teacher Education Sector. The Member Secretary and other officers took part in the Session.

28. The 53rd General Body meeting of the Council was held on 10th September, 2021 in Virtual mode. The meeting was attended by 31 General Body Members. The agenda put-forth before the Committee was passed by the Council.

29. राष्ट्रीय अध्यापक शिक्षा परिषद्ने भारत सरकार के निर्देशानुसार सरकारी कामकाज में हिंदी को बढ़ावा देने के लिए 14–28 सितम्बर, 2021 तक हिंदी पखवाड़े का आयोजन किया पखवाड़े का शुभारम्भ माननीय सदस्य सचिव द्वारा किया गयाद्य पखवाड़े में अनेक प्रतियोगिताओ का आयोजन किया गया जिस मेराष्ट्रीय अध्यापक शिक्षा परिषद् के अधिकारियो/कर्मचारियों ने बढ़–चढ़कर हिस्सा लियाद्य विजेताओ को पुरस्कृत किया गया।

30. A meeting of all Committee Heads of ITEP, 2 year, 1year, B.P.Ed, B.A.E was held to bring about alignment in all the upcoming courses and to discuss various issues.

31. NMM 2020 envisages establishing a National Mission for Mentoring (NMM). The document for National Mission for Mentoring which will be prepared by NCTE will be made applicable to selected Central institutions. The document will also be forwarded to the State Governments as a guideline. A committee for the same has been constituted on 31st August, 2021. Regular meetings are going on. An approach note has been developed for NMM which incorporates all the suggestions/inputs received so far and further deliberations are going on.

32. A team of NCTE under the Chairmanship of the Member Secretary, NCTE visited the Lakshmibai National Institute of Physical Education University, Gwalior on 01.10.2021 to understand the practicality

to include Physical Education as a specialized subject in four year B.Ed. (Integrated Programme).

33. Member Secretary, NCTE gave inputs on 05.10.2021 at UNESCO platform on "Improving the terms of employment of teachers in both public and private Schools" based on state of the Education Reports for India 2021 published by UNESCO.

34. NCTE vide Notification published in the Gazette of India on 14.10.2021 has included the three years B.Ed. (Integrated) Programme as one of the qualifications for appointments a School Teacher.

35. A meeting of Member Secretary, NCTE with Member Secretary, RCI was held on 21.10.2021 for initiating the process for signing of MOU for development of curriculum for Special Education aligned with ITEP and NEP 2020.

36. NCTE (Recognition, Norms and Procedure) Amendment Regulations, 2021 for four-year Integrated Teacher Education Programme (ITEP), a dual-major holistic bachelor degree offering B.A.B.Ed./B. Sc.B.Ed. and B.Com.B.Ed., were published in the Gazette of India on 26.10.2021. It is one of the major mandate of NEP 2020.

37. A team of NCTE visited Maharaja Sayajirao University, Vadodara on 29.10.2021 to understand the practicality to develop the curriculum of Art Education aligned with NEP 2020.

38. A sensitization training programme (online) for filing Performance Appraisal Report (PAR) was conducted through online mode by NCTE on 11th November, 2021 and 588 Teacher Education Institutions from all over the country have participated.

39. The Chairperson, NCTE distributed the prizes to the winners and participants of the 'Hindi Pakhwada' on 16th November, 2021.

40. Chairperson, NCTE spoke at North-East Education Conclave 2021 at Guwahati on 20th November, 2021 about 4 year ITEP which is a dual degree undergraduate course to be started in a pilot mode in 50 institutions from academic session 2022-23.

41. A team lead by the Member Secretary, NCTE visited the Deptt. of Education, Osmania University, Telangana on 22nd November, 2021 as part of series of National Consultation on NEP 2020, Curriculum and Challenges for Teacher Education.

42. NCTE celebrated 'Constitution Day' on 26th November, 2021 as a part of Azadi Ka Amrit Mahotsav AKAM).

Member Secretary, NCTE alongwith Officers and staff of NCTE during the telecast of event organised in the Central Hall of Parliament read the Preamble of the Constitution alongwith the Hon'ble President of India.

43. A webinar was also organized by the Legal Section of NCTE on the 'Importance and Role of the Constitution of India in the life of Citizens of the Country' in which the staff of the NCTE actively participated.

44. **NPST (National Professional Standards for Teachers)**

In the process of preparing 21st century teachers for the country, the participation and deliberation of teacher education professionals, academicians, teachers & other stakeholders, "MyNEP2020" platform of NCTE web-portal (www.

ncte.gov.in) was operationalized from 1st April 2021 to 15th May 2021 for preparing national level document for NPST. Receiving several requests from various stakeholders, NCTE has extended the date for submission of suggestions/ inputs/membership for NPST and NMM on MyNEP2020 portal till 10.06.2021. As on 10.06.2021 NCTE has received 2559 suggestions for NPST. NCTE invited Expression of Interest (EOI) from Indian consulting agencies for undertaking initial study and digital infrastructure-based solution/implementation plan for NPST aligned with NEP 2020. Engagement of Les Transformations Learning Pvt. Ltd. has been engaged on the basis of EoI by NCTE for consultancy services on NPST. A committee for the same has been constituted on 31st August 2021. Regular meetings are ongoing. An initial draft document on NPST has been put out on the NCTE website and MyGov inviting suggestions/feedback from all stakeholders on 17 Nov 2021. The suggestions can be submitted till 16 Dec 2021. OHD in blended mode were conducted with Central University of South Bihar, Central University of Rajasthan, Central University of Jammu, HemvatiBahugubaGarwal University, Uttarakhand across the month of December collecting valuable feedback from various stakeholders.

45. **NMM (National Mission for Mentoring)**

    In the process of preparing 21st century teachers for the country, the participation and deliberation of teacher education professionals, academicians, teachers & other stakeholders, "MyNEP2020" platform of NCTE web-portal (www. ncte.gov.in) was operationalized. As on 10.06.2021 NCTE has received 1839 suggestions for NMM on this portal and has been considered while drafting the approach note. As a way forward for unfolding NMM as in NEP 2020, NCTE will work in close consultation and be guided by individuals/ organizations while moving forward. Comments by the reviewers from the stakeholders will then be used to prepare a final Draft for notification. The document for NMM which will be prepared by NCTE will be made applicable in selected Central Institutions. The document will also be forwarded to the State Governments as a guideline. A committee for the same has being constituted on 31st August 2021. Regular meetings are ongoing. A Bluebook on NMM has been put out on the NCTE website and MyGov inviting suggestions/ feedback from all stakeholders on 3 Nov 2021. Open house sessions, out of 15, was held in collaboration with Cotton University, Guwahati Assam on 19 Nov 2021 and with University of Delhi at 16.12.2021 respectively in physical mode wherein all stakeholders participated and gave valuable feedback on the initial draft document. This public outreach was well appreciated. OHD in blended mode were conducted with SCERT, Gangtok, J&K, Patna, Pune, Osmania University, Hyderabad and Banasthali University, Rajasthan across the month of December collecting valuable feedback from various stakeholders.

Central Tibetan Schools Administration (CTSA)

A. **Background & Objectives**

   ➢ CTSA was established in 1961 as An Autonomous Organization under Ministry of Human Resource

Development, Government. of India (Registered under Societies Registration Act (XXI of 1860) and fully funded by the Ministry of Education, Government of India to establish, manage and assist Schools in India for the Education of Tibetan Children.

➢ To carry out the Administration and Management of Central Schools for Tibetans. To build, constructs, maintenance of schools, hostels and other buildings and to equip them. To provide scholarships and free ships and other assistance to help students. To preserve and promote Tibetan Culture, Heritage and Traditions.

➢ 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.

B.   Infrastructure of CTSA

Central Tibetan Schools Administration is a small organisation and its school units are spread in Himachal Pradesh, Uttrakhand and West Bengal. At present 1998 students are pursuing their school education from class I to XII in 06 Central Tibetan Schools. Central Tibetan Schools Administration has II tier management i.e. its Headquarter and Central Schools

for Tibetans. CTSA has a strength of 196 teaching category employees and **131** non-teaching category employees.

C.   Financial Management

The Government of India has 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 MOE from time to time and 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.

D.   Major Outcomes

During the year 2021-22 CTSA has imparted quality education to 1998 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 through online/offline. 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%
2020	231	91.77	269	93.31
2021	276	100	248	100

E. Current Focus Areas and Development Objective of CTSA

> To ensure effective teaching-learning through on-line mode during COVID-19.

> To ensure safety Security and all round development of Schools

> To refurbish and provide required infrastructure in CST Schools

> To continue to promote academic excellence and excellence in co-curricular activities.

> To provide good quality modern education-including a strong component of culture, inculcation of values awareness of the environment, adventurous activities and Physical education.

> To establish, develop, maintain and manage hostels for the residence of students of CSTs in Residential Schools.

> To do all such things as may be considered necessary, incidental, or conducive to the attainment of all or any of the objects of the Society.

F. Major Activities Conducted During the Year 2021-22

> On 21st June, 2021, the **07th International Yoga Day** was celebrated in all the CTSA schools as well as CTSA HQ, Delhi. All the Children and staff members participated with full vigour and enthusiasm through digitally to follow the Yogic exercise.

> The **75th Independence Day** was celebrated through online/offline mode in all the CTSA schools on 15th August, 2021 with great pomp and show.

> All the CTSA schools celebrated the **152th Birth Anniversary of Mahatama Gandhi on 2nd October, 2021** in a grand manner. Principal/ Chief Guest of the school had apprised with the life of Mahatama Gandhi and his contribution to the Indian Freedom struggle and made appeal to the students to follow the principles of Gandhi Ji in letter and spirit.

> The National Unity Day also known as **Ekta Diwas**, was observed in all the schools to commemorate the birth anniversary of Sardar Vallabhbhai Patel. On that day, all the staff members took the pledge and various activities were organised.

> **Covid vaccination drive** was launched in CTSA schools &HQrs and upto November, 2021, 100% staff members have taken Ist Dose and 80% staff have taken 2nd dose.

> On **14th November, 2021, Children's day** was celebrated to commemorate the birth anniversary of India's first Prime Minister Pt. Jawahar Lal Nehru.

> All the CTSA schools implemented the guidelines for **Swachh Vidyalaya Abhiyan** and launched cleanliness

drive in School Campus, Hostel and at home. The schools were sanitized regularly prevent the impact of Covid 19 and all the staff members and students were encouraged to follow the SOP guidelines, issued by the government from time to time.

➢ Under **Fit India Movement** different activities were conduct in digital mode/offline mode. On-line classes and PPT of yoga exercises, pranayama, jogging, etc., was shared with the students. Students participated in different competition organised by CBSE.

➢ Freedom Run 1.0 and 2.0 were organised staff and students took part in it.

➢ All the staff members and students participated in "One Student One Tree" Programme by planting trees in the campus of all schools during the year.

➢ The efficiency of teachers as well as students has been improved by the trainings to teachers. On-line training was also imparted to teachers to use the multimedia and make them well verse in e-learning. Due to Covid-19 pandemic mostly classes were successfully conducted through digital mode (online) by the teachers.

National Bal Bhawan

National Bal Bhavan, is an autonomous body under the Department of School Education and Literacy, Ministry of Education, Govt. of India. This institution is a non-formal education centre for children between the age group of 5 to 16 years. It was established in 1956, keeping in mind the dream of unmasking learning through the thinking, imagination, creative and entertaining activities for the children.

National Bal Bhavan Vision is to let every child fully participate, contribute and strive towards a creative, humane, innovative and joyful World in all its Wonder.

While its Mission is to provide opportunities that ignite curiosity and celebrate possibilities through immersive dynamic experiences in visual arts, scientific activities and physical activities. To foster values that mold self-confident, holistic and responsible citizens of the world.

Year End Review-2021 (from January, 2021 to December, 2021) of National Bal Bhavan:

➢ During this Corona pandemic period the outreach activities are performed through online mode, where NBB Activity staff came up with encouragement programmers through motivational videos and educational programmes. These videos were uploaded at NBB's YouTube channel as well as instructors cooperated with children through video chats and calls and NBB has received tremendous response from the regular students as well as non-regular students. Virtual Programmes through Google meet as well as the Workshops with State Bal Bhavan's and Bal Kendra's.

➢ Virtual exhibition on *"Panchtantra Stories"* on YouTube and facebook to celebrate International Museum Day, 2021 (exhibiting the stories on Panchtantra with illustration and Gond art and Madhubani paintings)

https://www.youtube.com/watch?v=RfKZHb0Be8c
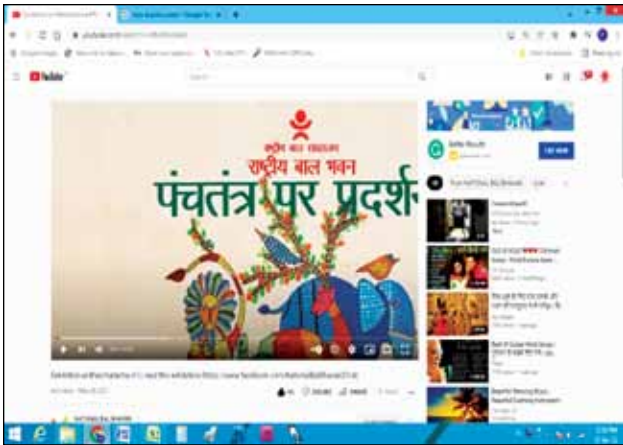
➤ Virtual exhibition on Wood-Cut Craft Exhibit on Yogasans: International Day of Yoga 2021 **"Yoga for Wellness"**. This virtual exhibition focuses on the hands on activities as well as the tangible and intangible heritage of India. History of Woodcraft as well as history of Yoga with different Yogasans is explained both in Hindi and English language.

➤ Virtual Exhibition on Seventh International Day of Yoga (IDY) on the theme **"Be with Yoga, Be at Home".** https://www.youtube.com/watch?v=262l9mdPpNY

National Bal Bhavan organized online activities as well as workshops for the staff members to celebrate 75th Azadi Ka Amrit Mahotsav and encourage enthusiasm among the children & people in the last week of August, 2021. The following activities done for the celebration:

1. **Activity on "Historical Heroes of India's Independence"**

   a. Mask making "Mahatma Gandhi" from paper.

   b. Wooden Portrait "Mahatma Gandhi" and introduction about role of Bapu during India's Freedom struggle.

   c. Collage making of Historical Heroes around the nation from Kashmir to Kanya kumari and Kutch to Arunachal Pradesh, covering the heroes on India's map.

   d. Virtual tour is focusing on Kings and Queens during the period of India's Freedom Struggle, around the Gaurav Gatha Gallery of NBB Museum.

2. **Activity on "Historical places of India's Freedom struggle"**

   a. Paper craft activity making of "Red Fort", a monumental symbol during theIndia's Freedom struggle.

   b. Virtual tour focussing on the mascara of Jallianwala Bagh (13th April, 1919) around the Gaurav Gatha Gallery of NBB Museum.

   c. Drama activity – with the help of play instructor guiding about the patriotic figures their contribution and historical places during India's Freedom struggle.

   d. Instrumental Music activity - the raga's on Sitar and Tabla was taught to the children through social media platform about patriotic songs.

   e. Dance activity on the song "Mile Sur MeraTumhara" was taught to the children on social media platform. This activity was complied and took

a beautiful form of dance video by tying children into patriotic unison.

3. **Activity on "*Shunya Se Shikhar Tak – From Zero to Zenith*"**

a. Paper craft activity – A journey from Indus valley civilization to Contemporary India "Bullock cart to Dassault Rafale"

b. Virtual tour of knuckling down about the rural India and moving towards the urban development of India with its time frame, around the Hamara Bharat Gallery of NBB Museum.

4. **Activity on "Role of Education during India's Freedom struggle"**

a. Paper craft activity on "Padhega India TohBadhega India" emphasising on "Role of Education during India's Freedom struggle"

b. Virtual tour is centring on Role of Education during the period of India's Freedom Struggle, showcasing the miniature dioramas around the Gaurav Gatha Gallery of NBB Museum.

5. **Storytelling Session**

A Storytelling activity was prepared on 'Historical Heroes of India's Independence" by NBB Library on 26th August, 2021.

6. **Activities / Workshops conducted at Jawahar Bal Bhavan, Mandi**

a. The computer section told the children about the lesser known Freedom Fighters.

b. Organized various activities with the children through online mode, in which the children shared their

photographs by making various artworks based on the theme of patriotism and freedom.

c. Published special issue of 'Gup-Chup Mandi Times' (children's newspaper), and printed about some great personalities as per children's interest.

You Tube Links:-

https://www.youtube.com/watch?v=sKxqiAXOdO8

https://www.youtube.com/watch?v=cOhckmnIwuE

https://www.youtube.com/watch?v=wIJmz20xeQs

https://www.youtube.com/watch?v=D9nSMYtmmgI

https://www.youtube.com/watch?v=n3BS_lg7cO8

"Raghupati Raghav Raja Ram" was presented on the occasion of 152nd Gandhi Jayanti by the Performing Arts.

Rashtriya Ekta Diwas (National Unity Day) Celebrated on 30.10.2021 the following activities were conducted: -

a. All staff of NBB took Pledge of Rashtiya Ekta Diwas

b. Theme based song were taught by Vocal Music of Performing Art Section i.e. *"Hind DeshKeNiwasiSabhi Jan Ek hai"*. on Rashtriya Ekta Diwas (National Unity Day)

c. Run for Unity and cleanliness drive "Swachta" was done for Rashtriya Ekta Diwas (National Unity Day).

d. Information shared about birth anniversary of Sardar Vallabh Bhai Patel by Museum section

e. Origami workshop conducted for staff of NBB on peace (**Dove making**) by handicraft section.

You Tube Links:-

https://www.youtube.com/watch?v=dUvNmx_WCNs

https://youtu.be/QeGCyj21OlQ

https://www.youtube.com/watch?v=9ThJgKXVXOE

Vigilance Awareness Week Celebrated from 27th October to 2nd November, 2021 and the following activities were conducted: -

a. All staff of NBB took Integrity Pledge for Vigilance Awareness Week.

b. Theme based song were taught by Vocal Music of Performing Art Section i.e. *"**Hum Bharatvasi Satark Hain, Hum BharatvasiSashakt Hain**"* on Vigilance.

c. A Storytelling workshop was conducted for Celebrating Vigilance Awareness Week. Library section was told a Panchtantra Story of the Four Brahmins.

d. A NukkadNatak presented on vigilance by Drama section of performing art and some NBB staff participated.

e. Museum section shared information of awareness

You Tube Links:-

https://www.youtube.com/watch?v=x1fmrPjMvmo

https://www.youtube.com/watch?v=rkERyq2gX1g

https://www.youtube.com/watch?v=IRgIiWQPWzo

https://www.youtube.com/watch?v=DcshJAsoe54

https://www.youtube.com/watch?v=Qz40HkYhZyM

National Bal Bhavan celebrated National Children Assembly through virtual mode, with the theme – **"Umang"**, on 14th November, 2021. The purpose of this virtual assembly was to connect children with NBB for understand and appreciate the diverse culture of the India and to popularize & preserve rich heritage. The programme was as follows: 1) Painting exhibition 2) Cultural Programme: (i) Instrumental music performance (ii) Song on theme "UMANG" (iii) Fisher folk dance performance (iv) Drama on the theme of "UMANG" (v) Assamese folk song (vi) Bharatnatyam performance (vii) Handicraft activity (viii) Virtual tour of NBB by Chamki rat and Bunty Frog (activity done by museum). The virtual mode is followed by the National Anthem.

You Tube Links:-

https://www.youtube.com/watch?v=CmhrDViC9O4

https://www.youtube.com/watch?v=JHXKIIgLSq4https://www.youtube.com/watch?v=vAwNeazgWug
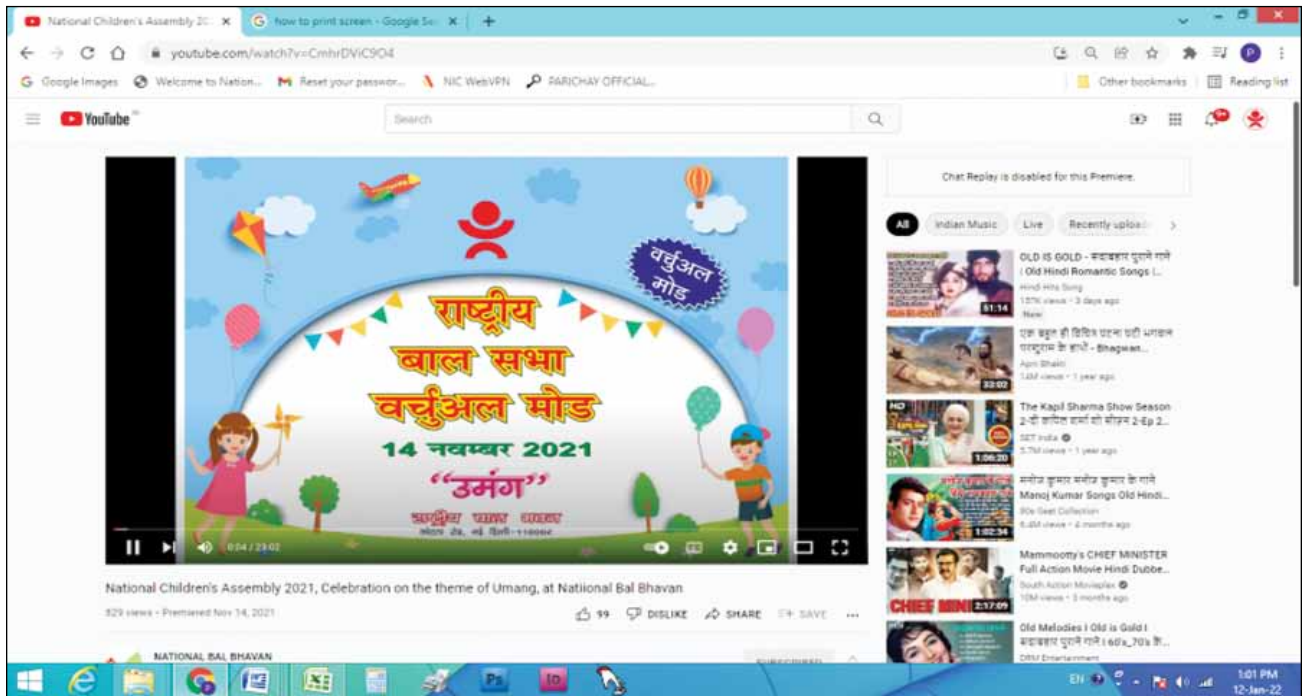
Constitution Day on November, 2021 and the following activities were conducted: -

a. All staff of NBB read preamble of our Constitution

b. Some member children of drama section shared information about Fundamental Rights and some member children of did Bharatnatyam on "VandeMataram".

c. Library section conducted online activity for children. In this activity some basic information about Indian Constitution was shared.

YouTube Links:

https://www.youtube.com/watch?v=RadNhSIxX1Q

https://www.youtube.com/watch?v=Jrq41uNSfYI

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ANNEXURES

Coverage of institutions and number of children enrolled

S. No.	States/ UTs	Enrolment			Institution		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	1816355	1145459	2961814	35201	10283	45484
2	Arunachal Pradesh	102583	58394	160977	1640	1140	2780
3	Assam	2817302	1503465	4320767	39820	13607	53427
4	Bihar	11268110	5971302	17239412	39246	30934	70180
5	Chhattisgarh	2295908	1100979	3396887	31397	13589	44986
6	Goa	115871	65505	181376	1029	439	1468
7	Gujarat	3267671	1904617	5172288	10758	24030	34788
8	Haryana	886804	561186	1447990	8734	5663	14397
9	Himachal pradesh	295772	202002	497774	10738	4775	15513
10	Jharkhand	2792149	1388805	4180954	21838	13935	35773
11	Karnataka	2743138	1768542	4511680	21026	33333	54359
12	Kerala	1692878	1092645	2785523	6766	5558	12324
13	Madhya Pradesh	4069825	2594421	6664246	81715	31193	112908
14	Maharashtra	6413406	4279211	10692617	46433	40066	86499
15	Manipur	132461	37342	169803	2456	1020	3476
16	Meghalaya	415093	177232	592325	8264	3414	11678
17	Mizoram	90629	41247	131876	1420	1091	2511
18	Nagaland	119144	40566	159710	1121	946	2067
19	Orissa	2759298	1754460	4513758	31271	24254	55525
20	Punjab	921740	652703	1574443	13026	6709	19735
21	Rajasthan	4136575	2130561	6267136	32079	34262	66341
22	Sikkim	31615	24290	55905	485	383	868
23	Tamil Nadu	2734392	2166204	4900596	27084	16162	43246
24	Telangana	1136170	659786	1795956	18966	8363	27329
25	Tripura	266326	165953	432279	4396	2128	6524
26	Uttar Pradesh	12454832	5738832	18193664	113162	54031	167193
27	Uttarakhand	404891	284416	689307	11800	5245	17045
28	West Bengal	7317679	4244786	11562465	67739	16206	83945
29	A&N Islands	18121	12994	31115	182	150	332
30	Chandigarh	51783	41979	93762	8	114	122
31	D&NH &Daman&Diu	53173	21120	74293	209	159	368
32	Delhi	929399	675106	1604505	1806	1240	3046
33	Jammu & Kashmir	584164	302869	887033	12882	9323	22205
34	Ladakh	11705	4872	16577	353	464	817
35	Lakshadweep	4961	2329	7290	15	24	39
36	Puducherry	27279	21148	48427	236	190	426
	Total	**75179202**	**42837328**	**118016530**	**705301**	**414423**	**1119724**

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Honorarium to Cooks-cum-Helpers

S. No	States	Cooks-cum-Helpers - Honorarium Per Month	Additional Honorarium per month to cook-cum-helpers
1	Andhra Pradesh	3000	2000
2	Arunachal Pradesh	1000	0
3	Assam	1000	0
4	Bihar	1500	500
5	Chhattisgarh	1200	200
6	Goa	1000	0
7	Gujarat	1000	0
8	Haryana	3500	2500
9	Himachal Pradesh	2300	1300
10	Jharkhand	1500	500
11	Karnataka	3300	2300
12	Kerala	1600	600
13	Madhya Pradesh	2000	1000
14	Maharashtra	1500	500
15	Manipur	1000	0
16	Meghalaya	1000	0
17	Mizoram	1500	500
18	Nagaland	1000	0
19	Orissa	1400	400
20	Punjab	3000	2000
21	Rajasthan	1320	320
22	Sikkim	1000	0
23	Tamil Nadu	4700-13100	9083
24	Telangana	1000	0
25	Tripura	1500	500
26	Uttar Pradesh	2000	1000
27	Uttarakhand	2000	1000
28	West Bengal	1500	500
29	A&N Islands	1000	0
30	Chandigarh	3300	2300
31	D&NH &Daman&Diu	4256	3256
32	Delhi	1000	0
33	Jammu & Kashmir	1000	0
34	Ladakh	1000	0
35	Lakshadweep	9500	8500
36	Puducherry	21762	20762

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Cooks-cum-Helpers approval vs engaged

S. No	States	No. of Cooks-cum-Helpers - PAB Approval	No. of Cooks-cum-Helpers Engaged	% Engaged
1	2	3	4	5
1	Andhra Pradesh	88296	85143	96%
2	Arunachal Pradesh	6105	5791	95%
3	Assam	118998	118998	100%
4	Bihar	245316	238869	97%
5	Chhattisgarh	93420	86949	93%
6	Goa	2729	2729	100%
7	Gujarat	96329	96329	100%
8	Haryana	30423	30200	99%
9	Himachal Pradesh	21764	21532	99%
10	Jammu & Kashmir	32394	29987	93%
11	Jharkhand	79591	79591	100%
12	Karnataka	117927	117999	100%
13	Kerala	17673	13766	78%
14	Madhya Pradesh	231157	211713	92%
15	Maharashtra	175336	169931	97%
16	Manipur	7487	6277	84%
17	Meghalaya	18547	18400	99%
18	Mizoram	4894	4793	98%
19	Nagaland	4695	4623	98%
20	Orissa	145522	115479	79%
21	Punjab	49449	42636	86%
22	Rajasthan	109922	109922	100%
23	Sikkim	1891	1881	99%
24	Tamilnadu	128130	128130	100%
25	Telangana	54232	54201	100%
26	Tripura	11028	11011	100%

S. No	States	No. of Cooks-cum-Helpers - PAB Approval	No. of Cooks-cum-Helpers Engaged	% Engaged
1	2	3	4	5
27	Uttar Pradesh	396959	384475	97%
28	Uttarakhand	29187	25813	88%
29	West Bengal	248799	240830	97%
30	A&N islands	721	721	100%
31	Chandigarh	806	806	100%
32	D&N Haveli, Daman & Diu	1246	1112	89%
33	Delhi	19036	17739	93%
34	Lakshadweep	110	110	100%
35	Ladakh	874	864	99%
36	Puducherry	1031	1031	100%
	Total	**2592024**	**2480381**	**96%**

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Physical Progress on Construction of Kitchen-Cum-Stores

Sl. No.	State/UT	No. of Kitchen -cum-stores sanctioned during 2006-07 to 2020-21	Physical Progess of Kitchen cum stores upto 31.03.2021		
			Constructed	In Progress	Not yet started
1	2	3	4	6	8
1	Andhra Pradesh	44875	18291	1033	25551
2	Arunachal Pradesh	4085	4085	0	0
3	Assam	56795	51212	461	5122
4	Bihar	66550	58363	484	7703
5	Chhattisgarh	47266	45679	1587	0
6	Goa	0	0	0	0
7	Gujarat	25077	24714	0	363
8	Haryana	11483	10787	278	418
9	Himachal pradesh	14959	14946	13	0
10	Jammu & Kashmir	10998	6791	0	4207
11	Jharkhand	39001	31386	1137	6478
12	Karnataka	40477	39305	57	1115
13	Kerala	5481	4460	1021	0
14	Madhya Pradesh	103401	96534	494	6373
15	Maharashtra	71783	62276	0	9507
16	Manipur	3479	1083	1883	513
17	Meghalaya	9758	9758	0	0
18	Mizoram	2541	2541	0	0
19	Nagaland	2223	2223	0	0
20	Odisha	69152	69152	0	0
21	Punjab	18969	18969	0	0
22	Rajasthan	77298	50595	2711	23992
23	Sikkim	948	948	0	0
24	Tamil Nadu	28470	28045	91	334
25	Telangana	30408	17483	3698	9227
26	Tripura*	5304	5565	0	
27	Uttar Pradesh	122572	113103	0	9469
28	Uttarakhand	15933	15766	12	155
29	West Bengal	81656	81656	0	0
30	A&N Islands	331	169	0	162
31	Chandigarh	10	7	3	0
32	D&N Haveli, D&D	82	82	0	0
33	Delhi	0	0	0	0
34	Ladakh	817	327		490
35	Lakshadweep	0	0	0	0
36	Puducherry	105	92	9	4
	Total	**1012287**	**886393**	**14972**	**111183**

Tripura has constructed 261 more kitchen-cum-store than sanctioned.

PART - III

Common Activities of
Department of Higher
Education
and
Department of School
Education and Literacy

1

EDUCATION OFSCHEDULE CASTES & SCHEDULE TRIBES

Education Ofschedule 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.

National Policy on Education

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that 'Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women....This will be an act of faith and social engineering.... The removal of women's literacy and obstacles inhibiting their services, setting time targets and effective monitoring...''

National Education Policy 2020 (NEP 2020)

National Education Policy 2020 has been announced on 29.07.2020 after detailed consultation with stakeholders. National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

On the completion of one year of NEP, 2020, Hon'ble Prime Minister in a virtual event organised on 29.07.2021 launched various initiatives of School and Higher Education viz. setting up of Academic Bank of Credit; Multiple Entry/Exit in Institutions of Eminence (IOEs); First year teaching of Technical Courses in Regional Languages; VidyaPravesh – School Preparation Module; Indian Sign Language as a subject; NISHTHA 2.0; Structured Assessment for Analyzing Learning Levels (SAFAL); Artificial Intelligence website for public awareness; National Digital Education Architecture (NDEAR) etc.

In order to deliberate on state-wise initiatives taken, best practices adopted by States, challenges and strategy for implementation and to come out with a consolidated Report / Concept Paper, various workshops at Zonal and Regional level on three themes i.e. 'Access', 'Quality' and 'Future Readiness'; were organised covering the entire gamut of the NEP, 2020. The outcomes of these Zonal and Regional workshops are to be discussed in the forthcoming proposed Conference of Chief Secretaries.

To review the progress of implementation of NEP 2020, various meetings/workshops have been held with States/UTs, Ministries/Departments, Implementation Committee / Review Committee.

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 Ministry of Education is given below:

Department	DAPSC	DAPST
School Education and Literacy	20%	10.7%
Higher Education	16.60%	8.60%

"The percentage allocation for SC and ST i.e. 16.60% and 8.60% respectively as prescribed by NITI Aayog is being followed by the Department of Higher Education under the Scheme Component. The Equity Support is exempted from SC/ST allocation. Similarly, under the Department of School Education and Literacy, the percentage allocation for SC and ST has been kept as 20% and 10.7% respectively, under the Scheme Component. The SC/ST allocation has also been made in Non-Scheme Components of both the Departments, to maintain the overall allocation of SC/ST at the level of last year's allocation."

Table: Funds Earmarked under DAPSC and DAPST(2020-21)

(Rs in Crore)

Department of Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimate	Expend-iture	Budget Estimates	Revised Estimate	Expend-iture	Budget Estimates	Revised Estimate	Expend-iture
Scheme Component	10606.90	4744.12	5311.99	1397.00	754.70	687.02	723.00	399.57	361.80
Percentage*				16.62%	16.61%		8.60%	8.79%	
Other than Scheme Component	28859.62	28155.88	27522.95	1813.00	1786.67	1919.93	917.00	905.20	950.11
Percentage				6.28%	6.35%		3.18%	3.21%	
Total Higher Education	**39466.52**	**32900.00**	**32834.94**	**3210.00**	**2541.37**	**2606.95**	**1640.00**	**1304.77**	**1311.91**

Percentage has been calculated after deducting the Equity Component of Rs. 2200/200 crore from the total Scheme allocation.

Table: Funds Earmarked under DAPSC and DAPST (2021-22)

(Rs in Crore)

Department of Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimate	Expendi-ture	Budget Estimates	Revised Estimate	Expend-iture	Budget Estimates	Revised Estimate	Expend-iture
Scheme Component	9079.43	5211	3126.54	1508.00	880.06	372.86	785.00	456.23	183.11
Percentage*		-		16.61%	16.88%		8.65%	8.76%	
Other than Scheme Component	29271.22	30820.57	21187.43	2335.00	2455.45	1771.57	1178.45	1233.18	916.73
Percentage		-		7.98%	7.97%		4.03%	4.00%	
Total Higher Education	**38350.65**	**36031.57**	**24313.97**	**3843.00**	**3335.51**	**2144.43**	**1963.45**	**1689.41**	**1099.84**

Percentage has been calculated after deducting the Equity component of Rs.1 Crore from the total Scheme allocation.
 # As on dated 31.12.2021.

Table: Funds Earmarked under DAPSC and DAPST (2020-21)

(Rs in Crore)

D/o SE&L	Total			SCSP			TSP		
	Budget Estimates	Revised Estimate	Expenditure	Budget Estimates	Revised Estimate	Expenditure	Budget Estimates	Revised Estimate	Expenditure
Scheme Component	50600.00	41753.58	41429.37	10130.00	9808.37	7904.89	5574.00	5671.77	5049.35
Percentage				20.02%	23.49%		11.02%	13.58%	
Other than Scheme Component	9245.00	10435.49	10416.25	140.00	612.32	612.32	270.00	478.44	478.44
Percentage				1.51%	5.87%		2.92%	4.58%	
Total D/o SE&L	**59845.00**	**52189.07**	**51845.62**	**10270.00**	**10420.69**	**8517.21**	**5844.00**	**6150.21**	**5527.79**

Table: Funds Earmarked under DAPSC and DAPST (2021-22)

(Rs in Crore)

Department of Higher Education	Total			SCSP			TSP		
	Budget Estimates	Revised Estimate	Expenditure	Budget Estimates	Revised Estimate	Expenditure	Budget Estimates	Revised Estimate	Expenditure
Scheme Component	43648.66	40862.70	22979.08	8747.68	8067.49	4347.39	4898.40	4416.68	2990.78
Percentage				20.04%	19.74%		11.22%	10.81%	
Other than Scheme Component	11225.00	11107.25	8072.57	673.00	661.00	465.31	399.00	393.00	279.60
Percentage				6.00%	5.95%		3.55%	3.54%	
Total D/o SE&L	**54873.66**	**51969.95**	**31051.65**	**9420.68**	**8728.49**	**4812.70**	**5297.40**	**4809.68**	**3270.38**

*Expenditure as on 31.12.2021

Higher Education

Overview of Higher Education

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st century. The Ministry of Education has been able to achieve substantial progress in the thrust areas of expansion, equity, excellence and employability. Indian higher education system is one of the largest in the world today. While at the time of Independence, there were only 20 universities and 500 colleges with 0.1 million students, their number, has increased to 1043 Universities, 42343 colleges and 11779 Stand Alone Institutions in 2019-20. Similarly the student enrolment has increased tremendously over the last few years. It may be noted that the Gross Enrolment Ratio (GER) which was 11% in 2005-06, has more than doubled to 27.3% in 2019-20. Total students enrolment in 2019-20 was 38.5 million with 19.6 million boys and 18.9 million girls. Girls constitute 49.03% of the total enrolment.

Higher Education and Human Development Indicators

Higher education is an important form of investment in human capital. In fact, it can be regarded as a high level or a specialized form of human capital, contribution of which to economic

and social growth is very significant. The contribution of higher education to development can be varied: it helps in the rapid industrialization of the economy, by providing manpower with professional, technical and managerial skills. It creates attitudes, and makes possible attitudinal changes necessary for the socialization of the individuals and the modernization and overall transformation of the societies. Higher education is found to be very significantly related to the Human Development Indicators also. Higher the level of higher education in a society, higher can be the level of human development, through its influence on two main components of HDI, viz., the life expectancy, and per capita income. Higher education can influence health of the population in a different way as well, through provision of skilled medical manpower to the society, thereby improving the quality and quantity of medical manpower in the society.

Growth in Enrolment of SCs/STs

Graphical representation of SCs/STs in Enrolment in Higher Education
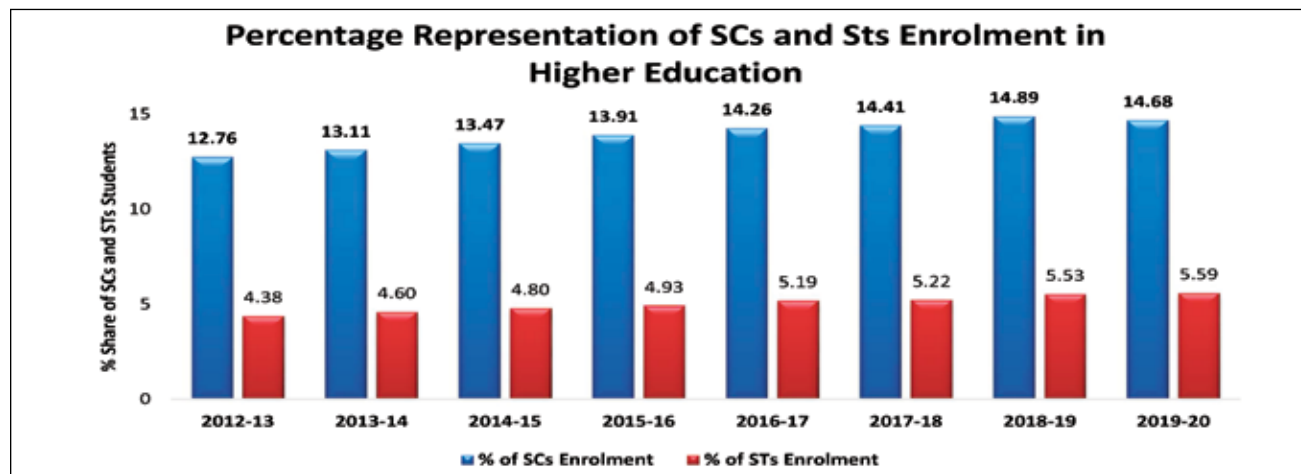
Source: All India Survey on Higher Education, MOE

The data in respect of Enrolment, Gender Parity Index (GPI), is given in Table below. The data shows that there is increase in the enrolment of SCs & STs.

Table: Enrolment and GPI

	Year							
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Enrolment of all Category	30152417	32336234	34211637	34584781	35705905	36642378	37399388	38536359
Enrolment of SC Students	3847942	4238207	4606666	4810314	5091515	5280361	5567078	5657672
Enrolment of ST Students	1320361	1486512	1640809	1704461	1852375	1913864	2067748	2156109
GPI of all Category	0.89	0.92	0.92	0.92	0.94	0.97	1.00	1.01
GPI of SC	0.89	0.92	0.91	0.91	0.93	0.96	1.02	1.05
GPI of ST	0.79	0.81	0.81	0.83	0.85	0.87	0.92	0.97

Source: All India Survey on Higher Education, MOE

The data in respect of Gross Enrolment Ratio (GER) for SCs/STs students and all category students is given in Table below. The data shows an increasing trend in GER for all categories as well as in SCs & STs.

Year	GER of All Category Students	GER of SC Students	GER of ST Students
2012-13	21.5	16.0	11.1
2013-14	23.0	17.1	11.3
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
2019-20	27.1	23.4	18.0

Source: All India Survey on Higher Education, MOE

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 7.4 percent from 2012-13 to 2019-20. The Gross Enrolment Ratio of STs has shown an increase of approximately 6.9 percent from 2012-13 to 2019-20.

The following table shows percentage (%) representation (enrolment) of SCs/STs students during 2013-14 to 2019-20 in Centrally Funded Higher Educational Institutions (CFHEI):-

Percentage (%) representation (Enrolment) of SCs/STs Students

in Centrally Funded Higher Educational Institutions(CFHEI)

CFHEI	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
Central University	10.42	3.85	10.65	3.85	11.53	3.89	12.4	4.5	12.2	4.4	13.8	4.1	13.8	4.5
IGNOU	8.99	8.32	9.2	8.16	8.54	7.57	8.6	7.0	11.2	8.2	12.7	8.6	12.3	7.1
IIITs	14.72	5.84	14.13	6.42	14.78	6.95	15.0	6.9	13.5	6.2	13.5	7.1	14.3	6.0
IIMs	9.86	4.08	9.73	4.05	10.53	4.51	12.1	4.8	10.9	4.4	10.7	6.4	11.0	4.9
IISc	4.25	1.67	4.26	1.92	4.49	1.65	4.5	1.7	11.5	2.8	11.3	4.0	11.1	2.7
IISERs	11.75	3.45	11.52	3.16	11.39	3.36	11.4	3.8	12.6	4.8	12.5	6.6	12.6	4.7
IITs	13.43	5.69	13.45	5.88	12.97	5.37	12.1	5.2	13.5	5.9	13.3	6.9	13.0	5.3
NITs	13.94	6.86	14.11	6.97	13.55	6.92	14.3	7.1	14.2	7.6	14.4	8.9	13.7	7.5
NUEPA	4.00	4.00	8.82	5.88	7.02	5.26	8.1	3.2	8.1	2.7	12.2	12.2	15.0	7.5
SPA	13.61	6.39	13.38	6.09	13.41	6.16	13.7	6.2	14.8	6.8	14.4	9.7	12.6	6.0

Source: All India Survey on Higher Education(AISHE), MOE

Programmes / Schemes for SCs/STs by Department of Higher Education

Central Scheme of Scholarship for College and University Students:-

Objective: Under the scheme, financial assistance is provided for pursuing higher education leading to grant of graduate / post graduate degree under regular mode of education to eligible poor and meritorious students.

Eligibility: Students who are in top 20th percentile of successful candidates in class XII and having family income of uptoRs. 8 lakh per annum, are eligible to apply.

Scope: 82,000 fresh scholarships, available every year (41,000 for boys and 41,000 for girls) and is distributed amongst the State Education Boards based on State's population in the age group of 18-25 years.

Scholarship amount: The amount of scholarship is Rs. 10,000/- per annum for first three years and Rs. 20,000/- per annum for the fourth and fifth year.

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

Online Portal: CSSS is on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal. This year portal has been opened in the month of August 2021 and last date for applying for fresh/renewal beneficiaries has been progressively extended upto 15.12.2021, 31.12.2021 and finally upto 15.01.2022. Accordingly the verification dates by Institute/Board has also been extended.

Reservation: Central Reservation Policy is followed under the scheme. 15% seats are earmarked for SCs, 7.5% for STs, 27% for OBCs and 5% horizontal reservation for Persons with Disabilities (PwDs) are kept in all the categories.

New Initiatives

i. Scheme is available in the Umang App and is LGD (Local Governance Directory) compliant having the district level granularity.

ii. NIC has implemented Aadhaar vault through which Aadhaar number is captured for fresh/ renewal registration purpose.

iii. The condition of applying for renewal on the basis of marks has been relaxed for the colleges which could not conduct annual examination this year due to COVID.

iv. Demo graphics and Aadhaar authentication of SNOs and INOs is integrated in NSP, where SNOs and INOs are authenticated through Aadhaar number.

Status of the scholarships provided and fund disbursed to SC/ST category beneficiaries for the year 2021 (01.01.2021 to 31.12.2021) is as follows:

CSSS (01.01.2021 to 31.12.2021)					
No. of beneficiaries (fresh+ renewal)			Amount disbursed (in cr.)		
SC	ST	Total	SC	ST	Total
25,495	5,262	30,757	26.91	5.67	32.58

Special Scholarship Scheme for Jammu & Kashmir:-

Objective: The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an

opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

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

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

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

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

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

New initiatives:

(i) Webinars were conducted during Covid-19 for generating scheme awareness among prospective beneficiaries, parents, school principals and other stakeholders.

(ii) Supernumerary seats in National Council of Hotel Management and Catering Technology (NCHMCT) approved institutions increased from 2 seats to 5 seats each respectively. Fee revised for students in NCHMCT approved institutions from 30,000/- p.a. to 1.25 lakh p.a.

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

Status of the scholarships provided and fund disbursed to SC/ST category beneficiaries for the year 2021 (01.01.2021 to 31.12.2021) is as follows:-

SSS for J&K (01.01.2021 to 31.12.2021)					
No. of beneficiaries (fresh+ renewal)			Amount disbursed (in cr.)		
SC	ST	Total	SC	ST	Total
1272	1192	2464	20	12	32

Central Sector Interest Subsidy on Educational Loans (CSIS):-

Objective: The objective of the Scheme is to ensure that no student is denied access to professional education only for the reason that he or she is poor.

Eligibility: Students enrolled in professional/ technical courses from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional/ technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs)

are eligible. Those professional institutions/ programmes which do not come under the ambit of NAAC or NBA require approval of the respective regulatory body. The interest subsidy is admissible only once either for Under Graduation or Post Graduation or integrated courses.

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

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

DBT: Disbursement of interest subsidy claim is done through Direct Benefit Transfer (DBT) mode to the loan account of the beneficiary.

Online Portal: Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims Status of the no. of claims settled and fund disbursed to SC/ST category beneficiaries for the year 2021 (01.01.2021 to 31.12.2021) is as under:

CSIS (01.01.2021 to 31.12.2021)					
No. of claims			**Amount disbursed (in cr.)**		
SC	**ST**	**Total**	**SC**	**ST**	**Total**
20,359	4713	25,072	34.13	8.7	42.83

Rashtriya Ucchatar Shiksha Abhiyan (RUSA):

Rashtriya Uchchatar 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. Transformative reforms such as governance, academic, affiliation and accreditation reforms are pre-requisites in the implementation of the scheme in State higher educational institutions. The objective of the Scheme is to improve access of higher education in States, especially by focusing on Aspirational Districts, unserved and underserved districts. RUSA supports infrastructural developments which focus on creation of capital assets in nature of non-divisible infrastructure/resources and are not direct beneficiary oriented. 70 Model Degree Colleges have been approved in the aspirational districts, out of which many are tribal dominated districts. There is in place the monitoring mechanism Public Financial Monitoring System (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.

Tribal Universities:

Setting up of Central University is an ongoing process. The Central Government has already established two Central Tribal Universities namely the **Indira Gandhi National Tribal University, M.P** and **Central Tribal University of Andhra Pradesh**, AP with a view to provide avenues of higher education and research facilities primarily for the tribal population of the country. Besides, the Andhra Pradesh reorganization Act, 2014 inter-alia mandates for establishment of a new Central Tribal University in Telangana. This University will be functional after the enactment by the Parliament. Further, there are several Central Universities in different States which also fulfil the aspirations of higher education of tribal youth of the region.

A Tribal University not only increases access and improve the quality of higher education in the State but also facilitate and promote avenues of higher education and advance knowledge by emphasising instructional and research facilities

in tribal art, culture, tradition, language, medicinal systems, customs, forest based economic activities, flora, fauna and advancement in technologies to the tribal population in the State.

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 inspired by Dr Ambedkar's basic philosophy of making education the tool for a holistic socio-cultural transformation that first addresses the aspirations of the most deprived section of our society. The reservation policy to be followed for admission in Academic Session 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.

Programmes/Schemes implemented by University Grants Commission (UGC)

UGC's Post–Doctoral Fellowships/Research Fellowships/Post Graduate Scholarships/ Under graduate Scholarships for SCs/STs (NE Region)

(i) **National Fellowship for Higher Education of SC students**:- This Scheme is funded by the Ministry of Social Justice & Empowerment 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 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.

(ii) **National Fellowship for Higher Education of ST students**:- This Scheme is funded by the 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 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. There are 750 slots per year for ST candidates.

(iii) **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.

(iv) **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.

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 Lakhs (One time)
Recurring	Rs. 7.00 Lakhs per annum

Ceiling of the grant for college

Non-Recurring	Rs. 5.00 Lakhs (One time)
Recurring	Rs.2.00 Lakhs per annum

(ii) Coaching for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities: Coaching for NET/SET with the objective to prepare SC/ST/OBC and Minority Community candidates for National eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.

Financial assistance for each of the above scheme is as under:

Ceiling of the grant for university

Non-Recurring	Rs. 5.00 Lakh (One time)
Recurring	Rs. 7.00 Lakhs per annum

Ceiling of the grant for college

Non-Recurring	Rs.3.50 Lakhs (one time)
Recurring	Rs.1.50 Lakhs per annum

(iii) Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students: In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students. The Centres are provided due assistance to undertake the academic activities.

Financial assistance for the above scheme is as under :

Ceiling of the grant for university

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs. 7.00 lakhs per annum

Ceiling of the grant for college

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs.2.00 lakhs per annum

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 IIITs/Medical Colleges.

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

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 32centers 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. 4.52Crore has been released to Five Centers during 2020-21.

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.

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.

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.

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.

Further, the UGC has forwarded a copy of the Ministry of HRD (Department of Higher Education) letter No. F.38-11/2018-CU.V dated 7.3.2019 alongwith notification No. 1013 dated 7.3.2019 to all grant-in aid Universities regarding the Central Educational Institutions (Reservation in Teacher's Cadre) ordinance, 2019.

Notification S.O.2013 dated 7.3.2019:- In exercise of powers conferred under sub-section (1) of section 3 of the Central Educational Institutions (Reservation in Teacher's Cadre) ordinance, 2019 (Ordinance 13 of 2019), the Central Government hereby specifies that there shall be reservation of posts in direct recruitment out of sanctioned strength in teachers' cadre in Central Education Institutions in manner specified in Office Memorandum, No. 36012/2/96-Estt. (Res.) of the Department of Personnel and Training, Ministry of Personnel, Public Grivances and Pensions, dated 2nd July, 1997 to the extent as follows, namely:-

(a) Fifteen percent for Scheduled Castes,

(b) Seven and one-half percent for Scheduled Tribes, and

(c) Twenty-seven percent for socially and educationally Backward classes

Ishan Uday:

The UGC launched scheme of "Ishan 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 54,000 to 78,000 per month for studying at under graduate level in Colleges/Universities of the country. Number of Scholarship during last 5 years is given as below:

Ishan Uday Special Scholarship Scheme for NER

Years	SC Beneficiaries	Amount	ST Beneficiaries	Amount
2016-17	992	517.36	2727	1299.49
2017-18	1066	367.94	2702	960.45
2018-19	1239	953.28	2699	1795.34
2019-20	535	297.94	1157	661.15
2020-21	161	42.50	373	123.21

Programmes/Schemes implemented by All India Council for Technical Education (AICTE)

AICTE through its various schemes is providing financial and technical support to SC/ST Students pursuing technical courses in AICTE Approved Institutions either as a Scheme or as beneficiaries under a Scheme.

AICTE Scheme for Campus Accommodation & Facilities Enhancing Social Experience (CAFES):-

Considering the accommodation problem being faced by SC/ST students in taking admissions in good engineering colleges, a scheme for providing financial assistance for construction of hostels for men and women was launched. It is being operated with the name AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social Experience (CAFES) from the year 2020-21, with CAFES- SC/ST now as a variant within the Scheme.

Financial support of up to Rs. 3.25 Crore is given Government/ Government-aided engineering colleges for construction of hostel for students/ researchers belonging to SC/ST category. In addition, for establishment of Gym, Indoor sports facilities and creating a library (including installation of 10 Desktop PCs) for preparation of test for competitive examination/higher education- funding of Rs.5 lakh, 10 lakh and 10 lakh respectively is being provided from the year 2020-21. The table below gives an overview of beneficiaries since launch of Scheme.

Sl. No.	Status of Project	Number
1	Institutes which have received all instalments and Completed/ settled hostels	48
2	Institutes which refunded 1st instalment along with interest	10
3	Institutes which have received 1st instalment released/hostel under construction	34
4	Institutes received 2nd instalment released/hostel under construction	23
	Total	115

The grant released till date for these hostel, from 2012-13 onwards is Rs. 179.90 crore.

Skill and Personality Development Program (SPDP) Centre for SC/ST Students:-

The scheme supports establishment of SPDP Centre in institutes, to empower the SC and ST students by providing special skill trainings apart from regular study. The training is provided through modules on communication, personality development and proficiency in English language. Thus, it boosts the confidence of SC and ST students and provides them with better career opportunities, so that, their employability in the industry increases. Maximum limit of funding to the institute under this scheme is Rs.25 lakhs, to be spent within 03 years.

47 institutes supported (31 new SPDP Centres established and 16 already running SPDP centres) with financial assistance of Rs. 279.02 lakh during the year 2019-20 and 63 with Rs. 468.01 lakh during the year 2020-21. Rs. 162.54 lakh has been released to 32 institutes this year, since April 2021 under the Scheme.

The scheme has been discontinued from current year and benefits are now being provided through National Educational Alliance for Technology (NEAT) platform.

AICTE- Pragati Scholarship Scheme for Girl Students:-

AICTE awards Pragati Scholarship to girl students, with an aim to give young women the opportunity to pursue education and prepare a successful future by empowering women through technical education.

The scheme was launched on National Educational Day (11th November) in 2014 has following salient features:

- The candidates should be admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute or 2nd year through lateral entry.

- Two girl child per family whose annual income should be less than Rs.8 Lakhs.

- 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.

- Amount of scholarship: Rs 50,000 per annum.

- Reservation-15% for SC, 7.5% ST and 27% for OBC students.

During the year (Jan- Oct 2021), there have been 12148 unique beneficiaries to whom Rs. 5069.94 lakh were released. This included 1695 girls from SC and 515 from ST categories. The Table below gives an account of SC/ST beneficiaries in preceding Financial Years.

Pragati Scholarship Scheme for Girl Students

Years	SC		ST	
	Benefi-ciaries	Amount (in Rs)	Benefi-ciaries	Amount (in Rs)
2015-16	7	1,40,000	2	40,000
2016-17	221	47,86,017	64	14,15,870
2017-18	444	96,37,901	127	31,01,877
2018-19	621	1,39,14,171	149	36,29,050
2019-20	1017	2,31,01,490	179	40,48,573

PG Scholarship

In order to ensure development of technical education in India, AICTE offers a monthly scholarship of Rs 12,400 to GATE/GPAT qualified students through its Post Graduate Scholarship Scheme. PG Scholarship is awarded to students admitted in Master of Engineering, Master of Technology, Master of Architecture and Master of Pharmacy courses in AICTE approved Institutions and AICTE approved University / Departments.

During the year (Jan- Oct 2021), there have been 18920 unique beneficiaries to whom RS. 21907.62 lakh were released. This included 2494 PG students belonging to SC and 665 from ST category. The table below gives an account of SC & ST beneficiaries in preceding Financial Years.

Years	SC		ST	
	Benefi-ciaries	Amount (in Lakh)	Benefi-ciaries	Amount (in Lakh)
2015-16	5955	5537.39	964	896.00
2016-17	4906	4402.62	770	677.38
2017-18	4403	4512.00	725	734.86
2018-19	4416	4400.49	817	755.10
2019-20	3965	3736.85	808	780.21

AICTE Doctoral Fellow (ADF) Scheme

The ADF Scheme, operated as National Doctoral Fellowship (NDF) till 2019-20, was launched from the academic year 2018-19 for admitting full time meritorious students for Ph.D programme in research institutes identified by AICTE. The objectives of Scheme are to promote research culture in AICTE approved institutions; to nurture talents for technical research; and, to promote collaborative research between institute and industries leading to start-ups.

Selected candidates are entitled to receive a fellowship of Rs. 31,000/- in first two years and Rs. 35,000 in the third, besides house rent allowance as per government norms. In addition,

Rs.15000/- is given as annual contingency grant to a fellow. The fellowship is for a period of 3 years and is extendable by 6 months in two spells, in special cases.

During the year (Jan- Oct 2021), there have been 474 unique beneficiaries to whom Rs. 1673.94 lakh were released. This included 98 Scholars from SC and 17 from ST. The Table gives an account of SC/ST beneficiaries since rolling out of the Scheme.

Years	SC		ST	
	Benefi-ciaries	Amount	Benefi-ciaries	Amount
2018-19	29	67,91,886	3	7,06,487
2019-20	76	2,41,65,817	15	44,28,419
2020-21	74	3,37,86,928	14	64,67,679

Benefits for SC/ST Students provided by IITs

a) Reservation of seats as per the Government of India norms are followed for admission to various courses.

b) Relaxation of upper age limit upto 5 years is granted to SC/ST candidate for admission through JEE.

c) 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 in UG courses.

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. Free Book Bank facility for a semester is provider to SC/ST students.

g) Relaxation for reserved categories in cutoff marks prescribed for General Category.

h) The application fees for entrance examinations has been lowered to reserved categories.

i) In order to help the students to practice well for NEET(UG) and JEE (Main) entrance examinations, National Testing Agency(NTA), has launched a Mobile App "National Test Abhyas" to facilitate candidates' access to high quality mock tests online free of cost.

j) Another initiative of the Government called Indian Institute of Technology – Professor Assisted Learning (IIT-PAL) provides video content in Biology, Chemistry, Mathematicsand Physics prepared by IIT Professor for Class XI and Class XII students aspiring to join IITs and other institutions. The content is available free of cost on dedicated DTH channels of SWAYAMPRABHA.

Benefits for SC/ST Students provided by IIMs

Reservation of seats as per the Government of India norms is followed for admission to various courses. The total number of 1084 SC students and 368 ST students took admission in the trMs for the 2021-23 Batch.

Benefits given to SC/ST students by IISERs & IISc

i. Reservation of seats for SC/ST students as per the government of India norms are followed for admission to various courses at all IISERs &IISc.

ii. All IISERs &IISc are extending the tuition fee waiver benefit to all the students belonging to SC/ST students.

iii. All possible assistance is being provided to SC/ST students for availing scholarships from the Central/State govt/Other funding agencies.

Benefits for SC/ST Students provided by IIITs

i. Reservation of seats as per the Government of India norms is followed for admission in various courses;

ii. All SC/ST students are exempted from payment of tuition fee in Centrally Funded IIITs. However, no such exemptions are followed to any category of students in IIITs established in PPP mode;

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.

Benefits for SC/ST Students provided by NITs

The National Institute of Technology (NITs) and Indian Institute of Engineering Science and Technology (IIEST), 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 IIEST Shibpur are based on the ranks secured by the students in the Joint Entrance Examination (Main) and subsequent counselling conducted by the Joint Seat Allocation Authority (JoSSA). The reservation policy as prescribed by the Government of India in the Central Educational Institutions (Reservation in Admission) Act, 2006 is followed while allocating seats to the students in these 32 Institutes.

The SC/ST/PwD category of students are getting complete tuition fee waiver at undergraduate level from the academic year 2016-17. The fee waiver has also been extended to SC/ST/PH M.Tech students in NITs and IIEST.

Benefits for SC/ST students provided by IGNOU

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 to provide access to quality education to all segments of 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.

The university established 19 Special 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. The university extends support to students in the North-east region with a network consists of nine Regional Centres and 210 Learners Support Centres. These Regional Centres adopted villages under theUnnat Bharat Abhiyan. Under these initiatives, the 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 university has introduced the scheme of fee exemption for unemployed SC/ST students in selected academic programmes from Finance Year 2015-16 as a Direct Benefit Transfer Scheme (DBT). As of now this scheme is applicable in 55 Academic programmes.

The university offers short duration vocational programmes in continuing/ extension education, rural and agriculture sectors etc, these programmes are very popular among students from socially backward community. The university enrolled 1.82 laks SC/ST students in 2021 calendar year.

School Education

Literacy rate at the national level has increased from 64.9% (Census 2001) to 73% (Census 2011). While the literacy rate at the national level has improved 10 percentage points; the literacy rate for SC and ST communities has increased by 12 percentage points. At the national level, the enrolment share of SC children (18.82%) is more than their share in the population (16.60%) as per census 2011 and an increasing trend can be seen over the years. The enrolment share of ST children (9.88%) at national level is more than their share in the population (8.60%) as per census 2011 and an increasing trend can be seen over the years.

Financial Outlay 2020-21 for Uniform

Under Samagra Shiksha, provision is there for giving 2 sets of uniform to all girls, and children belonging to SC/ST/BPL families in Government schools, up to class 8 at an average cost of Rs. 600/- per child per annum.

Category	Physical	Financial (in Lakh)
ST Boys	5769615	33972.50
SC Boys	10900779	64036.61

All girls including SC/ST girls are provided two sets of free uniform.

Financial Outlay 2020-21 for Free Text Books

Under SamagraShiksha, there is provision for textbooks to all children in Government/local body and Government aided schools, including Madarsas desirous of introducing the State curriculum at an average cost of Rs. 250/- per child at the primary level and Rs. 400/- per child at upper primary level.

Category	Physical	Financial (in Lakh)
Braille Books Class 1-2	5503	13.65
Large Print Books Class 1-2	1879	46.42
Braille Books Class 3-5	9239	22.87
Large Print Books Class 3-5	26701	64.63
Braille Books Class 6-8	8374	32.98
Large Print Books Class 6-8	31933	23.23

All students including SC/ST students from Class 1 to 8 are provided free textbooks.

Gross Enrolment Ratio of SCs/STs

Years	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2014-15	99.78	112.80	108.80	75.78	82.00	72.16	46.43	48.36	35.54
2015-16	100.20	113.30	107.70	77.20	83.69	73.47	48.32	49.65	38.82
2016-17	97.68	108.80	104.70	76.42	82.52	72.25	43.77	44.74	35.65
2017-18	97.22	107.20	106.00	76.43	82.15	75.70	48.13	49.13	41.04
2018-19	96.10	105.30	105.00	76.90	82.74	78.19	50.14	51.34	43.94
2019-20	97.78	107.09	102.08	77.90	83.02	76.72	51.42	52.89	42.89

Source;- U-DISE report

15% seats for Scheduled Castes and 7.5% seats for Scheduled Tribes and 27% seats for Other Backward Classes (OBC-NCL) are reserved in all fresh admissions in all KendriyaVidyalayas. 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.

For the larger benefit of person with disability and SCs/STs candidates in the field of Teacher Education, the Provision of reservation and relaxation in the marks for admission is applicable as per the rule of Central Govt./State Govt.

Some of the special facilities provided to the SC/ST students in JNVs as per the Navodaya Vidyalaya Scheme, RTE Act or other provisions of Govt. of India are as under:

- 10 additional JNVs for Scheduled Caste (SC) concentrated districts and 10 additional JNVs for ST concentrated district have been sanctioned during the year 2008. List of such additional JNVs established in SC/ST Concentrated districts is enclosed.

- Reservation of seats in favour of children belonging to scheduled castes and scheduled Tribes is provided in proportion to their population in the concerned district provided that in no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.

- In Jawahar Navodaya Vidyalayas free of cost education including free boarding & lodging as well as expenses on uniform, textbooks, bedding items, stationery, daily use items, examination fee and expenditure on journey (TA/DA) to participants in official activities etc., are provided to the Scheduled Castes (SC) & Scheduled Tribes (ST) students.

- Ample opportunities like co-curricular activities, outdoor activities, games & Sports, NCC, NSS & Scout and Guide are also being provided for overall development of the students belonging to Scheduled Castes (SC) & Scheduled Tribes (ST) categories.

Special Provisions/facilities for disabled Students

- Reservation for admission of disabled students in JNVs is provided as per the norms of Govt. of India.

- JNVs have been permitted to engage the services of the special educators on need basis with the help of NGOs engaged in professional services to Children 'With Special Need' (CWSN) locally depending upon the requirement of children.

- Impairment being varied in nature training to the subject teachers on support to CWSN may at the most work as sensitization program rather than actual support required. For instance the child with visual impairment requires the Braille support for transcribing the lesions and transactions.

- Ramps and special toilets are constructed in school buildings and hostels for Divyang students. Teachers are being trained to help the students.

Enrolment of the SC/ST and disabled students in JNVs

Category wise Enrolment figure of students in Jawahar Navodaya Vidyalayas as on 31.01.2022 is as follows:

Number	Boys	Girls	Rural	Urban	Gen	OBC	SC	ST	Divyang Students
296821	174376	122445	252357	44464	57575	1E+05	74359	60448	3283
%	58.75	41.25	85.02	14.98	19.4	35.19	25.05	20.37	0.11

SC concentrated second JNVs sanctioned in 2008

1. Ujjain (Madhya Pradesh)

2. Gulbarga (Karnataka)

3. Prakasam (Andhra Pradesh)

4. Amritsar (Punjab)

5. Palamu (Jharkhand)

6. Gaya (Bihar)

7. South 24 Parganas (West Bengal)

8. Sriganganagar (Rajasthan)

9. Sitapur (Uttar Pradesh)

10. Jammu (Jammu & Kashmir [UT])

ST concentrated second JNVs sanctioned in 2008

1. East Khasi Hills (Meghalaya)

2. Pakur (Jharkhand)

3. Nandurbar (Maharashtra)

4. KarbiAnglong (Assam)

5. Banswara (Rajasthan)

6. Dahod (Gujarat)

7. East Godavari (old Khammam) (Andhra Pradesh)

8. Jhabua (Madhya Pradesh)

9. Sukma (old Dantewara) (Chhattisgarh)

10. Malkangiri (Odisha)

For the larger benefit of person with disability and SCs/STs candidates in the field of Teacher Education, the Provision of reservation and relaxation in the marks for admission is applicable as per the rule of Central Govt./State Govt in NCTE.

Samagra Shiksha

(i) The Right of Children to Free and Compulsory Education (RTE) Act, 2009, represents the consequential legislation to Article 21-A inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002. Article 21-A states that the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine. RTE Act, 2009 provides every child of the age of 6-14 years, the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education.

(ii) Earlier the provisions of RTE Act, 2009 were implemented through erstwhile scheme of Sarva Shiksha Abhiyan (SSA), which has been subsumed along with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) into the integrated scheme of Samagra Shiksha. Now, the provisions of RTE Act, 2009 are implemented through Samagra Shiksha from 2018-19.

(iii) Section 2(d) of the RTE Act,2009 defines "child belonging to disadvantaged group" means a child with disability or a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially

and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification. As defined in Section 2(a) of the RTE Act, 2009, the Central Government is the appropriate Government only in relation to a school established, owned or controlled by the Central Government, or the Union Territory, having no legislature. In other cases, State and UT Governments are the appropriate Governments, in relation to a school established within the territory of a State or a UT having legislature, respectively.

(iv) Further, Section 12(1) & (2) read with sections 2(d) & (e) of the RTE Act, 2009, stipulate the duties of the appropriate Government as well as responsibilities of schools and teachers to ensure access to education for all "child belonging to disadvantage group" and 'Weaker Section", including Child children of scheduled castes and tribes.

(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:**

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of aState/UT where thefemale rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

A total of 5615 KGBVs has been sanctioned to States under Samagra Shiksha till 17.11.2021. Out of it, 4942 KGBVs are operational with the

enrolment of 649031 girls. Out of the enrolment of 649031 girls, 180290 are SC girls, 167759 are ST girls, 231729 are OBC girls, 26787 are Muslims girls and 42466 are BPL category girls.

Upgradation of KGBV:

The task of up-gradation of KGBVs have been started in the year 2018-19 and by October 2021, a total of 2249 KGBVs, (including 610 upgraded up to class X and 1639 upgraded up to Class XII) have been upgraded.

Kendriya Vidyalayas (Central Schools)

The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI of 18600 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 aborad. 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 KendriyaVidyalayas. Those SC/ST students who are admitted under RTE quota are exempted from payment of free and also are provided with free books, uniform and transportation. All the SC/ST students are exempted from payment of tution free up to class XII.

National Council of Educational Research and Training (NCERT)

Education of SCs/STs in order to ensure quality education in the SC/ST concentrated areas, the NCERT has undertaken research studies and capacity building programmes. The research studies title "Assessing Community Participation in Promoting Elementary School Education in ST Dominated Areas" A Study of the Traditional indigcnous Practice Followed by Select Scheduled

Tribes for Conservation of natural Resource in Different Climatic Region of India', Intervention 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 Focussing 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, Umaim, 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 Eklayya 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 Aspirational districts of Rajasthan and Himachal Pradesh was organised at RIE, Ajmer from 14 to 20 November 2019.

Sensitization programme for Teachers and Wardens on Special Needs of Students of Eklavya Model Residential Schools (EMRSs) in Scheduled Tribe concentrated blocks

Training programme entitled Sensitization programme for Teachers and Wardens on Special Needs of Students of Eklavya Model Residential

Schools (EMRSs) in Scheduled Tribe concentrated blocks were organized to sensitize the teachers and wardens on special needs of students of EMRSs situated in STs concentrated blocks of Madhya Pradesh and Tripura. Need assessment was conducted through questionnaire, focus group discussions and interaction with school functionaries by visiting EMRSs and the issues and challenges were identified in implementation of inclusive education programmes in EMRSs. The NISHTHA training package was used during three days programmes conducted from 26th to 28th Dec., 2019 in EMRS, Bhopal and from 18-20 January, 2020 in Agartala, Tripura. There were 49 and 52 participants attended these programmes respectively.

Roll out workshop on UDL *Barkhaa: A Reading Series for All*

Under PAB programme, based out **on UDL Barkhaa: A Reading Series for All,** three roll-out workshops were conducted in NIE from 29th and 30th January, 2020, 10-11 February, 2020 and 18-19 February, 2020. In these workshops total number of 147 participants and 4 resource persons attended the workshop.

Educational Roadmap for Quality Education for Children Residing in Difficult Terrains in the Country

The roadmap was developed and shared with the states for improving quality of education of these children in the elementary schools with high ST population residing in difficult terrains of different states/UTs. The developed educational roadmap (draft) was tried out in the month of December, 2019 at Chandel District, Imphal, Manipur.

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.

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2

EDUCATIONAL DEVELOPMENT OF NORTH EAST AND HILL STATES

Educational Development of North East and Hill States

At present there are 10 States and 2 UTs that enjoy Special Category Status: Arunachal Pradesh, Assam, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand and Jammu & Kashmir and Ladakh. These states have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-economic developmental parameters. These States have also geographical disadvantages in their effort for infrastructural development and also late starters in development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. In view of the above problems, central government sanctions 90 % in the form of grants in plan assistance to the North Eastern & Hill States and 100% in Ladakh being a Union Territory.

Education in Special Category States at a glance

Sl. No.	State	Enrolment in Higher Educational Institutions 2019-20	Gross Enrolment Ratio Higher Education (18-23 yrs.) 2019-20	Gender Parity Index Higher Education (18-23 yrs.) 2019-20
1	Arunachal Pradesh	55816	35.4	0.94
2	Assam	650601	17.3	0.99
3	Manipur	124538	38.3	1.03
4	Meghalaya	87541	26.1	1.16
5	Mizoram	33236	26.1	0.92
6	Nagaland	44561	18.5	1.24
7	Sikkim	58071	75.8	0.81
8	Tripura	86247	20.2	0.80
9	Jammu &Kashmir	395416	32.4	1.05
10	Ladakh	2897	7.9	2.25
11	Himachal Pradesh	289488	40.8	1.30
12	Uttarakhand	493279	41.5	1.04

Source: All India Survey on Higher Education 2019-20.

Improvement of higher education prospect in the special category states/UTs has been one of the key concerns of the Government of India for some time. It is candidly believed that overall development of the north east has strong relation with expansion of educational network. Therefore, there is 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	01			01	01	
Meghalaya	01	01		01		
Mizoram	01			01		
Nagaland	01			01		
Sikkim	01			01		
Tripura	01			01	01	
Himachal Pradesh	01	01	01	01	01	
Jammu & Kashmir	02	01	01	01		
Uttarakhand	01	01	01	01		

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) of the Department of Higher Education 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 & 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 prerequisites in the implementation of the scheme in State higher educational institutions.

Objectives of RUSA

a. Improving access of higher education in States, especially by focusing on Aspirational Districts, un-served 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.

State-wise details of the college approval under RUSA:

S. No.	Name of the State	Model Degree Colleges (General)	New Collages (Professional & Technical)
1.	Arunachal Pradesh	2	3
2.	Assam	5	3
3.	Himachal Pradesh	2	3
4.	Jammu & Kashmir	3	3
5.	Manipur	0	1
6.	Meghalaya	2	2
7.	Mizoram	0	1
8.	Nagaland	2	2
9.	Sikkim	2	2
10.	Tripura	4	0
11.	Uttar khan	3	1
12.	Ladakh	0	0

Under RUSA, the following activities have been undertaken in NER States and Special Category State/ UT during 2020-2021.

States	Component	Component Total	State wise Total
Himachal Pradesh	Infrastructure Grants of Collage	Rs.90,00,000	Rs.90,00,000
Uttarakhand	Infrastructure Grants of Collage	Rs.2,19,58,560	Rs.2,19,58,560
Manipur	Infrastructure Grants of Collage	Rs.90,00,000	
	New Professional Collage	Rs.5,67,67,000	
	Creation of University by conversion of existing collages in a cluster	Rs.12,37,50,000	18,95,17,000
Mizoram	Faculty recruitment	Rs.5,20,71,000	Rs.10,03,02,545
	Infrastructure Grants to Colleges	Rs. 1,30,27,313	
	Up gradation of Existing Colleges to MDC	Rs. 3,52,04,232	
Jammu & Kashmir	Infrastructure Grants to Colleges and RUSA 1.0	Rs. 1,11,31,840	Rs. 4,91,69,840
	Infrastructure Grants to Colleges and RUSA 2.0	Rs. 2,67,88,000	
	Equity Initiative	Rs. 1,12,50,000	
Meghalaya	New Professional Colleges	Rs. 5,85,00,000	Rs. 5,85,00,000
Sikkim	Institutional Restructuring, Capacity Building & Capacity Building & Reform	Rs. 44,29,000	Rs. 44,29,000

Under RUSA, the following activities have been undertaken in NER States and Special Category State /UT during 2021-2022.

States	Component	Component Total	State wise Total
Himachal Pradesh	Model Degree Colleges	Rs.1,08,00,000	Rs.2,79,00,000
	Up-gradation of Existing colleges into Model Degree Colleges under RUSA 1.0	Rs. 36,00,000	
	Infrastructure Grants to Colleges under RUSA 1.0	Rs. 90,00,000	
	Infrastructure Grants to Colleges under RUSA 2.0	Rs. 90,00,000	
	Infrastructure Grants to Colleges under RUSA 2.0	Rs. 45,00,000	
Uttarakhand	Infrastructure Grants to Colleges	Rs. 2,25,00,000	Rs.7,65,00,100
	Model Degree Colleges	Rs. 5,40,00,100	
Mizoram	Infrastructure Grants to Colleges under RUSA 2.0	Rs.5,40,00,000	Rs.5,40,00,000
Assam	Infrastructure Grants to Colleges	Rs. 9,24,49,309	Rs. 9,24,49,309

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 centers in all these states. Since then, the University has contributed significantly by expanding its students support network to ensure access in equity of higher education in remote corners of these states; supplementing the conventional forms of education.

North East Region

IGNOU facilitates expansion of educational development in North East Region (NER) by providing opportunities of higher education, training, skill development and other initiatives. The University has made significant contribution for educational development through its network of 9 Regional Centers and 210 study centers across 8 states in the NER.

Jammu and Kashmir

IGNOU operates through two Regionalcenters in Jammu and Kashmir, i.e., RC Jammu and RC Srinagar and one sub-Regional Center at Leh, for the U.T. of Ladakh. The number of Study centers under RC Jammu is 112 and under RC Srinagar is 50. There are 4 study centers under the sub-Regional Center at Leh.

Uttarakhand

The state of Uttarakhand is served by one Regional Center in Dehradun operating through a network of 28 Study centers for providing learner support services.

Himachal Pradesh

Academic and counseling support in Himachal Pradesh is managed with the help of 48 study centers operating under the Regional Center Shimla.

Book Promotional Activities in the North-East

The Nation Book Trust (NBT) 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 organized several literary programmes including an Author-Illustrator workshop held at Gangtok, Sikkim from 23 to 26 March 2021. During the workshop around 40 books were developed including silent books, picture books and story books in Nepali language as well as in bilingual format (Nepali-Bangla & Nepali-English).

In addition, NBT in association with Bodo Writers' Academy organized a three day Bodo children's writers and illustrators workshop from 18 to 20 March 2021 at the Auditorium of Engkhong Publications, Bijni, Bodoland, Assam; and on the occasion of International Children's Book Day, on 2 April 2021, an Open Mic Story Reading Session was organized by Mini Clubhouse at Guwahati, Assam. National Book Trust, India was the Knowledge Partner at the event. Children aged 4-16 years as well as some popular authors and poets from the region participate in the event.

Book Promotional Activities in J&K

National Book Trust, India has been organizing book fairs, mobile exhibitions and other book-related activities like panel discussions, book release functions, seminars etc. across the country to promote book mindedness among people especially among youth and making low-cost books available to book lovers. To further this objective and keeping in mind the ever-growing demands of the book lovers of Jammu & Kashmir, NBT has been organizing such activities in the region for the last many years. During the period under review, the Trust organized a Translation workshop in Kashmiri language at Amar Singh College, Srinagar from 16 to 17 November 2021. Thirty-two young translators and writers participated in the workshop. In the Calendar year 2021, NBT supplied a collection of age-appropriate books for approx. 16,000 schools in Jammu region under SamagraShiksha.

Scholarship

Central Sector Scheme of Scholarship for College and University Students

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

Eligibility:- Students who are in top 20th percentile of successful candidates in class XII and having family income of uptoRs. 8 lakh per annum, are eligible to apply.

Scope:- 82,000 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.

Scholarship rate:- 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.

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

Online Portal:- CSSS has on-boarded the National Scholarship portal (www.scholarships. gov.in) with effect from 1.8.2015. The eligible pass out students from the Academic Year 2015 onwards is required to apply online for fresh and renewal scholarship through the portal. This year portal has been opened in the month of August, 2021 and last date for applying for fresh/renewal beneficiaries has been progressively extended upto 15.01.2022. Accordingly the verification dates by Institute/Board has also been extended.

Reservation:- 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

(i) Scheme is available in the Umang App and is LGD (Local Governance Directory) compliant having the district level granularity.

(ii) NIC has implemented Aadhaar vault through which Aadhaar number is captured for fresh/ renewal registration purpose.

(iii) The condition of applying for renewal on the basis of marks is relaxed this year due to COVID.

(iv) Demographics and Aadhaar authentication of SNOs and INOs is integrated in NSP, where SNOs and INOs are authenticated through Aadhaar number.

A statement indicating allocated quota of the NER/ Hill States and disbursal of scholarship is provided below:-

Special Scholarship Scheme for Jammu & Kashmir and Ladakh:-

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

Eligibility:- Students of Jammu & Kashmir and Ladakh having family income of up to Rs. 8.0 Lakhs per annum and having passed Class XII/ Equivalent Examination from these UTs are eligible to apply under the scheme. Students who have secured admission outside these UTs either in allotted seats through centralized 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.

S. No.	State	Allocated quota	CSSS (01.01.2021 to 31.12.2021)	
			No. of Scholarship Fresh + Renewal	Amount (inRs.)
1.	Arunachal Pradesh	77	NA*	
2.	Assam	2002	210	2300000
3.	Himachal Pradesh	461	843	8480000
4.	Jammu and Kashmir	768	599	6430000
5.	Manipur	181	258	2750000
6.	Meghalaya	166	71	710000
7.	Mizoram	75	0	0
8.	Nagaland	176	110	1110000
9.	Sikkim	44	NA	
10.	Tripura	236	464	4880000
11.	Uttarakhand	616	1223	12880000
	Total	**4802**	**3778**	**39540000**

Note:- Disbursal of scholarship to the state of Arunachal Pradesh and Sikkim is done through CBSE only (these states don't have their own State Education Boards)

*None applied

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

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

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

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

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

New initiatives:

(i) Webinars were conducted during Covid-19 for generating scheme awareness among prospective beneficiaries, parents, school principals and other stakeholders.

(ii) Supernumerary seats in NCHMCT approved institutions increased from 2 seats to 5 seats each respectively. Fee revised for students in NCHMCT approved institutions from 30,000/- p.a. to 1.25 Lakh.

During the year 2021 (01.01.2021 to 31.12.2021) Rs. 184 crores has been released to All India Council for Technical Education (AICTE) and 19,236 scholarships (fresh+ renewal) have been provided.

Central Sector Interest Subsidy Scheme (CSIS)

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

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

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

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

Banks' Association (IBA). Canara Bank is the nodal Bank for this Scheme.

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

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

A statement indicating no. of claims and interest subsidy provide from 01.01.2021 to 31.12.2021 in NER and Hill states is provided below:-

No. of. Claims and Subsidy amount in Actual			
S. No.	State Name	Claims (Nos.)	Subsidy provided (Rs in crores)
1	Arunachal Pradesh	28	0.06
2	Assam	2348	4.50
3	Manipur	151	0.22
4	Meghalaya	484	1.12
5	Mizoram	88	0.31
6	Nagaland	66	0.09
7	Sikkim	84	0.15
8	Tripura	971	1.82
9	Jammu and Kashmir	5664	8.06
10	Himachal Pradesh	2286	3.94
11	Uttarakhand	4276	8.67
	Total	**16446**	**28.94**

ISHAN UDAY Special Scholarship Scheme for North Eastern Region

The Ministry and the UGC have taken special interest with regard to promotion of higher education in the NER. For improving the GER, promoting higher education and for encouraging children belonging to economically weaker section of the NE region, the scheme was launched from academic session 2014-15. Under the scheme, there is provision of providing financial assistance in the form of scholarship to 10000 students every year. The students with domicile of NER, who have passed Class XII or equivalent exam from a school situated within NER through any recognized Board of Education and have secured admission in general degree course, technical and professional courses including medical and paramedical courses (Integrated courses included) in Universities/Colleges/Institutions recognized by UGC, Institutions of National Importance/ Institutions recognized by other Statutory councils within as well as outside the States of NER are eligible for this Scholarship. For availing scholarship under this scheme, the income of the parents of the student should not exceed Rs. 4.5 lakh per annum.

Pattern of financial assistance:-

Particulars	Rate of Scholarship w.e.f. 01.12.2014	Tenure of Scholarship
General Degree courses	@ Rs.54,000/- per year	Full duration of the Undergraduate programme
Technical & Professional courses (including Medical & Para medical courses)	@ Rs.78,000/- per year	

Ishan Vikas:- 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.

All India Council for Technical Education (AICTE)

AICTE- Grant Augmenting Infrastructure in North Eastern Region (GAINER) {erstwhile SPECIAL SCHEME FOR NORTH EAST REGION}

To enhance the functional efficiency of the technical institutes located in far-flung areas of North East India, AICTE has launched a scheme extending financial assistance for construction of rain water harvesting system, alternative power support & availability/connection of internet facility. This scheme is being implemented through IIT-Guwahati.

Limit of funding for solving water problem per institute is Rs. 15.00 lakh; for procurement of solar energy plant or generator per institute is Rs. 20.00 lakh; and for facilitating proper internet connection maximum of Rs. 5.00 lakh.

AICTE has sanctioned, Rs. 3.08 crore to 16 institutes for Solar Project; Rs. 1.4 crore to 11 institutes for Water Project; and Rs. 63.29 lakh to 13 institutes for internet connection during 2021-22.

AICTE ICT Academy

AICTE has signed a MoU for Jammu and Kashmir Employability Enhancement Training (JEET) Programme on 6 December, 2020 with ICT Academy for providing Employability Enhancement Training to the final and pre-final year students in the Union Territories of J&K and Ladakh. The target Sector of the program is IT/ ITeS Sector – Advanced IT Skills where project duration will be of 24 months and number of beneficiaries will be 5,000.

AICTE opened its Internship portal for registration of students from J&K on 23-11-2020. Seats were allotted to students as per seats provided by IITs and IISERs. IIT Guwahati (36 seats), IIT Kanpur (25 seats), IIT Bhubaneswar (18 seats), IIT Ropar (44 seats) and IISER (20 seats) offered the internship in virtual mode.

To objective of this scheme is to provide exposure to youth of Jammu & Kashmir and Ladakh to academic culture in institutions of higher learning. It is expected that they will be working on cutting edge research in the field of science and technology under the guidance of faculties from these premier institutions.

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

Perched in the untrammelled beauty of the "land of the rising sun" the North Eastern Regional Institute of Science and Technology (NERIST) was set up by the Government of India, initially as a pilot project of the North Eastern Council, Shillong 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.

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.

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.

Budget/Fund Released

Object Head	Budget Estimate 2021-22	Fund Released till 31.12.2021 (Rs. in crore)
OH-31	52.00	13.00
OH-35	10.00	07.50
OH-36	52.00	26.50
Total	**114.00**	**47.00**

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). In the year 2018, CIT was accorded Deemed to be university Status by the UGC/MoE.

Mandates

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 fulfill the aspirations of the Local people of Assam.

Coursed offered by CIT

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/Fund Released

Object Head	Budget Estimate 2021-22	Fund Released till 31.12.2021 (Rs. in crore)
OH-31	16.00	04.00
OH-35	15.00	10.80
OH-36	25.00	09.20
Total	**56.00**	**24.00**

Concession for the wards of Kashmiri Migrants

Certain concessions were allowed for the wards of Kashmiri migrants as well as Kashmiri Pandits/ Kashmiri Hindu Families (Non-Migrants) who are living in the Kashmir Valley in the matter of their admission to the educational institutions in other parts of the country. As Kashmiri migrants continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country.

i. Relaxation in cut-off percentage 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.

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EDUCATION OF MINORITIES

Education of Minorities

Department of Higher Education

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 2021-22 (from 1.4.2021 to 1.11.2021), a total number of 127 fresh petitions were registered, of which 117 petitions were for grant of Minority Status Certificate and remaining 10 were for miscellaneous cases. During the period 283 petitions including the on-going cases were disposed.

From 1.4.2021 to 1.11.2021 a total of 24 Minority Status Certificates have been issued to the Minority Educational Institutions. Since inception and up to 1.11.2021, 13604 Minority Status Certificates have been issued by the Commission.

National Monitoring Committee on Minorities' Education (NMCME):

The National Monitoring Committee for Minorities Education (NMCME) under the Chairpersonship of Hon'ble Education Minister was constituted on 3.8.2017 for a period of three years. The Committee included eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stake-holders.

Establishment of Model Degree Colleges (MDCs):

The RashtriyaUcchatar Shiksha Abhiyan (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 in enrolment of students from unserved and under-served regions and brings down regional disparity. It also increases Gross Enrolment Ratio (GER) across gender and social categories.

During the 1st phase of RUSA Scheme for the period 2013-17, a total of 60 Model Degree Colleges were established in the 60 Educationally Backward Districts (EBDs). During the 2nd phase of RUSA Scheme for period 2018-20, 70 MDCs have been approved in Aspirational Districts, unserved and under-served areas. In addition, 64 New MDCs approved under erstwhile scheme of Model Degree Colleges implemented by University Grants Commission (UGC) has also been subsumed under the RUSA. Thus, 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.

Women Hostels:

With a view to provide hostels and other infrastructural 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 UGC is implementing the Scheme of construction of Women Hostels.

A total of 2,291 hostels were sanctioned at National Level out of which 378 (16.49%) Women's Hostel have been sanctioned in minorityconcentrated areas under the Prime Ministers New 15 Point Programme and the recommendation of the Sachar Committee.

Residential Coaching Academy forSC/ST/Minority/Women:

The main objective of the Residential Coaching 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. The programme provides coaching for entry into Central/State Governments and other services such as SSC, Banking etc. to the eligible students without tuition fee and hostel facilities free of cost or at nominal fee.

The UGC provides financial support to four universities, namely, Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar University and Jamia Millia Islamia under the scheme of Residential Coaching Academy. The number of beneficiaries under the scheme of Residential Coaching Academy for SC/ST/Minority and Women is as under:

Name of the University	SC	ST	Women	Mi-nori-ties	Total no. of Benefi-ciaries
Jamia Millia Islamia	188	74	338	776	1,376
Maulana Azad National Urdu University	—	—	—	—	882
Aligarh Muslim University (AMU)	34	01	62	161	258
Baba Saheb Bhimrao Ambedkar University	255	07	226	44	532

Greater Resources for Teaching Urdu:

The Centre for Professional Development of Urdu Teachers (Urdu Academy) has been established by the University Grants Commission at AMU Campus. The AMU has appointed 4 faculty members on the recommendation of the General Selection Committee held on 16.05.2016. Apart from regular teaching and supervision of research activities of the Research Scholars, Urdu Academy imparts the in-service Urdu School teacher-training for the professional development of Urdu language. The thrust areas of the Academy assigned by the UGC are to impart training of the teachers of Uttar Pradesh, Uttarakhand, Bihar, West Bengal and Odisha. In addition to the regular activities of the faculty, namely, delivering lectures in other institutions, conducting online workshops, publication of research papers, editing of urdu magazines, etc. an **online International Mushaira was also conducted on 26th August 2021.**

Department of School Education & Literacy

Scheme for Providing Education in Madarsas/Minorities (SPEMM):

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 andAdministration) 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.

- Evaluation of SPEMM was undertaken as a part of evaluation of Umbrella Centrally

Sponsored Schemes (UCSS) of erstwhile MoE by NITI Aayog along with KPMG.

- SPEMM has been transferred to Ministry of Minority Affairs (MoMA) w.e.f FY 2021-22 i.e. 1.4.2021.

- During 2019-20, BE of Rs.120.00 crore was allocated under SPEMM and a total of Rs. 70.93 crore was released benefiting 7746 Madrassas and 78 Minority Institutions.

- During 2020-21, BE of Rs.220.00 crore was allocated and a total of Rs.214.28 crore were released, benefiting 9985 Madrassas and 71 Minority Institutions.

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.

- Ail the proposais under both the schemes wiii 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 Maktabs/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 SamaoraSikhsha.

Kasturba Gandhi Balika Vidyalayas (KGBVs)

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

Under Samagra Shiksha, the existing KGBVs at the upper primary level and Girls Hostels at the

secondary level are being extended/converged to provide residential and schooling facilities to girls upto Class -XII. The task of up-gradation of KGBVs was started in the year 2018-19 and as on 10.11.2021, a total of 610 KGBVs have been upgraded up to class X and 1639 KGBVs have been upgraded up to class XII. As on 10.11.2021, taking into account the merger/convergence of KGBVs, the number of sanctioned KGBVs is 5615 with a capacity of 783220 girls. Out of these, 4942 KGBVs are operational with the enrolment of 650690 girls.

(MCAs) instead of Minority Concentrated Districts (MCDs) which consist of whole district or a block or town of a district as MCA. As per the list of MCAs published by the MoMA, about 350 MCAs have been identified. Location of about **111 JNVs come** under MCAs, out of which 99 are functioning from Permanent Site and 12 are functioning from Temporary Site.

JNVs sanctioned in last 5 years:

62 JNVs have been sanctioned during November, 2016 in the uncovered districts as per the

| KGBV Sanctioned | KGBVs funtional | Girls enrolled | | | | | | | | | | | Total Girls enrolled |
| | | SC | | ST | | BPL | | OBC | | Muslims | | |
		No. of Girls	% of girls	No. of Girls	% of girls	No. of Girls	% of girls	No. of Girls	% of girls	No. of Girls	% of girls	
5615	4942	179794	27.63	168644	25.92	42426	6.52	233022	35.81	26804	4.12	650690

Source: Prabandh

KGBV status in Muslim Concentration Districts:

807 KGBVs have been sanctioned in 88 Muslim Concentration (SFD) Districts having 20% and above Muslim population and select urban areas, out of which 654 are operational. Further, 247 KGBVs have been upgraded up to class X/XII in 88 Muslim Concentration Districts.

Jawahar Navodaya Vidyalaya Scheme (JNV)

The Navodaya Vidyalaya Scheme envisages setting up of residential co-educational school, one in each district of the country, called as Jawahar Navodaya Vidyalaya (JNV), to provide good quality modern education to the rural talented children irrespective of their socio-economic background. Keeping in view the aforesaid policy, JNVs have been opened in all the States/UTs except Tamil Nadu State, covering Minority Concentrated Areas (MCAs) also.

The Ministry of Minority Affairs (MoMA), now, has identified Minority Concentrated Areas

mandate of Navodaya Vidyalaya Scheme and one additional JNV has been sanctioned in Ratlam District (Madhya Pradesh) in August, 2018, in relaxation of the general policy of setting up of one JNV in each district of the country.

Teacher Education:

Under the Centrally Sponsored Scheme of Samagra Shiksha, 53 Block Institutes of Teacher Education (BITEs) have been sanctioned to be established in the Minority Concentration Districts (MCDs) and SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BITE shall be a pre-service elementary teacher education institution.

Out of the 53 BITEs approved, 21 BITEs are in Minority Concentrated Districts (MCDs).

At present, 19 BITEs are functional, out of which only two BITEs are in Minority Concentrated Districts viz: Rangia, Kamrup in Assam (total intake capacity of 50 students with 100% enrolment); and Nagina, Mewat in Haryana (total intake capacity of 50 students with 94% enrolment).

Education for Minorities by National Institute of Open Schooling (NIOS):

National Institute of Open Schooling (NIOS) is an autonomous institution under MoE, Govt, of India. NIOS provides learner centric quality school education through open and Distance Learning (ODL) mode to all with special concern for girls and women, rural youth, working people, Scheduled Caste/Scheduled Tribe, Minorities and other disadvantaged groups. With international recognition and presence, NIOS is also endeavoring for promotion of quality school education amongst Minority communities. As per the directions of MoE, NIOS has established a Minority Cell in the year 2006 to pay special attention to educational needs of Minority communities. At present total three persons (One Section Officer, One Superintendent and One MTS) 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 bv 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 Centre of NIOS. The Madrasas have been exempted from paying accreditation fee of Rs. 20,000/-.In order to oprationalize the Scheme for Providing Quality Education in Madrasas (SPQEM), full exemption of fees is granted to Muslim learners enrolled through Madrasas to the NIOS courses. Under the SPQEM Scheme, Madrasa/Maktab/Darul-uloom can opt for accredited Study Center with NIOS for offering Secondary/Sr.Secondary level programmes. Madrasas which have been in existence for a minimum period of three (03) years and 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%-on-line. The On-line admission has been implemented for Madarsa through NIOS official portal www.nios.ac.in. This has enabled the Madrasa to enroll their learners through online mode. Under SPQEM, the admission and examination fees are exempted for the learners of Minority registered through accredited Madarsa in On-Line admission. At present total of 145 Madarsacovered under SPQEM are functioning as study centre of NIOS. The number of Minority students have taken admission in stream 1, Block 1 (16th March, 2021 to September, 2021) were 2197. In January, 2021 a total of 1860 Minority Students, both in Secondary and Sr. Secondary have appeared, in the public examination and 760 have been certified. In June, 2021 a total of 2616 students have appeared in the public examination 2402 students have been certified in all over India.

Advocacy and Equivalency

Advocacy programmes are being organized to offer the courses under SPQEM all over India through NIOS Regional Centers. Equivalency to the courses of five Madarsa (Madhya Pradesh, Uttar Pradesh, Bihar, Chhattisgarh and West Bengal) have already been granted. The Secondary pass out students from these Madrasa Boards are now eligible to take admission in Senior Secondary Certificate course of NIOS.

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EDUCATIONAL DEVELOPMENT OF WOMEN

Educational Development of Women

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been 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.

Gross Enrolment Ratio (GER)

The tables below indicate the time-series changes over the last 8 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
2019-20	26.9	27.3	27.1

Source: AISHE 2012-13 to AISHE 2019-20

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
2019-20	27.3	24.1	17.7

Source: AISHE 2012-13 to AISHE 2019-20

In so far as GER (Female) is concerned, states such as Tamil Nadu, Haryana, Himachal Pradesh, Maharashtra, Telangana, Uttar Pradesh, Uttarkhand and North eastern states have made impressive progress.

Universities exclusively for Women: 17 Universities are exclusively for women with 3 in Rajasthan, 2 in Karnataka and Tamil Nadu, 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Maharashtra, Odisha, Uttarakhand and West Bengal.

Gender Distribution: According to the AISHE report 2019-20, Student enrolment at Under Graduate level has 50.8% male and 49.2%female. Diploma has a skewed distribution with 65.1% male and 34.9% female. Ph.D. level has 55% male and 45% female. Integrated levels have 56.2% male and 43.8% female. PG Diploma student enrolment is 53.6% for male students and 46.4% for female students.

Uttar Pradesh, with its highest student enrolment in India, has 49.1% male and 50.9% female students. Maharashtra has the second highest student enrolment with 54.2% male and 45.8% female. Thereafter, Tamil Nadu has 50.5% male and 49.5% female, Rajasthan with 52.2% male and 47.8% female students. In Karnataka, percentage of female enrolled is 50.2% whereas in Madhya Pradesh more male students are enrolled as compared to female students.

Rashriya Uchhatar 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:

1.   **Up-gradation of existing autonomous colleges to universities**– overall 11 autonomous

colleges have been approved to be converted into universities (2016-19). Significantly, the University which will be created in Odisha by conversion of an Autonomous College will be a Women's University.

2. 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 inter-disciplinary 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.

3. Infrastructure grants to Universities – 157 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.

4. New Model Degree Colleges (General) – The purpose of creating model degree colleges in educationally backward districts (EBDs) and Aspirational Districts 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 been created under this component. In Madhya Pradesh, one women's college in Sheopur district is being supported under the component.

5. 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 (Educationally Backward Districts). A total of 129 such colleges have been approved so far. There are women colleges spread over in the states of Bihar, Punjab, Odisha and Telangana. 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), Warangal and Govt. Degree College (W), Hussainialam, Hyderabad.

6. Infrastructure grants to colleges: 1999 colleges are being supported under this scheme so far out of a target of 4250 colleges. 293 women colleges in 25 states are being supported under this component.

7. Equity Initiatives –One of the broad objectives of the scheme is to provide and improve opportunities for equal access. This component has now covered 28 states. 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 Martial Arts 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. In this direction 22 women's hostels are already functioning in Govt. Colleges.

Improving Gender Balance in IITs

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

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/ steps to reach out to the Girls/Women Learners

especially in remote and rural areas. Setting-up the School, School of Gender and Development Studies aims at achieving gender justice and equity through developing and launching programmes in the area of women and development studies. Gender Studies examines the existing gender gap and addresses the issue of gender disparity. Women's Studies analyses the status of women in society with the objective of strengthening individual and institutional efforts that enable women's empowerment. Development studies analyses and supports human, social and economic development to bring about gender equity and social justice. The activities proposed for the school include:

a) Designing and developing academic programmes and courses at doctoral, post graduate, undergraduate and awareness levels;

b) Conducting research and developing appropriate research methodology; and

c) Formulating and implementing training programmes.

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. The school organized a series of webinar to address issues of women during the period. Expansion of learning/training initiatives, digitization of learning materials and provision of interactive learning materials would constitute major thrust areas to facilitate joining of women from remote areas in higher education.

University has developed a number of Women and Child Specific programmes. Some of the women and Child Specific programmes are Masters' Degree in Dietetics and Food Service Management M.Sc. (DFSM); MA in Gender and Development Studies (MAGD), Post Basic B.Sc. (Nursing); Diploma in Nutrition and Health Education (DNHE); Diploma in Women Empowerment and Development (DWED); Diploma in Nursing Administration (DNA); Certificate in Food and Nutrition (CFN); Certificate in Food Safety (CFS); Certificate in Empowering Women through Self Help Groups; Certificate in Women Empowerment and Development (CWED); Certificates in Competency Enhancement for ANM/FHW (CCEANM), Diploma in Early Childhood Care and Education (DECE); and PG Diploma in Material and Child Health (DMCH). The university offers two research programmes (Ph.D.) in "Women Studies" and "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, one of the prime target groups of these academic programmes are women. The university launched PG Certificate programme on Gender, Agriculture and Sustainable Development in January session 2021 to address issue of participation of women in agriculture. The University established special Study Centre for Women throughout the nation to encourage their participation in higher education.

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 Scheme for Girl Students

The Scheme is aimed to provide assistance for advancement of Girls to pursue Technical Education. Two girls per family are eligible, whose family income is not more than Rs. 8 lakh 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 Scholarships of Rs. 50,000/- (Rs. 20,000/- for Contingency amount for 10 months and Rs. 30,000/- for Tuition fee). During the year 2021-22, Rs 48.04 Crore were disbursed to 10304 beneficiaries.

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EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITY

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.

National Education Policy (NEP), 2020

The National Education Policy (NEP) approved by the Cabinet in July, 2020, advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. The policy has introduced major reforms to facilitate equitable and quality school education. To facilitate learning for all students and bridge the gaps of access to school education, special emphasis has been laid on Socio-Economically Disadvantaged Groups (SEDGs) based on gender & socio-cultural identities & disabilities etc.

It also underscores within its framework, Education of Children with Special Needs (CwSN). The policy is in complete consonance with the provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016. In order to ensure equitable quality schooling for CwSN recommendations such as suitable content development, strengthening of resource centres,

teacher training modules and capacity building of general teachers etc. has been incorporated in the policy.

Accessible India Campaign

The Ministry of Education issued various instructions from time to time to all the Centrally Funded Educational 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.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides that every school should have barrier-free access. The Department of School Education & Literacy, Ministry of Education on 7th January 2021 has instructed the States, UTs and Autonomous bodies to form a committee/sub-committee for reviewing and customizing the guidelines on barrier free access and advisory has been issued to make their websites accessibility complaint as per standard prescribers NIC

The Centrally sponsored Scheme of Samagra Shiksha Scheme provides for barrier free access in the elementary schools for the benefit of Children with Special Needs (CwSN). As per UDISE+ 2019-20 (prov.), there are 8,33,703 schools having ramps with handrails and 1,49,501 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.

At present out of 1242 KendriyaVidyalayas in the country, 1196 KendriyaVidyalayas are provided with ramp upto ground level and 1082 KendriyaVidyalayas with Special toilets facilities.

Under Samagra Shiksha Scheme (IE component) central assistance is provided for student oriented assistance @ Rs. 3500/- per child per annum, besides support for engagement of special teachers, equipping resource room, making school barrier free, orientation of parents, administrators, educationists etc.

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 lstAugust, 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 Enrolment of child with Special Needs as per U-DISE report:

Year	Elementary		Secondary		Higher Secondary	
	Total	CWSN	Total	CWSN	Total	CWSN
2014-15	197666909	2313303	38301599	219571	23501798	61046
2015-16	196716511	2285530	39145052	218410	24735397	60869
2016-17	189887015	2097315	38823854	218244	22625448	62649
2017-18	187826741	1952915	38462408	228134	24681195	74014
2018-19	184497196	1785061	38334571	247788	25506817	78648

Source:- U-DISE report

Samagra Shiksha – Inclusive Education for CwSN Component:

The Centrally sponsored SamagraShiksha Scheme covers Children with Special Needs (CwSN) from pre-primary to senior secondary level across the country. The Scheme is regulated and governed by the provisions of the Right to Free and Compulsory Education Act, 2009 for elementary education of all children including CwSN.

There is a dedicated inclusive education component for the education of children with special needs as an integral part of SamagraShiksha. Through the component, children with special needs are provided support via specific student oriented interventions such as identification and assessment camps, provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, stipend for girls with special needs and teaching-learning materials etc. in order to appropriately address their unique educational requirements in general schools. Further, individualized support is also provided through therapeutic interventions at the block level. Samagra Shiksha supports CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

The following provisions for children with special needs have been included under Samagra Shiksha for the year 2020-21:

a) SamagraShiksha is presently covering over 20 lakh children with special needs from classes I to XII with an estimated outlay of Rs. 1159.41 crore.

b) In order to encourage girls to enroll and complete their schooling, an outlay of Rs. 93.04crore has been approved for stipend (Rs. 200/- month for 10 months) for 4.65 lakh girls with special needs. The stipend is disbursed through Direct Benefit Transfer (DBT).

c) Aids and appliances for over 2.3 lakhCwSN through convergence scheme(s) like ADIP approved with an outlay of Rs. 76.32 crore.

d) The provision for home based education covering 56,374 children with severe &/ multiple disabilities with an outlay of Rs. 12.94 crore for children till class XII under the scheme.

e) Allocation for resource support through special educators has been made separately in order to appropriately address the learning needs of CwSN from elementary to senior secondary level. The Department has sanctioned financial assistance of Rs. 676.17 crore for 27,587 special educators for the year 2020-21.

f) In addition, for access of children with disabilities have been made including, barrier free infrastructure through ramps with handrails and disabled friendly toilets availability in schools. As per UDISE+ 2018-19 (prov.), there are 8,33,703 schools having ramps with handrails and 1,49,501 schools with disabled friendly toilets for children with disabilities available in Govt. and Govt. aided schools (classes I to XII) across the country.

g) Further, in view of the pandemic, the Department has initiated measures to ensure minimum learning loss of all students, which includes constitution of a Working group for e-content development for CwSN and Inclusive Education and online/Digital Learning constituted by the Department in August, 2020.

The focus of SamagraShiksha is on providing inclusive education to children with special needs wherein, children regardless of their abilities/ disabilities participate and learn together in the same class, thus creating an enabling educational environment for all students.

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'

National Institute of Open Schooling:

The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Education (MoE), 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.

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.

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 Brailler'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.

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.

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 2016-20 in the SC/ST dominated areas and in the area inclusive education.

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 rgular schools and to develop the skills for preparing and implementing district plans for including Children with Autism and Learning disabilities in regular schools. 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.

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 and Barkha Series and are available on the E-pathsala App. Forty seven audio-books have been developed from primary to senior secondary level and it is available on https://ciet.nic.in/page.php?id=audiobooks&In=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 cover 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 uploaded on NERT Official YOUTUBE Channel https://www.youtube.com/playlist?list=PLUglcpnvYidthBZcZO3y8oy7JzXxc. 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&In=en.

Development of identification tool for disability conditions recognized in RPWD Act 2016

The project began with status survey wherein the states and UT's were contacted for seeking information regarding the procedure adopted by them to collect information from schools regarding Children with Disabilities. After this, the project team began developing the screening tool for all the 21 disabilities recognized in the

Right of Persons with Disabilities (RPwD) Act 2016. The draft tool and the insights gained from the survey were shared in the three day (21to 23 August 2019) workshop organized with the purpose to finalize the preliminary screening checklist. 19 resource persons including experts of disabilities, doctors, speech therapist, psychologists, RCI representative, regular teachers, resource teachers, state IE coordinators and teacher educator were invited for this workshop. This workshop resulted in the metamorphosis of the screening tool, in two sections—section 1, to be filled by the regular teachers and section 2, to be filled by special teachers/counselors/head of the schools. The English version of the screening checklist was done after its field try out in thirty five schools, located in four states –Delhi, Karnataka, Odissa and Meghalaya. The Hindi version will be finalized after field try-out in Delhi, Rajasthan and Madhya Pradesh.

Research

"A Study of Inclusiveness of Schools at the Elementary Level"

NCERT has prepared the research report of the study on "Inclusiveness of Schools at the Elementary Level" This study was undertaken to study the teachers beliefs, collaborative efforts and teaching methods for inclusion of children in education, to analyze the planning, management strategies and barriers faced in implementing inclusive education and to suggest guidelines to develop schools to be more inclusive. Ten Schools from different states were selected in the initial phase from different regions and visited. Out of ten schools visited, 6 schools from the States/UT of Kerala (2 schools), Madhya Pradesh (1), Himachal Pradesh (1), Chandigarh (1), Maharashtra (1) were selected for in-depth case study. Based on Index for Inclusion, research tools were prepared for teachers, Headmasters

and IED Coordinators. Data were collected through visiting the selected schools, observation and interactions with teachers, Headmasters and IED Coordinators. Qualitative analysis of the data was carried out. Results reflected that the teachers had feeling that CwDs were slow learners as the teachers didn't understand their needs and ignore them in the class. The study undeligned that for effective implementation of Inclusion there is a need for better planning, better communication amongst the stake holders, better resources, training both at pre service and in service levels and significant commitment to support the schools.

Education of Children with Disabilities due to Chronic Health Impairments: Case Studies

NCERT has undertaken a two year research project with the objective to explore the nature and severity of chronic health impairments and to identify the difficulties in learning faced by these children. This study investigated and analysed implications of the existing educational interventions on learning outcomes of these children. Under this research project, a number of research studies have been reviewed and pilot study was conducted prior to preparation of the research tools. The principal investigator along with faculty and project staff interacted with children with Thalassemia, Sickle Cell Disease and Hemophilia, their parents, teachers, family members and health care providers in New Delhi, Maharashtra and Gujarat. Research tools, viz. Case history performa, interview schedule for parents, children and health care providers and questionnaire for teachers have been prepared, and finalized in the tools finalization workshop held from 13 to 15 February, 2019. All the research tools have been tried out in Tapi and Dang districts of Gujarat during 13-15 March, 2019. Data collection, analysis of data and report writing was carried out during 2019-20.

Education of Persons with Disabilities

In Kendriya Vidyalayas, 3% seats are horizontally reserved for Divyang (Physically Challenged) children. Children with Disabilities are exempted from Tuition fees and VVN fees. At present, out of 1245 Kendriya Vidyalayas in the country, 1208 Kendriya Vidyalayas have ramp up to ground level and 1105 Kendriya Vidyalayas have Special toilets.

National Council for Teacher Education (NCTE) has made it mandatory requirement for seeking recognition that all spaces should be inclusive and have barrier free access in Teacher Education Institutions. Curriculums are under revision by NCTE for inclusion of teaching learning in inclusive environment and concern about the Indian Constitution and Human rights.

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.

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 Education 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.

Enrolment 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
2019-20	38536359	92831

Source: All India Survey on Higher Education, MHRD

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 Braile books and talking Books,

✓   to provide sign language and interpreter in institution shaving hearing impaired students.

The University Grants Commission (UGC) is also implementing following 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 JamiaMilliaIslamia 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.

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, Thalassemia, 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.

AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES) for Differently abled students

AICTE had introduced a Scheme for Campus Accommodation & Facilities Enhancing Social-experience (CAFES) to support construction of hostels for SC/ST students and this was expanded to offer support to institutes for differently-abled students, as CAFES- PwD. JSS Polytechnic for the Differently Abled, Mysuru, Karnataka has been awarded a project under this, during 2019-20 and so far, Rs. 1.50 crore have been released to it.

AICTE Saksham Scholarship Scheme for Differently-abled Students:

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. The salient features of the scheme are as under:

• The scheme is for all students (Degree & Diploma) having more than 40% disability and whose annual family income does not exceed Rs. 8 lakh.

• The candidates should have been admitted to first year of the Degree or Diploma programme in any of the AICTE approved institute or to the second year through lateral entry.

• Amount of scholarship: Rs 50,000 per annum.

• Reservation-15% for SC, 7.5% ST and 27% for OBC student

During the year (Jan- Oct 2021), there have been 831 beneficiaries (including 125 SC and 27 ST) to whom Rs. 301.71 lakh were released. The Table below gives the number of beneficiaries since rolling out of the Scheme.

Year	Beneficiaries
2015	32
2016	217
2017	142
2018	347
2019	314
2020	404

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.

The university establishedNational Centre of Disability Studies to cater educational, vocational and rehabilitation needs of persons with disabilities through a wide range of activities. Instructional materials are made available on demand in disabled friendly formats. The university enrolled 6426 disabled students in 2022 and extended students support through 12 Special Learners Support Centres spread across the country. These LSCs have special arrangements to delivery learning in disabled friendly environment. The university regularly organizes orientation/sensitization/training programmes to spread awareness/address issues of disabilities. In the reported period, the university released programme Guide and three videos of BA in sign language and introduced wheelchair facility in headquarters campus.

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ADMINISTRATION

Administration

The Ministry of Education is under the overall charge of the Education Minister, assisted by 3 Ministers of State at present. There are two Departments in the Ministry of Education namely the Department of School Education & Literacy and the Department of Higher Education.

Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is presently assisted by 4 Joint Secretaries, 1 Economic Adviser and 1 Deputy Director General (Statistics). Similarly, The Secretary, Department of Higher Education is assisted by 2 Additional Secretaries, 5 Joint Secretaries, 1 Economic Adviser & 1 Deputy Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser, common for both the Departments.

The Departments are organized into Bureau, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary, assisted by Divisional Heads at the level of Director/ Deputy Secretary/ Deputy Educational Adviser.

The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-I and Annexure-II respectively.

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 2021 (upto 31.01.2022) 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 2020 (as on 01.01.2021) to concerned cadre controlling authorities.

c)   Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.

d)   Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on e-Office [File Tracking System, e-hrms, e-Leave, e-Tour], Legal/ Court Cases Monitoring System and Employee Payment System through Employee Information System (EIS). Besides, an 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.

f) Processing 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 for training is liaised with Institutions like Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), Institute of Secretarial Training and Management (ISTM), New Delhi, National Institute of Financial Management (NIFM), Faridabad and National Productivity Council etc. for nominating/imparting training to the staff/officers of the two Departments in the areas of Management, Public Administration, Vigilance, Cash and Accounts, Personnel etc. based on request received through different quarters.

During the year 2021-22 (01.04.2021 to 31.01.2022), Officers/Officials of different grade were nominated/nomination forwarded for attending the various training, preferably on online mode, which is briefed in tabular form as below:

Vigilance Activities

The vigilance set up in the Ministry is under the overall supervision of Secretary (Higher Education), who is assisted by a part time Chief Vigilance Officer of the rank of Joint Secretary as well as, one Deputy Secretary (vacant), two Under Secretaries and other support staff.

During the period under report, a total of 570 references were received in the Vigilance Wing from the Central Vigilance Commission and the Central Bureau of Investigation alongwith several complaints directly from individuals. Five (5) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 20 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.Part time Chief Vigilance Officers have also been appointed in various Autonomous Organizations under the Administrative control of the Ministry.

Vigilance Awareness week was observed from 26th October 2021 to 1st November, 2021 with the theme "Independent India@75: Self Reliance with Integrity". Banners and posters were displayed and an oath was administered to officials of Department of Higher Education and Department of School Education & Literacy to maintain honesty in all public dealings.

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officers/ officials sent/ Nominated
1.	Different Level Training Programmes (A, B, D, E, Level I, II, Level III, Level IVetc.) conducted by DoP&T	ISTM, New Delhi (Mostly on online mode)	54
2.	APPPA at IIPA, New Delhi	IIPA, New Delhi	2
3.	Reservation In Service/Training on Administrative Vigilance, etc. conducted by ISTM.	ISTM, New Delhi (online mode)	7
4.	Departmental Railway Territorial Army Officer	Departmental Railway Territorial Army Officer	1
5.	One Week training on Environment Governance in India, Administrative and Judicial Perspective.	National Law School of India University, Bengaluru.	1
6.	One Week In Service Training Programme being organized by DoP&T	DoP&T	5

Information & Facilitation Centre (IFC)

A National Informatics Centre Network (NICNET) based information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of Education. The main objective of the information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services ie 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.education.gov.in

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced on 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005

The Department has been overseeing the implementation of the RTI Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. 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

Year	Total No. of RTI applications & appeals received and action taken thereon
2017	13645
2018	13214
2019	13321
2020	12911
2021	17379

(Status upto 31.12.21 including offline & online applications & appeals)

Public Grievances

A grievance redressal machinery is in place in the Department of Higher Education under the Economic Advisor and Deputy Secretary (PG) who have been designated as Appellate Authority for Public Grievance and Public Grievance Officer respectively. Public Grievances Division has been making endeavour to bring excellence in public service delivery and to redress grievances of citizens in a meaningful manner by effectively coordinating with different divisions / bureaus / organizations under the Ministry of Education.

The Deputy Secretary of Grievances in the Ministry is accessible to the staff as well as the members of public to hear their problems every Wednesday between 10.00 a.m to 1.00 p.m. Further, anyone can meet the Deputy Secretary (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 have also designated their officers as Public Grievance Officer.

Upgraded CPGRAMS Version 7.0 is now operational for Department of Higher Education. CPGRAMS Version 7.0 is more citizens friendly as it gives option to the citizens to lodge their Grievances directly to the field level grievance officers in Autonomous Organizations/ Subordinate Offices / Institutions/ PSUs etc. under Ministry/Department. This option has improved the grievance redressal time owing to reduced number of channels which a grievance had to pass through earlier to reach the concerned field level grievance officer. Upgraded Version 7.0 CPGRAMS being more responsive system with the outcome of high rates of disposal and progressive reduction in average disposal time of grievances, DARPG has reduced the redressal time of CPGRAMS grievances from 60 days to 45 days in normal course.

During the period under report (01.01.2021 to 31.12.2021) a total of 25827 grievances were received through PG Portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) and from various other 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 development by Department of Consumer Affairs. Details of Public Grievances received from 1st January, 2021 to 31st December, 2021 are given in the following table:

Total grievances received on CPGRAM Portal (D/o HE)	Total Grievances received in physical form	Total grievances received on INGRAM portal	Grand Total (Received)	Total grievances Disposed off on CPGRAM Portal (D/o HE)
25241	166	420	25827	23684*

The average disposal time is 44 days

Citizen's/ Client's Charter

With the objective to empower the citizen in relation to services deliverable as well as commitments by their Ministry for each of such services towards them, and to build bridges between citizens and Government functionaries through the delivery of Charters as live instruments of citizen – administration interface, both the Departments [i.e Department of School Education & Literacy and Department of Higher Education] of Ministry of Education have brought out their Citizen's/Client's Charters (CCC) to emphasize good governance and continuously strives to serve the citizens in an effective and efficient way so as not only to meet but to exceed their expectations. The Citizen/Client's Charters have been uploaded on the website of the Ministry.

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7

C&AG AUDIT

C&AG Audit

Department of Higher Education

Summary of pending Audit Observations made by C&AG

S. No.	Name of the Institution	Gist of Paras
1.	University of Allahabad	**Unfruitful expenditure** 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. *(Para No. 13.9)* *Report No. 12of 2017*
2.	Central University of Tamilnadu	**Delay and cost overruns in construction activities** 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. *(Para no. 12.2)* *Report No. 4 of 2018*
3.	BHU, Varanasi, IIM, Ahmedabad, IIM, Kolkata	**Overpayment of interest to the GPF/CPF subscribers** 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. *(Para no. 12.4)* *Report No. 4 of 2018*
4	Satyawati College, Delhi University	**Misrepresentation of facts to the PAC** Satyawati College made overpayment of interest on GPF/CPF amounting to Rs.83.30 lakhs to its employees during the period 2008 to 2011. Ministry in their ATN (May 2017) to the PAC stated that officiating Principal of the College had informed that the amount had been recovered from the concerned employees. However, on subsequent examination of records, Audit found that the College had recovered Rs.83.31 lakh from the surplus income arising from investment of the PF balances and not from the employees. Thus, the PAC was falsely informed. *(Para no. 11.1)* *Report No. 6 of 2020*

S. No.	Name of the Institution	Gist of Paras
5	IIIT, Gwalior	**Recovery/Adjustment of Advances from M/s EdCil – Rs.4.32 crore** Atal Bihari Vajpayee Indian Institute of Information Technology engaged M/s EdCil as Project Management Consultant (PMC) to provide professional services for Phase II construction works. Institute paid Rs.4.32 crore to M/s EdCil as Mobilisation advance, which was in contravention of extant CPWD rules. Hence, undue favour was extended to the PMC by execution of faulty agreement in violation of CPWD norms and recovery of Rs.3.98 crore including interest was pending from M/s EdCil. *(Para no. 11.4)* *Report No. 6 of 2020*
6	1. IIT, Kharagpur 2. IIT, Guwahati 3. Visva Bharati University, shanti Niketan 4. IIEST, Shibpur 5. BBAU 6. AMU 7. BHU 8. IIM, Lucknow 9. MNNIT, Allahabad 10. NIOS 11. IIM, Kashipur 12. University of Allahabad 13. The Asiatic Society, Kolkata (M/o culture)	**Irregular payment of ad-hoc bonus** 13 Central Autonomous Bodies (CABs) made payments of ad hoc bonus to their employees in the absence of any order issued by the competent authority, which resulted in irregular payment, amounting to Rs. 6.08 crore, to their employees, during the period from 2015-16 to 2017-18. *(Para 8.1)* *(Report No.2 of 2021)*
7	Banaras Hindu University, Varanasi	**Undue favour to firm of Rs.2.44 crore** Banaras Hindu University, Varanasi gave undue favour to a private firm by changing the terms of payment, in contravention of the tender terms, which has resulted in short realisation of variable monthly licence fee of Rs.2.44 crore. *(Para 8.2)* *(Report No.2 of 2021)*
8	IIT, Mumbai	**Avoidable extra expenditure of Rs.1.29 crore on purchase of additional licenses** IIT-B failed to effectively communicate their requirements for decentralised mode of operation to the Vendor for implementation SAP ERP in IIT-B and decided to embark on ERP solution suggested by the Vendor without a clear definition of what the project entailed, thereby incurring avoidable extra expenditure of Rs. 1.29 crore on purchase of additional Licences. *(Para 8.3)* *(Report No.2 of 2021)*

S. No.	Name of the Institution	Gist of Paras
9	NIT, Silchar	**Inadmissible payment to Daily Wage workers** During April 2015 to March 2019, NIT Silchar paid excess wages to Muster Roll Workers amounting to Rs.90.55 lakh for the full month, instead of actual numbers of duty days, which was inadmissible as per the Minimum Wages Rules (Central), 1950. The Regional Engineering College *(Para 8.4)* *(Report No.2 of 2021)*
10	DU and JNU	**Reimbursement of Fradulent LTC claims** Employees of the Delhi University and Jawaharlal Nehru University submitted fraudulent and fabricated Leave Travel Concession claims leading to irregular reimbursement of Rs.17.78 lakh and Rs.47.70 lakh, respectively. *(Para 8.6)* *(Report No.2 of 2021)*
11	New IITs	**Entire Report of C&AG on Performance Audit of setting up of new IITs** *(Report No. 20 of 2021)* *(Performance Audit)*

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.
NIL		

Over all position of pending Audit paras

Higher Education

Year of Reports	Audit paras as per CAG Report	Settled upto 31.12.2021	Pending as on 31.12.2021
2017	19	18	1
2018	19	17	2
2020	4	2	2
2021	6	1	5
2021	Entire Report No. 20 of 2021 (PA)	--	1
Total	50	39	11

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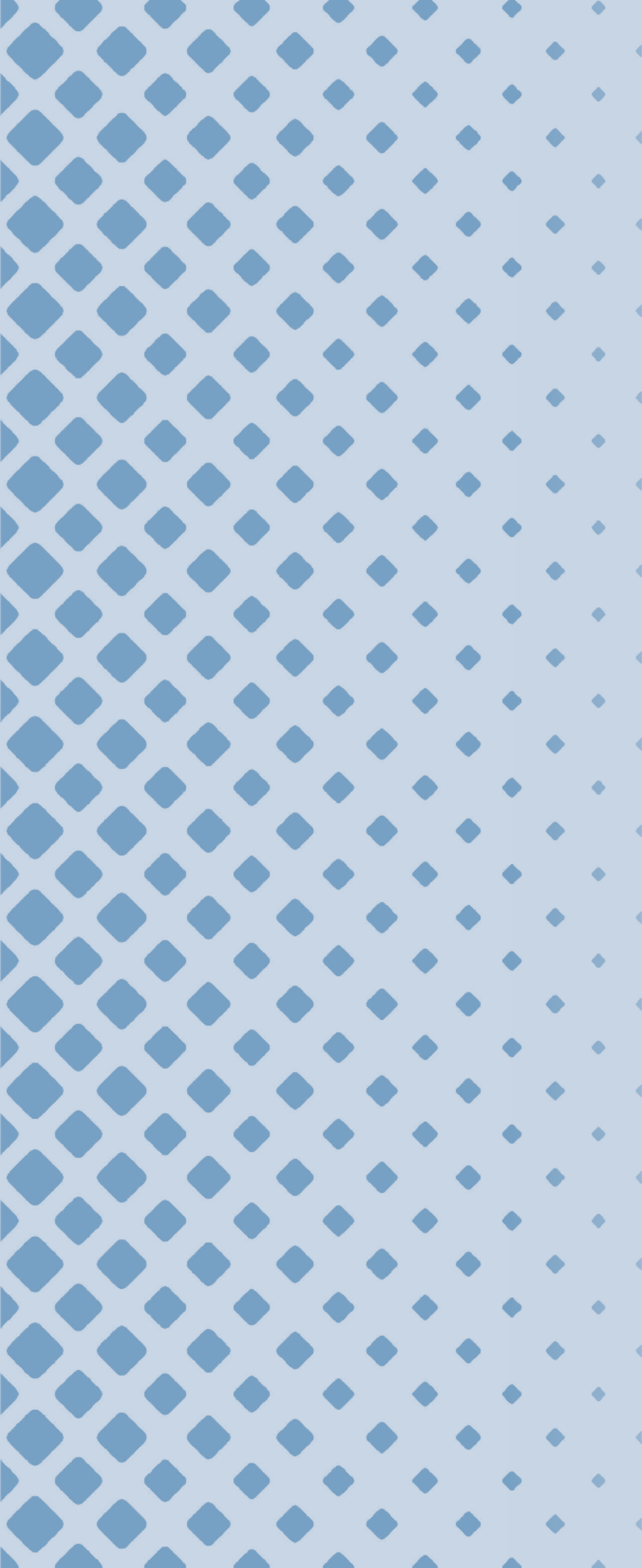
Budget

Status of Implementation of Announcements made in Budget Speech 2021-22 pertaining to Department of Higher Education

Sl. No.	Para No.	Announcement made	Status
1	118	In Budget 2019-20, I had mentioned about the setting-up of Higher Education Commission of India. We would be introducing Legislation this year to implement the same. It will be an umbrella body having 4 separate vehicles for standard-setting, accreditation, regulation, and funding.	The Ministry had prepared a Draft Higher Education Commission of India Bill, 2019 for establishment of the Higher Education Commission of India (HECI). However, subsequently, based upon the recommendations regarding the Higher Education Regulatory system made in the draft National Education Policy-2019, it was decided that the proposed HECI Bill will be considered after finalization of the New Education Policy (NEP). Subsequent to the approval of the NEP - 2020, the HECI Bill has been redrafted according to the provisions of NEP, 2020. The process of stakeholders consultation is underway. Completion of the consulation process and introduction of the Bill in Parliament will take more time. **(Action Initiated)**
2	119	Many of our cities have various research institutions, universities, and colleges supported by the Government of India. Hyderabad for example, has about 40 such major institutions. In 9 such cities, we will create formal umbrella structures so that these institutions can have better synergy, while also retaining their internal autonomy. A Glue Grant will be set aside for this purpose	Outline of the Scheme is under preparation. **(Action Initiated)**
3	120	For accessible higher education in Ladakh, I propose to set up a Central University in Leh.	The Parliament has passed Central University (Amendment) Bill, 2021 on 12.8.2021 for establishment of a Central University namely "Sindhu Central University" in the Union Territory of Ladakh. The report of Site Selection Committee has been approved by Hon'ble Education Minister. EdCIL India has been requested to prepare the Detailed Project Report. **(Action Taken but under Implementation)**

BUDGET PROVISIONS

Department of Higher Education

(Rs. in Cr)

S. No.	Scheme	BE 2021-22	RE 2021-22	BE 2022-23
1	Secretariat- Social Services	140.00	133.98	154.17
2	Directorate of Hindi	30.00	30.00	36.00
3	Commission for Scientific and Technical Terminology	12.00	10.00	12.00
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	57.88	46.60	60.00
5	Educational Institutions Abroad*	7.56	10.00	11.21
	Total- Establishment Expenditure of the centre	247.44	230.58	273.38
	Schemes			
I	**Centrally Sponsored Schemes**			
1.	National Education Mission: RashtriyaUchhatar Shiksha Abhiyan (RUSA)	3000.00	793.26	2042.95
	Other Transfer to States			
2	Improvement in Salary Scale of University & College Teachers	10.00	6.30	0.01
II	**Central Sector Schemes**			
	Higher Education			
3	National Initiative on Sports and Wellness	1.00	0.00	0.00
4	National Initiative to Foster Social Responsibility	1.00	0.00	0.00
5	National Research Professors	1.30	0.38	0.27
6	Establishment of Multi- Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for Excellence in Humanities	0.10	0.00	0.01
7	Higher Education Financing Agency (HEFA)	1.00	0.01	0.01
8	World Class Institutions	1710.00	1200.00	1700.00
9	Prime Minister's Girls' Hostel	20.00	20.00	20.00
10	Indian Knowledge Systems	10.00	10.00	10.00
11	Glue Grant for Higher Education Institutions		10.00	10.00
	Total-Higher Education	1744.40	1240.39	1740.29
	Student Financial Aid			
12	Interest Subsidy and Contribution for Guarantee Fund	1900.00	1500.00	1400.00
13	Scholarship for College and University Students	207.32	207.32	252.85
13.01	Scholarship for College and University Students	206.32	206.32	251.85
13.02	Indian Scholars Going abroad against Scholarships offered by foreign Govt.	1.00	1.00	1.00
14	Special Scholarship Scheme for Jammu and Kashmir	225.00	225.00	225.00
15	PM Research Fellowship	150.00	156.93	200.00
	Total-Student Financial Aid	**2482.32**	**2089.25**	**2077.85**
	Digital India- e-Learning			
16	National Mission in Education through ICT	150.00	83.71	400.00
17	Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)	200.00	80.00	0.00
18	e-Shodh Sindhu	154.61	150.00	0.00
19	Higher Education Statistics And Public Information System (HESPIS)	20.00	10.00	10.00
20	National Digital Library	20.00	15.00	0.00
21	National Academic Depository	1.00	0.00	0.10

S. No.	Scheme	BE 2021-22	RE 2021-22	BE 2022-23
22	PM e-Vidya	50.00	0.01	0.01
23	Academic Bank of Credit	50.00	28.79	10.90
	Total-Digital India- e-Learning	**645.61**	**367.51**	**421.01**
	Research & Innovation			
24	National Initiative for Design Innovation	35.00	10.00	17.80
25	Startup India Initiative in Higher Educational Institutions	100.00	30.00	60.00
26	Unnat Bharat Abhiyan	7.40	7.40	12.60
26.1	Unnat Bharat Abhiyan	5.00	5.00	10.20
26.2	Swachata Action Plan (SAP)	2.40	2.40	2.40
27	Implementation of the IMPRINT Research Initiative (IM Pacting Research I Nnovation & Technology)	25.00	5.00	10.00
28	Impactful Policy Research in Social Science (IMPRESS)	25.00	23.00	17.26
29	Scheme for Promotion of Academic and Research Collaboration (SPARC)	10.00	45.01	74.00
30	Scheme for Transformational and Advanced Research in Sciences (STARS)	25.00	22.00	25.00
31	Multidisciplinary Education and Research Improvement in Technical Education-EAP (MERITE)	10.00	2.00	2.00
	Total-Research & Innovation	237.40	144.41	218.66
32	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)	90.00	90.00	95.00
33	National Institutional Ranking Framework	3.00	3.00	4.00
34	Global Initiative for Academic Network(GIAN)	10.00	5.00	10.00
35	Technical Education- Quality Improvement Programme of Government of India (EAP)	20.00	34.68	0.00
36	Programme for Apprenticeship Training- Scholarships & Stipends	500.00	150.00	500.00
37	Study in India	25.00	25.00	25.00
38	**Planning, Administration & Global Engagement**			
38.01	Initiatives for Global Engagement	100.00	58.00	65.00
38.02	National Monitoring Committee for Minority Education	0.35	0.35	0.35
38.03	Expenditure on Seminars, Committees Meetings etc. /TA/DA to Non-Official Members	0.60	0.60	0.60
38.04	Shastri Indo- Canadian Institute	7.16	4.16	7.16
38.05	Refund of Income Tax and Customs Duty to United States Education Foundation in India	1.64	1.64	1.64
38.06	Contribution to UNESCO	18.20	21.70	21.70
38.07	Deputation and Delegation to UNESCO Conferences etc.	0.80	0.80	0.80
38.08	Visit of Foreign Delegation to India	0.15	0.15	0.15
38.09	Holding of meetings of Committees/ Conference and organizations of exhibition in furtherance of UNESCO's aims and objectives	0.30	0.30	0.30
38.1	Asian Institute of Technology, Bangkok	0.50	0.50	0.50
38.11	Commonwealth of Learning	12.00	12.00	12.00
38	**Planning, Administration & Global Engagement**	141.70	100.20	110.20
39	**Champion Services Sector Scheme**-Education Services-Internationalization of Higher Education	160.00	160.00	200.00
40	ASEAN Fellowship	10.00	2.00	10.00
	Total- Central Sector Schemes/ Projects	**6069.43**	**4411.44**	**5412.01**
	Total Schemes	9079.43	5211.00	7454.97

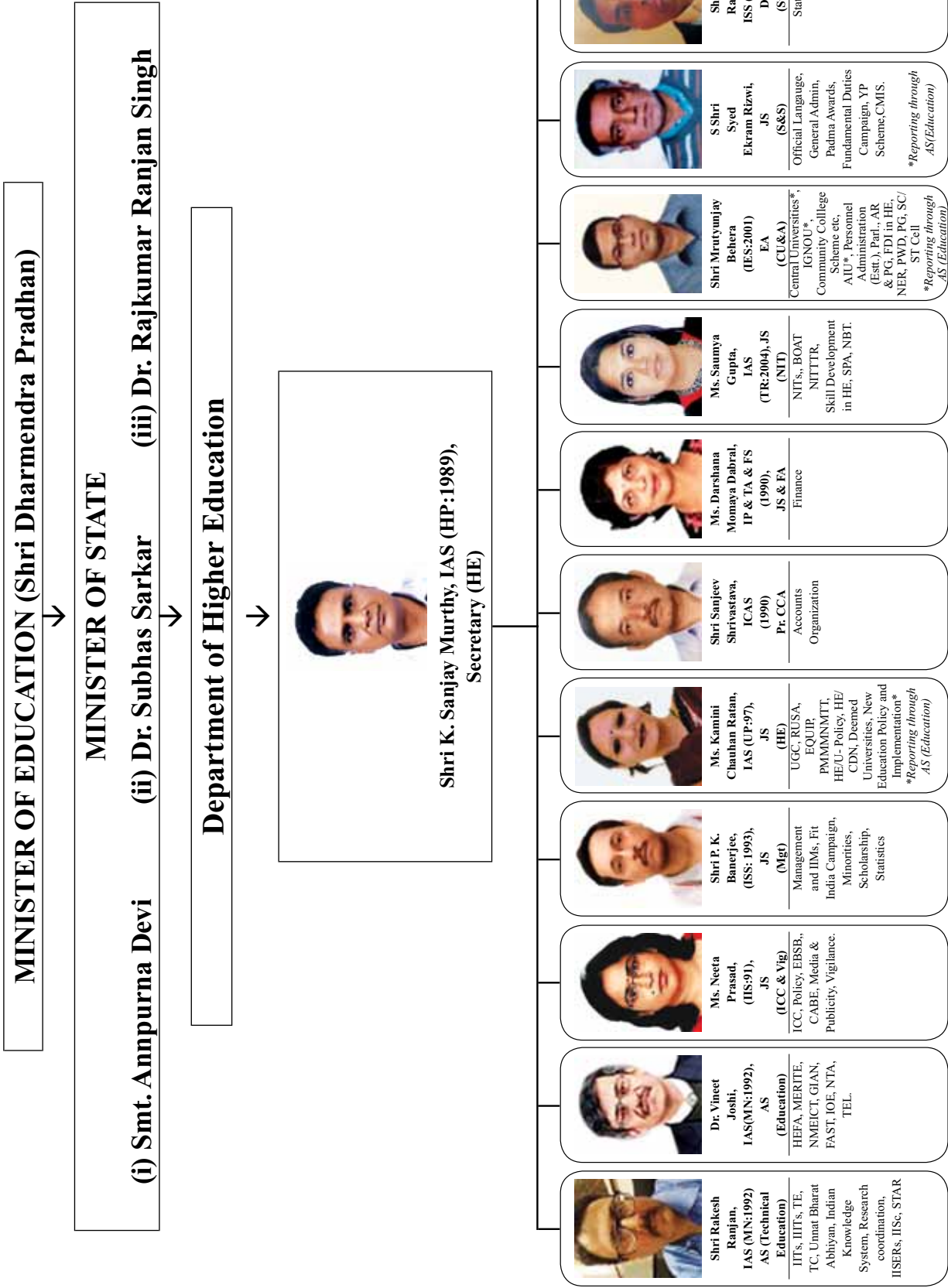| S. No.	Scheme	BE 2021-22	RE 2021-22	BE 2022-23
	Other Central Sector Expenditure			
	Statutory and Regulatory Bodies			
1	Support to University Grants Commission (UGC)	4693.20	4723.20	4900.91
2	All India Council for Technical Education (AICTE)	416.00	416.00	420.00
	Total-Statutory and Regulatory Bodies	5109.20	5139.20	5320.91
	Autonomus Bodies			
3	Grants to Central Universities (CUs)	7477.26	8531.76	9075.00
4	Grants to IMS BHU	166	306.00	345.00
5	Central University, Andhra Pradesh	60.35	20.11	56.66
6	Andhra Pradesh and Telangana Tribal Universities	53.8	13.37	44.00
7	Deemed Universities Promoted by Central Government	351.00	418.00	393.25
	Total- Central Universities and Deemed Universities	8108.41	9289.24	9913.91
	Indian Institutes of Technology			
8	Support to Indian Institutes of Technology	7536.02	8114.84	8195.00
9	IIT, Hyderabad (EAP)	150	230.00	300.00
	Total-Indian Institutes of Technology	7686.02	8344.84	8495.00
10	Support to Indian Institutes of Management	476	651.00	653.92
11	Support to National Institutes of Technology (NITs) and IIEST	3935	3699.37	4364.00
12	Support to Indian Institutes of Science for Education & Research (IISERs)	946	1121.00	1379.53
13.01	Support to Indian Institute of Science (IISc)	600.25	600.25	710.85
13.02	Centre for Nano- Science and Engineering (CeNSE)	21.4	21.40	16.40
13	***Total-Support to Indian Institute of Science (IISc)***	621.65	621.65	727.25
14	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	226.35	240.35	262.52
15	Setting up Indian Institutes of Information Technology in PPP mode	167	167.00	280.00
	Total-Indian Institutes of Information Technology (IIITs)	393.35	407.35	542.52
16	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	256.3	202.30	311.68
17	Grants to Institutes for Promotion of Indian Languages	433	197.50	250.00
18	Bharatiya Bhasha University & Institute of Translation	50	0.00	10.01
19	National Institute of Industrial Engineering, Mumbai	53.9	53.90	65.00
20	Schools of Planning & Architecture	175	115.00	154.90
21	National Institutes of Technical Teachers Training & Research	173	150.00	225.00
22	Board of Apprenticeship Training, Bombay, Calcutta , Madras and Kanpur	24.25	24.25	26.77
23	Indira Gandhi National Open University (IGNOU)	103	103.00	105.00
24	***Assistance to Other Institutions***			
24.01	Association of Indian Universities	1	1.50	2.00
24.02	National Book Trust	49.98	49.98	55.12
24.03	Grants for Book Promotion Activities and Voluntary Agencies	0.02	0.02	0.02
24.04	National Institute of Education Planning and Administration (NIEPA)	45	45.00	57.68
24.05	Auroville Management	18.2	31.52	70.13
24.06	National Commission for Minority Educational Institutions	7.15	7.15	7.15
24.07	Assistance to Other Institutes including SLIET, NERIST, NIFFT & CIT Kokrajhar	358.35	335.22	362.50
	Assistance to Other Institutions-Total	479.7	470.39	554.60
	Total- Other Central Sector Expenditure	**29023.78**	**30589.99**	**33100.00**
	Grand Total	**38350.65**	**36031.57**	**40828.35**

Department of School Education and Literacy

(Rs. in Cr)

Sl. No.	Centrally Sponsored Schemes	BE 2021-22	RE 2021-22	BE 2022-23
A	**Schemes**			
I	**Centrally Sponsored Schemes**			
1	Samagra Shiksha	31050.16	**30000.00**	37383.36
2	National Programme of Mid Day Meals in Schools (MDM)	11500.00	**10233.75**	10233.75
3	PadhnaLikhna Abhiyan	250.00	**2.75**	0.00
4	NILP	0.00	**0.00**	127.00
5	STARS	485.00	**340.00**	**550.00**
6	EXEMPLAR	0.00	0.00	1800.00
7	ASPIRE	0.00	0.00	600.00
	Total Centrally Sponsored Schemes	**43285.16**	**40576.50**	**50694.11**
II	**Central Sector Schemes**			
8	National Means Cum Merit Scholarship Scheme	350.00	**284.20**	**350.00**
9	National Scheme for Incentive to Girl Child for Secondary Education	1.00	**0.00**	**0.00**
10	National Award to Teachers	1.50	1.00	5.00
11	Operation Digital Board	1.00	**0.00**	**0.00**
12	Pradhan Mantri Innovative Learning Programme (DHRUV)	10.00	**1.00**	**3.26**
	Total Central Sector Schemes	363.50	286.20	358.26
	Total Schemes	**43648.66**	**40862.70**	**51052.37**
B	**Non-Schemes**			
III	**Other Central Sector Expenditure**			
13	Kendriya Vidyalaya Sangathan (KVS)	6800.00	**6800.00**	**7650.00**
14	Navodaya Vidyalaya Samiti (NVS)	3800.00	**3740.00**	**4115.00**
15	NCERT	500.00	452.00	510.00
16	Central Tibetan Schools Administration	70.00	**61.95**	**62.00**
17	National Bal Bhawan	22.00	**19.00**	**22.00**
	Total Autonomous Bodies	**11192.00**	**11072.95**	**12359.00**
IV	**Establishment Expenditure**			
18	Secretariat	30.00	**31.69**	**35.00**
19	Directorate of Adult Education	3.00	**2.61**	**3.00**
	Total - Establishment	**33.00**	**34.30**	**38.00**
	Total Non-Schemes	**11225.00**	**11107.25**	**12397.00**
	Grand Total	**54873.66**	**51969.95**	**63449.37**

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ORGANISATION CHART OF DEPARTMENT OF HIGHER EDUCATION

MINISTER OF EDUCATION (Shri Dharmendra Pradhan)

MINISTER OF STATE

(i) Smt. Annpurna Devi **(ii) Dr. Subhas Sarkar** **(iii) Dr. Rajkumar Ranjan Singh**

Department of Higher Education

Shri K. Sanjay Murthy, IAS (HP:1989), Secretary (HE)

Shri Rakesh Ranjan, IAS (MN:1992) AS (Technical Education)	**Dr. Vineet Joshi,** IAS(MN:1992), AS (Education)	**Ms. Neeta Prasad,** (IIS:91), JS (ICC & Vig)	**Shri P. K. Banerjee,** (ISS: 1993), JS (Mgt)	**Ms. Kamini Chauhan Ratan,** IAS (UP:97), JS (HE)	**Shri Sanjeev Shrivastava,** ICAS (1990) Pr. CCA	**Ms. Darshana Momaya Dabral,** IP & TA & FS (1990), JS & FA	**Ms. Saumya Gupta,** IAS (TR:2004), JS (NIT)	**Shri Mrutyunjay Behera** (IES:2001) EA (CU&A)	**S Shri Syed Ekram Rizwi,** JS (S&S)	**Shri R. Rajesh,** ISS (1996), DDG (Stats)
IITs, IIITs, TE, TC, Unnat Bharat Abhiyan, Indian Knowledge System, Research coordination, IISERs, IISc, STAR	HEFA, MERITE, NMEICT, GIAN, FAST, IOE, NTA, TEL.	ICC, Policy, EBSB,, CABE, Media & Publicity, Vigilance.	Management and IIMs, Fit India Campaign, Minorities, Scholarship, Statistics	UGC, RUSA, EQUIP, PMMMNMTT, HE/U- Policy, HE/ CDN, Deemed Universities, New Education Policy and Implementation* *Reporting through AS (Education)	Accounts Organization	Finance	NITs, BOAT NITTTR, Skill Development in HE, SPA, NBT.	Central Universities*, IGNOU*, Community Colllege Scheme etc, AIU*, Personnel Administration (Estt.), Parl., AR & PG, FDI in HE, NER, PWD, PG, SC/ ST Cell *Reporting through AS (Education)	Official Langauge, General Admin, Padma Awards, Fundamental Duties Campaign, YP Scheme,CMIS. *Reporting through AS(Education)	Statistics

ORGANISATION CHART OF DEPARTMENT OF SCHOOL EDUCATION & LITERACY

MINISTER OF EDUCATION
(Shri Dharmendra Pradhan)

MINISTER OF STATE

(i) Smt. Annpurna Devi   (ii) Dr. Subhas Sarkar   (iii) Dr. Rajkumar Ranjan Singh

Department of School Education & Literacy

Smt. Anita Karwal, IAS (GJ:1988)
Secretary (SE&L)

Vacant
Additional Secretary (SE&L)

Monitoring of implementation of NEP tasks to all Autonomous Bodies of DoSE&L, E-Samiksha, All Aspects of teacher education institutions, teacher recruitment and training of untrained teachers except NISHTHA, NCTE, Preparation of NCF and SCF under NEP, N-DEAR,
PM E- VIDYA (ICT in schools will continue with Shri R.C. Meena, Joint Secretary), PARAKH

Ms. Lamchonghoi Sweety Changsan, IAS (AM: 1994), Joint Secretary (Inst.)

KVS, NVS, CBSE, NCERT, CTSA, NIOS, all School Boards, matters relating to UTs, matters relating to Private Schools, International schools, Lovedale schools, Indo Mongolian School, , Life skills, Yoga inschools, Experiential Learning through, Rangotasav, Language Festival, Kala utsav etc, National Means-cum-Merit Scholarship Scheme, National Scheme for Incentive to the Girl Child for Secondary Education, NCF for School Education, Annual report on MHRD – new initiatives by autonomous bodies, Nodal officer for residual work not allotted to anyone relating to the Ministries/Departments of AYUSH, Defence, Railways and Tribal (Eklavya School), Culture, Minority Affairs.

Shri Ramchandra Meena, IRS (IT) (1992), JS (MDM)

Mid Day MealScheme, National Awards to Teachers(NAT), National Bal Bhawan(NBB), National Foundation for Teacher Welfare (NFTW), Health and Nutrition component of Samagra Shiksha, Eco and Youth Clubs, Media, Vice-Chairperson KVS, DIKSHA And other digital education initiatives, DHRUV and PPC,n-DEAR, Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Higher Education, Consumer Affairs, Food & Public Distribution,, all work related to MyGov, Preparation of annual India Report on Digital Education. Implementation and monitoring ICT component of Samagra Shiksha including ODB.

Ms. Geetu Joshi (IES:1996) Economic Adviser (SE&L)

All Plans, Economic analysis & monitoring of resource allocation for and expenditure on Education. FinanceCommission, Coordination of all Portals in the Department, NIC, Content of SHAGUN Repository, Monitoring dashboard for department, Work related to Aadhar, DBT and UIDAI, Aspirational Districts, Nodal officer for residual work not allotted to anyone relating to the Ministries / Departments of Agriculture & Farmers Welfare, Economic Affairs & 15th Finance Commission, NITI Aayog,Finance, Preparation of annual – India School Education convergence report by studying Ministries/ Departments schemes & Suggesting Convergence, Ek Bharat Shrestha Bharat including Preparation of India report on EBSB Matters relating to Ease of Doing Business and reducing the burden of compliance

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Shri Santosh Kumar Yadav, IAS(UP:1995), AS (SS-I)

All matters under Samagra Shiksha pertaining to:NCF for Early Childhood Education (ECE) Pre-Primary Promotion of Sports/Games/Play and Fit India campaign Promotion of Reading, Libraries, Inclusive Education –(Girls, Differently-abled, SC/ST, etc. including KGBV) Equity, Adolescent Education, Mahila Samakhya, Fundamental duties campaign, Vocational Education, Organisation of PAB meetings, Community mobilization including SMC/SMDC, Rashtriya Avishkar Abhiyan, Appointment of Language Teachers (ALT)Scheme, Matters relating to COVID-19, Monitoring of OOME, Coordination work of TWE districts with MHA, Preparation of Annual Fit India – SEreport, Preparation of Inclusion report., Scheme for Providing Quality Education in Madarassas (SPQEM), Scheme for Infrastructure Development in Minority Institutions (IDMI)

Shri Vipin Kumar, IAS (BH:1996), JS (AE/Admin)

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, e-office, National Component, all reviews by PM, Sectoral Group of Secretaries,etc. Administration & International Cooperation relating to D/o SE&L,e-Samiksha, LIMBS, CPGRAM Sportals, Teachers & Principals: All aspects of teacher education, teacher recruitment and training of untrained teachers, Coordination with SCERTs, DIETs etc., NCF for Teachers Education, NCF for Adult Education, UTs of Delhi, Puducherry, DNH&DD, Lakshadweep, A&N Islands, and States of HP,Chhattisgarh, Coordination work of all UTs including with MHA, Preparation of India report on Innovation in TE through NCTE, World Bank, ADB Schemes, Externally Aided Projects

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Shri Maneesh Garg, IAS (HP:96), JS (SS-II)

All matters under the Samagra Shiksha pertaining to:-Policy &Planning, Finance, Budget, Monitoring and evaluation, PMS or PRABANDH system, Learning Outcomes, Assessment including NAS,School based assessments (Excluding PARAKH), Model Schools, RTE Act, Infrastructure, Access including universalisation, Out of school children, 12(1)©, residential schools and hostels, Swachh Vidyalaya including Puraskar, paldhwada, UNICEF, PISA, Samagra Shiksha matters related to TSG of Samagra Shiksha, Foundational Literacy and numeracy including foundational years of 3-9, Coordination of implementation of NEP and its implementation plan (QUEST), UT of Chandigarh & States of Gujarat, UP, Goa, Kerala, TN, Rajasthan, Bihar, Jharkhand, Haryana, Punjab.,

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Shri V. Hegde, ISS. (2000), DDG (Stats)

Statistics relating to School Education, Global and Performance Grading Index UDISE+, 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, Analysis of Major Reports related to School Education, Coordination with other Ministries for education related indices.

Government of India
Ministry of Education
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and
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