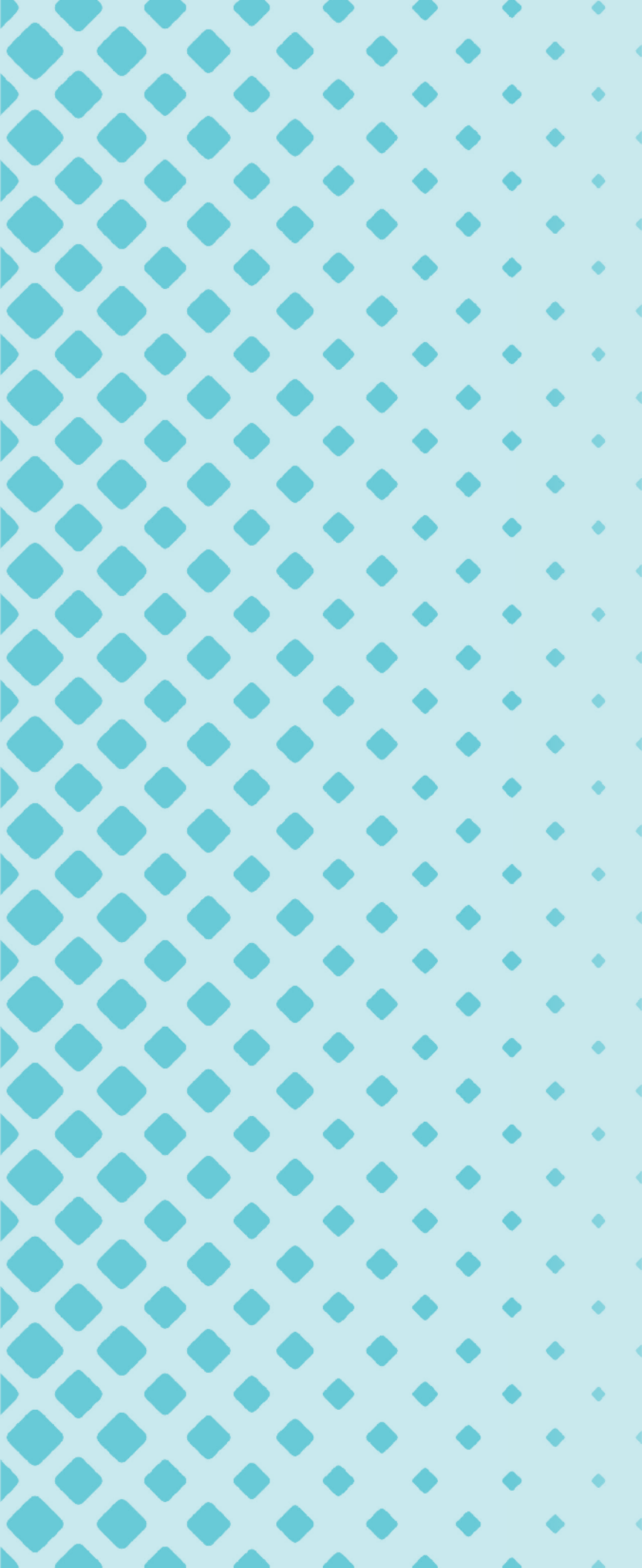# 2018-19
ANNUAL REPORT

सत्यमेव जयते

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

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Annual Report
2018-19

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

Overview

Good quality education is the foundation of new discoveries, new knowledge, innovation and entrepreneurship that trigger growth and prosperity of the individual as well as that of a nation. For this, we need to make our curriculum and pedagogy relevant to the needs of our society and economy and nurture qualities of problem solving and creative thinking, learning-by-doing, greater engagement with the live- context, and confident self-expression from a young age.

OBJECTIVES OF MHRD

- Formulate the National Policy on Education and ensures that it is implemented in letter and spirit

- Planned development, including expanding access & improving quality of educational institutions throughout the country

- Promote gender equity and social inclusion of disadvantaged groups as SC/ST, minorities & economically weak sections of society

- Provide financial help in the form of scholarships, loan subsidy, etc to deserving students from marginalised sections of the society

- Encourage international cooperation in the field of education, including working closely with the UNESCO and foreign governments and Universities

NEW EDUCATION POLICY (NEP)

1. The Government is in the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

2. Consultation process was three pronged as follows: (i) Online consultations (ii) Consultation from village/ grassroots level up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015 and nearly 29,000 suggestions have been received on the 33 identified (13 themes on School Education and 20 themes on Higher Education). Brief details on these 33 themes are accessible on www.MyGov.in portal. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram

Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/ Union Territories was carried out between May to October, 2015.

3. A number of in-person consultations were held by the Government with stakeholder Ministries in the Government of India (GoI) and also with the State Governments on NEP. A High Level meeting was taken by Minister for Human Resource Development on 14.02.2015 to discuss the consultative process for formulation of New Education Policy and invite suggestions of other Ministries and Departments. A meeting was held by the Minister of Human Resource Development on 21st March, 2015 with Education Ministers, Secretaries and other senior officials of the State Governments in which the consultation process, including the process of uploading the recommendations on MyGov, was explained in detail and suggestions of States on the process as well as the themes were also invited.

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

5. The consultation process was one of the agenda points in the meeting of Central Advisory Board on Education (CABE) held on 19th August 2015. Views of all States and members of CABE were invited on the consultation process and the themes. Six Zonal Meetings were held by the Minister of Human Resource Development in Eastern, Central, North-Eastern, Western, Southern and Northern Zones covering all States and UTs in September-October 2015 which was attended by Education Ministers and officials of the respective States/UTs. New Education Policy was also discussed in the 64th CABE meeting held in October, 2016.

6. The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31st October 2015 under the Chairmanship of Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India, with the National University of Education Planning and Administration (NUEPA) serving as its secretariat. The Committee submitted its report on the 27th May, 2016. After perusal of the report of the Committee and the recommendations from various consultations as well as other views and comments received, MHRD has formulated 'Some Inputs for the Draft National Education Policy, 2016'. Both these documents are treated as inputs for policy. The Minister for HRD has written to all the Members of Parliament and the Ministry has also written to the relevant Government of India Ministries and the State Governments inviting comments/ views/suggestions on the Draft National Education Policy (NEP) by 31st October, 2016. Thereafter, an 'Education Dialogue' was also organized on 10th November, 2016 with the Hon'ble MPs to discuss the suggestions and to elicit their views on.

7. The Government has constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan, on 24th June, 2017.

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ALLOCATION OF BUSINESS RULES

Allocation of Business Rules

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

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

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

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

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

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

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

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

• Department of Higher Education (HE)

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

A. Subjects Allocated to the Department

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

1. Elementary Education.

2. Basic Education.

3. Bal Bhavan, Children's Museum.

4. Social Education and adult education.

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

6. Books (other than the books with which the Ministry of Information and Broadcasting is concerned) and Book Development (excluding stationery paper and news print industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list.

7. Educational Research with respect to items in the list.

8. Publications, information and statistics with reference to the items in the list.

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

10. National Council for Teacher Education.

11. Charities and Charitable Institutions, Charities and Religious Endowments

pertaining to subjects dealt within this Department.

12. Secondary Education and Vocational Guidance.

13. National Council for Educational Research and Training.

B. Subjects allocated Department of Higher Education, as per Second Schedule to the Government of India (Allocation of Business) Rules, 1961:

1. University education: Central Universities: Rural Higher Education Foreign Aid Programme relating to Higher Education, Technical Education Planning.

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

3. Books [other than the books with which the Ministry of Information and Broadcasting is concerned] and Book Development (excluding stationery paper and news print industries with which the Ministry of Commerce and Industry is concerned) with respect to the items in the list.

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

5. Production of University level text-books in Regional Languages.

6. Educational research.

7. Publications, information and statistics.

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

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

10. Propagation and development of Sanskrit.

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

12. Central Advisory Board of Education.

13. UINESCO 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 lndian Students overseas: Education Departments of lndian Missions overseas: Financial assistance to education institutions and lndian 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 lnstitutions, 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 Exanimation in the fields of professional and technical education in India.

32. University Grants Commission.

33. National Book Trust.

34. Administrative Staff College of lndia, 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 lndia 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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PART - I

Department

of

School Education & Literacy

SAMAGRA SHIKSHA

Samagra Shiksha

An Integrated Scheme for School Education

The Union Budget, 2018-19 proposed to treat school education holistically without segmentation from pre-school to Class 12. An overarching programme for the school education sector has, therefore, been prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. The Cabinet Committee on Economic Affairs (CCEA) in its meeting held on 28th March 2018, approved the formulation of Integrated Scheme on School Education - Samagra Shiksha, from 1st April, 2018 to 31st March, 2020. Accordingly, Samagra Shiksha is being implemented for providing the school education from pre-nursery to senior secondary level throughout the country in coordination and consultation with all States/UTs.

The Samagra Shiksha was launched by the Hon'ble Minister of Human Resource Development on 24th May, 2018. It is sector-wide development programme which subsumes the then existing Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) to help harmonising the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes along-with incentivizing States towards improving quality of education.

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

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

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

The major objectives of the Scheme are: provision of quality education and enhancing learning outcomes of students; bridging Social and Gender Gaps in School Education; ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting Vocationalisation of education; support States

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

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

Under Samagra Shiksha, an amount of Rs.30780.81 crore was sanctioned at Revised Estimates (RE) stage for the financial year 2018-19, out of which Rs.29349.10 crore (95.35%) was released as Central Share to States and Union Territories. The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is

in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015.

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

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

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

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

RTE Roadmap under the Samagra Shiksha

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

The Integrated Scheme supports States and UTs in implementation of the RTE Act, 2009. The Scheme envisages providing an equitable and inclusive quality education which would be guided by the following principles:

(i) *Holistic (SAMAGRA) view of education*, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

(ii) *Equity*, to mean not only equal opportunity, but also creation of conditions in which

the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.

(iii) *Access*, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

(iv) *Gender concerns*, implying not only an effort to enable girls to keep pace with boys but to use education as a decisive intervention to bring about a basic change in the status of women.

(v) *Centrality of teacher*, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.

(vi) *Moral compulsion* is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.

(vii) *Convergent and integrated system of educational management* is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

Early Childhood Education - Support at Pre-primary level under Samagra Shiksha

The Integrated Scheme for School Education-Samagra Shiksha envisages the school as a continuum from Pre-School to Senior Secondary

levels, also sometimes referred to as K to 12. Pre-school programmes in India are known by different nomenclatures i.e. Anganwadis, Balwadis, nursery school, pre-school, preparatory classes, kindergarten, lower kindergarten (LKG), upper kindergarten (UKG), play centres, crèches, balvatikas etc. Pre-school programmes are offered through government anganwadi centres, pre-schools attached to government schools, private sector schools and civil society organizations. In 2013, Government of India adopted the National Early Childhood Care and Education (ECCE) Policy which lays out the vision for children below the age of six years. The Right of children to Free and Compulsory Education (RTE) Act, 2009 which came into effect on 1st April, 2010 also addressed Early Childhood Education (ECE) under Section 11 of the Act which states "with a view to prepare children above the age of 3 years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangements for providing free pre-school education for such children". Goal 4.2 of the Sustainable Development Goals 2030 adopted by Government of India states, "by 2030 to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education"

Rationale of ECE

The first six years of life are critical since the rate of development in these years is more rapid than at any other stage in an individual's life. 90% of brain development has already taken place by the time a child is six years of age making the early years a particularly crucial stage for intervention.

The childhood education programme is based on learning by play. Through studies it is observed that from birth to age five the brain develops more rapidly than at any other stage of life, and it is also most sensitive to influence from the external environment (such as cognitive stimulation, language development, care, imagination etc).

Early Childhood Education (ECE) makes a positive contribution to children's long-term development and learning by facilitating an enabling and stimulating environment in these foundation years of lifelong learning. Recent evidence from an Indian study confirms that a good quality ECE programme during these critical years can lead to the child's holistic development, which in turn leads to improved levels of school readiness which finally leads to higher level of learning levels in primary grades. Children who attend pre-school education have higher school completion rates, lower repetition rates, higher score in reading and math and higher labour market productivity.

It is observed from the NAS Results-2018 Report that those students who had attended pre-primary schools had higher achievement. In high performing states, 73% students have attended pre-primary schools.

The Samagra Shiksha recognizes the need and importance of pre-school education, as has been pointed out in multiple research studies. Quality pre-school education not only increases the progress and achievement of children in primary schools, it also lays the foundation for future growth, learning and development, and also develops positive attitudes and the desire to learn. Therefore, it becomes imperative to provide quality pre-school experiences to children. Under Samagra Shiksha, the pre-school programme is recognized as a critical component of the existing Padhe Bharat Badhe Bharat programme that focuses on foundational learning of early language and literacy and early numeracy in early grades of primary school, thereby recognizing the continuum from pre-school to early grades (classes 1 to 3) of school.

The Samagra Shiksha supports the efforts of State Government in providing pre-school education in schools. Pre-school programme is of upto 2 years duration, for children of the age group 4-6 years. As per UDISE 2015-16, 41.3 percent of government primary schools are co-located with Anganwadi Centre. In case of co-located Anganwadis where the children in the age group of 3-6 are accommodated, the children of 4-6 age group are considered as pre-school children. As per UDISE 2016-17, out of 12.36 lakh schools with primary sections, 2.94 lakh schools, accounting for 24%, have pre-primary sections. A total of 1.36 crore children are enrolled in pre-primary sections (both the sections) in schools of which only 0.36 crore are in Government schools.

The scheme emphasises safe and secure infrastructure including sanitation facilities; developmentally appropriate curriculum, learning activities, pedagogical practices and assessment; professional development of teachers and community participation and engagement. The scheme lays emphasis on ensuring coordination and convergence with the Ministry of Women and Child Development for curriculum development, capacity building of Anganwadi workers, mentoring and support by school teachers and headmasters, augmenting learning materials.

Activities conducted by States and UTs to implement ECE

- On the basis of the pre-school curriculum frame work SCERT Kerala has developed and published an Activity Book for pre-school teachers named Kalippattam Handbook.

- In Kerala, a teacher transformation programme named Prashiksha-2017 was launched by SCERT to enable the pre-school teachers to plan and develop learning activities on the basis of theme, considering the age of the children and developmental areas for effective classroom process.

- In Chandigarh, print-rich environment with attractive spectrum of colours has been created in all the pre-primary classes, which helps in providing support to students on functional academics. Audio-visual facilities through computers with projectors have been provided in 50 schools having pre-primary classes for screening of animated videos, nursery rhymes etc.

- Himachal Pradesh has started the first phase of pre-primary classes in primary schools across the state in 2018-19. Along with SCERT, the state has developed the Activity Calendar, Child Report Cards, School Readiness Books, Aao Gayen (Rhyme Book), Aao Khelen (Games), Worksheets, Reading Cards and Story Books. State has successfully adopted learn through play based method and initiated child stimulation activities in the pre-primary classes.

- Rajasthan has successfully implemented the model of co-location of Anganwadi centers in the primary schools and prepared detailed guidelines for convergence with programmes and schemes of Department of Women and Child Development.

- In Karnataka, initiative was taken by the state government to start pre-primary classes called "Makkala Mane" (House of Children). It was reported by the state that the strength of enrolment in such schools with pre-primary classes has drastically improved.

- In Tamil Nadu, along with SCERT, the state has developed writing materials for students such as stroke books, drawing book, colouring and painting books to

- develop the gross motor skills of the children.

- To promote parental engagement, UT of Puducherry celebrated "Pravesh Utsav" on reopening of the pre-primary academic year in all the schools to welcome the children to start the early childhood education.

- Maharashtra has prepared the ECE curriculum named "Akaar" in collaboration with SCERT and initiated activities to increase pre-literacy and pre-numeracy skills of the children.

- Sikkim has successfully launched a 2 years' of pre-school model in all government primary schools.

- Assam SCERT has developed a work-books namely, 'Akonir Karmaputhi' and textbook called Beginners English, and which are provided free of cost to Ka-sreni(pre-school) learners every year this has resulted in improving the early grades of children.

- Across the country, the States and UTs are implementing activity-based learning methodology.

Case Study on Early Childhood Education
Government L.P.S, Pallavoor
Kolankoodu B.R.C, Palakkad Ssk, Kerala

The pre-primary section of GLPS Pallavoor was started on the basis of government orders that emphasized that no financial burden would be incurred in the existing school set up. It began in 2003 with just five students, and in 2019, the section has gradually progressed to student strength of 125 with 6 staff members to cater to the needs of the toddlers. It goes without saying that the pre-primary section has played a major role in providing an aura of permanence and acceptance of this social institution.

The school continues to slowly and progressively counter the challenges posed by the unaided CBSE English medium schools in the area. The textbook prepared by SCERT Kerala, 'Kallipaatam' has replaced the otherwise common private textbooks in the market.

The novel programme titled 'Ammakoodu' has parents coming forward to transact sessions with little learners in their mother tongue. Every month a meeting of the parents is organized (and 90% of the participants are mothers!). In the meetings organized by the parents, discussions on how to involve parents in the teaching learning process were taken up and decisions taken. Following this, the School Resource Group (SRG) prepared a draft of the module. The draft was presented again at a meeting of the parents, and after much deliberation, the final module was prepared. Two meetings of the parents' group were convened on to decide how to execute the activities. The execution part was thoroughly planned, organized and properly carried out. A panel of mothers was prepared to help the teachers to transact the module. Field trips, drawing pictures, training in sports, preparing breakfast and lunch meals, making of grammar cards, clay modelling, preparing of sand pits, sprouting and planting of various seeds etc. have all been put to action under the able leadership of the mothers' group. Asha workers also assisted the organizers in all these activities. As a part of the 'Ente Gramam' program, a visit to the

agricultural land at Vamala was also made. The children were taken to festival grounds and also to see and understand the various musical instruments in the house of the Pallavoor Trimoorthi. School celebrations including Children's Day, Onam, Ramzan, Christmas and New Year were all organized with the help of the mothers' group. Training sessions in toy making and story narration was organized exclusively for the mothers' group.

Following the training sessions received, the mothers' group organized workshops for drawing pictures for stories and making story cards. Now every mother in the mothers' group knows over 100 stories and can present it before the children when needed. The mothers walk into the school to tell stories to the little ones and grandma tales have also been generously borrowed!

A visit to the police station and making of a school garden to celebrate the Kerala Piravi Dinam cannot be forgotten. **The school also honoured the first pre-primary student of the institution, Kum. Hasna, who has by now grown up to be a MBBS graduate.**

*As a part of evaluating the school activities, teachers have made visits to student's homes. A school gramasabha and social audit has also been organized. The social audit of **Ammakoodu** was conducted as one day programme under the banyan tree in Pallavoor Junction. Alongside programmes performed by the students, interviews of the students with the members of the society and parents were also held. The mothers who excelled in the activities at school and on the day were honoured by the MLA of Nenmara, Sri. K.Balu.*

Key Highlights 2018-19 under ECE component of Samagra Shiksha

➢ Under Samagra Shiksha, a total allocation of Rs. 17793.57 lakh was provided to all the States and UTs to implement the interventions of the component of ECE in Government schools. *(Source: PMS Samagra Shiksha)*

➢ A total number of 1,82,285 schools have been supported to implement the ECE activities across States/UTs. *(Source: PMS Samagra Shiksha)*

➢ Total 3,21,339 government schools have pre-primary sections, in which 97,02,722 (97.02 lakh) children are enrolled and 2,86,167 (2.86 lakh) pre-primary teachers are deployed. *(Source: UDISE 2017-18)*

➢ Total 7,37,666 (7.37 lakh) Anganwadi centres are co-located with primary schools. *(Source: UDISE 2017-18)*

➢ Meetings were held with NCERT & UNICEF official to discuss the issues on pre-school education and to finalize the guidelines of pre-school under Samagra Shiksha in June 2018.

➢ Workshop on Pre-School Education was conducted with World Bank on 21st December 2018. Various issues on ECE were discussed by the participants and recommendations made.

➢ On 12th February 2019, a meeting was conducted with NCERT, UNICEF & NCTE under the chairmanship of Secretary, MHRD. Various issues on pre-school education were discussed and action points were suggested.

➢ Further, the Department has created thematic groups on ECE to develop framework and monitor the implementation of ECE component under Samagra Shiksha.

Glimpses

First Day in Pre-School (GSSS- Dhanas)

Little Creative Minds

Learning with Playing in Pre-Primary Classroom

(Source: Shagun Portal and States report)

Library Grant under Samagra Shiksha

In order to complement the activities under Padhe Bharat Badhe Bharat (PBBB) and inculcate reading habits among students of all ages, school libraries are being strengthened under the scheme of Samagra Shiksha. Library grant is provided to government schools from classes I to XII to purchase books.

Numerous academic studies have established that good reading habits improve academic performance. Further it is observed from the National Achievement Survey that a functional library is a very effective in promoting quality learning. Results suggest that in high achieving States, 91% schools have libraries whereas in low achieving States, 62% schools have libraries.

Library aids the student in achieving a successful transition from childhood to adulthood by providing resources and environments that foster intellectual, emotional and social development.

Major features of PBBB

Provision for separate library grant ranging from Rs. 5,000 to Rs. 20,000/-, for purchase of books under Samagra Shiksha is as under:-

a)   Upto @ Rs.5,000/- for primary school

b)   Upto @Rs.10,000/- for upper primary school.

c)   Upto @ Rs.13,000/- for composite elementary schools (Classes 1st to 8th)

d)   Upto @ Rs.10,000/- for Secondary schools (Classes 9th and 10th).

e)   Upto @ Rs.15,000/- for class 6th to 12th

f)   Upto @ Rs.15,000/- for composite secondary schools (Classes 1 to 10th)

g)   Upto @ Rs.15,000/- for composite secondary schools (Classes 9th to 12th)

h)   Upto @ Rs.10,000/- senior secondary school only (Classes 11 to 12th).

i)   Upto @ Rs.20,000/- for composite senior secondary school (Classes 1 to 12th).

During the year 2018-19, a working group was constituted for preparing a suggestive list of books to be procured in Government schools, and guidelines for library grant under Samagra Shiksha. After considering the recommendations of the working group, under the ''Padhe Bharat – Badhe School' initiative, guidelines for library grant were issued to States and UTs which included an age appropriate indicative/suggestive list of books published by NCERT, NBT and other Government Publications for libraries. The States/UTs were allowed to procure books, meant for children, beyond the list from other State Govt. publishers including SCERTs. An illustrative list of books purchased by Chhattisgarh State for their school libraries was also shared with States/ UTs. The guidelines provided that no newspaper and magazines can be purchased from the library grant.

States/UTs were advised to constitute a committee to select age appropriate books from NCERT, NBT and other Govternment publications. States were further advised to earmark one teacher in each school to be given the additional responsibility for safe keeping of library books, issuing them and receiving the books back from students. There should not be any penalty on the library incharge teacher for any wear and tear of books by the students and 5% of the Library Grant in the school may be earmarked for repairing of damaged books.

Readers Club

States and UTs have also been advised to set up Readers' Club in schools in a phased manner to promote the habit of reading. Various activities may be organised for promotion of book reading in schools. The schools may follow these activities to further enhance the reading habits amongst children such as reading a story or poem, story-telling session, story writing, preparing a wall magazine, story or poem etc. Readers Club have been setup in Government schools in Delhi and Puducherry.

In the year 2018-19, an outlay of Rs.47396.14 lakh was approved under library grant for 702250 schools of different categories.

Sports Grant under Samagra Shiksha

Sports in schools has immense benefits both for children and for educational systems. The benefits can be presented in terms of child's development in a number of domains: physical, lifestyle, social, affective and cognitive.

Sports has the potential to make distinctive contribution to the development of children's fundamental movement skills and physical competencies, which are necessary precursors of participation in lifestyle and physical activities. Sports also, when appropriately presented, can support the development of social skills and social behaviours, self-esteem and pro-school attitudes, and, in certain circumstances, academic and cognitive development.

Sports has numerous benefits. Physical education helps children to develop respect for the body— their own and others, contributes toward integrated development of mind and body, develops an understanding of the role of aerobic and anaerobic physical activity in health, positively enhances self-confidence and self-esteem, and enhances social and cognitive development and academic achievement. It provides opportunities to meet and communicate with other people, to take different social roles, to learn particular social skills such as tolerance and respect for others, and to adjust to team/collective objectives such as cooperation and cohesion.

Samagra Shiksha attempts to provide an integrated/composite school system from pre-school to higher secondary level, to facilitate

the transition of children across various levels of school education and aid in completion of school education. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

Under Samagra Shiksha, for the first time, provision has been made for grant for sports equipment. Every Government school will receive sports grant @ Rs.5000 for Primary Schools, Rs.10,000 for upper primary schools and up to Rs.25,000 for Secondary and Senior Secondary schools for meeting expenses on procuring sports equipment for indoor and outdoor games.

During the year 2018-19, a working group was constituted for preparing a suggestive list of sports equipments to be procured in Government schools, and guidelines for sports grant under Samagra Shiksha. After considering the recommendations of the working group, under the

''Khele India-Khile India'' initiative, guidelines were issued to States and UTs to ensure proper utilization of sports grant. These guidelines include an indicative list of age appropriate sports equipments for government schools. States and UTs have been advised to encourage schools to include suggested traditional/regional games of the respective State/Region. One responsible person/Physical Education Teacher (PET)/ Teacher incharge in every school should be given the responsibility to take care of the sports equipments and to maintain their stock position.

In the year 2018-19, an outlay of Rs. 506.90 crore was approved under sports grant for 894307 government schools of different categories.

Inclusive Education for Children with Special Needs (CwSN)

Inclusive Education for CwSN has been one of the major interventions of the erstwhile SSA

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

Inclusive Education Programmes

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

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

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

Presently, Samagra Shiksha aims to cover all CwSN in a continuum from classes I to XII. Under Samagra Shiksha, in the year 2018-19, an outlay of Rs.1323.20 crore was approved for the education of 21,00,918 CwSN (from classes I to XII) including financial support (for the honorarium/salary) of 15,909 Resource Teachers/Special Educators, and Rs. 300 crore towards salary of 11865 resource persons/resource teachers (for CwSN) working at BRC/CRC/URC levels. A total number of 27774 special educators and resource teachers/persons were made available to address the specific needs of children with special needs. A total of 43996 children with severe/multiple disabilities were covered in 2018-19 with an outlay of Rs.9.22 crore, through home-based education.

Provisions for CwSN included under Samagra Shiksha

i) Support has been enhanced from Rs. 3000 per child per annum to Rs. 3500 per child per annum. Stipend for girls with special needs has been expanded from previous allocation to girls from classes IX to XII (RMSA), to classes I to XII (Samagra

Shiksha) in order to encourage girls for enrolment & retention and complete their schooling. Stipend is provided through Direct Benefit Transfer (DBT) mode.

ii) The provision for home based education covering children with severe/multiple disabilities has been extended for children till class XII under the Samagra Shiksha scheme.

iii) Allocation for resource support through

special educators has been made separately in order to appropriately address the learning needs of CwSN from elementary to senior secondary level.

iv) The financial support for honorarium/salary for existing and new special educators (as per the Samagra Shiksha norms for salary of teachers). This allocation is over and above the norm of Rs.3500/- towards student oriented component.

Addressing the Needs of CwSN - Other Components under Samagra Shiksha

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

Perspective of Convergence

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

to the children with disabilities and towards that end shall

• Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others.

• Make building, campus and various facilities accessible.

• Provide reasonable accommodation according to the individual's requirements.

• Provide necessary support individualized or otherwise in environments that maxi-

mize. academic and social development consistent with the goal of full inclusion.

- Ensure that education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication.

- Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them.

- Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.

- Provide transportation facilities to children with disabilities and also their attendants.

- Bridging gender and social category gaps at all levels of school education is one of the major objectives of Samagra Shiksha.

Kasturba Gandhi Balika Vidyalaya (KGBV)

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

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

The scheme is being implemented in 29 States namely; Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, D & N Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Manipur, Maharashtra, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

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

i)   Type I for class VI to VIII @ upto Rs.60 lakh per annum;

ii) Type II for class VI to X @ upto Rs.80 lakh per annum;

iii) Type III for class VI to XII @ upto Rs.1 crore per annum &

iv) Type IV existing Stand-alone Girls' Hostels for classes IX to XII @ upto Rs.25 lakh per annum.

A total of 5970 KGBVs with a capacity of 725700 girls was sanctioned to States under Samagra Shiksha till 2018-19. Out of them, 4841 are operational with 590276 girls. Out of the enrolment of 590276 girls, 162533 are SC (27.54%), 156087 are ST (26.44%), 195925 are OBC (33.19%), 31171 are Muslims (5.28%) and 44560 are BPL category (7.55%). 1,232 KGBVs have been upgraded to Class X/XII in 2018-19 under Samagra Shiksha.

Vocational Education

Vocational Education is a component under the umbrella of 'Samagra Shiksha. The scheme seeks to integrate vocational education with general academic education with an aim to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. NSQF compliant vocational

courses are taught to students of 9th to 12th class. At the Secondary level i.e. class 9th and 10th, vocational modules are offered to the students as an additional subject. At Senior Secondary level, i.e. class XI and XII, vocational courses are offered as a compulsory (elective) subject. The scheme covers 55 job roles in 19 sectors i.e. Agriculture, Apparel Made ups & Home Furnishing, Automotive, Banking Finance and Insurance Services (BFSI), Beauty and Wellness, Construction, Electronics & Hardware, Healthcare, Information Technology/Information Technology Enabled Services (IT/ITeS), Media & Entertainment, Multi Skilling, Physical Education & Sports, Plumber, Retail, Security, Telecom, Tourism & Hospitality, Transportation Logistics & Warehousing.

During the Financial Year 2018-19, 1501 schools were approved for implementation of component of vocational education across 24 States/UTs. Out of the total of 9623 schools approved under this component till 2018-19, the vocational education has been implemented in 8654 schools with the reported enrolment of 8,33,041 students.

Labs for imparting hands-on training to vocational students

Role play – Beauty & Wellness

Role play – Security

Role play – Retail

Role play – Healthcare

Role play – Automobile

Four regional workshops were organised from December, 2018 to February, 2019 at PSS Central Institute of Vocational Education (PSSCIVE), Bhopal to discuss the various implementation issues faced by States.

A National Consultation meeting with States and other stakeholders was organised on 21st - 22nd February, 2019 at NCERT to sensitize the States about the various monitoring mechanism for the scheme of Vocationalisation of School Education developed at National Level.

Display of logo of Samagra Shiksha

A Logo is the symbol of the vision and sprit of the school which focuses on classroom instructions and helps in unifying the community. A school's logo also helps in fostering the spirit and building a bond between the school, the student and the community at large. Thus, it becomes important for all schools to display the logo prominently on their premises.

Keeping the purpose in mind, the logo of "Samagra Shiksha" along with facilities available in the school such as uniforms, textbooks, mid day meal available under various schemes in each of the elementary schools, secondary/senior secondary schools should be displayed through wall painting along with details display board. The logo is being developed through National Institute of Design (NID), Ahmedabad.

An amount of Rs.1000 per school is provided for this purpose under the Scheme.

Free Uniforms and Textbooks

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

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

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

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

An outlay of Rs. 479635.17 lakh was provided under Samagra Shiksha for free uniforms to 83266829 children during 2018-19. All children are provided free textbooks up to Class VIII. In 2018-19, provision was made for providing text books to 10.14 crore children with an outlay of Rs. 308042.25 lakh.

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

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

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

The Block and Cluster Resource persons will be adequately trained and utilized more effectively. Under the Integrated Training Programme all the target groups, namely, teachers, principals, block and cluster resource centre's coordinators etc will be brought on the same platform and oriented on similar content focusing on their specific roles and responsibility. There will be regular visits by the DEOs, BRCs and CRCs to school for continuous monitoring, follow-ups and to ensure that leanings from training are translated in classroom transactions. DEOs should atleast carry out visit of one school from each block and similarly BRC to conduct visit of one school from each cluster atleast in a month.

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

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

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

Transport and Escort Facility

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

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

School Infrastructure Development

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides norms and standards for a recognised elementary school. The Schedule to the RTE Act mentioning norms and standards for a school inter alia provide for an all-weather school building. The Schedule also provides for arrangements for securing the school building by boundary wall or fencing. The Central RTE Rules, 2010 states that the School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under the Act. The School Development Plan shall inter alia contain the physical requirement of additional infrastructure and equipments, calculated with reference to the norms and standards specified in the Schedule. The RTE Rules also specify that the schools found to be conforming to the norms, standards and the conditions are to be granted recognition and withdrawal of recognition of the schools which do not conform to the norms, standards and conditions mentioned in the RTE Rules.

The appropriate Governments have the responsibility and mandate to provide school infrastructure including drinking water facility and toilets in schools in accordance with the norms prescribed in the Schedule to the RTE Act, 2009 and respective State RTE Rules. The Government of India supported State Governments and UT Administrations for creation and augmentation of infrastructural facilities in government elementary schools through Sarva Shiksha Abhiyan (SSA) and in government secondary schools through Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programmes. The requirement

of infrastructural facilities in schools are worked out every year by the respective State and Union Territory on incremental basis depending on their need and priority and this is reflected in their Annual Work Plan and Budget (AWP&B).

Samagra Shiksha supports the States and UTs for strengthening of existing government schools, and for creation and augmentation of infrastructure facilities in schools.

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

Sl. No.	Major Components	Cumulative sanctions	Cumulative Achievement (completed) upto 31.12.2018
1	Primary School	200968	188085
2	Upper Primary School	111779	107730
	Total Schools:	312747	295815
3	Additional Class Rooms	1889689	1810286
4	Drinking Water	240564	234017
5	Boys Toilets	399351	378090
6	Separate Girls Toilets	522398	511061
7	CwSN Toilets	141415	124458
	Total Toilets:	**1063164**	**1013609**
8	Ramps with hand rail	265002	246311
9	Electrification	208215	190638

Source: QPR received from States and UTs

ii) The physical progress under the erstwhile RMSA till 2017-18 and Samagra Shiksha effective from 2018-19 for secondary component is as under:

Sl. No.	Major Components	Cumulative sanctions	Cumulative Achievement (completed) upto 31.12.2018
1.	Additional Class Rooms	53,778	37,018
2.	Science laboratories	27,414	19,321
3.	Computer rooms	19,875	13,821
4.	Libraries	26,838	19,208
5.	Toilet blocks	20,403	14,474
6.	Drinking water facilities	11,892	10,056

Source: QPR received from States and UTs

iii) The physical progress under Samagra Shiskha w.e.f. 2018-19 is as under:-

Sl. No.	Facilities	Elementary Education		Secondary Education	
		PAB Sanction (Cumulative)	Completed (Cumulative)	PAB Sanction (Cumulative)	Completed (Cumulative)
1.	Drinking Water	382	344	62	0
2.	Boys' Toilets	4595	1330	159	4
3.	Girls' Toilets	4571	1538	181	12

Source: PMS portal as on date.

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

Improving Learning Outcomes and Assessment under Samagra Shiksha

Learning Outcomes

The Learning Outcomes document for elementary level has been developed in two forms. The complete document includes Curricular Expectations, Pedagogical Processes and Learning Outcomes of classes I to VIII. This document is meant for teachers and teacher educators and school administration to ensure and enhance the quality of learning in schools and the compact version contains only the learning outcomes for each subject in each class. 24 States and UTs (UTs without legislature and Jammu and Kashmir have adopted central rules mutatis mutandis) have incorporated the learning outcomes in their State rules.

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

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

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

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

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

National Achievement Survey 2017-18

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

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

The Post NAS Interventions (2018-19) were initiated to reach out to all Districts in different States. The learning gaps identified were used to provide feedback to the districts. A framework of intervention to improve the quality of learning in the schools is being suggested. The designing and implementation of the interventions include in its

ambit the school leaders, teachers and the whole network of officials at clusters, blocks, DIETs, SCERT and the Directorates of Education in the different States and UTs.

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

Post NAS interventions have been initiated by NCERT in collaboration with the States of Chhattisgarh, Sikkim, Tripura, Gujarat, Maharashtra, Jammu & Kashmir and Goa, for development of District Action Plans.

School Based Assessment

Based on the evidence gathered from the survey of 3.7 million students during the NAS conducted in 2017/2018, and the subsequent targeted interventions by NCERT in a pilot survey for creating a framework to improve learning outcomes, it has been decided to conduct a School Based Assessment (SBA) in 2019, which would be a qualitative and non-threatening evaluation process of the students by the respective schools.

These quantitative and qualitative evaluation techniques, in tandem with the external evaluation, are crucial to ensure that the desired learning outcomes are reached. Both these evaluations are therefore essential and form a logical continuum.

Setting up National Assessment Centre

The Department is in the process of setting up an independent National Centre for Assessment for conducting various kinds of assessments in School Education at various levels. States and UTs will also have State level units under the National Centre. They will conduct different assessments of Learning Outcomes independently. The assessments conducted will be of international standards.

Learning assessments play an important role in understanding and improving the quality of education, by providing information on students' learning outcomes and on the background and environmental factors that may influence these outcomes. Such assessments can provide valuable information on the education system with regard to issues of access, quality, efficiency and equity. The learning outcome oriented assessment will not only help to make the shift in the focus of student learning from content to competencies, it will also help the teachers to divert their teaching-learning in the desired manner and make other stakeholders especially the parents/ guardians, School Management Committee members, community and the State functionaries responsible for ensuring quality education. The Learning Outcomes defined explicitly will help to guide and ensure the responsibility and accountability of different stakeholders.

Operation Digital Board (ODB)

- Operation Digital Board (ODB) is an initiative to provide a smart class room to all 1,03,942 government schools along with an ICT Lab for 9th to 12th standard. This will enable the students to receive lectures from the best teacher and access high quality e-content which will enhance the overall learning process and experience of the students.

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

- Unlike content-based assessment, PISA measures the extent to which students have acquired key competencies that are essential for full participation in modern societies.

- Participation in PISA will allow India to benchmark performance against almost 80 countries.

- The test items will be adapted to the Indian context and language, pilot tested and validated before being used for the test.

- India will participate in PISA 2021 through schools run by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and the UT of Chandigarh. The preparations for PISA 2021 have been initiated and the Agreement was signed between the Ministry of Human Resource Development and the Organisation for Economic Co-operation and Development (OECD) on 28th January, 2019 for this purpose.

Rationalization of Syllabus

The purpose of education is to make good human beings and citizens. To achieve this, students need value education, experiential learning, life skills education, creative skills and physical education. Today there is no time available for all these activities as the burden of the syllabus on students is very heavy. Educationists also believe that rote learning is not education; rather, education is a combination of comprehension, communication and analytical abilities.

- NCERT therefore decided to rationalize and reduce the burden of the syllabus and invited specific suggestions from all stakeholders.

- The announcement evoked an excellent response from parents, educationists, teachers and other stakeholders and about 1 lakh comments and suggestions were received. These were examined and after due consideration certain revisions have been made including giving space in the new textbooks to national initiatives such as *'Swacch Bharat'*, 'Digital India', *'Beti*

Bachao Beti Padhao', GST etc. Space has also been given to Knowledge Traditions and Practices of India in textbooks such as Metallurgy, Chemistry, Astronomy, Bhartiya Kalayen, Education System in India, etc. Now all the updated titles are available for 2018-19. Under this review, NCERT has also published two workbooks for class IX in English and Sanskrit.

Distribution of Textbooks by NCERT

NCERT launched a portal in August, 2017 to facilitate individuals, schools, States and UTs to directly purchase textbooks. NCERT printed 4.15 crore textbooks by June, 2014 for the session 2014-15, 4.17 crore textbooks by June, 2015 for the session 2015-16, 4.35 crore textbooks by June, 2016 for the session 2016-17, 4.63 crore textbooks by June, 2017 for the session 2017-18, and 5.91 crore textbooks by June, 2018 for the session 2018-19. Textbooks are distributed through four Regional Production-cum-Distribution Centres already established at Ahmedabad, Bengaluru, Guwahati and Kolkata apart from Delhi. NCERT has also empanelled 895 vendors across the country for distribution of textbooks.

e-Pathshala

E-pathshala- A web portal (**http://epathshala. nic.in/ http://epathshala.gov.in/**) and mobile apps (Android, iOS and Windows) has been designed and deployed. All the textbooks of NCERT from classes-I to XII have been digitised and placed on e-Pathshala. QR codes have been created, which will be integrated with e-Resources on e-Pathshala for providing learning support.

- **15 lakh students** have downloaded the e-pathshala app. **Visits in one year has crossed 30 million mark.**

- The app has a rating of 4.5 out of 5 on Google play store, 3 out of 5 on Apple Store, and 4.5 out of 5 on Windows Store.

- In all 1.91 million users have downloaded the app from Google Play Store, 97,762 users from Apple Store and 53,078 users from Windows Store.

- There have been a total 24,261,383 Youtube views of ePathshala audios-videos. Total no of files on YouTube are 3444 (Total no of Audio on Youtube = 1666, Total no of Video on Youtube = 1778). Further there are of 698 books as ePub and the total no of Flipbook are 504.

- As a part of this initiative, digitization of State textbooks has been started. Digitization of textbooks of Andhra Pradesh, Delhi, Haryana, Karnataka, Manipur, Mizoram and Uttar Pradesh has been started and they have submitted 152 books on e-Pathshala.

- The e-Pathshala has been listed/shared/available on the UMANG app of Govt. of India, MeitY. The Branding of e-pathshala mobile app has been done. Five more apps i.e. PINDICS, PARAKH, KISHOR MANCH, NAS, SCANNER app have been developed.

Change in No Detention Policy

- On demand from States, the RTE (Amendment) Act, 2019 amending the no detention policy, was enacted by Parliament and notified on 11.1.2019.

- Under this, if a student fails in second attempt, he/she can be detained in class 5 or 8 or both, or the States and UTs can decide not to detain the child.

- This will pave the way for improvement in learning outcomes of children.

Atal Tinkering Labs

- ATLs being established in schools (Grade VI – XII) managed by Government, local body or private trusts/society

- Minimum 25% of the ATLs being set up in schools managed by Government (Central / States)

- Schools selected through a competitive process are provided grant-in-aid that includes a one-time establishment cost of Rs.10 lakh and operational expenses of Rs.10 lakh for a maximum period of 5 years

- 5441 schools across the country have been selected and provided approval to establish an ATL

Training of Untrained Teachers

- Around 14 lakh unqualified teachers are enrolled for Diploma in Elementary Education on "SWAYAM' platform where they are receiving training and are being tested on their learning achievements.

- This is the largest initiative of its kind in the world.

- These trained and better equipped teachers will improve the quality of primary education.

Rashtriya Avishkar Abhiyan (RAA)

- The Rashtriya Avishkar Abhiyan (RAA) was launched on **9th July 2015** by late Dr. A.P. J Kalam to **strengthen teaching learning of Maths and Science in upper primary classes** and encourage children of the age group 6-18 years, in Science, Mathematics and Technology.

- The programme framework is on a **twin track approach** (i) Systemic improvements in the School System (ii) Initiatives to encourage Science and Mathematics through alternative strategies.

- Key activities under this programme include **mentoring** of elementary and secondary schools **by Institutions of higher Education**; forming **Maths and Science clubs** for children at school and **professional development of teachers** in order to make teaching of Maths and Science interesting for students.

- In 2018-19, under Samagra Shiksha, an outlay of Rs.22745.85 lakh has been approved for various activities like training of Science and Mathematics Teachers, distribution of Math and Science Kits, excursion trip to science centers and Museum for students, science exhibition at district level, Vedic mathematics, strengthening Science and Mathematics Laboratories, science fair, Maths Mela, visit to higher education institutions etc. for States and UTs.

Credible Data and Accountability

Performance Grading Index (PGI)

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

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

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

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

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

U-DISE PLUS

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

In the early 1990s, as part of the District Primary Education Programme (DPEP) national endeavour, a school based computerised information system was designed and developed. An Education Management Information System (EMIS), called the District Information System for Education (DISE) was created for Classes I to V for planning and monitoring the implementation of DPEP in 42 districts of 7 selected States. Over the years this was extended to cover the entire elementary level of education till Class VIII. In 2008-09, with the introduction of the Rashtriya Madhyamik Siksha Abhiyan (RMSA), a separate

and dedicated Secondary Education Management Information System (SEMIS) was started for Classes IX to XII. Subsequently, in 2012-13, the Unified District Information System for Education (UDISE) was launched by integrating the DISE for elementary education and SEMIS for secondary education.

School Education Shagun – Integrated Online Junction

The system, over time, suffered from several inherent weaknesses and hence had to be revamped. U-DISE Plus is a product of long-standing effort made by D/o SEL, MHRD to improve the data capture system by making it simpler, more comprehensive, real time and credible. It also has a built in certification system at every stage thereby establishing an audit trail of the uploaded information. As a part of UDISE+, a GIS based App for mapping of schools has also been developed. This shows the location of each and every school along with its adjoining topographical features and a report card which contains vital information about the school. A geo tagged Third Party App to randomly cross check the information uploaded on the UDISE+ and to furnish regular reports by several groups (e.g. the Principal/ Headmaster, School Management Committees, Cluster Resource Coordinators, Block Resource Coordinators, District Evaluation Officers) has also been developed. In order to analyse the huge volume of data and use it for evidence based decision making, the Data Analytics portal has been designed. Besides catering to standard and query based reports, this portal can also be used for big data analytics and artificial intelligence applications which will help the stakeholders to take informed policy decisions. Information for the Performance Grading Index (PGI) which grades the States and UTs on the basis of 70 indicators are largely drawn from the UDISE+ database. Mapping of the indicators with the data base has made the Performance Grading Process completely automated and instantaneous thereby helping the States and UTs to make required policy interventions to improve the school education system.

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

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

Aspirational Districts

It is a people-centric Programme to reduce inter-district variations by focussing on the strength of 112 backward districts and by identifying the attainable outcomes for their improvement. The Programme was launched in January, 2018

for a New India by 2022 for ensuring inclusive growth to improve India's ranking in the Human Development Index.

The three core principles of the programme are - **Convergence** (of Central & State Schemes), **Collaboration** (among citizens and functionaries of Central & State Governments including district teams), and **Competition** among districts driven by mass movement. Districts are aspiring to catch-up with the best.

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

A booklet detailing the activities to be undertaken under this responsibility of the DEOs was brought out and shared with all Stakeholders. A portal has been created for Aspirational Districts to upload photos of schools on five selected parameters. Almost a lakh schools have uploaded photographs.

Recognising Good Performance

Swachh Vidyalaya Initiative (SVI)

In response to the clarion call made by the Prime Minister on 15th August, 2014, the Department of School Education and Literacy launched the Swachh Vidyalaya Initiative (SVI) in collaboration with State Governments and UT Administrations, Public Sector Undertakings (PSUs) and Private Corporates for provision of separate toilets for girls and boys in all

government schools. This included schools in the challenging areas in the country such as districts facing Left Wing Extremism (LWE), forests, remote mountainous terrain and crowded slums.

One of the unique features of SVI was the role of the PSUs and the Private Corporates under the Public Private Partnership (PPP) model and online monitoring of the progress. The largest number of toilets were constructed or made functional in the following States; Bihar (56912), Andhra Pradesh (49293), Odisha (43501), West Bengal (42054), Telangana (36159), Assam (35699) and Madhya Pradesh (33201).
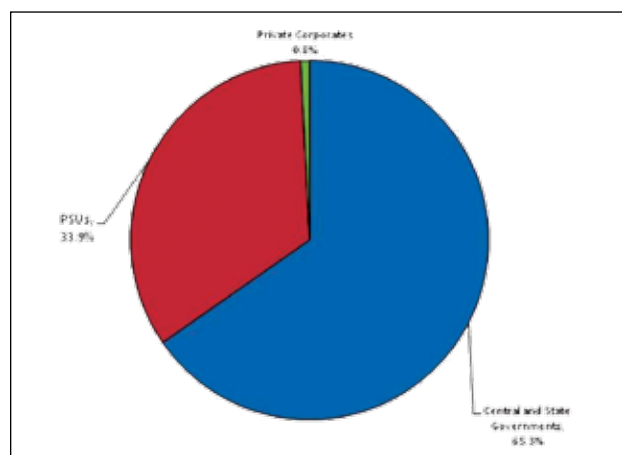
In case of PSUs, the largest contribution was by Coal India Limited (51,115), National Thermal Power Corporation Ltd. (24,626), Rural Electrification Corporation Ltd. (12,379), Power Finance Corporation Ltd. (9,026), Oil & Natural

Gas Corporation Ltd. (7,958) and Power Grid Corporation of India Ltd. (7104). In case of the Private Corporates, the major contribution was by Tata Consultancy Services Ltd. (1,509), Mahindra Group (1,171), Insurance Fraud Investigators Group (150) and Confederation of Indian Industry (138).

Use of ICT in SVI

In keeping with the spirit of Digital India initiative, the Swachh Vidyalaya programme conceptualized and developed a web portal to plan, implement, monitor and support this initiative in real time. The web portal, apart from other features, enabled corporates and partners to easily navigate and identify specific locations and schools they wished to support for construction and repair of toilets. It allowed them to pledge financial and in-kind commitments. Swachh Vidyalaya programme did not just forge new partnerships, but enhanced accountability and improved service delivery. The digital solution meant that we could actually see the progress could be seen as it happened. The real time status was visible through Counters and the Progress Bar on the portal. This solution also enabled the public to partner and track the progress.

Swachh Vidyalaya Initiative was one of the priority programmes identified for the award in Excellence in Public Administration on Civil Services Day in 2016. On 2nd October, 2017,

the Ministry of Drinking Water and Sanitation presented the Inter Ministerial Collaboration (IMC) award to the Department of School Education & Literacy. The Department bagged the best Ministry award for the activities undertaken for Swachh Vidyalaya initiative under the rubric of Swachh Bharat Mission.

Swachh Vidyalaya Puraskar

The Ministry of Human Resource Development has constituted Swachh Vidyalaya Puraskar (SVP), an initiative under the Swachh Vidyalaya campaign in 2016 to recognize, inspire and celebrate excellence in water, sanitation and hygiene practices in elementary and secondary schools at the district, state and National levels. In second edition of SVP i.e. Swachh Vidyalaya Puraskar (SVP) 2017-18, private schools also participated in addition to government and government aided schools.

The SVP 2017-18 received overwhelming response from schools. 6,15,152 schools registered online for the awards for Swachh Vidyalaya Puraskar 2017-18, which is more than double the number of schools (2.68 lakh) who participated in 2016-17. After intensive evaluation and screening process, 52 schools were selected for National Award - SVP 2017-18. They bagged cash prize of Rs. 50,000/- each and Certificate of Recognition, which was given to them at the National Prize Distribution Programme held on 18th September 2018.

Top 4 States/UTs viz. Puducherry, Tamil Nadu, Gujarat and Andhra Pradesh and 9 districts namely, Pondicherry, Srikakulam, Chandigarh, Hisar, Karaikal, Latur, Nellore, South Goa and Vadodara, for having maximum number of schools awarded with National Level Awards for SVP were also given Certificate of Recognition during the prize ceremony held on 18th September, 2018 at New Delhi.

Rank – 1 **Gps Koonichempattu Koonichempattu, Block:** Brc-3
District: Pondicherry, Puducherry-605501, **UDISE code:** 34020302001
Level: Elementary, **Area:** Rural **Management:** Government

Rank – 2   G. H. S., T. Chellandipalayam Thoranakkalpatty, **Block:** Thanthoni
District: Karur, Tamil Nadu- 639003 **UDISE code:** 33140201205
Level: Secondary, **Area:** Urban **Management:** Government

Rank – 3   **Nagraon, Block:** Jhandutta
District: Bilaspur (HP.) Himachal Pradesh- 174031 **UDISE code:** 2080311101
Level: Elementary **Area:** Rural **Management:** Government

Rank – 4   **GPS Sendanatham, Olavaikkal, Block:** Brc-3
District: Pondicherry, Puducherry-605502, **UDISE code:** 34020307604
Level: Elementary, **Area:** Rural **Management:** Government

Rank – 5   **Jada Pri. Sch. Jada, Block:** Deodar
District: Banas Kantha Gujarat- 385330, **UDISE Code:** 24020602701
Level: Elementary, **Area:** Rural **Management:** Government

Rank – 6   **KGBV Dhanwar Dhanwar, Block:** Dhanwar
District: Giridih, Jharkhand- 825412, **UDISE Code:** 20060707202
Level: Secondary and Higher Secondary, **Area:** Rural **Management:** Government

Rank – 7   **PUPS Kombaithozhu Megamalai, Block:** Myladumparai
District: Theni , Tamil Nadu-625579, **UDISE Code:** 33250500404
Level: Elementary **Area:** Rural **Management:** Government

An exhibition was also held during the National Prize Distribution Programme at Dr. Ambedkar International Centre, New Delhi to showcase the best practices adopted by the awarded schools and other initiatives such as live demonstration of sanitary pad making machine by girl students of KGBV Mulugu, Sidipet District and KGBV Andole, Sanga Reddy District, Telangana.

Swachhata Pakhwada: 1st – 15th September, 2018

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

During the Swachhata Pakhwada observed in September 2018, all schools including private schools, the State Governments and UT Administrations undertook cleanliness drives in schools through various activities such as hand washing, role-plays etc. A list of suggested daily activities was shared with States and UTs. The Pakhwada focused on sanitation and hygiene in schools. The last day of Swachhata Pakhwada i.e. 15th September, 2018 was converged with the launch of the "Swachhata Hi Seva (SHS)" campaign which went on till 2nd October, 2018, throughout the country. Swachhata Captain and Swachhata Monitor for each school were appointed to encourage students to work for Swachhata on a sustainable basis. 11.82 crore students took "Swachhata Shapath" on 1st September, 2018. 11.61 lakh schools participated on SWACHH WATER DAY on 12th September, 2018.

Swachhata Shapath Day

Jammu & Kashmir   Nagaland

Swachhata Awareness Day – Gujarat

Green School Drive Day - Goa

Details of activities during the Swachhata Pakhwada 2018

Date	Event	No. of Schools Participated
1st September, 2018	Swachhata Shapath Day	9,89,954
2nd-4th September, 2018	Swachhata Awareness Day	9,08,745
5th September, 2018	Green School Drive Day	8,60,343
6th September, 2018	Swachhata Participation Day-Painting Competition (I-V) & Essay Writing Competition (VI-XII)	8,88,500
7th September, 2018	Hand Wash Day	11,35,367
8th September, 2018	Personal Hygiene Day	9,13,163
9th-10th September, 2018	Community Participation Days	8,04,114
11th September, 2018	Swachhata School Exhibition Day	8,17,739
12th September, 2018	Swachh Water Day	11,61,563
13th September, 2018	Water Harvesting Day	7,44,052
14th September, 2018	Prize Distribution Day	9,04,289
15th September, 2018 Swachhata Hi Seva Day	No. of Students Participated in School and Outdoor Activities Class (VI-XII) & No. of Students Who Wrote Postcard To Hon'ble PM (For Contribution Towards Swachhata)	9,06,883

Swachhata Hi Seva Day : 15th September, 2018

The Hon'ble Prime Minister asked all citizens to participate in the Swachhata movement in the run-up to the 3rd anniversary of Swachh Bharat Mission under a nationwide sanitation campaign, "Swachhata Hi Seva (SHS)". As a precursor to the launch of the 150th birth year celebrations of Mahatma Gandhi, the Swachhata Hi Seva 2018 was run from 15th September to 2nd October 2018, the last day of Swachhata Pakhwada of this Department coincided with the launch of SHS 2018 campaign on 15th September, 2018. Children of schools in all States and Union Territories participated in the SHS 2018 by undertaking Shramdaan activities and postcard writing addressed to the Hon'ble Prime Minister of India describing their contribution towards Swachhata and making commitments for future contribution.

Nagaland

Delhi

Chandigarh

Dadra & Nagar Haveli

Gujarat

Haryana

Daman & Diu

During the Swachhata Hi Seva Day, a total of 6,22,27,373 students participated in shramdaan activities from 9,06,883 schools. 20130896 students wrote postcards to Hon'ble Prime Minister of India, and 141 numbers of Postcards were shortlisted by the State and UTs for the national level. The Hon'ble Prime Minister of India, at a function held on 2nd October 2018, gave awards to the following three students:

i) P. Sanjeev, IV, GPS Sendanatham, Zone 5, Villianur, District Pondicherry, Puducherry

ii) Seema, VII standard, Kasturba Gandhi Balika Awasyia Vidyalaya, Waddaknagar, District Balrampur, Chattisgarh

iii) Banica Nongrum, V standard, Ingsaw Govt. I.P School, Ingsaw Bhoi, CRC – TYRSO, Meghalaya.

Sanjeev, Standard IV, Government Primary School, Sendanatham, Puducherry

Banica Nongrum, Standard V, Ingsaw Government Lower Primary School, Ribhoi, Meghalaya

Seema, Standard VII, KGBV school, Balrampur, Chhattisgarh

National Award to Teachers

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

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

The features of the new scheme are as under:

i) Online self-nominations from teachers were invited on *www.mhrd.gov.in.* The Webportal was developed by the Administrative Staff College of India (ASCI) and the entire software ran smoothly without any glitches or complaints.

ii) About 6000 applications were received from teachers from all over the country clearly indicating that the initiative was successful.

iii) All regular teachers were eligible and no minimum years of service was required. This enabled meritorious young teachers to apply.

iv) The number of awards was rationalized to 45, thereby restoring the prestige of the awards.

v) No State, UT or Organization had a quota in the final selection. This encouraged them to compete for the awards.

vi) An independent Jury at the National level made the final selection. The Jury reviewed the list of 152 candidates forwarded by all States, UTs and Organisations. Each nominee made a presentation before the Jury, which made a final assessment and recommended 45 names for the Teachers Awards.

Hon'ble Prime Minister interacted with and felicitated the awardee teachers at his residence on 4th September 2018. The Hon'ble Prime Minister even tweeted about his interaction with the awardees.

While Awardees like Arvind Jajware from Jharkhand and Vikram Adsul from Maharashtra practiced joyful learning to reduce dropouts and increase enrolment, teachers like Rakesh Patel from Gujarat, Imran Khan from Rajasthan deployed ICT and child friendly activity based learning to transform their Schools into abodes of learning. Teachers like Ms. Shaila R.N. from Karnataka mobilized community support to improve school infrastructure for the benefit of students while Ms. Karma Chomu Bhutia from Sikkim strived hard for increasing enrolment.

Three tweet screenshots from Narendra Modi:

Tweet 1: Met Shri Mohammad Imran Khan Mewati from Alwar. I appreciate him for developing educational e-content including videos, website and even Mobile Apps. His Apps cover a range of subjects at primary and secondary level as well as for competitive examinations. Congrats to him.

Tweet 2: Ms. Shaila R.N worked very hard to improve the overall infrastructure of a school that she is heading in Bengaluru North. Her work has made a positive difference in the lives of several students, particularly those belonging to poor families. Proud of teachers like her!

Tweet 3: Heading a school in North Sikkim, Ms. Karma Chomu Bhutia devoted attention to every aspect of education ranging from enrolment, proper mid day meals, using technology and new learning methods. Delighted that she is receiving a prestigious award for educators.

Hon'ble Vice President of India gave away the Awards at Vigyan Bhawan on 5th September 2018. Films on the achievements of each awardee have also been shown during the ceremony.

Promoting Experiential and Joyful Learning under Samagra Shiksha

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

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

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

Arts are natural medium for free expression of one's imagination and thoughts where every learner has the freedom to be different and unique.

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

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

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

Rangotsav

Rangotsav is an initiative of Ministry of Human Resource Development (MHRD) designed to cultivate awareness of cultural diversity among the young learners of the nation. The program

had collection of cultural activities/events under it and schools all over the country participated in it with enthusiasm. Under Rangotsav each and every child gets to experience the vibrant beauty of different cultures. Rangotsav cultural fortnight was conducted from 7th to 21st December, 2018 with an idea to prepare a non- judgmental platform for students, teachers and all other stake holders to encourage their participation. The main objectives of Rangotsav are:

- Transform the school environment into a vibrant and a joyful place of learning through various activities of art and culture and to provide a suitable platform to celebrate the artistic talent and creativity of every member of the school community, including students, teachers and other staff members.

- Showcase and celebrate the rich cultural heritage of India with all its diversity and provide age appropriate exposure to all children thus enabling them to understand and appreciate the variety of cultures, geographies, languages, food and customs of the country.

- Promote the spirit of national integration through well-planned activities to achieve the goals of "Ek Bharat Shreshtha Bharat".

- Regular practice of integrating arts (even after Rangotsav) in the day-to-day school routine, throughout the session to promote joyful learning environment in the schools.

The response to Rangotsav was immense and positive. Schools across the country took efforts to open up the cultural gates for students as well as teachers, which resulted in celebration of artistic talent nationwide. Apart from activities at school level like Bhasha Sangam and others, there were number of regional, state, zonal and national level events conducted as part Rangotsav, such

as National Children Assembly and Integration Camp, National Level folk dance, national level Role Play, Kala Utsav, Sangeet Kala Sangam and Inter School Band Competition.

Kala Utsav-2018

Kala Utsav, launched in 2015, is an initiative of the Department of School Education & Literacy, Ministry of Human Resource Development (MHRD), Government of India, to promote arts in education, by nurturing and showcasing the artistic talent of school students, in the country. In the context of education of Arts (Music, Theatre, Dance, Visual Arts and Crafts), the initiative is guided by the recommendations of the National Curriculum Framework 2005 (NCF–2005). The design of Kala Utsav helps students explore, understand and showcase their artistic talent by practicing different art forms. The Utsav gives students the opportunity to understand and celebrate cultural diversity at school, district, state and national levels. Further, this helps to promote networking of artists, artisans and institutions with schools.

The Kala Utsav 2018 was celebrated from December 12-15 at National Bal Bhavan (NBB), New Delhi. The Utsav was inaugurated by Shri Prakash Javadekar, Hon'ble Minister of HRD, Govt. of India at National Bal Bhavan. In his inaugural address, he expressed his happiness on translating the vision of the Government by promoting the multi-faceted talent amongst the children of the country. He also emphasized on the importance of Art and Sports as an integral part of students' life to make them better human beings and responsible citizens.

Simmering with rambunctious energy, National Bal Bhawan became a land of possibilities, a runway for the flight of young dreams. Scattered across the sprawling ground of NBB campus, participants could be seen honing their craft for

their respective competitions. The sight was the perfect example of the manifestation of cultural ethos of India in the form of music, dance and painting. The Utsav also included celebration of theatrical performances by children duly supported and selected by the Ministry of Culture, Govt. of India. Altogether there were eight teams, six from six cultural zones of India (one each) and two teams from Kendriya Vidyalya Sangathan (KVS) and Navodya Vidyalya Sangathan (NVS) respectively.

Kala Utsav Competitions

Focus of this year's Utsav was on solo performances in four different areas of performing and visual arts, namely; (i) Music (Vocal), (ii) Music (Instrumental), (iii) Dance and (iv) Painting. There were two entries from each state and union territory; one male and one female contestant.

- *Music (Vocal):* The total number of teams in Music Vocal this year was 69 (35 male and 34 female). The male teams had one CwSN contestant from Assam. Participants showcased the rich and diverse heritage of the country by presenting Folk Music like; *Sadri damkach, Nagpuri Karma, Garhwali, Kumauni*, *Mappilapattu,* etc. There were devotional songs in Regional and Traditional style and classical presentations in *Carnatic* and *Hindustani music.* The singers were accompanied with matching musical instruments to create a complete environment.

- *Music (Instrumental):* The total number of teams in Music Instrumental this year was 69 (35 male and 34 female). The male teams had two contestants from Sikkim (played flute) and Meghalaya (Played Guitar with feet) and female teams had one CwSN contestant from West Bengal (who played keyboard with feet). Participants showcased the rich and diverse heritage of country by presenting instruments ranging from traditional *Mridangam* and *Chenda* to contemporary *Keyboard* and *Guitar*. Indigenous and rare musical instruments like *Tebang Kangi* of Nagaland, *Ksing (mouth piece instrument)* a traditional Khasi drum from Meghalaya; *Darbu,* a traditional gong of Mizoram; *Taso* and *Ghumat* from Goa etc. were part of the competition.

- *Dance:* The total number of Dance teams this year was 71 (36 male and 35 female). The female teams had one CwSN contestant from Jammu & Kashmir region who performed Dogri folk dance. Dance genres ranging from traditional folk to contemporary were performed by the participants with grace and élan. Classical dances like Bharatnatyam, Kathak, Sattriya and Mohiniyattam were a part of the soiree. Some states like Maharashtra, Odisha performed their respective folk elements namely *Lavni* and *Gotipua*.

- *Painting:* The event had a total of 72 teams (36 male and 36 female) from States, UTs, KVS and NVS. Participants were provided with suitable painting materials and were facilitated to create visual images of their choice over a period of two days. Selection of the medium of painting was entirely the candidate's prerogative. Painting style ranged from traditional folk (Warli, Madhubani etc.) to contemporary where contestants explored and expressed their imagination with variety of colors and mediums. All creations were displayed as an exhibition and was open for all.

In addition to the above mentioned four competitions Kala Utsav celebrated theatre as

an art of expression where teams from different cultural regions of India were provided with a national platform. Teams from different cultural zones of the country were selected through competitions organized by the Ministry of Culture to commemorate the 150th birth anniversary of Mahatma Gandhi. Participating teams were from Madhya Pradesh, Manipur, Gujarat, Puducherry, Lucknow, Himachal Pradesh and Delhi. One team each from KVS and JNV were also part of the event. They were given opportunity to participate in a workshop specially organized for them where they could interact with theatre experts invited from all over India. Theatre performances were held at Indira Gandhi National Centre for the Arts, New Delhi. A total of 91 students (42 male and 49 female) participated in this event.

Award ceremony of the Kala Utsav 2018 was held at Siri Fort Auditorium on December 15. A well curated exhibition was organised at the entrance of Siri Fort where the prize winning entries in Paintings were on display. All contestants of music and dance competitions got an opportunity to perform on the grand stage of Siri Fort Auditorium together. Smt. Rina Ray, Secretary, DoSE&L in her valedictory address expressed her happiness on the enthusiastic participation by all states, UTs, KVS and NVS. She outlined that every child is filled with possibilities and talent. Later she distributed prizes to the winners.

Inter School Band Competition - 2018

The Department of School Education and Literacy, started the Inter School Band Competition in the year 2017 to inculcate the spirit of patriotism and unity among school students that comes with performing in a band. This year also the National Inter-School Band Competition was conducted at New Delhi on 21.12.2018. The chief guest for the event was Hon'ble HRM Shri Prakash Javadekar, the guest of honour was Admiral R. K. Dhowan, ex-Chief of Naval Staff.

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

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

Sangeet Kala Sangam -2018

Sangeet Kala Sangam-2018 was first of its kind initiative of Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti to bring art and music teachers on a common national level platform. The Art and Music Teachers of KVS and NVS were offered an arty experience and an exceptional opportunity to showcase their innate talent and artistic potential as singers, painters and sculptors. The main objectives of the event were to; (i) promote musical and art talent (ii) encourage music and art teacher to sustain their skills and to (iii) provide a national level platform to demonstrate their abilities.

NVS and KVS organized competitions at cluster and regional level to select the teams for National level. Selected Art and Music Teachers from all over the country gathered at Dr. Ambedkar International Centre, New Delhi where the National Level Competitions was organized from 15th to 18th December 2018.

During these four days selected 100 teachers of Art Education and 150 of Music (with their accompanists) from KVS and 32 Art teachers and 25 Music teachers from NVS, showcased their artistic talent. Songs like: "O Palan Haare, Nirgun Aur Nyare" resonated the atmosphere and made it completely musical, "Vaishav Jan To…" dhun was played by one of the participant winners on raga khamas. There were many forms of presentation like Solo Singing; Medley of instruments, Jugalbandi with melodious singing, topping the cake was an added attraction of Antakshari. The programme culminated in a beautiful musical evening on 18th December. KVS-NVS teachers' winner paintings, portraits and eye catching sculptures of high quality were on display from 15th December to 18th December 2018 in the Ambedkar Center New Delhi and the best entries were given awards.

The mesmerizing dream event came to an end with thunderous, energetic, electrifying medley presentation.

Bhasha Sangam: An initiative to promote multilinguism under "Ek Bharat Shreshtha Bharat"

The programme "Ek Bharat Shreshtha Bharat" was initiated to celebrate the spirit of national integration. "Bhasha Sangam" marks the unique symphony of languages of our country and is an expression of our shared dreams, hopes and aspirations for one India. Under Bhasha Sangam initiative it was planned to provide multilingual exposure to students in Indian languages listed in the VIII schedule of the Constitution of India. This initiative was just the beginning of the journey meant to create interest in these languages and aroused curiosity to learn more.

Objectives of Bhasha Sangam included:

- To introduce school students to all the 22 languages of Schedule VIII of the Constitution of India.

• To enhance linguistic tolerance and respect, and promote national integration.

A short dialogue consisting of five simple and commonly used sentences was designed in 22 languages for its use by students of all classes. A booklet was developed with translation of these sentences into all the 22 languages and Quick Response Codes (QR codes) were generated and audio recordings of these sentences spoken by the native speakers of these languages were linked with QR Codes. This was done to facilitate listening, comprehension and practice speaking of these languages. A booklet with guidelines and details of these resources were made available on e-pathshala.gov.in and mhrd.gov.in/bhasha sangam website. The programme was started on 20th November, 2018 and all the 22 languages were introduced in alphabetical order up to 21st December, 2018. Apart from this, the texts of each language were shared on social media on day to day basis to facilitate availability of text among all concerned.

This initiative attracted a large number of schools, students, teachers and teacher educators across the country. Organization of Bhasha Sangam activities during morning assembly and speaking of various languages through multiple activities, linking it to subject learning is visible from videos and photographs shared by schools. The teachers and teacher educators from States/UTs have taken various initiatives to disseminate Bhasha Sangam activities through social media and other mass mediums. Impact of these efforts is visible through various platforms including social media platform.

It was heartening to note that all the 36 States and UTs actively participated in this event and 1,26,855 video recordings were shared by schools across the country. These videos are accessible on the link http://bhashasangam. ncert.org.in/playlist.php. Schools under all the seven autonomous bodies i.e. KVS, NVS, CBSE, CISCE, CTSA, Sainik Schools, Atomic Energy Education Society (AEES) etc. actively participated in Bhasha Sangam. Top participating States/UTs/Autonomous bodies include Andhra Pradesh, Maharashtra, Tamil Nadu, KVS etc. From the social media (Twitter handle), it is evident that there are 2629 likes on Bhasha Sangam conversation. Out of these 42,55,109 people have opened and read the content of the tweet (total reach on Twitter). Bhasha Sangam conversations/messages were delivered to 1,51,50,985 persons across the world (total impressions on Twitter). Selected News clippings and photographs received from various schools have been provided on the subsequent pages.
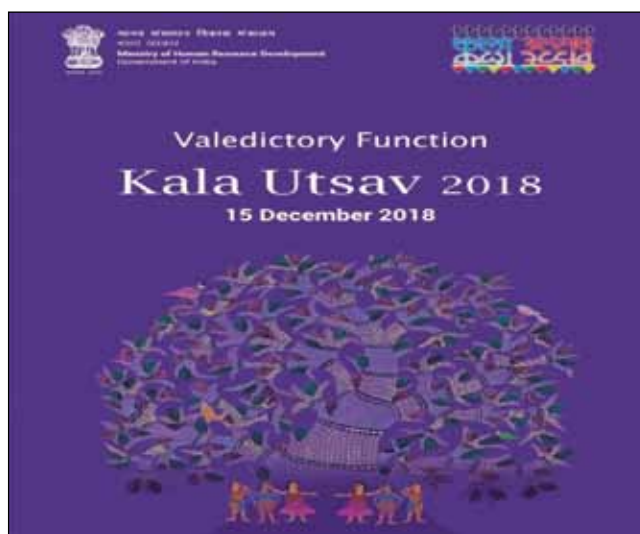
National Children Assembly and Integration Camp - 2018

National Children Assembly and Integration Camp is an annual program of National Bal Bhavan. Every year children from various affiliated State Bal Bhavans and Bal Kendras gather in National Bal Bhavan to participate in this event. The main objective of this program is to make children understand and celebrate the cultural diversity of the country. The three day long program was conducted from 14th November to 16th November, 2018 where 42 states Bal Bhavan teams from across the country participated in it. About 3000 children in total took part in the event. Children who are members of National Bal Bhavan, Jawahar Bal Bhavan, Mandi and Bal Bhavan Kendras and children from local schools were also part of the program. There were creative workshops on; Calligraphy, Pottery & Clay, Mehandi, Paper Mache, Bamboo Art, Charkha, Madhubani, Sanjhi Art & Box Making, Puppetry, Painting, Environment, Radio & Electronics, Photography, Aero Modelling, Funny Games, Weaving, Book Binding, Wood Craft, Stitchery, Tie & Dye etc. for children to learn and express through different art forms and mediums.

The National Children Assembly was inaugurated by Smt. Rina Ray, Secretary, Department of School Education and Literacy, MHRD. She along with other dignitaries viewed the art exhibition on display and enjoyed the presentation by all children in their state/region specific traditional costumes. While addressing
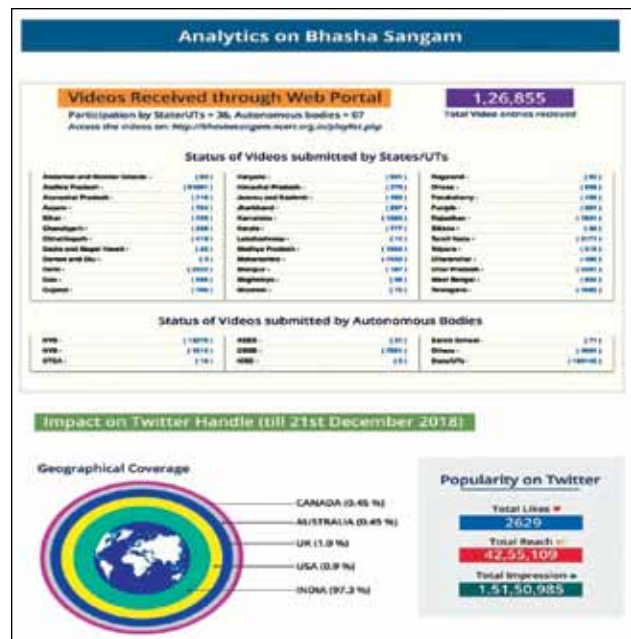
Hon'ble Secretary emphasized the uniqueness of our culture by quoting 'Unity in Diversity' and 'Universal Brotherhood'. Cultural exchange activities such as; learning alphabets, songs, proverbs and sentences in language of partnering State, Identification of proverbs having similar meaning in the language of two states, translation of songs etc. were conducted during the day. On second day of the program the focus was on dance and music performances by the State Bal Bhavans of East Zone, West Zone, South Zone-I and II. The day also contained demonstration of HAM Radio, presentation of Creative India Youtube Videos and food festival. The day ended with cultural bonfire.

Third day of the program was dedicated to showcase selected performances by children in Music Dance and Drama. There was a puppet show for the children. They also shared their experiences of event with the dignitaries. The main attraction of the valedictory session was Ms. Babita Kumari Phogat, the Olympian Indian wrestler and Mr. Gulab, (ex-member of NBB) who won gold medal in - 60 kg category in the Commonwealth Judo championship. During her interaction with the students, Ms. Babita

Kumari Phogat encouraged children to strive hard for fulfillment of their ambitions. She also encouraged children to adopt discipline in life to succeed in life. At the end of valedictory session children were awarded with the certificates.

National Folk Dance Competition-2018

Considering the importance of Folk Dances in developing the ability of critical thinking, inter-personal communication and empathy, NCERT has been organizing National Folk Dance Competitions since 2011 for students of secondary level of government schools. All the 36 States and Union Territories are invited to participate in it and implement the National Population Education Project effectively. The main objectives of the program are:

• Effectively communicate on various issues related to Population, Education and Adolescence Reproductive and Sexual Health (ARSH) by using folk arts as medium.

• Provide them with opportunity of experiential learning and of enhancing their life-skills.

• Promote folk dance as strategies for transaction of Population and Adolescence Education.

Themes of the National Folk Dance Competition-2018 were;

1. Equal opportunity for boys and girls: Removal of Female Feticide

2. Respect and Care for Elders

3. Protection of Environment

4. Prevention of Drug/substance Abuse

5. Charms and Challenges of Adolescents

The program was inaugurated by Prof. Hrushikesh Senapaty, Director, NCERT. In his inaugural address he emphasized on the need and importance of such events for learning and practicing these life-skills in their day to day life.

There were five levels of participation and competitions (School, Block, District, States and Regional level) to reach the National level. Out of 33 NPEP implementing States/UTs/RIEs, 23 teams participated at Regional Level. In total 333 districts joined in the event. All winning teams of regional level and top teams from Demonstration Multipurpose School of each RIE performed their folk dance to compete at national level.

The event was announced closed on 7th December, 2018 with felicitation of the winning teams with prizes and mementos at NCERT, New Delhi in the presence of Prof. Saroj Yadav, Dean (Academic) and Dr. B Ramachandra Rao, of UNICEF.

National Role Play Competition - 2018

National Role Play competition is an annual initiative of MHRD and NCERT since 2009 for students of government schools. Role Play is an activity which describes possible real life situations. A scheme on National Role Play competition was developed and circulated to all the 33 States/UTs linked with the National Population Education Project. The competition was focused on population education including adolescence education. Themes of the year were:

• Healthy relationship among adolescents

• Charms and challenges of adolescents

• HIV and AIDS: "Stigmatization"

• Causes and impact of drug abuse

National Role Play competition was organized from 6th to 7th December 2018 at NCERT, New Delhi where all winning teams of regional level and top teams from Demonstration Multipurpose School of each RIE presented their Role Play. There were five levels of participation and

competitions (School, Block, District, States and Regional level) to

reach the National level where students of class-IX of government schools from 26 States/UTs/RIEs out of 33 NPEP implementing States/UTs/RIEs participated.

The National Level Role Play event was closed on 7th December, 2018 with felicitation of the winning teams with prize and mementos at NCERT, New Delhi.

Pariksha Pe Charcha

Prime Minister's Interaction Programme with school and college students "Pariksha Pe Charcha" was held at Talkatora Stadium, New Delhi on 16th February, 2018.

This program was a 'Town Hall' event which was unique in itself and was planned for the first time wherein Hon'ble Prime Minister was interacting Live with school and college students in the Stadium and through Web Interaction across the Country. Written questions were invited from the students across the country for the interaction programme on MyGov platform. About 18,000 written questions were received out of which 40 questions were first shortlisted. Thereafter, Doordarshan was requested to video shoot these

shortlisted questions and a few students from IIT Mumbai, BHU, etc prepared their own video of the question and sent it to MHRD. The final questions were then decided keeping in view the topic for the interaction.

Students from all over the country from class VI to XII and those in higher educational institutions were requested to see/hear the broadcast on Doordarshan (DD National, DD News, DD India)/on radio channels (All India Radio Medium Wave, All India Radio FM Channel). 2500 students from various schools and colleges along with teachers and principals were invited to attend the live interaction at Talkatora Stadium. Accordingly, instructions and advisories were issued to all government and aided schools and government run higher education institutions to make necessary arrangements so that students can view the program. Necessary advisories were also issued to private schools and institutions.

The Pariksha Pe Charcha Programme was planned as a one hour interaction of Hon'ble PM, continued for nearly two hours. There were more than 2500 students from schools and colleges who were present in Talkatora Stadium of 16th February, 2018 for the interaction and more than 8.5 Crore students from across the country viewed or heard the programme on DD/TV Channels/Radio Channels.

The programme was widely covered by print and electronic media. As per media reports, the interaction programme, became a raging hit on social media, and was the No. 1 trend conversation, which got more than 2.5 billion impression on twitter. It was widely viewed on Youtube, Facebook Live, through webcasting, etc.

School Safety

Children have right to live with dignity and have access to education in an environment that is safe protective and conducive to growth & development. School safety and security has to be seen from a broader perspective and not confined merely to infrastructural and physical safety. The issue of school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual, psychological and emotional violence, even leading to death in extreme cases. In the recent past, there have been reports of violence and tragic incidents in schools including murder, assault and rape. Children are increasingly having easy access to internet and videos showing violence, crime, pornography and substance abuse is on the rise with easy availability of drugs, alcohol and cigarettes. At the same time children are also facing tremendous exam stress and pressure from parents, teachers and peers leading to frustration and aggression or depression and in some cases suicide. The outlook of school management, Principal, teachers and staff in the school tends to be indifferent in general. This is a key cause of worry, demanding a school safety and security framework and plan of action. A comprehensive guideline with accountability framework is being developed in consultation with various stakeholders including school managements, teachers, students, parents and counsellors for making schools safe and secure.

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

The State Education Department of Telangana had conducted a year long campaign "Jago Badlo Bholo" in convergence with the Police Department on the POCSO Act under which, all the Headmasters and teachers have been trained.

RAKSHA - Self Defence Training under Samagra Shiksha

Gender-based violence is a serious problem threatening the growth, development, education and health of adolescent girls in the country. Keeping in view, the crimes against girls in the country, it is important to provide self-defence training to them in the schools to

ensure their safety and security. Self-defence training is a life skill that helps girls to be more aware of their surroundings and be prepared for the unexpected at any time. Through the self defence training, the girls are taught to become psychologically, intellectually and physically strong enough to protect themselves in times of distress. Self defence training techniques instills self-confidence amongst girls and helps to promote girls education particularly their transition to secondary and higher secondary level and to reduce the dropout rate in schools.

Through self defence techniques, the girls are taught to increase their core strength. In dire situations, one is not required to have martial art training to save oneself. Instead a strategic nudge, a sharp flick, a kick or a punch are enough to deter the attacker. The girls are trained to use every day articles such as, key chain, duppata, stole, mufflers, bags, pen/ pencil, notebook etc. as weapons of opportunity/improvised self-defence weapons to their advantage.

Under Samagra Shiksha, Self-defence training is provided for three months in Government schools having girls' enrolment @ Rs. 3000/- per month. The training is meant for girl students from class VI to XII. The training is also given to girls residing in Kasturba Gandhi Balika Vidhalaya (KGBVs). The States/UTs may also look for convergence for availing funding for self-defence training under the Nirbhaya Fund under Ministry of Women and Child Development, Government of India, Police Department, Home Guards,

NCC or with other State Government schemes. Under the Samagra Shiksha Scheme in the year 2018-19, total outlay of Rs. 16449.09 lakh was approved out of which Rs 10221.87 lakh was estimated for 134835 elementary schools and Rs.6227.22 lakh for 76581 secondary schools for self-defence training.

Training of Teachers under Samagra Shiksha

Training of untrained Teachers

The amendment to the Section 23(2) of the RTE Act to extend the period for training of untrained in-service elementary teachers to 31st March, 2019 was passed by both the Houses of Parliament on 1st August, 2017. The National Institute of Open Schooling (NIOS) was entrusted to train the untrained teachers, in 'Open Distance Learning Mode'. A unique feature of this initiative is that the study material prepared by NIOS was in self-instructional mode and these were uploaded on the SWAYAM platform in four quadrants i.e. (1) Audio/Video lectures, (2) specially prepared reading material that can be downloaded/ printed, (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. All teachers were given instructions online through the SWAYAM portal and SWAYAM PRABHA channel with separate arrangements for physical contact programme. Around 14 lakh unqualified teachers from Govt., Govt.-Aided and Private-Unaided Schools were

registered and were trained in the D.El.Ed. course, which completed on 31st March, 2019. This is the largest initiative of its kind in the world. These trained and better equipped teachers will improve the quality of primary education.

Reforming Pre-Service Training of Teachers

NCTE is a statutory body tasked with achieving planned and coordinated development of Teacher Education in the country. A whole gamut of functions has been assigned to NCTE to ensure that it remains the focal point for regulation and development of the Teacher Education sector. A landmark decision was taken in 2016 to centralise NCTE's functioning at Delhi to bring about optimum utilization of human and physical resources. This was affected through changes in Rules. Three out of four regional offices have begun functioning from the new NCTE building at Dwarka, Delhi (the Bhubaneswar office is yet to be shifted due to a court case). Simultaneously, it has been ensured that the representatives of Teacher Education Institutes (TEIs) do not need to physically visit NCTE's offices.

Integrated Teacher Education Programme (ITEP)

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

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

Salient features of ITEP

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

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

ii) BA/BSc-Secondary

Regulations notified

• The curriculum and bespoke Regulations have been under preparation for quite some time. It has been ensured that this programme causes minimum strain on resources and at the same time maximises quality output. During the course of extensive consultations, around 270 academicians have been engaged with over a period of more than a year. The academicians include representatives of Azim Premji Foundation, Tata Trusts, NCERT, Delhi University and various state and central universities.

• The curriculum and the Regulations have strictly adhered to the minimum benchmarks set by UGC in terms of credits for the undergraduate programmes, as and wherever applicable.

• NCTE has used its inherent powers under the NCTE Act, 1993 to recognize ITEP on the basis of Gazette Notification dated 02.04.2019 for this programme.

• Following the Justice Verma Commission recommendations, these programmes are offered only to Universities and Degree Colleges.

Best Practices from around the world and India Incorporated

• Extensive Observation of Children *(USA)*

- Integrated Curriculum- Integrating content and pedagogy*(USA, Finland, Singapore)*

- 30% - 40% of the assessment of the Teacher-pupils shall be internal which shall be done by a variety of tools and practices*(USA, UK, Finland)*

- Engagement with the Community – conducting fairs in community and community visits*(USA, Finland)*

- Participation in Events - Organisation of events such as visual arts fairs and exhibitions *(USA, Finland, Singapore)*

- Programmes for Skill Enhancement - Critical & comparative study of educational philosophies; group presentations, Analysis of text & media, Interview children, Reflect on personal experiences*(USA, Singapore)*

- Evaluation of Teacher-pupil's own beliefs and assumptions*(USA, UK, Finland)*

- An enhanced internship programme in distinct 4 phases spreading up to 24 weeks (*Finland, Australia, Singapore*- Extended Internship)

- Global Citizenship Education (GCED)and Value Education – *Innovative Aspects*

- School Hygiene, and Counseling (Academic and Vocational) – *Innovative Aspects*

- Gender, ICT, and Inclusive Education – *Indian Aspects*

Rich Content on Indian Ethos

- Education in India

  - Aims and purposes of education, drawn from ancient intellectual traditions of India such as Vedic, Upanishadic, Buddhism and Jainism.

  - Education system in medieval period and colonial period.

- Perspectives in Education from writings by famous Indians like:

  Mahatma Gandhi, R.K. Narayan, Ismat Chugtai, Jyotirao Phule, Gijubhai Badheka, Girish Karnad, Rabindranath Tagore, Shri Aurobindo, Jiddu Krishnamurthi, Swami Vivekananda, Tarabai Modak, Anutai Wagh, Gopala Krishan Gokhale

- Focus on Health in Indian Context with emphasis on Yoga

- Communication Skills courses in Hindi / Modern Indian Languages for developing values of liberalism and an insight into the local and regional cultural heritage. Education of Indian classical dance and music forms

- Education of Indian classical, folk and regional instruments, dance and music

- Schemes and Projects concerning environmental protection: *Swachh Bharat, Namami Gange, etc.*

ITEP – Better than the Best

- This programme is aimed at preparing teachers who can interpret the world of today for the students and are prepared for dealing with the needs of individual students in a class, rather than dealing with students as a class.

- A Handbook for transacting the Curriculum is also under preparation to guide the teacher educator at every stage of transacting the curricular aspects of this course.

- Blending of pedagogy and subject knowledge is a unique feature of this course, being offered for the first time in the country.

• A practical teaching programme (Internship) with detailed activities spread over several stages is prescribed. This will be conducted mainly in Government schools over a period of 24 months in a carefully structured manner.

Reforming In-service Teacher Training

Integrated Teacher Training Model Implemented in Tripura

Integrated teacher training model was implemented in the state of Tripura from December, 2018 to February, 2019. The State has decided to adopt NCERT textbooks for all the classes at the elementary stage from the session 2019-20. In view of training teachers on learner-centred pedagogy of the NCERT's textbooks, learning outcomes, new initiatives in the field of education, integrated teacher training was designed and conducted in the following steps:

I. A meeting was held in June, 2018 with the Secretary, Education, Tripura and other state level officials.

II. An orientation programme was held in the month of September, 2018 with state/district/block/cluster resource officials of Tripura – on the conduct of massive training programme for teachers.

III. Two nodal officers from the State were nominated by the State to facilitate this training programme under the guidance of Director, SCERT and Director, Secondary Education, Tripura.

IV. Module development guidelines prepared by the NCERT shared with faculty members of SCERT and DIETs in Tripura. Training modules on Learning Outcomes, School Based Assessment, Pedagogy of Science, Pedagogy of Mathematics, etc. were prepared by the NCERT and SCERT/ DIETs (Tripura) faculty members in the first week of December, 2018 in workshop mode.

V. These modules were moderated by the NCERT faculty members in the third week of December, 2018.

VI. Identification of 284 Key Resource Persons drawing members from SCERT, IASEs, CTEs, DIETs, Block Resource Centre, Cluster Resource Centre, etc. done by the State by 20th December, 2018 and communicated to NCERT.

VII. Capacity building programme for 284 KRPs for five days from 26th-30th December, 2018 conducted by the NCERT in collaboration with SCERT, Tripura.

VIII. A National Resource Group consisting of 14 Resource Persons from the NCERT to build the capacity of these KRPs at venue with adequate space to conduct four parallel sessions at a time in the last week of December, 2018. During this training, following activities were undertaken-

    a) Pre- need assessment of the trainees.

    b) Inauguration of Web portal for tracking training of KRPs and for the access of modules and e-resources.

    c) Interactive and activity based sessions – on Curriculum, syllabus and textbooks; Learner–centred pedagogy; understanding learner; learning outcomes; school based assessment; pedagogy of language, etc.

    d) Making a group of 4 KRPs (drawing KRP belonging to the same block having expertise in different subject areas) as State Resource Group for the training of teachers at the block level.

e) Group work was conducted for making a plan on conducting training at the block level and transaction of a theme using learner-centred pedagogy infusing social concerns.

f) Group presentations in parallel sessions were observed by the members of National Resource Groups and also state functionaries. Feedback was provided to each group.

g) Programme schedule, time line and guidelines for the conduct of training at the block level were shared with the trainees during valedictory session.

h) Post need assessment of trainees.

IX. Hon'ble Education Minister, Tripura also attended this programme and interacted with the participants in one of the sessions.

X. Eight Monitoring groups with two members each were created drawing members from NCERT and state of Tripura.

XI. Feedback form was created for the monitoring group to monitor and support the KRPs on the site of training programmes with teachers.

XII. The state of Tripura conducted training programmes for 31,000 elementary stage teachers in all the eight districts in phased manner from February- March 2018.

XIII. The training programmes for five days were conducted for the primary and upper primary teachers separately in two shifts on the same venue in each block.

XIV. Monitoring groups visited each district and made a random visit to different centres in the blocks of the district. Overall, good feedback about the training of the teachers was received viz. training was conducted

using activity based manner, focus was given on learning outcomes, etc.

Strengthening & Restructuring of SCERTs

Given the expansion of school education in last decade after the implementation of the RTE Act, 2009 and the increasing demands for inclusive education in all the schools, appraisal of SCERTs was important to strengthen SCERTs through analysis of its strengths and weaknesses to address the gaps within the institution and its linkages with other institutions. Keeping this in view, the MHRD has developed guidelines for the strengthening of SCERTs in wider consultations with the States/UTs.

National Means-cum-Merit Scholarship Scheme (NMMSS)

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

through an examination conducted by the State Governments and the lists of eligible students are provided by the respective State Government/ UTs. Scholarships are disbursed through the State Bank of India, directly by electronic transfer into the accounts of students through Public Financial Management System (PFMS). 100% funds are provided by the Central Government for the scheme. The scheme is boarded-on National Scholarship Portal.

During the year 2018-19, 280330 scholarships were sanctioned in accordance with the proposals received from the States/UTs involving an expenditure of Rs.319.16 crore.

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

The centrally sponsored "National Scheme of Incentive to Girls for Secondary Education (NSIGSE)" was launched in May 2008. The objective of the scheme is to establish an enabling environment to reduce the drop outs and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention up to the 18 years of age. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ ST) and enroll in class IX in State Government, Government-aided and Local Body schools. The NSIGSE Scheme is being re-designed for effective implementation and impart.

According to the scheme, a sum of Rs.3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX. They are entitled to withdraw it along with interest thereon upon reaching on 18 years of age and passing class 10th class examination. The Indian Bank and Union Bank of India are the implementing agency for the scheme. The scheme is covered under the Direct Benefit Transfer (DBT) Scheme. The scheme is boarded-on National Scholarship Portal. During 2018-19 (up to 30th November, 2018), an amount of Rs.20.79 crore was sanctioned covering 69091 girl students.

The Government of India had launched Direct benefit Transfer (DBT) scheme/system w.e.f. 1st January 2013 under which 25 schemes across eight Ministries/Departments were selected for implementation of DBT system in 43 pilot districts of 16 States/UTs. It envisages direct transfer of funds to beneficiary account through the Aadhaar Payment Bridge (APB). The second phase of the DBT was rolled out in 78 more districts from Ist July, 2013 in addition to the 43 districts covered in the first phase. From January 2015, DBT Scheme has been extended in the entire country. Two scholarship schemes of the Department of School Education and Literacy viz. National Means-cum-Merit Scholarship Scheme (NMMSS) and National Scheme of Incentive to Girls for Secondary Education (NSIGSE) are covered under DBT.

A National Scholarship Portal (NSP) has been made operational for on-line submission of proposals/list of beneficiaries by the State Governments for National Means-cum-Merit Scholarship Scheme (NMMSS) and National Scheme of Incentive to Girls for Secondary Education (NSIGSE).

Scheme of SPEMM (SPQEM & IDMI)

- The Schemes (SPQEM and IDMI) were evaluated in 2013 by K.R. Narayanan Institute, Jamia Millia Islamia (2013).

- In 2017 NIEPA (National Institute of Educational Planning and Administration) was entrusted with the task of conducting a third party evaluation of SPQEM and IDMI.

- SPEMM was revised in 2018-19 taking into consideration the recommendations of these evaluations.

- Out of the SPEMM budget grant of Rs.120 cr. for 2017-18, Rs.107.89 cr. (89.90%) has **been** released in the year 2017-18.

- 156 Minority institutions, 6204 Madrasas and 15909 teachers have benefited under the scheme during the year 2017-18.

- Out of the SPEMM budget grant of Rs.120 cr. for 2018-19, Rs.18.25 Crore has **been** released in the year 2018-19 till 15.2.2019 benefiting 38 Minority Institution and 8562 Madrasas.

Revised SPEMM Scheme (w.e.f. 2018-19)

- SPEMM comprising of SPQEM and IDMI will be a Centrally Sponsored Scheme, rather than be continued as 100% grant scheme.

- The funding pattern under SPEMM (comprising of SPQEM and IDMI) would be similar to other centrally sponsored schemes i.e., 90:10 for NE States, Himachal Pradesh, Jammu & Kashmir and Uttarakhand, 100% for UTs without legislature and 60:40 for the remaining States as far as SPQEM Component is concerned.

- For IDMI Component, funding pattern will be the same i.e. 75% Central Share and 25% by the Institution concerned.

- All the proposals under both the schemes are submitted by the State Government and are considered and approved by PAB (Project Approval Board) chaired by Secretary (SE&L). A suitable web application is being developed by the Department of School Education & Literacy in this regard.

- The funds available under SPQEM will be focussed on the enhancing the quality component of education.

- Only those Madrasas will be considered for the grant under SPQEM which are:
  o Affiliated to any recognized School Education Board i.e. State Board of School Education, CBSE etc.
  o Has UDISE code, filled in UDISE data, and is able to provide GIS Mapping details.
  o Madrasas must make payment of teachers' salary only through banks where the accounts are preferably Aadhar linked.
  o Focus will be on quality related interventions which will be considered as per the norms for quality components under the Samagra Sikhsha.

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

National Programme of Mid-Day Meal in Schools

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

Salient features of the scheme are given below:

Objectives

The objectives of the Mid-Day Meal Scheme are to address two of the pressing problems for majority of children in India, viz. hunger and education by:

i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-aided schools, Special Training Centers (STCs) and madrasas & maqtabs supported under *Samagra Shiksha*.

ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.

iii) Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.

Rationale

i. **Preventing classroom hunger:** Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. Mid-day meal can help the children from families which cannot afford a lunch box or are staying far away from schools, to overcome "classroom hunger".

ii. **Promoting school participation:** Mid-day meal has big effect on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.

iii. **Facilitating healthy growth of children:** Mid-day meal can also act as a regular source of "supplementary nutrition" for children to facilitate their healthy growth.

iv. **Intrinsic educational value:** A well-organized mid-day meal can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.

v. **Fostering social equality:** Mid-day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid-day meal can help to break the barriers of caste and class among school children. Engaging cooks from SC/ST communities is another way of teaching children to overcome caste prejudices.

vi. **Enhancing gender equity:** The gender

gap in school participation tends to narrow, as Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. The scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.

vii. **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. Mid Day Meal Scheme can help address these and facilitate cognitive, emotional and social development.

Coverage

During the year 2018-19, 9.12 crore children studying in classes I-VIII in 11.34 lakh eligible schools in the country were covered under the scheme. State/UT wise details of coverage are at *Annexure I & II.*

Norms for Mid-Day Meal Scheme

i) **Calorific Value of mid-day meal**

For children of primary classes, a cooked mid-day meal per child consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat to provide 450 calories of energy and 12 grams of protein. For children of upper primary classes, it consists of 150 grams of food grain (wheat/rice/nutri-rich cereals), 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat per child to provide 700 calories of energy and 20 grams of proteins.

ii) Cooking cost covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has been increased by 7.5% in each of the last 5 years (except 7% in the year 2016-17). No increase in the cooking cost for the year 2017-18. The cooking cost was increased by 5.35% in 2018-19. The cooking cost is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs without legislature and with other States & UTs with legislature on 60:40 basis. The cooking cost norms during the previous years, current year and sharing pattern between the Centre and the States are as under:

Table 1:

Year	Stage	Total Cost Per meal	Center-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%)	60:40 (Non NER)		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

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

One cook-cum-helper can be engaged for upto 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to a minimum honorarium of ₹1,000 per month. The States are however free to give more honorarium over and above the prescribed minimum to the cooks-cum-helpers from their own resources. 22 States and UTs are providing additional honorarium from their own resources over and above minimum mandatory State Share (Annexure-III). The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and 3 Himalayan States on 90:10 basis, 100% for UTs without legislature and other States & UTs with legislature on 60:40 basis. Programme Approval Board– Mid Day Meal headed by Secretary, School Education & Literacy has approved the engagement of 26.09 lakh cook-cum-helpers under the scheme. The States/UTs have engaged 24.95 lakh cook-cum-helpers against the approval (Annexure-IV).

iv) **Construction of kitchen-cum-store:**

The Central Assistance is being released w.e.f. December, 2009 to the States/UTs for the construction of Kitchen-cum-Store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having upto 100 children. For every addition of upto 100 children, additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and the NER States and the Himalayan States on

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

Central Assistance of ₹ 8009.02 crore was released to the States/UTs for construction of 10,11,052 kitchen-cum-stores since 2006-07. Out of this 8,45,424 (84%) kitchen-cum-stores have been constructed *State/UT- wise details are at **Annexure-V.***

v) **Transportation assistance in Special Category States:**

Transportation assistance in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) is payable at par with the PDS rates prevalent in these States. In case of all other States/UTs, transportation of foodgrains is given @ Rs.75/- per quintal.

vi) **Decentralization of payment of cost of food grains to the FCI to the district level:**

The payment of the cost of food grains, which was centralized at the National level, has been decentralized with effect from 01.04.2010 to the district level to ensure greater stake holding and role of the district authorities in ensuring prompt lifting of food grains and timely payment to FCI, which has resulted in reducing time lag in making payment to FCI.

Decentralised Procurement Scheme has been introduced in nine States and one Union Territory. Under this scheme, the States have been permitted to procure the locally produced food grain for utilisation under Mid-Day Meal Scheme.

Pattern of Central Assistance

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

The cooking cost, cost of the kitchen-cum-stores and honorarium to cook-cum-helpers is

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

Implementation of the Mid-Day Meal Scheme

i) The overall responsibility for providing cooked and nutritious midday meal to eligible children lies with the State Governments and Union Territory Administrations. States/ UTs have to ensure that all logistic and administrative arrangements are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, through funding made available under the scheme and mobilization of additional resources through convergence with other developmental programmes of other departments or State/UT budgetary support. Drinking water and toilet facilities are to be created in convergence with Samagra Shiksha, Drinking Water Mission and Total Sanitation Programme.

ii) Food grains allocation is made in advance and States/UTs have the flexibility to lift the quarterly allocation in one go. The FCI is responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centers in the case of North East Region. 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.

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 womens'/mothers' Self-Help Group or local Youth Club affiliated to the Nehru Yuvak Kendras or a voluntary organization or by personnel engaged directly by the SMC/VEC/SMDC/PTA/ Gram Panchayat/ Municipality.

ii) In urban areas, where there is shortage of space for construction of the kitchen shed, use of centralized kitchen for a cluster of schools may be allowed. Cooking may be undertaken in a centralized kitchen and cooked hot meal may then be transported under hygienic conditions through a reliable transport system to various schools. There may be one or more such nodal kitchen(s) in an urban area, depending on the number of children and capacity of the service providers.

Quality of Mid-Day Meal

i) Quality of MDM largely depends on the quality of food grains. FCI is responsible for issue of food grains of best available quality, which will in any case be at least of Fair Average Quality (FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme. The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are lifted after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

ii) The Central Government has issued detailed guidelines to ensure quality, safety and hygiene under Mid-Day Meal Scheme to all the States/UTs with request to take prompt action for setting up of an effective Management Structure for MDM at various levels; Mandatory tasting of the meal by 2-3 adults including at least one teacher before it is served to the children; Safe storage and supply of ingredients to schools; Procurement and supply of pulses and ingredients of branded and Ag-mark quality.

iii) Detailed Guidelines on Food Safety and Hygiene for School Level Kitchens under

Mid Day Meal were issued on 13.02.2015. These guidelines cover safety aspects of procurement, storage, preparation, serving and waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food.

Monitoring Mechanisms

Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid-Day Meal Scheme. The monitoring mechanism includes the following:

i) **Arrangements for local level monitoring**: Representatives of Gram Panchayats/ Gram Sabhas, members of SMCs, VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid-day meal served to children, (ii) cleanliness in cooking and serving of the mid-day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity on a daily basis.

ii) **Display of Information**: In order to ensure transparency and accountability, all schools and centers, where the programme is being implemented, are required to display the following information at a visible place in the campus for the notice of the general public:

   a) Quantity of food grains received, date of receipt.

   b) Quantity of food grains utilized.

   c) Other ingredients purchased, utilized.

   d) Number of children given mid-day meal.

   e) Daily Menu.

   f) Roster of Community Members for supervision and monitoring.

iii) **Block Level Committee**: A broad based Steering-cum-Monitoring Committee also monitors implementation of the Mid-Day Meal Scheme at the block level.

iv) **Inspections by State Government Officers**: Officers of the State Governments/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health etc. are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of the schools/special training centres are visited every quarter.

v) **District Level Committee**: Besides a District Level Steering-cum-Monitoring Committee for monitoring the MDM scheme, a District Level Committee under the Chairmanship of senior most Member of Parliament (MP) of the district has been constituted to monitor the scheme on quarterly basis.

   This committee also monitors the implementation of Samagra Shiksha and Bharat programmes in the district.

vi) **Periodic Returns:** The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GoI to provide information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilization of central assistance (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.

vii) **Grievance Redressal**: States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

viii) **State level Monitoring**: States and UT Administrations are also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States/UTs have deployed independent institutions for the evaluation of the Scheme.

ix) **Web enabled MDM-MIS** has been launched for effective online monitoring of the Scheme. The portal captures information on important parameters like category wise enrollment, teacher (looking after MDM) details, cook-cum-helpers details with social composition, availability of Infrastructural facilities like Kitchen-cum-stores & Kitchen devices, mode of cooking, drinking water, toilet facilities etc. on annual basis. The States/UTs are also feeding monthly data into the portal, which helps in monitoring the critical components/ indicators of the MDMS such as no. of meals served, utilization of food grain & cooking cost, honorarium paid to cook-cum-helpers, school inspection details etc.

x) **Automated Monitoring System (AMS)**

This department has put in place an automated system of data collection for real time monitoring of MDMS. Such data (on number of meals served on that particular day and reasons if meals not served) is being captured from schools with no cost to school Head Master/Teacher.

Under the automated monitoring system, States/UTs have set up a suitable system of data collection (i.e. Interactive Voice Response System(IVRS)/SMS/Mobile Application/Web Application) from schools on a daily basis and using it for purpose of monitoring and timely follow up action. States/UTs are pushing data on specific fields in a predefined format on a real time basis to the Central Server maintained by NIC. A central portal for analysis and display of data at the Central level. Based on the data collected, various drill down reports are made available for real time monitoring of the scheme at National/State/District/Block level. Daily email alerts are sent to States/UTs regarding number of schools which have reported data on that particular date and schools where meals have not been served. It has been implemented in all the States and UTs.

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

xii) **Grievance Redressal Mechanism** to address the grievances of the stakeholders.

xiii) **National level**:

a) **Empowered Committee** on Mid-Day Meal has been set up under the Chairmanship of Hon'ble Minister, Human Resource Development for monitoring the access, safety, hygiene and quality aspects in the implementation of MDMS; Review mechanism is in place to ensure effective monitoring and evaluation of the scheme; Mechanism is in place for community participation in the scheme and its effective monitoring.

b) Executive Council of the National Mission for Samagra Shiksha (SS) headed by the Minister, Human Resource Development also reviews Mid-Day Meal Scheme.

c) National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary (SE&L).

d) National Meetings with Education Secretaries and Regional Review Meetings are also held to monitor implementation of MDMS.

xiv) **10th Joint Review Mission** visited 5 States namely Madhya Pradesh (districts Dewas and Sheopur) during 3-9 October, 2017, Telangana (districts Karimnagar and Warangal) during 27 November - 4 December, 2017, Arunachal Pradesh (districts Papumpare and Lower Subansiri) during 14 - 21 December, 2017, Punjab(districts Jalandhar and Rupnagar) during 22nd - 29th January, 2018 and Gujarat (districts Banaskantha and Vadodara) during 5th-12th March, 2018. 11th JRM visited to the States of Andhra Pradesh, Bihar, Himachal Pradesh, Maharashtra

and Uttar Pradesh during 2018-19.

xv) **Social Audit:** "Social audit" means the process in which people collectively monitor and evaluate the planning and implementation of a programme or scheme. The social audit was conducted by Society for Social Audit Accountability and Transparency (SSAAT) in two districts viz. Khammam and Chittoor of undivided Andhra Pradesh during 2012-13. Encouraged by the outcome of the Social Audit in Andhra Pradesh, the Department had issued detailed guidelines for conducting of social audit under Mid Day Meal Scheme. So far 13 States viz. Bihar, Maharashtra, Odisha, Karnataka, Punjab, Uttar Pradesh, Telangana, Nagaland, Andhra Pradesh, West Bengal, Rajasthan, Uttrakhand and Tamil Nadu have completed the conduct of social audit.

Impact of the Scheme

(i) Many studies have shown that MDMS has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. The Office of the Supreme Court Commissioner undertakes extensive review of various welfare schemes through field visits. They have observed that the MDM is widely acknowledged as one of the more successful entitlement schemes of Government of India and has resulted in an increase in enrollment and retention of children in elementary classes.

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

Major findings:

i. 92% of the students attending schools were availing MDM;

ii. 87% students liked the taste of MDM;

iii. 58% students asked for and received second serving of meal;

iv. 72% children opined that MDM helped them concentrate more in the class room studies; 96% parents opined that the MDM is beneficial to their children;

v. More than 80% parents stated MDM increased the enrolment & attendance, improved nutritional and health status of their children;

vi. 96% teachers mentioned that MDM improved the nutritional status of the school children.

vii. 92% teachers stated that MDM increased enrolment & improved attendance.

viii. 86% teachers also opined that MDM helped in reducing the school dropout rates.

Achievements

The BE for 2018-19 was ₹10500.00 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
Children covered (in crore)	10.22	10.03	9.78	9.52	9.12
Foodgrains allocated (in lakh MTs)	29.33	28.83	27.17	27.01	26.94
Budget allocation (Rs. in crore)	13215	9236.4	9700	10,000	10500
Total Expenditure (Rs. in crore)	10526.97	9151.55	9483.40	9095.91	9518.08

Component-wise Budget allocation for the F.Y. 2018-19

(Rs. in crore)
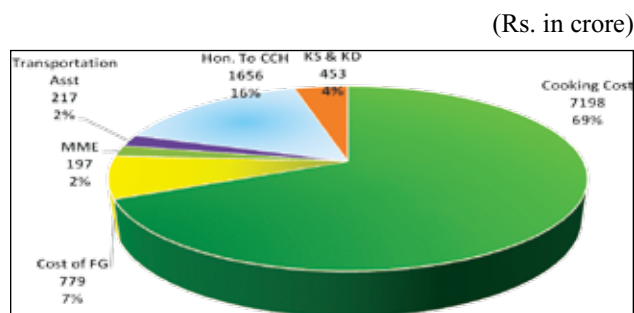
Capacity Building of Cook-cum-Helpers through Training

Preparation of hygienic and wholesome meal under the MDMS is contingent upon the knowledge and skills of staff and cook-cum-helpers engaged for providing meals in the schools. The Self Help Groups and cook-cum-helpers who are the pillars of the MDMS, mainly come from the deprived sections of the society, where they have limited information about nutrition, cooking processes, health and hygiene, preparation of raw grains and vegetables, recipes, serving skills etc. It is, therefore, essential that the capacity of the workforce at the field level is built on an ongoing basis. Ministry of Human Resource Development has, accordingly, assigned the task of conducting the training of cook-cum-helpers in collaboration with Hotel Management Institute, Food Craft Institutes and Food & Nutrition Institutes in the State Agricultural Universities. As on 31st March, 2019, 11,91,225 Cook-cum-Helpers engaged under Mid-Day Meal Scheme have been trained.

Improvements in the scheme

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

a) The cooking cost has been revised from time to time.

b) A provision for payment of honorarium @ ₹1000/- per month to cook-cum-helpers has been introduced with effect from 01.12.2009. The States/UTs have been advised to enhance this honorarium by making additional contribution from their resources. 22 States are already making higher contribution from their resources for honorarium to cook-cum-helpers.

c) Transportation assistance in the 11 Special Category States is being paid at par with the PDS rates prevalent in these States.

d) Decentralization of payment of cost of food grains to FCI to the district level with effect from 01.04.2010.

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

Mid-Day Meal Rules 2015 under National Food Security Act, 2013 have been notified in the Gazette of India on 30.09.2015. The salient features of the Rules are as under:-

i) Every child within the age group of six to fourteen years, studying in classes I to VIII who enrols in Government, Government aided, local bodies schools and madrasas and maqtabs supported under Samagra Shiksha shall be provided hot cooked meal containing 450 calories and 700 calories as well as 12 grams and 20 grams of protein 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 Mid-Day Meal Scheme in the school.

iii) In order to ensure that the meal meets the nutritional standards and quality prescribed by the MDM Rules, the Food and Drug Administration Department of the State may collect samples from randomly selected schools to ensure adherence to quality.

iv) Rule 9 is about food security allowance to be paid by the State Government, if MDM is not provided in any school for three consecutive days or five days in a month, the State Government shall take action to fix responsibility on the person or agency in accordance with the procedure laid down.

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

S. No.	States and UTs	Additional Items provided by State and UTs	
		Additional Items	Frequency
1	Andhra Pradesh	Egg	5 days a week
2	Arunachal Pradesh	Nil	Nil
3	Assam	Nil	Nil
4	Bihar	Eggs/fruits	Once a week
5	Chhattisgarh	Nil	Nil
6	Goa	Nil	Nil
7	Gujarat	Milk (12 districts)	5 days a week
		Sukhdi	Once a week
8	Haryana	Flavored Milk	Thrice a week
9	Himachal Pradesh	Nil	Nil
10	Jammu & Kashmir	Nil	Nil
11	Jharkhand	Egg/Seasonal Fruit	Twice in a week
12	Karnataka	Milk	Five days a week
13	Kerala	Milk	Twice a week
		Egg/Banana	Once a week
14	Madhya Pradesh	Milk	Thrice a week
15	Maharashtra	Banana/Chikki/Soya Biscuit/Rajgira Laddu	Once a week
16	Manipur	Nil	Nil
17	Meghalaya	Nil	Nil
18	Mizoram	Nil	Nil
19	Nagaland	Extra Vegetables	Twice a week
20	Odisha	Eggs	Twice a week
		Soya Chunks	Twice a week
21	Punjab	Sweet Kheer	Once a week
22	Rajasthan	Milk	6 days a week
		Seasonal fruits	Once a week
23	Sikkim	Nil	Nil
24	Tamilnadu	Eggs/ Banana	5 days a week
		Boiled Potato	Once a week
25	Telangana	Eggs	Thrice a week
26	Tripura	Eggs	Twice a week
27	Uttar Pradesh	Milk and Fruits	Once a week
28	Uttarakhand	Egg/Fruits	Once a week
29	West Bengal	Egg	Once in a week
		Chicken (50 gm) in 11 districts	Once in a month
		Cheese in Uttar Dinajpur	Once in a week
30	A&N islands	Boiled Egg	Twice a week
		Ripe Banana	Once a week
31	Chandigarh	Nil	Nil
32	D&N Haveli	Sukhadi	Twice a week
		Lapsi & Sheera	Once a week
33	Daman & Diu	Banana	Thrice a week
		Lapsi and Sukhdi	Once a week
34	Delhi	Milk (6 Schools pilot basis)	Daily
35	Lakshadweep	Eggs, fish, Chicken, banana Mango, Apple, orange	Twice a week/ as per availability
36	Puducherry	Milk	Daily
		Sweet Payasam	On special occasions
		Eggs/ black chana	Twice a week

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ADULT EDUCATION

Adult Education

Executive Summary

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

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

The "Saakshar Bharat" programme was sanctioned in the 404 districts of 26 States and 1 Union Territory covering about 1.64 lakh Gram Panchayats, out of the 410 districts qualified for coverage under the programme. The Basic Literacy Primers in 14 languages and 28 local dialects were printed and distributed for the learners. Around 9.88 crore learners were enrolled under basic literacy up to March, 2018. Out of 10.08 crore learners who appeared for the assessment tests conducted by the National

Institute of Open Schooling (NIOS) between August, 2010 to March 2018, 7.64 crore learners comprising of 5.38 crore female learners and 2.26 crore male learners passed the assessment tests and were certified as literates. In terms of the community-wise achievements, 1.88 crore SC learners, 1.08 crore ST learners, 75.01 lakh minority learners and 3.92 crore learners belonging to other communities were certified as literate under the programme.

Directorate of Adult Education, a subordinate office under the Department of School Education & Literacy, provides support to NLMA in implementation of adult education programmes. The International Literacy Day was celebrated on 8th September, 2018 to raise the public awareness of the significance of literacy, publicize the learning opportunities, and to garner the support of general public towards this social cause.

Introduction

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

Literacy Profile

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

The literacy rate in 2001 was 64.84 percent, which improved to 72.98 percent in 2011. Interestingly, the literacy rate improved sharply among females by 10.96 percent points from 53.67 to 64.63 percent as compared to a rise of 5.62 percent points in case of males from 75.26 to 80.88 percent.
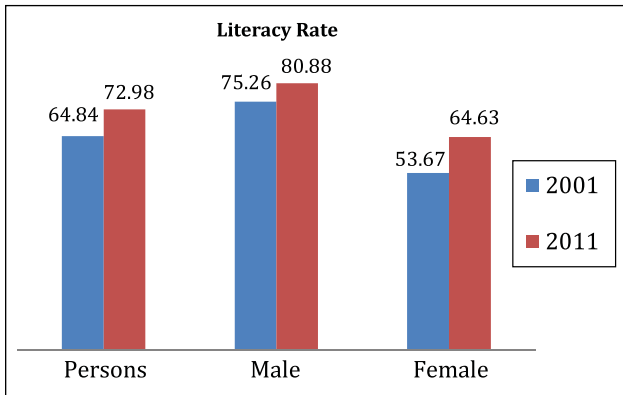
Literacy Rate

64.84 72.98 75.26 80.88 53.67 64.63

2001
2011

Persons Male Female

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

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

Goal

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

National Literacy Mission Authority

Mandate

National Literacy Mission Authority (NLMA) was set up as an independent and autonomous wing of the Department of School Education and Literacy to promote literacy and adult education. It is the operating and implementing organization at national level for all the activities envisaged in National Literacy Mission and has to undertake such other activities for adult education as are considered appropriate. The diversified role of the Authority includes Policy and Planning of adult education, implementation of literacy and adult education programmes, monitoring, Research and Evaluation, Advocacy and Environment Building, Technology Infusion, Capacity Building, International Cooperation and Publications.

Organizational Structure

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

To assist NLMA in the discharge of its mandate, a National Resource Group (NRG) / Technical Support Group (TSG) was set up to render technical and managerial support to the Mission in the field of general management, pedagogy, mass mobilization, monitoring & evaluation, ICT, etc.

Saakshar Bharat

During the 11th Five Year Plan, Saakshar Bharat, the new variant of the National Literacy Mission, was launched as a centrally sponsored scheme, in September, 2009 with the prime focus on women and other disadvantaged groups in rural areas of low literacy districts of different States/UT.

Objectives

The Programme had four broad objectives:-

i)   to impart functional literacy and numeracy to non-literate and non-numerate adults;

ii) to enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system;

iii) to impart non and neo-literates relevant skill development programmes to improve their earning and living conditions;

iv) to promote a learning society by providing opportunities to neo-literate adults for continuing education.

Coverage

Under Saakshar Bharat, a district, including a new district carved out of an erstwhile district that had adult female literacy rate of 50 percent or below, as per 2001 census, was eligible for coverage. In addition, all Left Wing Extremism Affected (LWEA) districts, irrespective of their literacy rate, were also eligible for coverage under the programme. Accordingly, 410 districts qualified for coverage, including 35 LWEA districts. 167 districts were covered during 2009-10. 115 districts were sanctioned during 2010-11, 90 districts were sanctioned during 2011-12 and by end of March, 2018 the programme covered 404 districts in 26 States and 1 Union Territory.

The Saakshar Bharat programme laid emphasis on quality; through large scale countrywide environment building and mass mobilization campaigns, voluntary teachers/preraks were motivated and trained in large numbers and communities were mobilized. The programme was extended upto XIIth Plan Period (i.e. upto 31.03.2017). During this Plan period, the programme strove to raise the literacy rate up to 80% and reduce the gender gap to less than 10%. The programme gave special focus on women adults and out of school adolescents.

Later the scheme was extended till 31.12.2018 and subsequently till 31.03.2019 for meeting the committed liabilities upto 31.03.2018 only.

Teaching Learning Activities and Assessment & Certification of Basic Literacy

About 65.57 lakh literacy learning centers functioned in different States of the Country. The Basic Literacy Primers in 14 languages and 28 local dialects were printed and distributed for the learners. Around 9.88 crore learners were enrolled under basic literacy up to March, 2018. The scientific assessment and certification of the competency levels of adults was a unique innovation introduced for the first time in the history of literacy movement in India. Only an adult, who conformed to the prescribed competency levels in reading, writing and numeracy, was certified as literate. Assessments were conducted through a system developed by the National Literacy Mission Authority (NLMA) in consultation with the National Institute of Open Schooling (NIOS). Learners were assessed in reading, writing and arithmetic skills. Assessments were also designed to gauge the learner's general awareness, including that of social issues and one's working life environment. Learners who scored 40% marks in all three components separately were declared successful and given a certificate jointly by NLMA and NIOS. Unsuccessful candidates were given further chances to re-appear the assessment tests. This type of assessment improved confidence in neo-literates and opened up avenues for them and lent robustness and credibility to the programme. The bi-annual assessments were conducted every year.

Under the programme about 10.08 crore learners appeared for the biannual assessment tests conducted by NIOS up to March, 2018. About 7.64 crore learners (including 5.38 crore female learners) who passed the assessment tests were certified as literates. Out of 7.64 crore learners certified literates, 1.88 crore belonged

to Scheduled Castes (24.62%), 1.08 crore to Scheduled Tribes (14.19%) and 75.01 lakh to Minorities (9.82%).

Utilisation of Funds

During the financial year 2017-18, an amount of Rs.320.00 crore was budgeted for the Saakshar Bharat Programme as the central share against which an amount of Rs.213.29 crore was released to SLMAs for implementation of the Programme up to March, 2018. The Saakshar Bharat programme was extended up to 31.03.2019 by the Department of Expenditure, Ministry of Finance for meeting the committed liabilities of the programme up to 31.03.2018. Accordingly, Rs.47.99 crore was released as central share during 2018-19.

Directorate of Adult Education (DAE)

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

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

research & evaluation; capacity building and training; and monitoring of learners' assessment tests. It delineates the guidelines and quality benchmarks for development of learning materials for non-literates and neo-literates and provides technical support to National Literacy Mission Authority in preparation of teaching-learning materials. The main activities carried out by DAE during January to December, 2018 are given below:

Celebration of International Literacy Day, 2018

National Literacy Mission Authority (NLMA), Ministry of Human Resource Development, Government of India celebrated the International Literacy Day on 8th September, 2018 held at Pravasi Bhartiya Kendra (MEA), 15-A Rizal Marg, Chanakyapuri, New Delhi-110021.
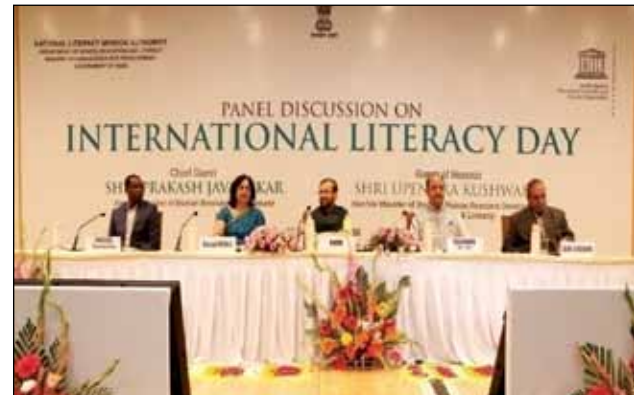
Shri Prakash Javadekar, Hon'ble Union Minister of Human Resource Development, Government of India was the Chief Guest and Ms. Rina Ray, Secretary (Department of School Education & Literacy), Shri Sachin Sinha, Joint Secretary, (AE) & Director General, NLMA, Mr. Al Amin Yusuf, Advisor for Communication for South Asia, UNESCO Office, New Delhi, Shri Shekhar Mehta, Chairman, Rotary India Literacy Mission graced the occasion. The message of Ms. Audrey Azoulay, Director General of UNESCO was received on this occasion.

The Inaugural Session of the function was followed by a Panel Discussion on the contemporary issues of Adult Literacy. The issues include

'International perspective in achieving SDGs relating to Adult Literacy & sharing of strategies followed internationally for eradication of Adult Illiteracy in 15 & above age group', *'Role of IEC & ICT in Promoting Literacy'* and *'Issues relating to Mobilization'*. The presentations were made by the eminent scholars of Adult Education from the academia. Beside these, experiences were also shared by voluntary organizations, namely 'Rotary India Literacy Mission' (RILM) and 'Delhi Schools' Literacy Project' (DSLP) under the topic 'Role of Voluntary Action in Promoting Adult Literacy' to motivate and orient the audience. The Function was attended by more than 550 persons who included national and international guests, eminent scholars and officials of Adult Education Departments across the country.

The celebration of International Literacy Day started following a recommendation of the World Conference of Ministers of Education on the Eradication of Illiteracy held in Tehran in September 1965. The Conference recommended that 8th September, the date of the inauguration of the Conference, be proclaimed as the International Literacy Day and be observed world-wide every year. UNESCO in its 14th Session of General Conference held in November 1966, formalised 8th September as the International Literacy Day and since 1967 the UNESCO and many other countries celebrate International Literacy Day to remind the public about the importance of literacy as a matter of dignity and human rights, and to advance the literacy agenda towards a more literate and sustainable society. The main aim is to sensitize and mobilize public opinion and to elicit their interest and active support for literacy activities.
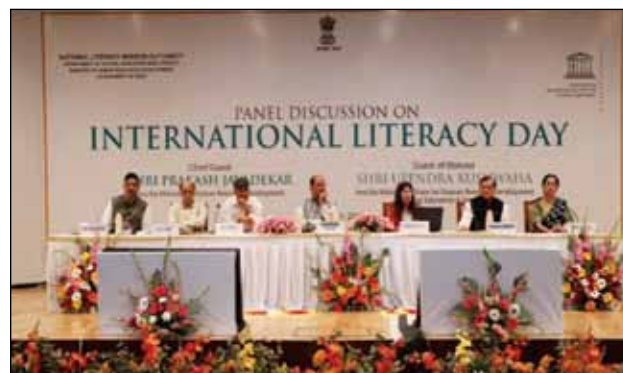
Every year the International Literacy Day is celebrated in India to raise the public awareness of the significance of literacy, publicize the learning opportunities, and to garner the support of general public towards this social cause.

Publication

- DAE took the initiative to launch a bilingual quarterly newsletter entitled 'DAE Newsletter'. Three issues of DAE Newsletters were published so far giving brief account of efforts of different stakeholders at national, state and district level in achieving the goal of literacy.

Moving Towards Digital World: Initiatives of Directorate of Adult Education

To improve accessibility and facilitate better information exchange among stakeholders, Directorate of Adult Education has taken several initiatives towards digitization which are as under:

- **Digitization of Audio-Video Programmes**: The process of digitization has been taken up by DAE in collaboration with CIET, NCERT in order to make the audio-video materials usable in the latest emerging media technology and also to

preserve them for future use. More than 700 programmes have been converted into MPEG-4 format so far.

- DAE has initiated the work related to Quality improvement of the digitized content, Uploading DAE content on NROER, Creation of YouTube Channel of DAE and uploading of programmes thereon. It is worth mentioning here that DAE has uploaded all the digitized Literacy programmes on YouTube channel under the title '*National Literacy Mission Authority GOI OFFICIAL*' which has fairly large number of viewership. The process related to uploading of programmes on NROER is also underway and the same will be actualized in due course.

- **Development of DAE Website**: Awareness about the fast changing Information and Communication Technology world and keenness to keep pace with the latest has ensured that almost all the Government organization in India already have their websites up and running. DAE is developing its own website in collaboration with NIC. After the launch of the website one can have access about the DAE, its objectives, function, schemes running under, etc. on single click.

Workshop/Conference

- Hindi fortnight was celebrated from 14-28 September, 2018 at Directorate of Adult Education in connection with effective implementation of Official Language. During the Pakhwada several competitions such as essay writing, noting & drafting competition were organized. A

workshop on standardization of Devnagri script and diacritical marks adopted in Devnagri script was also organized on 25th September, 2018 in which issues related to Hindi typing and writing were discussed in detail.

- **Swachhata Campaign observed at DAE:** 'Swachhata Hi Sewa' campaign was observed by Directorate of Adult Education, from 15th September to 2nd October, 2018. On 15th September, after the address of Director, DAE, the staff members watched the live telecast of Hon'ble PM Shri Narendra Modi's contribution towards Cleanliness on DD Doordarshan in the committee room of DAE. Thereafter the staff of DAE actively undertook cleanliness drive at the office complex and spaces surrounding it. The 'Swachhata Hi Sewa' campaign concluded on 2nd October, 2018.

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**INSTITUTIONAL SUPPORT
TO SCHOOL EDUCATION**

Institutional Support to School Education

Kendriya Vidyalaya Sangathan (KVS)

The Scheme of Kendriya Vidyalayas (Central Schools) was approved in November 1962 by the Govt. of India on the recommendations of the Second Central Pay Commission to provide uninterrupted education to the wards of transferable Central Government employees. Consequently, Central School Organization was started as a unit of the Ministry of Education (Now Ministry of Human Resource Development) of the Govt. of India. Initially, 20 Regimental Schools, then functioning at places having large concentration of defence personnel, were taken over as Central Schools during the academic year 1963-64.

The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI of 1860) on 15th December 1965. The primary aim of the Sangathan is to provide, establish, endow, maintain, control and manage the Central Schools (Kendriya Vidyalayas) located all over India and abroad. The Government of India wholly finances the Sangathan.

Over the years, the number of Kendriya Vidyalayas steadily increased to **1199 as on 31.3.2019** including three KVs abroad (Kathmandu, Moscow, Tehran). KVs running in double shift are 70.

KVS Administration

The Hon'ble Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The Minister of State in the Ministry of Human Resource Development is the Deputy Chairman. The Commissioner is the Executive Head of the Sangathan. It has 25 Regional Offices, each headed by a Deputy Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 5 functional ZIETs (Zonal Institute of Educational Training) each headed by a Director. Kendriya Vidyalayas are headed by a Principal/Principal Grade – II who manage the functioning of the school.

The distribution of **1199 KVs**, sector-wise is as under (**as on 31.3.2019**)

Sl. No.	Sector	No. of KVs
1	Defence	351
2	Civil	704
3	Institutes of Higher Learning	34
4	Projects	110
	Total	**1199**

Admissions

The basic criterion for admission in Class-I in KVs is the transferability of the parent during last 7 years. Thereafter, other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available. A total number of 1275795 students (Boys 701012 and Girls 574783) are studying in Kendriya Vidyalayas (as on 31.03.2019) including enrolment of SC students 259668 (20.35%), ST students 75560 (5.92%), OBC students 243277 (19.06%) and Divyang students 4255 (0.33%).

Empowering the Girl Child Education

All girls are exempted from paying tuition fee from Class I to XII. There is a provision of reservation in admission for single girl child in KVs: (i) 2 seats per section, in class I and (ii) 2 seats per class, in class VI onwards. These seats are available over and above the sanctioned class strength.

Education of SCs/STs

15% seats for Scheduled Caste and 7.5% seats for Scheduled Tribes are reserved in all fresh admissions in all Kendriya Vidyalayas. Those SC/ST students who are admitted under RTE quota are exempted from payment of fee and also are provided with free books, uniform and transportation. All the SC/ST students are exempted from payment of tuition fee up to class XII.

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 made mandatory in all the Kendriya Vidyalayas for facilitating comfortable stay of these children in the school. Teachers are being continuously oriented towards caring of students with physical as well as learning disabilities, during the in-service training programmes.

Major Initiatives

PRAKRITI: An MoU between KVS and ICFRE

An MoU between Kendriya Vidyalaya Sangathan (KVS) and Indian Council of Forestry Research & Education (ICFRE), Dehradun was signed on 15th October 2018 at Ministry of Environment, Forest & Climate Change. Commissioner KVS, Sh. Santosh Kumar Mall, and DG ICFRE, Dr. S.C. Gairola signed the MoU in the august presence of Sh. C.K. Mishra, Secretary, MoEF&CC to link 14 Research Institutes and Centres of ICFRE with Students of Kendriya Vidyalayas to promote awareness about forests and environment. This Programme is named as 'PRAKRITI'. Through this collaboration, knowledge shall be imparted to students/teachers of KVS on environment, forest, environmental services and contemporary areas of forestry research by way of lectures and interactive sessions by scientists of ICFRE institutes. Visits of students/teachers of NVS and KVS schools will also be arranged to the laboratories and field/experiments of ICFRE institutes for hands-on experiences. The MoUs, signed for a period of 10 years, are expected to make the youth of the country sensitive about national and global issues of environment and forests and help them to become responsible citizens.

Building as Learning Aid (BaLA)

BaLA is an innovative concept towards qualitative improvement in education, through developing child friendly, learning and fun based physical environment building in school infrastructure. BaLA is a way to holistically plan and use the school infrastructure. It incorporates the ideas of activity based learning, child friendliness and inclusive education for children with special needs (CWSN). At the core, it assumes that the architecture of school can be a resource for the teaching-learning processes. This concept was originally developed by Vinyas, Centre for Architectural Research & Design with support from UNICEF. KVS has decided to adopt the BaLA concept for its Vidyalayas.

Anandvaar

It is Happiness Education Programme for the primary students on every Saturday wherein students are engaged in different activities such

as co-curricular (music, dance, drama, creative writing, instrumental music, painting, theatre etc.) club activities (reading club, environment club, cub & bulbul etc.) sports activities and skill development activities (radio making/film making/pottery/origami/repairing/gardening etc.). The main objective of the programme is to nurture children at a young age and bring out their hidden talents in different fields to promote all-round development. This project was launched on a Pilot basis in KVS Jaipur Region.

Pustakophar:

It is a unique scheme of gifting old books to junior students on completion of an academic year, in order to save money, paper and environment at large. It is happy to note that the number of books gifted in the session 2017-18 has almost doubled in comparison to the session 2016-17.

Sl.No.	2016-17	2017-18	2018-19
1.	The total No. of books gifted by students is 258385.	The total No. of books gifted by students is 504679.	The total No. of books gifted by students in 2019 is 846403
2.	Average weight (approximately) of each book may be 200 grams.	Average weight (approximately) of each book may be 200 grams.	Average weight (approximately) of each book may be 200 grams.
3.	Thereby, total saving of the paper is $= 258385 \times 200 = 51677$ Kg. i.e. 51.677 Tonnes 1 ton is approximately equal to 17 Trees. So, **878 Trees were saved.**	Thereby, total saving of the paper is $= 504679 \times 200 = 100935.8$ Kg. i.e. 100.935 Tonnes 1 ton is approximately equal to 17 Trees. So, **1716 Trees have been saved**.	Thereby, total saving of the paper is $= 846403 \times 200 = 169280.6$ Kg. i.e. 169.280 Tonnes 1 ton is approximately equal to 17 Trees. So, **2877 Trees were saved**

Chhoo Lo Gagan

This Programme provides Air Travel facility to the students of Kendriya Vidyalayas for attending/participating in different activities organized by KVS at National level in different parts of the country. From 2018 onwards students can avail Air Travel if the distance between the KV (starting point) and the Venue (reaching point) of the event is more than 500 Kms. Secondly, in case of exigency, natural hazards, cancellation of trains, bad weather conditions and non availability of confirmed tickets in III AC/II AC, they may decide to go by Air. It may be noted that for the overall development of children, KVS organizes various National level events in the field of Sports, Art & Culture, Science and Social Sciences in every academic year. For this reason students have travelled long distances within the country.

Ek Bharat Shresth Bharat - National Level Camp

The very concept of National Integration Camp is unique in many ways. The 25 regions of KVS cover 25 Indian States and 25 Countries altogether in terms of the cultural heritage- Dance, Music, Song, and Socio-Economic progress. This mega-event is a broad platform for the students to display their creativity, originality, artistic skills, etc. It gives them an opportunity to know about the culture, tradition, art and architecture of not only the other states of India but of the various countries of the world.

To commemorate the birth anniversary of Sardar Vallabh Bhai Patel, the three-day KVS Rashtriya Ekta Shivir -Ek Bharat Shreshth Bharat was inaugurated on 31st October 2018 at Vigyan Bhawan Lawns. This mega event of KVS was

open for public for all the three days from 10:00 AM to 5:00 PM. A total number of 1600 students and 175 escort teachers of Kendriya Vidyalayas from all the 25 Regions participated in the National Level camp. Following competitions were conducted :

❖ **National Integration Camp:** Group Song, Group Dance (State & International), Theatre, On the Spot Painting, Solo Singing, Solo Classical Dance and Display of Artefacts

❖ **LitFest:** Debate (Hindi & English), Quiz, Sanskrit Shloka Recitation, Hindi Kavya Paath, English Elocution, Creative writing, Spell-Bee

Seema Darshan

Seema Darshan is an initiative by the Ministry of Human Resource Development to provide an opportunity for the children to experience the border environment and to foster patriotism and nationalism among the students. This programme is meant to inspire children and also boost the morale of our soldiers. Ministry of HRD in collaboration with Ministry of Defence and Ministry of Home Affairs organized "Seema Darshan Phase-VII", during 13th to 17th October, 2018 to Longewala/Jaisalmer and "Seema Darshan Phase-VIII" during 13th to 17th October, 2018 to Tawang, Arunachal Pradesh for 100 students from different regions. The programme was very successful and both students and teachers thoroughly enjoyed the trip. It was a unique experience for the students and teachers

to visit the defence sectors in the border areas of India. Though the temperature in Tawang was very low, yet every participant had very warm and beneficial interaction with the officials and jawans. Students were motivated to take up career with the defence forces and serve the country.

National Principals' Conference of KVS and NVS

In order to share institutionalized best practices, a two-day collaborative National Level Principals' Conference was organized to deliberate on all areas of School education viz. academic, administrative and financial aspects on 6th and 7th February, 2019. Approximately 1200 Principals from KVs and 630 Principals form NVs took part and shared their best practices. The objective of the conference was 'Leading Schools for Quality'. Spiritual leader Sadhguru Jaggi Vasudev, motivational speaker Mr. Shiv Khera addressed the august gathering along with Union HRD Minister Sh. Prakash Javadekar and other eminent people.

FICCI-India Sports Award

Adding another feather in its cap, Kendriya Vidyalaya Sangathan bagged FICCI INDIA SPORTS AWARD-2018 for the category of Best Company Promoting Sports (Public Sector). Additional Commissioner (Acad.), KVS Sh. U.N. Khaware received the award from Union Minister of State for Statistics and Programme Implementation Shri Vijay Goel during TURF 2018 at Federation House, New Delhi on 25th October 2018. FICCI had invited nominations from leading organization under following categories supporting and promoting sports from April 2017 - March 2018.

• Best Company Promoting Sports (Public Sector)

• Best company Promoting Sports (Private Sector)

• Best NGO Promoting Sports

- Best Professional Service Company in Sports

- Best Sports Start up.

The eminent jury chaired by Justice Mudgal, selected Kendriya Vidyalaya Sangathan as the winner of FICCI INDIA SPORTS AWARDS 2018 for the category of Best Company Promoting Sports (Public Sector). These awards are an attempt by FICCI to acknowledge the contribution of sports in India and to felicitate the Sports Achievers, sports supporters and those who have been doing excellent work to promote Sports, which brings pride to the nation. FICCI has been organising India Sports Awards for several years.

Academic Performance

The performance of KVs during the last 5 years in Class X and Class XII examinations conducted by Central Board of Secondary Education is given in the Table below:-

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

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

Salient features of Kendriya Vidyalayas

In pursuance of the above objectives, the Kendriya Vidyalayas system has following features and norms:

1. Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas.

2. All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE).

3. All Kendriya Vidyalayas are co-educational, composite schools.

4. Teaching of three languages – English, Hindi & Sanskrit from Class VI to VIII is compulsory. In Classes IX and X, any two languages out of English, Hindi and Sanskrit can be opted. Sanskrit can also be taken as an elective subject at +2 stages.

5. Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits.

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

IT –enabled schools

Kendriya Vidyalaya Sangathan is a pace setting organisation and has taken various initiatives to enhance quality school education system in the country including various Audio and Video devices and application of Information and Communication Technology (ICT).

1. **e-Classrooms-** A total of 12011 e-classrooms have been established in Kendriya Vidyalayas since 2014-15. An e-classroom consists of Interactive Board, Multimedia Projector, Visual Presenter, Note Pad and Desktop with UPS. Among 12011 nos. of e-classroom, 5300 e-Classrooms are equipped with Apple i-Pad, Streaming Device and Multimedia Projectors and remaining e-Classrooms are equipped with Interactive Board, Interactive Pads, Multimedia Projectors, Visualizer and Desktop Computers.

2. **Digital Language Lab-** 276 Digital Language Labs are being established to

enhance communication skills of students at self-learning pace. The Digital Language Lab is a 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 a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. This Digital Language Lab is a very helpful tool for practicing and assessing one's speech in English language.

3. **E-Prajna** (ईप्रज्ञा)- 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, joyful 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 the pilot project (E-Prajna) 6447 touch-tablets preloaded with e-content have been procured and distributed among students of class – VIII and teachers of 25 Kendriya Vidyalayas (one in each Region) in the academic year 2017-18.

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

4. **KV-Shaala Darpan** – An e-governance platform has been implemented since year 2015 in all Kendriya Vidyalays to improve service delivery to key stakeholders, students, parents, teachers and school administration.

5. **Modernization of Science Labs**:

An initiative to trigger interest among the students to pursue scientific research by providing exposure to higher order and technology driven experiments. Existing Science Labs of 411 Kendriya Vidyalayas have been modernized in two phases. In Phase III, 363 KVs have undertaken modernization of Labs.

No. of Kendriya Vidyalayas covered in Phase I	: 211
No. of Kendriya Vidyalayas covered in Phase II	: 200
No. of Kendriya Vidyalayas being covered in Phase-III	: 363

6. **E-Office** – e-office is being implemented in KVS under e-Governance project through NIC e-office which is aimed at:

- Establishing a paperless environment in government offices.
- Transforming the existing manual, paper driven processes into electronic workflow.
- Putting in place organisation level common repository of user information for various services and applications
- Enhance transparency.
- Promoting Inter/ Intra Government information sharing.

- Assuring data security and data integrity.

- Unicode compliant support for local language.

- Leave Management System and Tour Management System have also been implemented this year.

7. **On-line Admissions**– Since the academic session 2016-17, Admission Process of Class I is being done through cloud based software across the country. 6,56,269 registrations done for over 1 Lakh seats of class I and in session 2018-2019, making the whole process more transparent and effective.

8. **On-line Transfers**– The transfer of KVS employees are being done through online cloud based software since the year 2016-17. During the year 2018-19 a total no. of 4087 transfers were effected.

9. **ICT infrastructure in KVS as on 31.03.2019**

Sl No.	Item	Number
1	Total no. of functional KVs	1199
2	Total no. of computers available in KVs	74,860
3	Total no. of students in KVs	12,75,795
4	Student-Computer ratio	17:1
5	No. of KVs with computer labs	1164 (97%)
6	No. of KVs having Internet Connectivity	1187 (98%)
7	No. of KVs having Broad Band Connectivity	1146 (95%)
8	No. of KVs having their own websites	1196 (99%)

Achievements in Sports/Co-curricular Activities

- KVS has been awarded "FICCI- INDIA SPORTS AWARD 2018" by FICCI for best promoting Sports Company(Public Sector) in the field of Sports.

- Achievements of KVS at International 2018-19:

Games	Competition	Group	Result	Name & KV
Chess	Asian Chess Championship 2018	U-10 yrs.	Bronze Medal	Ms. Ranjana Dutta, class V KV saltlake, Kolkata
Table – Tennis	South Asian Junior Chess Championship 2018	Junior U-17	Gold Medal	Ms. Prapti Sen KV IIM Joka Kolkata
Judo	Open National Championship 2018	Junior U- 17	Gold Medal	Ms. Tulika Maan KV Tagore Garden Delhi
	South Asian Judo Championship 2017		Selected	
Taekwondo	Common wealth School Games Championship 2018	Junior U-17	Gold Medal	1-Ms. Khushboo KV Vasant Kunj, New Delhi
			Silver Medal	2- Ms. Vasu KV Delhi Cantt, New Delhi

- **Khelo India School Games 2018:** KVS Students participated from different State in few Games and secured two Gold Medals, also selected for Rs. 5,00,000/- scholarship by KISG.

- **KVS project "Swasth Bachche- Swasth Bharat":** Fitness Assessment Programme" by using technology and prepared app "Fitkvian" which was launched by Hon'ble HRD Minister Sh. Prakash Javadekar. Under the "SBSB" project training was given to one Assistant Commissioner, one Principal and Two TGT(PHE) from all 25 Regions as master training .

- 6730 students (3850 scouts & 2880 guides) from various KVs qualified for Rajya Puraskar Camp 2018 held from 26th to 30th July 2018 in 12 Regions.

- The students of Kendriya Vidyalayas participated in various Olympiads, namely, Mathematics/Physics/Chemistry/ Biology, etc. and won medals at national and international levels.

- Youth Parliament competition is organized in Kendriya Vidyalayas in collaboration with the Ministry of Parliamentary Affairs every year. For the year 2018-19 KV NDA Khadakwasala, Pune won Pandit Jawaharlal Nehru running Shield and Trophy by securing 1st position at National level.

- Kendriya Vidyalayas organised National Integration Camp-Ek Bharat Shreshth Bharat to nurture the talent among the children in the area of art and culture.

Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their knowledge, methodology and innovative practices. In the session 2018-19 the number of courses/workshops organized are as under:-

Sl. No.	Category	No. of Courses/ Workshops	No. of participants
1	In-service Courses for Teachers	98	3735
2	No. of Workshop (ZIETs)	213	7186
3	No. of Short term courses (ROs)	881	32367
	Total	**1192**	**43288**

Guidance and Counselling

Kendriya Vidyalayas engage counsellors on contractual basis and also utilize the services of teachers who have undergone professional training in Guidance and Counselling from NCERT & RIEs, to help children in the all-round development of their personality and to assist them in coping with their social, emotional, psychological issues from time-to-time. The Counsellors also guide students to make informed educational and career choices.

Hostel Facilities

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

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

Kendriya Vidyalaya have classes from I to XII but the hostel facility is available to the students from Class VI onwards.

Details of Kendriya Vidyalaya having Hostel Facilities

S. No.	Name of the KV	Region	Total capacity as on 31-03-2019		Enrolment of students in hostel as on 31-03-19	State
			Boys	**Girls**		
1.	Kamla Nehru Nagar Ghaziabad (Boys)	Agra	140	-	Nil	UP
2.	Lansdowne (Boys)	Dehradun	100	-	41	Uttarakhand
3.	Jawaharnagar (Boys)	Patna	96	-	35	Bihar
4.	No. 1 Delhi Cantt (Girls)	Delhi	-	72	40	Delhi
5.	Jhajjar (Boys)	Gurugram	Nil	-	Nil	Haryana
6.	No. 1 Gwalior (Girls)	Bhopal	-	25	Nil	MP
7.	ASC Centre (South) Bengaluru (Girls)	Bangalore	-	45	06	Karnataka
8.	Pachmarhi (Boys)	Bhopal	50	-	29	MP
9.	Sidhi, Distt. Sidhi MP (Girls)	Jabalpur	-	25	Nil	MP

Budget

KVS is fully funded by the Government of India. The budget sanctioned to KVS by the Government of India, Ministry of HRD (Department of School Education & Literacy) under Non-Plan and Plan heads upto 2016-17 and thereafter the budget sanctioned to KVS by the Govt. of India, Ministry of HRD under Revenue and Capital heads is 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**
2017-2018	4323.01	674.24
2018-2019	4775.40	231.35

Kendriya Vidyalayas in North East Region

There are 109 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 77548 (Boys 40837 and Girls 36711). Among 109 KVs in NE Region, 61 are in Civil, 22 are in Defence, 17 are in Project Sector and 09 are in Institutes of Higher Learning.

The pass percentage in class X & XII of CBSE in the North East States during 2018-19 is given as under:-

States	Class X	Class XII
Arunachal Pradesh	94.68	91.42
Assam	98.82	96.76
Manipur	99.30	98.92
Meghalaya	98.99	96.10
Mizoram	100	100
Nagaland	100	97.81
Sikkim	98.70	100
Tripura	99.03	98.66

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

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

PICTURES

KVS was awarded with FICCI India Sports Award-2018 for best promoting Sports Company (Public Sector) in the field of Sports. The award was conferred by Hon'ble Union Minister Sh. Vijay Goel on 25th October 2018.

KVS-NVS National Principals' Conference-2019

KVS-NVS National Principals' Conference-2019

KVS-NVS National Principals' Conference-2019

KVS-NVS National Principals' Conference-2019

Programme of Pustakophar in KVS

Inauguration of newly constructed building of KV Konni by Hon'ble Union Minister Sh. K.J. Alphons on 2nd October 2018.

Telescope Making workshop in collaboration with Vigyan Prasar at KV No. 1 Uppal

Foundation laying ceremony and inauguration of New Kendriya Vidalaya, Baoli, Bagpat (UP) by Hon'ble Union HRD Minister Shri Prakash Javadekar

PRAKRITI: Signing of MoU between KVS & ICFRE

International Yoga Day

Inauguration of KV Nabinagar (Bihar) by Hon'ble MoS for HRD Sh. Upendra Kushwaha on 14th July 2018.

KVS Rashtriya Ekta Shivir-Ek Bharat Shreshtha Bharat-2018: Inauguration by Hon'ble Union Minister Col. Rajyavardhan Singh Rathore.

KVS Rashtriya Ekta Shivir-Ek Bharat Shreshtha Bharat-2018: Rajasthani Group Dance

KVS Rashtriya Ekta Shivir-Ek Bharat Shreshtha Bharat-2018: Exhibition Stall of Assam State.

KVS Rashtriya Ekta Shivir-Ek Bharat Shreshtha Bharat-2018: Visit of Hon'ble HRD Minister Sh. Prakash Javadekar.

KVS Rashtriya Ekta Shivir-Ek Bharat Shreshtha Bharat-2018: Students performing Group Song.

JAWAHAR NAVODAYA VIDYALAYAS (JNVs)

National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim to provide excellence with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Societies Registration Act XXI of 1860, with the objective to establish Navodaya Vidyalayas to provide good quality modern education – including a strong component of culture 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 and children from Rural areas.

Procedure/Criteria for opening of a Jawahar Navodaya Vidyalaya: The opening of a Jawahar Navodaya Vidyalaya is based on the proposal from the concerned State/ UT Governments offering about 30 acres of suitable land, free of cost. The State Government has also to provide sufficient temporary building and other infrastructures, free of rent, to accommodate 240 students and staff for three to four years or till such time the Samiti constructs its own buildings at the permanent site.

Status of sanctioned and functional JNVs: Beginning from two Vidyalayas established during 1985-86, at Jhajjar (Haryana) and Amaravati (Maharashtra) 661 JNVs have so far been sanctioned by the Government in 35 States and UTs except Tamil Nadu State. Out of total 661 JNVs sanctioned, 636 are functional in the country.

Admission of students in JNVs

Admission in Jawahar Navodaya Vidyalayas is made on the basis of selection test designed and conducted by the Central Board of Secondary Education. The selection test is non-verbal and class neutral and is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the Jawahar Navodaya Vidyalaya has been opened are eligible to apply for admission. However, the district where JNV is opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for admission in the JNV, in case a new Vidyalaya has not been started in newly bifurcated district as yet. JNVs are co-educational and residential and from Class VI to Class XII. The admissions are done for Class VI and IX through JNVST. The statistical figures for the students appearing for the JNVST and selected in the year 2018-19 are as under:

Class	Registered	Selected
VI	2777504	45958
IX	128018	4028

Reservation Policy for admitting students in the JNVs:

(a) At least 75% seats in a district are filled by candidates selected from rural areas and the remaining seats are filled from urban areas of the district.

(b) Reservation of seats in favour of children belonging to scheduled castes and scheduled Tribes is provided in proportion to their population in the concerned district provided that in no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.

(c) One third of the total seats are filled up by girls.

(d) There is a provision for reservation of 3% seats for disabled children (i. e. orthopedically handicapped, hearing impaired and visually handicapped).

Enrolment figure of students as on 31.3.2019

Number	Boys	Girls	Rural	Urban	Gen	SC	ST
267246	160059	107187	209056	58190	146022	67736	53488
%AGE	59.89	40.11	78.22	21.78	54.64	25.35	20.01

Performance of JNVs

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

A. Cbse Examination:- 2019

CLASS XII	
No of JNVs	546
No of students appeared	30833
No of students Passed	29792
No of students with First Division	27694
Pass Percent	96.62
First Division%	89.82
No of students getting Centum	329
No of JNVs with 100% pass	252
Average Score	74.91

CLASS X	
No of JNVs	584
No of students appeared	39885
No of students qualified	39313
No of students with First Division	35720
Pass Percent	98.57
First Division%	89.56
No of students getting Centum	1018
No of JNVs with 100% pass	379
Average Score	77.75

B. Competitive Examinations: 2019

JEE-2019	
Appearing in JEE Main	11733
Qualified in JEE Main	4451
Qualified in JEE Advanced -First list	966

NEET- 2019	
Appearing in NEET	16156
Qualified in NEET	12654

Migration policy adopted by the Samiti for JNV students: One of the important features of the Navodaya Vidyalaya Scheme is the Migration Scheme of students from one Navodaya Vidyalaya in a particular linguistic region to another Vidyalaya in a different linguistic region. It aims at promoting and understanding of the diversity and plurality of India's culture and people amongst the students. According to the Scheme, 30% of children from one JNV are migrated to another JNV at Class – IX level. Migration takes place generally between Hindi Speaking and Non- Hindi speaking districts.

Facilities for the students in JNVs

Education in the Jawahar Navodaya Vidyalayas, including boarding & lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare from school to the homes *etc*., are free for all students. However, a nominal fee @ Rs. 600/- per month is charged from students of class IX to XII as Vidyalaya Vikas Nidhi. In respect of wards of Government employees, fee of Rs.1500/- per month or the CEA received by the employee whichever is lower is also being charged. However, the VVN shall not be less than Rs.600/- per student per month. The students belonging to SC/ST categories, girls and children from the families below poverty line (BPL) are exempted from payment of this fee. The average operational expenditure per student per annum for the year 2017-18 was Rs.96,190/-

Computer Education:

• 600 JNVs have Computer Aided Education.

- 554 JNVs have been provided with laptops.

- 524 JNVs have Smart Classrooms with 29" colour TV connected with computer.

- 02 Multimedia Projectors are provided in each of the 554 JNVs.

- In 545 JNVs, facility of web based teaching & learning has been introduced.

- More than 80% Teachers (about 10,000) have undergone structured training in basic operations and computer aided education.

- About 50% of non-teaching staff have also undergone computer training. Students and teachers have been attempting to develop collaborative projects using the advantage of network facilities available. More than 27912 participants participated in the cyber security Olympiad organized by Min of IT and 6 children secured recognition award.

Training and Development

NVS conducts training through NLIs, Regional Offices and through External agencies. **NVS** at present has 7 training locations established as Navodaya Leadership institutes as below:-

Center	Capacity
Noida	48
Amritsar	88
Udaipur	48
South Goa	88
Rangareddy	88
Puri	48
Kamrup	48
Total Capacity	456

During the session 2018-19, 229 training programmes were conducted & 8353 NVS Staff including teaching staffs were trained.

Special Academic Activities

A. **Scientific Temperament and Science as Career**

a) 6000 children participated in **Science Exhibitions** conducted at various levels.

b) 50 children participated in **National Children's Science Congress** organized by **Department of Science and Technology**.

c) 41 children qualified in regional level Science and Mathematics **Olympiads** organized by Homi Bhabha Center for Science Education, TIFR.

d) 24585 children participated in **Vidyarthi Vigyan Manthan** organized by Vigyan Prasar, out of which 203 students were recognized at state level, 13 students selected for the National level event & 2 Students were recognized at National level.

e) 800 children participated in interaction with scientists in different scientific laboratories in the country. 40 leading institutes like CSIR, DRDO etc. have been supporting this initiative.

f) 14 IITs have agreed to host 50 JNV students every year for 2 days in the campus and arrange lab visits and interactions with scientists.

B. **Enhancement of Creativity and Innovation**

a) Establishment of Atal Tinkering Labs (117 JNVs)

b) Robotics training implemented with the help of Industry supports in 3 JNVs.

ATAL Tinkering Lab in JNV Chikkamaglur

C. Environment and Students:-

a. 2.26 lakhs trees planted in 2018-19.

b) Participation in Green Olympiad in association with TERI.

c) Green Audit of school in 60 JNVs.

d) Swachchta campaign in the nearby area apart from programs in JNV.

e) All JNVs participated in Environmental Essay and poster contests organized by Ministry of Petroleum.

D. Support for Global Outlook :

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

E. Guidance and Counseling

a) 60 teachers were trained on counseling through NIMHANS-

b) 60 Master Trainers trained through St Johns Research Institute, Bangalore.

F. Exposure to Contemporary Areas / Subjects

Training in contemporary learning skills in association with Tata Institute of Social Sciences has been taken up for the Principals and teachers of JNVs of Chhattisgarh. This program has the technical support from MIT, USA.

G. Citizenship Programs

a) NCC introduced in 409 JNVs with 20919 cadets.

b) Scouts and Guides introduced in all JNVs. 35830 scouts and guides trained.

c) NSS introduced in 161 JNVs and has a volunteer strength of 8534.

d) 64 JNVs participated in Youth Parliament contest with the support of Ministry of Parliamentary Affairs. JNV Kaimur, Bihar won the Ist prize.

Pariksha Pe Charcha

Ek Bharat Shreshtha Bharat

H. Entrepreneurial skills :

800 students of two JNVs were trained in assembling own Solar Lamps in association with IIT Bombay.

I.   Enhancement of Learning Experiences

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

Van Mahotsav

Organic Kitchen Garden at JNV Bangalore

J.   Value Orientation:-

a)   Awakened Citizen's Program with the help of Ramakrishna Mission for Teachers and students in 475 schools.

b)   27923 students participated in digital citizenship and cyber wellness Olympiad organized by Min of IT.

c)   Yoga program being conducted in all JNVs.

K)   JNV Students and Society

a)   Participation of the students of the neighbouring schools in the co curricular activities of the JNV.

b)   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.

c)   Participation and organization of academic and co-curricular contests with the neighbourhood schools.

Performance of JNV Students in Regional Cultural Meet

d) Coaching of rural children for JNVST.

e) Organizing immunization camps, health check up camps, first aid training camps, pollution control and cleanliness drive, literacy campaign etc.

f) Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet.

L. Digitization of Records and implementation of e-Office

Currently, Samiti in its offices (HQ/RO's) has started digitization of all records. Also started working through e-office. All payments are being made through PFMS.

M. Status Of JNVs In North East Region

Total States	Total Districts	JNVs sanctioned		JNVs proposed to be open in the remaining newly carved out uncovered districts	Functional JNVs	Non-functional JNVs
		Ist	IInd			
08	119	96	04	19	92	08

NVS & KVS Joint Principals' Conference

New Navodaya Schools

One JNV was sanctioned during 2018-19 namely 'Ratlam-II'. Six new NVs were made functional in 2018-19 namely Ratlam-II, Fazilka, Ramban, Sabarkantha, East Jaintia Hills and Kishtwar. One new building was sanctioned during 2018-19 for 'Ratlam-II' and three new buildings were started in 2018-19 for Jhabua-II, Malkangiri-II and Rampur. Foundation Stone was laid for Ratlam-II in 2018-19.

National Council of Educational Research & 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. NCERT is an implementation agency for bilateral exchange programmes with other countries in the field of school education. 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.

The constituent units of NCERT are National Institute of Education (NIE), New Delhi, Central Institute of Educational Technology (CIET), New Delhi, Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, Regional Institutes of Education (RIE) at Ajmer, Bhopal, Bhubaneswar, Mysuru and North-East Regional Institute of Education (NERIE), Umiam (Meghalaya).

The journey of NCERT, the apex organization in

school education, for the year 2018-19 has been enriching the entire gamut of school education and teacher education. NCERT has been involved in research, organising innovative pre-service and in-service teacher training programmes, development of curricular materials and extension activities for strengthening the State level education organizations like SCERTs, Councils/Boards of school education, DIETs, *etc.*, and in mainstreaming their educational endeavour.

Elementary & Secondary Education

The Council has been working to address the issues and concerns of quality of education at the elementary stage under *Samagra Shiksha* and carrying out various activities to strengthen and support the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 across the country. As the academic authority for implementation of the Right of Children to Free and Compulsory Education Act, 2009, NCERT has been providing academic support to States and UTs for implementation of the Act.

In the area of elementary education, research studies on prevalent understanding of teachers and teacher educators about learning outcomes of reading and writing in the primary grades and a study of implementation of Learning Outcomes in States and UTs are in progress. Interactive e-learning material for teaching learning of primary mathematics as per the pedagogical processes given in the Learning Outcome Document developed by NCERT, the source book *"Joy in mathematics"* for teachers on early school mathematics for creating interest in learning of mathematics, mathematics teacher's resource book, a resource material for children and teachers for primary grades to achieve learning outcomes and guidelines on Continuous and Comprehensive Evaluation are being developed by the Council.

Broadly, the major focus areas under Elementary Education are Integrated School Mathematics Programme (ISMP), Integrated School Language Programme (ISLP), Quality Monitoring Programme and Preschool Education. Significant inputs and interventions have regularly been provided in these areas through research, material development, training and extension activities.

Keeping in view the improvement in achieving learning outcomes, a state-level consultation meet-cum-workshop for developing understanding on different aspects of school mathematics was conducted for the state of Arunachal Pradesh at SCERT, Itanagar from 12 to 16 November 2018. A national consultation meet on CCE in collaboration with UNICEF was organised. Representatives from more than 30 States and UTs and from CBSE, KV Sangathan, JNV, World Bank and UNICEF participated in the meet.

The CCE guidelines developed by NCERT were shared to bring a consensus for effective implementation of CCE. In order to familiarise the teachers with "Preschool curriculum and the guidelines for preschool education" prepared by NCERT, the Council conducted regional workshops for the West Zone at RIE, Bhopal on 14-15 November 2018 and North Zone at RIE, Ajmer on 28-29 November 2018.

Learning Outcomes

The document "*Learning Outcomes at the Elementary Stage*" has been developed by NCERT after taking inputs from stakeholders at the State and district levels. It aims to enhance the quality of learning in schools, by enabling teachers to ascertain learning skills more accurately and takes corrective steps without delay and provides effective learning opportunities to all students. The document is prepared in two sets, viz., the complete document which includes Curricular Expectations,

Pedagogical Processes and Learning Outcomes for Classes I to VIII in environmental studies, science, mathematics, social sciences, Hindi, English and Urdu and the compact version with only the Learning Outcomes for each subject in each class in poster form. With the support of States/UTs, the document has been translated into 19 languages so far, including English and Hindi. It has been disseminated to teachers in all government schools across the country.

NCERT organised regional workshops to develop master trainers in the area of learning outcomes and a series of workshops on learning outcomes were held at regional, State and district levels to increase awareness and develop understanding of learning outcomes among State and district level functionaries, teacher educators, teachers and other stakeholders.

In the continuum with the Learning Outcomes of elementary stage, *'Learning Outcomes for Secondary Stage'* in all the school subjects are being drafted. The document contains brief about the subjects, curricular expectations, pedagogical processes and competency based learning outcomes with special emphasis on children with special needs. A draft of the Learning Outcomes of the subjects (English, Hindi, Sanskrit, Urdu, Science, Mathematics, Social Science, Art Education and Health & Physical Education) has been prepared. After finalisation, it will be shared with stakeholders all over the country.

Post-National Achievement Survey (NAS) Interventions

The National Achievement Survey (NAS) was conducted throughout the country on 13th November 2017 for Classes III, V and VIII in government and government aided schools. The survey tools used multiple test booklets with 45 questions for Classes III and V in language,

mathematics and environmental studies and 60 questions for Class VIII in mathematics, language, science and social science. The competency based test questions were based on the Learning Outcomes developed by NCERT. The result of the survey provides the learning levels of the children vis-a-vis the learning outcomes developed by the Council. The learning gaps identified at the school level are now being used to provide feedback to the districts in the States and UTs. A framework of intervention is being suggested to improve the quality of teaching and learning in schools. At present, short-term interventions like sharing of findings with State level officers and DIET functionaries and understanding of the learning gaps in the districts have been completed in the States/UTs. The medium - term interventions like sharing of findings with BRCCs, teachers, head teachers, parents, SMC members and other stakeholders and orientation of BRCCs, CRCCs and teachers on evolving learning strategies to achieve learning outcomes have been initiated. Post NAS interventions have been conducted in collaboration with the states in Chhattisgarh, Sikkim, Tripura, Gujarat, Maharashtra, Jammu & Kashmir and Goa.

Rationalisation of NCERT textbooks

In order to reduce load on students, opinions were invited from stakeholders throughout the country on syllabi and textbooks of NCERT. About one lakh observations was received from about 27 thousands individuals. Analysis of observations was done and the same was used to rationalise the contents of the textbooks in different subjects in schools.

Block Level Research Study

The Council has taken up block level research project in different regions of the country wherein the blocks have been adopted and the interventions are made for bringing about improvement in the teaching-learning process. The blocks that have

been adopted for the study are, Ichhawar in West, Chilika in East, Rigvoi in Northeast, Hurda in North and Hunsui in South. Besides, one block in Tripura also has been taken up which is being funded by the State government.

Research Studies

NCERT has undertaken research studies in the priority areas of school and teacher education viz., inclusive education, gender in education, syllabi and textbooks, social science, science, language education, Art Integrated Learning, pedagogical leadership in schools, networking among teacher education institutions, teacher motivation, psychological needs and concerns of adolescent students, competency level of in-service music teachers, innovative practices in elementary education, constructivism, ICT, global citizenship education, etc. The Council has also taken up a research study 'Interventions to achieve quality learning in Science in selected schools of ST dominated districts of Nagaland'.

Through its Educational Research and Innovations Committee (ERIC), NCERT promotes educational research by providing financial support to the scholars throughout the country in the form of Doctoral Fellowships and research grants. The scholars working in different universities and institutes working on school education submit their proposal which are approved and financed by ERIC. During the year 2018-19, seven research scholars were awarded NCERT Doctoral Fellowship and eight educational researches are being financed under ERIC.

Capacity Building Programmes

In order to improve the classroom processes and students' learning in various curricular areas, capacity building programmes were conducted in the areas of science, social science, Hindi, English, Urdu and Sanskrit, multi-lingual education, Art

Integrated Learning (AIL), inclusive education, use of science kits, curriculum development and analysis, etc.

Keeping in view the necessity of imparting training to a large number of teachers and teacher educators, the Council started online courses and certificate courses in the priority areas of school and teacher education. During the year, the Council initiated the online courses on Heritage Mapping for Schools, Teaching Learning of Environment Studies at Primary Level, Teaching of Science at Upper Primary Stage, etc. Certificate courses on Management of Children with Special Needs, developing School Social Science textbooks and other curricular materials on Early Childhood Education, etc. are also being designed by the Council.

Development of Teaching Learning Material Activities

NCERT undertakes various developmental programmes that enhance the teaching-learning process in all areas of school and teacher education. The major developmental programmes include: development of educational audio-video CDs, e- Content materials in different areas of school and teacher education, training packages, handbooks, resource materials, various short-term course materials, students workbooks, modules, dictionaries, multimedia packages, roadmap for quality education for children residing in difficult terrains in the country, updated version of the index for inclusive schools, good practices adopted by States for implementation of inclusive education, culture specific learning resources for secondary school students, a module on textbook analysis in the context of NE Region, resource material for transition from tribal languages, Common Minimum Programme (CMP) for value education in schools, Vocational Interest Inventory, Practicum Handbook of Diploma Course in Guidance and Counselling, e-Resources

in Psychology at senior secondary stage, reading material on affective aspects in teaching and learning, etc.

Guidance and Counseling

Guidance and Counseling services play a crucial role for school going children by helping them meet their personal-social, educational and career related needs. NCERT has been training guidance and counseling personnel to work in school settings, for more than six decades across the country. The Diploma Course aims to train teachers, teacher educators, educational and guidance personnel to work as professional counsellors/teacher counsellors in schools and related settings.

The tenth batch of Diploma Course in Guidance and Counselling began in January 2018. The first phase of Distance Learning began, under which tutorials were organised from January to June 2018. The second phase of the diploma course i.e., three months contact programme started from 2nd July to 28th September 2018 in which 42 trainees participated. Intensive and supervised school practice began from 6th July 2018. During the period, such activities as school visits, field visit, and special lectures were held for skill development of the trainees as guidance and counselling personnel. Written examination was also held. Internship projects of the trainees were finalized during the period. Written examination was completed on 27th September 2018 followed by viva-voce. Internship projects for the last phase of diploma course were planned and finalised. The three month internship of the trainees is in progress. Also, a five-day capacity building programme was organised to equip teachers with knowledge and skills for providing guidance to the students living in SC and ST dominated areas for reducing behavioural problems through group guidance activities at SCERT, Telangana from 18th to 22nd June 2018.

Science Education

Researches related to curriculum design, curriculum transaction and teaching-learning strategies in science and mathematics education is one of the focus areas of the Council. As suggested by MHRD, opinion of the different stakeholders regarding syllabi and textbooks of all science and mathematics subjects were collected. Accordingly, the textbooks of classes VI-X in science and mathematics and textbooks of classes XI-XII in physics, chemistry, biology and mathematics have been rationalized. The Council released *"Science tactile book for class VI"* in collaboration with Centre of Excellence in Tactile Graphics (COETG), IIT Delhi on 1st September 2018.

The Council organises Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) every year that marks the culmination of a series of science exhibitions for children, organised at district, zonal and State levels. 45th Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) for Children-2018 was conducted in collaboration with Education Department, Government of Gujarat and Ahmedabad Municipal Corporation at Ahmedabad, Gujarat from 23rd to 28th November 2018. In addition, the Council provides academic guidance and financial support for State Level Science, Mathematics and Environment Exhibition (SLSMEE) for children.

The Council has developed an online course for in-service teachers teaching science at upper primary stage. The aim is to empower large number of in-service teachers who require strengthening of content as well as pedagogic knowledge. A MOOC platform (http://www.ncertx.in) using the "Open edX" has been setup and the course is also being hosted on NIC cloud to provide simultaneous access to large number of teachers.

Educational Kits

The Council designs and develops teaching equipments in science and mathematics and to make experimental trials in schools for testing the designs and production. It has been responsible for augmenting improvement in teaching-learning in the field of school education supporting print media through hands-on experiences by design, development and prototype production of school equipments in the form of kits. Educational kits namely, Upper Primary Science Kit, Secondary Science Kit, Senior Secondary Micro-scale Chemistry Laboratory Kit, Solid State Model Kit, Molecular Model Kit, Upper Primary Mathematics Kit, Secondary Mathematics Lab Kit, Secondary Science Lab Kit (biology, physics and chemistry*)* have been made available. Hindi versions of the manuals of Higher Secondary Mathematics Kit and Higher Secondary Biology Kit, Joyful Learning Science Kit, Geography kit have also been developed.

Digitalisation of Educational Resources

Recognising the potential of technology in teaching-learning, various innovative curricular materials have been developed by NCERT. The Council is involved in the development of various audio-video programmes and interactive multimedia programmes to support teaching and learning. The Council endeavours to bring together all digital and digitisable resources for the students in subjects and all languages through NROER.

Development and Management of National Repository of Open Educational Resources (NROER) and *Chetana*

The objectives of the programme were to make available digital resources for teachers and students, to enable the participation of the community in development and sharing of digital resources, to create mechanism to validate the hosted resources and to facilitate the adaption

and creation of digital resources in different languages.

The National Repository of Open Educational Resources (NROER) is an initiative to bring together all digital and digitisable resources across all stages of school education and teacher education. The repository spans all subjects and is being made available in all Indian languages. It proposes to use these digital resources (audios, videos, interactive, images, e-books, charts, maps, etc.) to reach out and connect all members of the school community through a variety of events and interactions. NROER both online (http://nroer.gov.in/welcome) and offline (School Server) have been designed. Till date a total of 13,635 files including 401 collections, 2721 documents, 565 interactive, 1664 audios, 2581 images and 6105 videos are uploaded. The repository currently hosts concepts from classes VI to X and will soon span classes I to XII in science, social science, mathematics and arts education. A steady flow of audio, video and interactive resources has been established from a variety of agencies including State Institute of Educational Technology (SIET) from Kerala, Andhra Pradesh, Maharashtra and Gujarat. Also, the programmes produced by SIET-Bihar and Odisha have been curated and being uploaded. About 450 member core teams have been set up in each States and UTs and all core teams have been oriented to NROER activities. Nine capacity building programmes on NROER (covering 450 MRPs/KRPs in 36 States) for teachers and teacher-educators and a core group in States and UTs have been conducted. States/UTs are being motivated to contribute resources on NROER and create OERs for their own State/UT. These teams are actively organizing different State level activities for NROER, particularly translation into their languages. New section on teachers, interest groups, schools and partner showcase have been created on NROER. The partners

are Vigyan Prasar, CCRT, Gandhi Smriti and Darshan Samiti, SCERTs, SIETs, Azim PremJi University, IT for Change, Amaze Infotainment Pvt. Ltd., Directorate of Adult Education, Vidya Online, Eklavya, Arvind Gupta toys, Shyamchi Aai Foundation, etc.

As part of MHRD GOI initiative, CIET, NCERT has been working for the development of online courses for students and teachers. So far, 22 online courses have been developed and launched on SWAYAM platform (swayam.gov.in) of these 20 courses are for students of classes XI and XII. One course is for general users (students, teachers, teacher educators and parents) i.e., Food and Nutrition for healthy living. The course on 'Educational Administration, Management and Leadership in School Education' was uploaded and launched on SWAYAM. More than 32,000 students were registered for these 22 courses.

PINDICS Mobile App

PINDICS is a mobile app for performance indicators for elementary school teachers. The app has a rating of 4.8 out of 5 on Google play store and in all, 35,000 users have downloaded the app from Google play store. Branding of e-Pathshala has been done. Four sub apps- PINDICS (Teachers self assessment), Kishore Manch (24x7) DTH-TV Channel), PARAKH (Assessment of ICT Scheme) and NAS (Achievement of Student) have also been developed.

National ICT Award for School Teachers

The MHRD – GoI has instituted 87 National ICT awards for school teachers to felicitate those who have enhanced student learning by effectively and innovatively integrating technology- supported learning into the school curriculum and subject teaching. For the year 2017-18, 43 teachers have been selected for the ICT Award.

Gender Issues in Education

NCERT looks into the issues, concerns and

problems related to education of girls and works for promoting girl's equality and empowerment. Research studies viz., status of girls' hostel scheme: an exploratory study focusing on scheduled caste (SC) girls at secondary stage, participation and performance of girls in National Talent Search Scheme (NTSS): A spatial-temporal study from the viewpoint of gender gap analysis and policy research on education and skill development from the perspective of gender equality – a comparative study of India and Korea. The Council has developed training material for teacher educators on Gender Equality and Empowerment in three volumes, which has been translated into Hindi. A capacity building programme for secondary teachers to act as Master Trainers from ST concentrated areas of Southern Region on gender issues in education was organized in Hyderabad to sensitize teachers on gender issues concerning education of girls belonging to ST communities.

Vocational Education

The PSS Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent unit of NCERT, assists MHRD in providing academic and technical support to vocational education programmes. It also provides consultancy to the States/UTs for effective implementation of the scheme of Vocationalisation of Secondary and Higher Secondary Education in schools.

The institute has developed curricula and student textbooks and teacher handbooks for 100 job roles in various sectors. The learning outcome based curricula have been developed for vocational subjects offered from Classes IX to XII under the CSS of Vocationalisation of Secondary and Higher Secondary Education. The sectors for which the curricula and student workbooks have been developed include the following: Agriculture, Tourism and Hospitality, Apparel, Made ups and Furnishings, Private Security, Food

Processing, Logistics, Electronics and Hardware, Healthcare, Retail, IT-enabled Services, Automotive, Plumbing, Construction, Media and Entertainment, Banking, Finance and Insurance, Telecommunication and Power. Working group meetings of experts were organised to develop the curricula and courseware for the various job roles in these sectors. These textbooks are being published by NCERT and the soft copy can be downloaded from the website of NCERT (http://ncert.nic.in/vocational/vocational.htm) and PSSCIVE (http://www.psscive.ac.in/stud_text_book.html). e-Learning materials of employability skills have also been developed for facilitating teaching-learning.

During 2018-19, the constituent unit, PSSCIVE, Bhopal organised eight working group meetings for development of student textbooks and teacher handbooks for NSQF compliant Qualification Packs (QPs) of various job roles. The institute has also organised orientation programmes on implementation of the scheme of Vocationalisation of Secondary and Higher Secondary Education for key functionaries from West Bengal, Maharashtra, Bihar, Jharkhand, Gujarat, Tripura, Telangana, Uttar Pradesh, Uttarakhand, Goa, Andhra Pradesh, Karnataka and Puducherry. Training programmes on vocational pedagogy and vocational subjects (as per job roles) for the vocational teachers of Kerala, Punjab, West Bengal, Puducherry, Daman and Diu, Andhra Pradesh, Telangana, Madhya Pradesh Haryana, and Goa were organised during 2018-19.

Pre-service Teacher Education

Regular pre-service courses are being run 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 courses 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.

Inclusive Education

Implementation of an inclusive system of education for all assumes greater significance for systemic reforms, especially in the context of the socially disadvantaged and the persons with disability. The projects 'A study of effect of Aural Reading (ICT based) on Language Comprehension of Students with Visual Impairments in Primary Schools of Delhi', 'Impact of Training in Inclusive Education at Secondary School Level in the State of Maharashtra', 'Development of roadmap for quality education for children residing in difficult terrains in the country', 'Updated version of the index for inclusive schools', 'Good practices adopted by States for implementation of inclusive education are in progress'.

Minority Cell Activities

The Council hosts 'Minority Cell' to focus on promotion of education and welfare of Minorities. Under the Minority Cell activities, the Council conducts two meetings every year. A meeting of Minority Cell was organised at RIE, Bhubaneswar on 3rd October 2018. In addition, awareness-cum-training programmes for State Resource Group/Key Resource Persons on education of minorities in India were organised at NERIE, Umiam from 18 to 20 September 2018, at RIE, Bhubaneswar from 3 to 5 October 2018 and at RIE Bhopal from 10 to 12 December 2018.

Yoga Olympiad

NCERT is taking multidimensional initiatives to promote yoga in schools. 'Yoga Olympiad' is one such initiative. For the first time 'Yoga Olympiad' was organized in 2016 to generate awareness about the benefits of yoga on health and holistic developments of healthy habits. The 'National Yoga Olympiad' for this year was organized at New Delhi from 18 to 20 June 2018. Government and government-aided school students from upper primary and secondary stages from different States/UTs were invited to participate in the olympiad. The Yoga Olympiad, as per the scheme, was organised from school to block, district, state to national levels. The students competed as a team on five yogic practices: *Asanas, Pranayam, Kriya, Bandha and Mudra*. The theme of the Olympiad was 'Yoga for Health and Harmony' in which students and teachers from 22 states/UTs and RIEs participated.

National Talent Search Scheme

The National Talent Search Scheme is being conducted by NCERT since 1963. The purpose of the scheme is to identify and nurture students selected through two-tier process every year. The NTSS helps talented students by providing financial assistance in the form of monthly scholarship and also conducts nurturance programmes for them. During the year 2018 the national level test was conducted in May 2018 in which 1027 students were awarded with National Talent Search scholarship which included 787 General, 161 SC and 79 ST categories.

International Relations

International Relations Division (IRD), NCERT carries out various activities in conformity with the NCERT's role to promote international cooperation in the field of school education. These activities are, broadly to facilitate exchange of information between the NCERT and agencies and institutions abroad; facilitate signing of MoUs between the NCERT and willing agencies and institutions abroad. During the year, a five-member delegation from the Ministry of Foreign Affairs, Republic of Korea accompanied by Ms. So- Yeon Park, Councellor in the Embassy of the Republic of Korea in New Delhi visited NCERT on 24 May 2018. They had a meeting with the Director, NCERT and Head, IRD along with other faculty members of NIE, New Delhi, PSSCIVE, Bhopal and Principal, RIE, Bhopal to prepare a roadmap for on-going collaboration between NCERT and KRIVET, Korea in the field of vocational education.

A four-day UNESCO Sub-Regional Meeting on Integrating SDG 4.7 and Global Citizenship Education into Teacher Training in South Asia was organised at NIE, New Delhi from 26th to 29th June 2018. A five-member delegation on behalf of the Korean Research Institute of Vocational Education and Training visited NCERT to carry forward Korea-India Vocational Education Cooperation Programme from 14th to 24th August 2018. A four-member team from NCERT led by Prof. Hrushikesh Senapaty, Director, NCERT, visited Republic of Korea from 29th May to 5th June, 2018 on the eve of the visit of the Korean President to India to carry forward the initiatives taken up with the Academy of Korean Studies (AKS), KRIVET and the Korean National Institute of Special Education (NISE) under the provisions of the MoU signed with AKS and firmed up the prospective plan for setting up a model vocational school in NCERT with Korean assistance.

A four-member team from NCERT led by Prof. Hrushikesh Senapaty, Director NCERT visited Australia from 1st to 5th July 2018 to sign the approved MoU with Curtin University and hold meetings for the furtherance of its provisions. The MoU was signed by the Director with the Vice Chancellor of Curtin University in the

presence of the Hon'ble Minister of Human Resource Development, Government of India, Shri Prakash Javadekar in Melbourne on 2nd July 2018.

Publication and Dissemination

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. For adoption/adaptation and translation of NCERT books by various States/UTs, copyright permission is granted by NCERT on the request of States/UTs under the nationalized textbook programme. These are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Tibetan Schools and several public schools in all States of the country and abroad.

This year, the Council is in the process of bringing out energized textbooks, by using QR Code. About six crore copies of various NCERT publications in English, Hindi and Urdu which include textbooks, supplementary reading materials, teachers' handbooks, source books, research reports and six educational journals are brought out every year. Apart from non-textual material, more than 364 textbooks for different classes from I to XII are printed every year. NCERT also participates in the important book fairs like World Book Fair, Delhi Book Fair, Kolkata Book Fair, Rajdhani Book Fair, etc. NCERT has published the document titled 'Learning Outcomes at the Elementary Stage', copies of which were sent to all Education Secretaries, SPDs and Directors of the SCERTs.

Two quarterly journals namely, '*Prathmik Shikshak'* (in Hindi)' and *'The Primary Teacher'* (in English) published by NCERT provide an opportunity to teachers to share their experiences and innovations at the primary level in schools across the country. NCERT also publishes '*Journal of Indian Education'* and '*Bhartiya Adhunik Shiksha*', *'Indian Educational Review'* and *'The School Science'* for dissemination of ideas for teachers, teacher educators, researchers and other concerned with education. *'Firkee Bachchon Ki'* (a half yearly magazine), is also brought out by the Council for children at early classes i.e., classes I and II. The online journal 'Voices of Teachers and Teacher Educators', an initiative of MHRD, is now being co-ordinated by NCERT. It seeks to provide platform and build a network for our voices, ideas and reflection of teachers, teacher educators, administrators, researchers, etc. 'Tactile map book for upper primary stage for students with visual impairments has been prepared by the Council. Audio version of the tactile map book in Hindi and English in *Daisy format* has also been developed by NCERT. The Council also released supplementary book and audio-visual materials namely, *Vedparijat* (Introductory book on Vedic Literature), *Vatayanam* (Audio of Sanskrit Stories) *Vatayanam* (Video of Sanskrit Stories) and *Chhandovilasah* (Video of Sanskrit *Chhandas*).

NCERT brought out the 8th All India School Education Survey Report, Class IX (English) and Class VI (English and Hindi) textbooks in '*Health and Physical Education'* and Class VI materials for Upper Primary (VI to VIII) and Secondary Stages (IX & X), viz, *Yoga: a Healthy Way of Living* (Upper Primary Stage) and *Yoga: a Healthy Way of Living* (Secondary Stage).

Apart from the above, a few general publications such as *Veer Gatha: Stories of Param Vir Chakra Awardees, India: Unity in Cultural Diversity, Towards a Green School*: Resource book and *North-East India: People, History and Culture* have also been published by NCERT.

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

CBSE is committed to enhance the quality of education in the country and make it accessible, affordable and equitable. CBSE is the largest School Board in India in terms of geographical spread. It is an exam conducting body and affiliates schools for the purpose of conducting Secondary and Senior Secondary Examinations to ensure quality of education in the country, academic empowerment of faculty and successful conduct of all the examinations.

Board Examination

The Board conducts class X and XII exams for its affiliated Schools in which approximately 27 lakh students appear during March to April each year. The Board also conducts compartment examination during the months of July-August. Leveraging technology, all pre and post exam processes in CBSE are online.

Restoration of Class X Board Examination in 2018

Based on the feedback of the stakeholders (Principals, teachers, parents and students) restoration of Class X Board examination from 2017-18; the dual scheme of examination for class X known as Scheme-I (School Based) and Scheme-II (Board Based) examination was discontinued.

Highlights Board Examination 2018

	Class X	Class XII
Duration of Examination	05th March to 04th April 2018	05th March to 26th April 2018
Date of Result Declaration	29th May 2018	26th May 2018
Number of Schools	17567	11510

	Class X	Class XII
Number of Centres	4460	4145
Candidates Appeared	1624682	1106772
Candidates Passed	1408594	918763
Pass %	86.70%	83.01
Pass % Boys	85.32%	78.99
Pass % Girls	88.67%	88.31
Pass % Differently Abled candidates	92.55	87.52

Preparations for Board Examinations-2019

CBSE decided to pre-pone Board exams 2019 for Skill Education (Vocational) and related subjects in second half of February to ensure the results of re-evaluation are taken into account whilst determining the cut-off date for admission of colleges and the University of Delhi as per the orders of Hon'ble High Court of Delhi.

Class	Date of Examination
Class XII	15th February 2019 to 04th April 2019
Class X	21st February 2019 to 29th March 2019

CBSE has finalized the Date Sheet of Boards examinations of Class-X and Class-XII and the same has been hosted on website for the information of stakeholders.

Professional/Competitive Exams

A. **JEE (Main)- 2018:** The offline examination was held in 113 cities all over India and abroad on 08th April 2018 (in pen-paper based mode) and online examination was conducted on 15th & 16th April 2018 (in computer based mode).

JEE (Main) 2018 Examination Statistics

PAPER – I

Description	No. of Boys	No. of Girls	Transgender	Total
Total candidates registered for Paper 1	815005	320077	2	1135084
Candidates registered for Offline Exam	639205	258559	2	897766
Candidates appeared for Offline Exam	615242	242321	1	857564
Candidates registered for Online Exam	175800	61518	--	237318
Candidates appeared for Online Exam	161716	55039	--	216755
Candidates qualified for appearing in JEE (Advanced)	180331	50693	--	231024
Date of declaration of rank/result of JEE (Main)-2018 JEE Paper I (for JEE Advanced)			30th April, 2018	

PAPER – II

Description	No. of Boys	No. of Girls	Transgender	Total
Total candidates registered for Paper - 2	81934	64083	--	146017
Candidates appeared for Offline Exam	68846	53697	--	122543
Date of declaration of rank/result of Paper 2018	II of JEE (Main)		30th May, 2018	

B.   UGC National Eligibility Test (NET) July – 2018

Highlights of the 7th UGC NET examination	
Date of Examination	08th July 2018
Number of cities	91
Number of subjects	84
Number of candidates registered	1148235
Number of candidates appeared in both papers	859498
Number of candidates qualified for eligibility for assistant professor	55872
(this includes candidates qualified for JRF also)	
Candidates qualified for JRF & eligible for assistant professor both	3929
Date of Result Declaration	31st July 2018

C.   National Eligibility cum Entrance Test (NEET)   (UG) - 2018

Highlights NEET-UG 2 018		
Candidates	**Number**	**Remarks**
No. of candidates Registered	13,26,725	**16.49%** increase from NEET,2017
No. of candidates Present	1269922	95.71%
No. of candidates Absent	56803	(4.28% Absentees)
Indian Nationals	13,23,673	99.78%
NRIs	1842	00.13%
OCIs	529	00.04%
PIO	60	9 candidates less from 2017
Foreigners	621	00.04%
Male	5,80,649	43.76%
Female	7,46,075	56.23%
Transgender	1	7 less from 2017
Un Reserved	4,84,480	36.51%
SC	1,81,217	13.66%
ST	80,868	6.09%
OBC	5,80,160	43.73%
Number of Cities	136	32% more from 2017
Number of Languages	11	-
Number of centres	2255	17.38% (334 more)
Number of Rooms	5,60,000+	-
Number of Invigilators	1,50,000+	-
Number of Observers	4500+	-
Number of City coordinators	153	23.38%

Language wise number of registered candidates:

Language	Candidate Registered	Remarks
English	10,60,923	79.96%
Hindi	1,46,542	11.04%
Telugu	1,997	00.15%

Language	Candidate Registered	Remarks
Assamese	3,848	00.29%
Gujarati	57,299	04.31%
Marathi	1,169	00.08%
Tamil	24,720	01.86%
Bengali	27,437	03.02%
Kannada	818	02.06%
Oriya	279	00.02%
Urdu	1,711	0.13%
English & Hindi	12,07,465	91.02%
Regional Language	1,19,260	08.98%

NEET (UG)-2018 Result Statistics (Result declared on 04th June, 2018)

Category	Registered Candidates	Appeared	Absent	Qualified
Male	5,80,649	5,53,849	26,800	3,12,399
Female	7,46,075	7,16,072	30,003	4,02,162
Transgender	1	1		1
Total	13,26,725	12,69,922	56,803	7,14,562

Details of the candidates qualified the test on the basis of the minimum qualifying criteria of NEET-UG, 2018:

Category	Qualifying Criteria	Marks Range	No. of Candidates
OTHERS	50th Percentile	691-119	6,34,897
OBC	40th Percentile	118-96	54,653
SC	40th Percentile	118-96	17,209
ST	40th Percentile	118-96	7446
UR & PH	45th Percentile	118-107	205
OBC & PH	40th Percentile	106-96	104
SC & PH	40th Percentile	106-96	36
ST & PH	40th Percentile	106-96	12
		Total	**7,14,562**

State wise details of the qualified candidates

State Name	Registered	Appeared	Qualified
Jammu and Kashmir	24103	23085	12515
Himachal Pradesh	12954	12295	7528
Punjab	15606	14825	9774
Chandigarh	1344	1309	940
Uttarakhand	12570	12075	7070
Haryana	30542	29476	21398
Delhi	28463	27666	20397
Rajasthan	82000	79057	58738
Uttar Pradesh	132835	128329	76778
Bihar	66071	63003	37899
Sikkim	820	785	383
Arunachal Pradesh	3763	3475	1402
Nagaland	2171	2045	600
Manipur	6070	5780	3651
Mizoram	1398	1292	526
Tripura	3283	3150	1496
Meghalaya	2760	2515	1049
Assam	24622	23108	9931
West Bengal	58159	55888	32741
Jharkhand	15337	14838	9039
Odisha	33658	32301	19600
Chhattisgarh	25148	23773	10919
Madhya Pradesh	48774	46406	23638
Gujarat	74115	72351	32625
Daman & Diu	301	294	100
Dadra & Nagar Haveli	466	454	187
Maharashtra	182218	177353	70184
Andhra Pradesh	51229	49253	35732
Karnataka	94808	85288	54163
Goa	3611	3338	1526
Lakshadweep	342	313	155
Kerala	114214	108907	72682
Tamil Nadu	1200000	114602	45336
Puducherry	4573	4462	1768
Andaman & Nicobar Island	942	912	453
Telangana	46245	44877	30912
Other	1210	1042	727
Total	**1326725**	**1269922**	**714562**

National Testing Agency (NTA) was approved by the Union Cabinet in November 2017 as an Autonomous and self-sustained premier testing organization to conduct entrance examinations for higher educational Institutions. The examination conducted by CBSE earlier like JEE (Main), NEET (UG), UGC-NET will also be conducted by NTA.

D. 11th Central Teacher Eligibility Test (CTET) 2018

CTET is conducted for appointment of teachers for class I-VIII as per norms prescribed by National Council of Teacher Education (NCTE) under Ministry of Human Resource Development, Government of India.

The 11th Edition of Central Teacher Eligibility Test (CTET) was conducted by CBSE on 09th December 2018 (Sunday) at 2296 centres throughout the country in 92 cities.

Total Registered Candidates	Registered Candidates for Paper-1	Registered Candidates for Paper-2	Male Candidates	Female Candidates	Transgender Candidates	Differently abled candidates
16,91,088	12,56,098	10,66,728	7,12,071	9,78,818	199	33,107

Candidates	Number
Number of centres (Paper-1)	2144
Number of centres (Paper-2)	1892
Number of City coordinators	100
Number of Centre Superintendents	2296
Number of Observers	3208
Number of Officers/officials	730

Eligibility Certificates and Mark Sheets through Digilocker accounts:

Starting with 2018, CBSE provided Central Teacher Eligibility Test (CTET) mark sheets to more than 16 Lakh candidates and eligibility certificates to successful candidates in Digital Format in their DigiLocker account. The mark sheets and eligibility certificates are digitally signed and legally valid as per the IT Act. The mark sheets and eligibility certificates contain encrypted QR Code to enhance security. The QR code can be scanned and verified using the DigiLocker mobile app.

CTET Result was declared on 4th January 2019 in record time of 25 days. For the first time more than 3 lakh candidates were qualified for Primary school and middle school.

CTET 2018 exam Result Pass %	
Candidates qualified for Primary School Teachers (1-5)	17%
Candidates qualified for Middle School Teachers (6-8)	15%

The next examination of CTET will be conducted on **7th July 2019 by CBSE**.

Other Examinations

JNVST (Jawahar Navodaya Vidyalaya Selection Test)

Presently there are 661 JNVs spread in 28 States and 7 Union Territories. JNV Selection Test for admission to Class-VI in JNVs for the academic session 2019-20 will be held on 6th April 2019 in one phase for all Jawahar Navodaya Vidyalayas.

KVS Recruitment Exam

CBSE conducted the recruitment examination on behalf of KVS for the post of Principals, Vice Principal, PGTs, TGTs, and PRTs.

The examinations were conducted as per the pattern, scheme of examination and syllabus provided by KVS. The role of CBSE was limited to conduct of this examination whereas the decision about the mode of selection and

eligibility condition rests with KVS.

The 1st phase was conducted at 23 KVS schools selected as examination centres in Delhi on 03.11.2018 for the post of Principals and Vice Principals.

No. of Centres in Delhi	Total Registered Candidate	Registered for Principal	Registered for Vice Principal
23	22033	10214 (including one transgender candidate)	11819 (including one transgender candidate)

The 2nd phase of examination for recruitment to other posts such as PGTs, TGTs and PRTs was held on 22nd and 23rd December 2018 in 36 cities.

Affiliation

There are of 21,263 schools affiliated to the Board as on 31st December 2018 across the world.

Schools Affiliated to CBSE (21263)

The pie chart shows:
- Kendriya Vidyalayas (1139)
- Government Schools (2994)
- Independent Schools (16523)
- Jawahar Navodaya Vidyalayas (593)
- Central Tibetan Schools (14)

Percentages shown: 3%, 0%, 5%, 14%, 78%
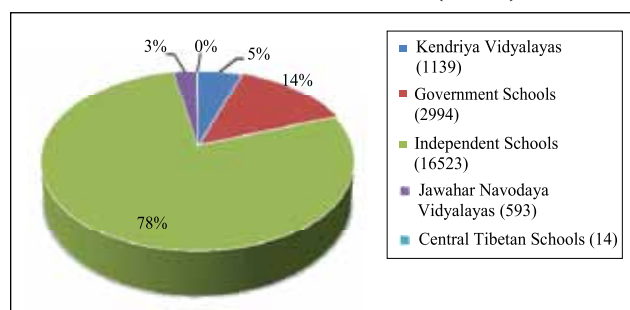
Revision of Affiliation Bye Laws

The Union Minister for Human Resource Development Shri Prakash Javadekar released the new CBSE Affiliation Bye-laws on 18th October 2018 to ensure speed, transparency, hassle-free procedures and ease of doing business with the CBSE.

Salient features:

❖ Major shift from the highly complex procedures to a simplified system prevent duplication of processes.

❖ Earlier there was duplication of processes at CBSE and state government level for issuing recognition under RTE Act and NOC. The state education administration verifies various certificates to be obtained from local bodies, revenue department, cooperatives department etc. and CBSE re-verifies them after applications are received.

❖ To prevent duplication, schools are required to submit only two documents at the time of applying for affiliation, instead of 12-14 documents being submitted earlier. One document vetted by the head of district education administration validating all aspects such as building safety, sanitation, land ownership, etc., and another is a self-affidavit where the school would certify its adherence to fee norms, infrastructure norms, etc.

❖ As a result of this major change the Board shall not revisit any of the aspects vetted by the state during inspection, and the delay due to scrutiny and non-compliance of deficiencies in these documents shall be drastically curtailed.

❖ Inspection of schools will now be outcome-based, and more academic and quality oriented, rather than focussing only on school infrastructure. The inspection will focus on academic excellence and progress of students over time, innovations and quality of pedagogy, capacity of teachers and teacher training, inclusive practises in school, quality of co-scholastic activities.

❖ The entire process from application, to inspection, to grant of affiliation is online.

❖ It lays thrust on mandatory teacher training to achieve academic excellence. Even the Principals and Vice Principals of every school are expected to undergo two days mandatory training on an annual basis.

- A special category of innovative schools has been added to include specialized schools, not covered elsewhere in these byelaws, who are implementing innovative ideas in the fields of skill development, sports, arts, sciences, etc.

- The bye laws encourage schools to promote environmental conservation through harnessing solar energy, rain water harvesting, greening of campus, recycling and segregation of waste, swachhata on campus, etc.

Re-designed Online Affiliated Schools Information System (OASIS)

The redesigned Online School Affiliation and Monitoring System was introduced for all fresh online affiliation applications.

Academic Activities

Review and Updation of the Secondary and Senior Secondary Curriculum

With the restoration of class X Boards, in the session 2017-18, the curriculum of 62 subjects offered at Secondary level was realigned with the new structure of assessment. Besides this, curriculum of 82 subjects of the Senior Secondary level was also reviewed and updated wherever necessary.

Professional Development Programmes

Since the last decade, the Central Board of Secondary Education has been organizing various capacity building and empowerment programmes for principals and teachers of schools affiliated to the Board.

CBSE has also established Centres of Excellence (CoE) in different parts of the country to fulfil the need of continuous professional development of school's teachers and administrators.

The teachers and principals programmes have been active platforms for collaborative learning, sharing ideas and gaining insights about new developments in the pedagogy, on strengthening classroom interactions and improving the nature of educational experiences for learners in schools.

In the year 2018, 769 training programmes were conducted by the COEs throughout the country in which 39972 teachers participated.

Science Exhibition

Science Exhibition is an annual event organized by the Board as per guidelines of NCERT to kindle a spirit of innovation and to provide a common platform to schools to showcase their exhibits at Regional and National Levels. CBSE Science Exhibition for 2018-19 was organized on the theme **'Scientific Solutions for Challenges in Life'.**

18th CBSE Heritage India Quiz conducted online

In order to build greater awareness about the rich cultural heritage of India, the CBSE has been

organizing the Heritage India Quiz as an inter-school competition since 2001. It is an inter school competition which is conducted in three phases at City, Regional and National Levels.

The 18th edition of CBSE Heritage India Quiz rolled on 20th December 2018 all over India and abroad. Approximately 1400 schools participated in the Ist phase to compete for the Semi-finals. It was the first time that the quiz was held simultaneously online and at more than 1100 locations. The result of online Heritage Quiz was announced on 01st January 2019 and the Semi-finals and Finals were held in the 2nd week of January 2019.

Inclusive Education

CBSE, works in a focused manner towards the cause of inclusive education. Besides addressing the day to day grievances of schools and parents of students with disabilities, Inclusive Education Cell actively supports the CBSE Centres of Excellence to create awareness about various disabilities and inclusion through trainings. Policy Document of the Board for the Students with Disabilities (Divyangjan) has been prepared while an online course on inclusive education proposed to be launched on SWAYAM portal is under way.

CBSE being sensitive to the needs of disabled students is extending several exemptions/concessions to candidates with disabilities as defined in The Rights of Persons with Disabilities Act-2016 and Guidelines for conducting written examination for persons with benchmark disabilities 2018 issued by Ministry of Social Justice and Empowerment as per Office Memorandum dated 29th August, 2018.

Physical education and sports

The CBSE Inter School Sports and Games competitions were organized in 24 disciplines at

230 venues at cluster, zonal and national levels. This year, around 3 lakh students participated in various sports events.

For the first time in the year 2018, schools applied online on the CBSE sports website for hosting the sports events and for registration of the participants with a unique identification number. The results were also uploaded on CBSE sports website after the sports events.

Mainstreaming Health and Physical Education in Schools:

CBSE has also mainstreamed Health and Physical Education at Secondary and Senior Secondary levels by introducing a mandatory period per day for sports etc. in affiliated schools with effect from session 2018-19.

The Star Cricketer, Sachin Tendulkar sends congratulatory letter to the Chairperson CBSE

Appreciating the Board's efforts, the Master blaster Sachin Tendulkar also congratulated the

Chairperson CBSE, expressing that sports hold a larger potential and plays a role in comprehensive development of an individual.

CBSE sets pace for talent promotion

In a special drive of CBSE to promote talents in sports also led to a departure from set practice of following the fixed exam schedule in the year 2018.

CBSE on confirmation from the Sports Authority of India, Ministry of Youth Affairs and Sports gave special permission to three class XII students and four Class X students for appearing in Board Exams on later dates. All the students won medals at the respective international events in which they represented India.

It has been decided to make it a policy decision and extend such facilitation to all such students whose CBSE Board exams clash with their participation in any international sports event that is recognized by Sports Authority in India so that the students can participate as representatives of India.

Skill Development in Schools

Board in association with other leading Institutions organized Teacher Training Programmes, Awareness Programmes and Workshops. The programs were conducted in Financial Market Management, Travel & Tourism, Marketing & Salesmanship, Office Secretary-ship & Stenography and Computer Applications at various locations in the country and attended by 288 teachers.

A total of 25 text books for classes IX to XII were prepared in vocational subjects.

Curriculum of Stenography and Computer Application, Office Secretaryship for class XI & XII, courses were revised.

Digital Inititatives

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

अध्यापक – Online collection of Principals' and Teachers' databank

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

Exam Centre Locator (ECL) App

This mobile app has been developed to facilitate CBSE examinees to locate their centres on google map indicating roll number. This also helps to know the shortest route to reach the centre and reduce the time required to reach the centre.

TETRA: Theory Evaluation Trend Analysis: A Decision Support System based on Real Time Evaluation Monitoring, this online system was used by the Board, through which theory evaluation trends could be visualized, analyzed and monitored.

Online Exam Centre Management System (OECMS)

This online system was developed with a view to get exams centres related information (in real time) such as timing of Question Papers distribution, absentees, PwD, Scribe, unfair means, diabetic students, feedback about the question paper(s), packing of answer books, dispatch and information about Observers .

e-Theory (R-2.0): A portal was developed and implemented for bag allocation to CNS, evaluation monitoring, question-wise theory marks uploading system from nodal centres with validation checks and features of auto totalling. Approximately 15 Million theory data were received for X & XII.

e-Prac (R-2.0): "e-Prac" portal was developed and implemented for management and monitoring of practical examiners and uploading of practical marks data by the schools. Approximately 5 Million practical data was received online with all possible validation checks.

IAPX-Online Internal Assessment & Practical Marks Collection for Class-X: A portal was developed for management and collecting of internal assessment marks data of Class-X by the schools with all possible validation checks. Approximately 9 Million data was received error free and timely.

Live streaming of Centres:

For the first time, live steaming of centres was done during 2018 examinations on 10 channels (one for each Regional Office)

Outlier System (R 2.0): The System was re-engineered and implemented to detect wider range spectrum of inconsistent marks cases at pre-result declaration stage.

Online rechecking/photocopy/re-evaluation System (R 2.0):

A complete online system was developed and implemented for accepting applications for verifications, photo copies of answer books and re-evaluation for both Class X and XII examinations including facility of online status in real time mode of the application.

परिणाम मंजूषा – CBSE online Academic Repository: first of its kind developed in technical collaboration with NEGD

Result data of Class X & XII (**more than 6 crores** examinees) from 2004 to 2018 was made available online for verification by employers and higher education institutions**.**

❖ Students can also download their academic awards such as Marks sheets, Migration Certificates and Pass Certificates through this repository.

❖ Academic documents are made available through digital lockers to each and every student.

❖ Approximately **3 crore** students have downloaded their academic awards from this repository.

❖ Approximately 300 educational institutions and employers have registered for verification of academic documents.

CBSE Digital Locker

Approximately 80 lakh digital lockers of class X & XII students have been opened and digitally signed marks sheets, migration certificates and pass certificates with QR Codes pushed. This year, students were provided the digital academic

documents on the same day as declaration of results.

Digital Mark Sheets with Encrypted QR Code

Integration of CBSE Academic Repository with e-Sanad of MEA

CBSE Academic Repository "परिणाम मंजूषा" has been integrated with '**e-Sanad**' portal of MEA for online authentication of academic records for students going abroad for higher studies or employment.

Results dissemination:

Results were hosted on National Cloud (NDC) and hosted on UMANG platform and also provided through IVRS, SMS using NIC SMS gateway, on

search engines–Bing and Google, through Digital Locker and CBSE's own academic repository (Parinam Manjusha), School wise results on authenticated school's mail address were also made available.

CBSE offered digital documents to Schools and Students in the flood hit Kerala

As a special gesture, CBSE provided digital mark sheets, migration certificates and pass certificates to students from CBSE affiliated schools, whose academic documents of Board's exams were lost or damaged in the Kerala floods. There were over 1,300 schools affiliated to CBSE in Kerala.

Help extended in the process of Affiliation: In addition to the above, it was also decided that all applications for extension of affiliation and up gradation will be processed immediately, provided the school has been running for the last five years and there were no complaint against the school. The last date for submitting school information at the Online Affiliated School Information System (OASIS) for affiliated schools in Kerala was also extended.

OASIS (R-2.0) (Online Affiliated Schools Information System)

Version 2.0 was merged with UDISE information, making it a 9-part form which contains basic school information, school photos and videos, faculty details, student details, subjects offered in the school, infrastructural details, location details, fee structure, salary details, details of teaching & non-teaching staff and additional information (UDISE Information)

OSAMS (Online School Affiliation and Monitoring System)

Entire system from submission of application to final disposal has been automated and implemented. Inspection report submission, online availability of affiliation application status

on real time basis and digitization of old records have been undertaken.

Satellite imagery-based decision support system for affiliation, schools and centres: Decision support system based on location of schools on satellite map has been initiated.

Training Portal (प्रशिक्षण)

A Training Portal for CBSE affiliated school teachers has also been developed. The portal for capacity building programme has been developed for Principals and Teachers of CBSE affiliated schools where they can register online for various trainings being conducted by the CoEs of CBSE.

Online Teacher Award System

For the first time, an online system was developed to collect data for CBSE teachers' awards in objective and transparent manner.

शिराकरण – A Single Window System

Single Window System was developed for quick disposal of files and dak. ROs/Departments/Units, upload different types of requests from stakeholders pertaining to CBSE and department(s) close the request pending with them with a reply. The ROs/Departments also forward the request to other departments. The applicant would get an automatic email once the request is closed by the concerned department with all the details of closure. There is a report generation module with details of each RO/department and pendency with the department, which helps to monitor all the requests.

Events and Programmes

Third edition of Gun Gaurav Samman Samaroh 2018

The Third edition of Gun Gaurav Samman Samaroh was held on 4th June 2018 in the capital where the Hon'ble Minister of Human Resource Development Shri Prakash Javadekar felicitated students of class XII from Delhi hailing from economically weakest of the weaker sections.

67 meritorious students diverse, socially and economically marginalised strata from government schools affiliated to CBSE, Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas participated in the programme and shared their unique stories of hardships and success.

CBSE Award to Teacher

Thirty Three (37) teachers and Principals from CBSE affiliated schools across the country and abroad were conferred CBSE award for their contribution to the field of education and innovations in classroom teaching for the year 2017-18.

Merit Scholarship Schemes

CBSE also awarded 3850 scholarships under the Central Sector Scheme of Scholarship (CSSS) sponsored by MHRD and other scholarships to meritorious Single Girl Child and SC/ST students.

Sl. No.	Scheme	Number of Scholarships
1.	Single Girl Child – X (Fresh)	1343
	Single Girl Child – X (Renewal)	1500
2.	Board's Merit Scholarship for SC/ ST – Class X & XII 2018	23 for Class X @25 for Class XII
3.	Central Sector Scheme (Fresh)	3580
	Central Sector Scheme (Renewal)	4238

Merit Certificates

Number of Merit Certificate issued in 2017-18	
Total number of Merit Certificate of Class XII 2018	14,152
Total number of Merit Certificate of Class X 2018	18,625

CBSE Counselling

CBSE started this pioneering community work 22 years back in 1998 for the first time with tele-counselling. CBSE is perhaps the only board in the country which provides psychological counselling via multiple modes to the class X and XII examinees. Tele-counselling is offered by trained counsellors and Principals from within CBSE affiliated schools located across the world. It is a voluntary, free of cost service provided by the participants in two phases (Pre-exam (February - April) and Post result (May – June)).
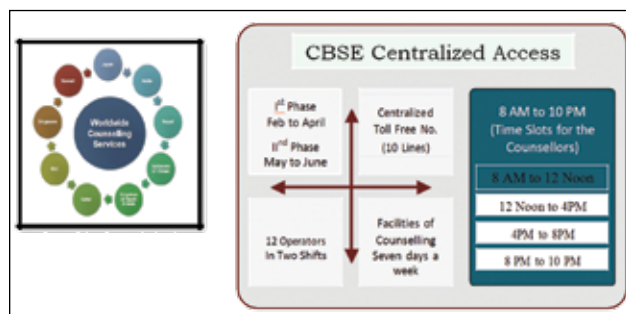
During the report period (2018) online counseling was conducted through Centralized Call Centre

in India where in 118 volunteer principals, counselors, special educators in the country and 38 across other countries provided free of cost services to the students and parents.

Support material in the form of Frequently Asked Questions (FAQs), tips to deal with exam related stress was uploaded in CBSE website for the students, parents, teachers and larger public.

Twitter: Realizing utility and reach of social media, CBSE Twitter handle "cbseindia29" was created on 16.04.2018 and has been successfully utilized to disseminate information about CBSE. The board today has 8945 new followers. A total of 140 tweets were posted by the Board.

Increased Public Responsiveness and Systematic Improvements

The Board plays a proactive role in redressing public grievances. Being a service oriented organization, CBSE, in its drive, has aligned public grievance redressal mechanism and information delivery process under RTI Act 2005 with online system to ensure Board's transparent and quick response. The Board has also activated the online Integrated Grievance Redress Mechanism (INGRAM) Portal where consumers can register their grievances.

Total Grievances and RTI settled from January to December 2018	
	Disposed
Grievance cases (Online)	4099 out of 4228
RTI cases (online and offline)	6599 out of 6889
RTI Appeals (online and offline)	943 out of 1016

Onine Grivance cases

3%

97%

■ Disposed (4099)
■ Under process (129)

RTI Cases (Online and Offline)

4%

96%

■ Dipsosed (6599)
■ Under process (290)
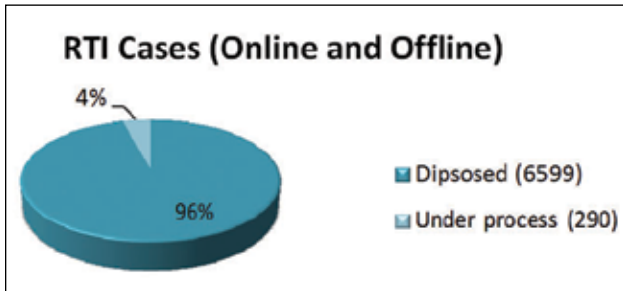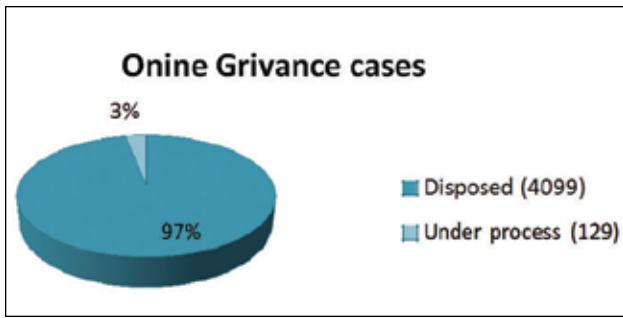
In addition to the regular official e-mails, two new e-mails info.cbse and examhelp.cbse were also created in the month of March to deal with public queries related to Board. Approximately 11255 e-mail queries were promptly attended and satisfactory reply was given individually to the students/parents in the month of March to May 2018.

Total E-mails settled from 2018

E-mails	Total e-mails settled	Period covered
info.cbse	24626	(March to December 2018)
examhelp.cbse	5300	(March to June 2018)
		This E-mail ID discontinued

Approximately **1595 congratulatory mails** were also received from the public in appreciation of quick responses and solving their problems.

National Bal Bhavan, New Delhi

The National Bal Bhavan is an autonomous body under the Ministry of H.R.D., fully funded by the Government of India. The Head Quarter of National Bal Bhavan is located at New Delhi.

Jawahar Bal Bhavan at Mandi village and 50 Bal Bhavan Kendras located all over Delhi are under the administrative control of National Bal Bhavan.

As an autonomous institution fully funded by the Department of Elementary Education and Literacy, National Bal Bhavan (NBB) has been contributing towards enhancing creativity amongst children in the age group of 5-16 years, especially those from weaker sections of society. Children can pursue activities of their choice such as Physical Education, Creative Arts, Science Education, Literary Activities, Performing Arts, Photography, Home Management, Publication, Museum Techniques, etc., in a joyful manner. Programmes are so designed as to explore the innate talents and potential of children and give them opportunities for self-expression.

The National Bal Bhavan and affiliated State level Bal Bhavans facilitate all children by adopting equal opportunities with no discrimination based on individual differences. National Bal Bhavan plays special attention to children with special/diverse needs in urban and rural India. Children Camps are organised to enhance social awareness, social responsibility and to inculcate socio-inclusion of children from different strata of society.

Functions:

1. To formulate, implement policies and programmes for nurturing, enhancing and sustaining creativity through various non formal techniques of learning by doing, organising workshops, seminars, camps and conferences etc.

2. To monitor the functioning of Jawahar Bal Bhavan, Mandi, 50 Bal Bhavan Kendras in Delhi and processing project proposals from affiliated Bal Bhavans and Bal Bhavan Kendras across the country with devolution of funds.

3. To have collaborative programmes with other govt./semi govt. agencies in the interest of children.

4. To organize national level camps, seminars and conferences in Delhi and other places on various themes for children and adults.

5. To process invitations for cultural exchange programmes received from different countries and involving Bal Bhavan children from across the country.

Jawahar Bal Bhavan, Mandi

In the mid sixties, a scheme for the establishment of Jawahar Bal Bhavans (JBBs) was initiated, Jawahar Bal Bhavan at Mandi was an extension of the scheme. It includes Physical Education, Art & Craft, Tailoring, Wood Craft, Clay Modelling, Dance and Music. Membership in JBB Mandi till January, 2019 is 1011. Creative writing workshop was conducted for rural children. Mandi Diwas was celebrated on 9th February 2019 in which more than 300 children participated. A book published on the outcome of the creative writing workshop was also released which contained articles, poems, stories written by children.

Bal Bhavan Kendras:- 50 BBK's are located in various schools of Delhi where children of local areas participate in creative activities like art and craft, painting, needle craft, music and dance.

National Bal Bhavan Annual Activities 2018-19

- More than 100 workshops have been conducted by various sections of NBB till date.

- 6500 students of Govt. schools of Delhi have attended the 3-days programme in National Bal Bhavan till December 2018. 90 govt. schools from various parts of Delhi have participated in the 3 days programme.

- There are 5133 member children in National

Bal Bhavan, 1015 in Jawahar Bal Bhavan, Mandi, 8230 in 49 Bal Bhavan Kendras in Delhi.

- 160 trainees trained in NTRC and photography.

- More than one lakh visitors visited the Bal Bhavans.

- Programmes of MHRD, Ministry of Culture, Ministry of Environment and Forests:- Ek Bharat Shreshtha Bharat, Hindi Pakhwada, Vigillance week, Action plan to Beat Plastic Pollution, International Yoga Day, Swachchata Pakhwada were conducted in National Bal Bhavan. State Bal Bhavans across India were also motivated to conduct these programmes. Celebration of 150th Birth Anniversary of Mahatma Gandhi was celebrated throughout the year with activities like singing of Gandhiji's bhajans, writing, puppetry, visit to Gandhi darshan etc.

- Choir and dance programmes of NBB were invited in various govt. programmes and at Rashtrapati Bhavan

- Story telling sessions in the Panchatantra gallery. Guided tours through permanent galleries of Gaurav gatha, Surya etc. Exhibition of activity sections during summer fiesta, NCA and Kala Utsav.

- Articles made by children in various sections are sold at nominal price in the souvenir shop. Gifts to VIP's are given from the materials prepared in various sections.

- A 105 ft National flag of India was gifted by flag foundation of India to NBB and was unfurled on 15th August 2018.

- The sports facility has been uplifted and a shooting range has been added by a CSR initiative of Jindal foundation.

- The steam engine was renovated and inaugurated by Shri Lohani, GM of IRCTC.

CENTRAL TIBETAN SCHOOLS ADMINISTRATION (CTSA)

BACKGROUND AND OBJECTIVES

The Scheme of CTSA was approved by the Govt. of India in 1961 as Central Sector Scheme and its implementation was started by the Ministry of Education in 1961. Later, the CTSA as autonomous body, was set up by the Ministry of Education, Govt. of India and was registered as Society under Societies Registration Act, 1860 (XXI) in July 1961 with the following mandate:-

I) To establish and to carry on the administration and management of the Tibetan Schools or Institutions in India, here-in-after called the Schools or Institutions set up by other organisations for educations and/or training of Tibetan Refugee children and/or adults;

II) To provide establish, endow, maintain, control and manage schools, hereinafter called "Central Schools For Tibetans" for the Children of Tibetan Refugees including those living in remote and undeveloped locations of the country and to do all acts and things necessary for or conducive to the promotion of such schools;

III) To pursue excellence and set pace in the field of school education;

IV) To control and supervise education discipline, boarding and lodging, health and hygiene and general progress of the students and the staff in the CTSA schools and to get affiliation of the schools from any association, society or body that conducts public examinations for the purpose of preparing the students for such examinations;

V) To maintain proper accounts and other relevant records and prepare an annual statement of accounts including the balance sheet in such form as may be prescribed by the Central Govt.;

VI) To forward annually to the Central Govt. the accounts of the Society as certified by a competent authority approved by the Central Govt. together with the Audit Report thereon;

VII) To do all such lawful acts, deeds, or things as are necessary incidental or conducive to the attainment of any of the above objects.

INFRASTRUCTURE OF CTSA

Central Tibetan Schools Administration is a small organisation and its school units spread all over the country. At present 1860 students are pursuing their school education from class I to XII in 06 Central Tibetan Schools located across the country. Central Tibetan Schools Administration has II tier management i.e. its Headquarter and Central Schools for Tibetans. CTSA has a strength of **125** teaching category employees and **104** non-teaching category employees.

FINANCIAL MANAGEMENT

Financial activities of the CTSA are supervised and monitored taking into account the following financial parameters:-

➢ The Government of India has entrusted the audit of CTSA to Comptroller & Auditor General of India on whose behalf annual audit is conducted by the Office of the Director General of Audit (Central Expenditure). The annual reports alongwith the certified annual accounts of the CTSA are laid on the table of both the Houses of Parliament as per the prescribed schedule.

➢ The financial activities of CTSA School Units are supervised and monitored by the CTSA Headquarter and their accounts are

subject to audit annually. It is for the CST schools to furnish compliance report for internal as well as audit by C&AG.

➤ CTSA and all its 06 School Units follow the provisions of financial rules, as amended from time to time, CVC guidelines and other financial instructions issued by the Ministry of Finance and HRD from time to time in order to maintain financial propriety and to ensure effective financial management. In other words, the parameters as 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 etc. are followed by CTSA.

➤ CTSA and its 06 School Units adopted uniform mode of remittance of funds. Presently, most of remittances are being done through E-transfer namely NEFT, RTGs etc. in order to reduce the transit time and to avoid parking of funds. CTSA Headquarter has already registered in PFMS and the process of Mapping/ Registrations of its 06 School Units are underway. In accordance with the instruction Ministry of HRD/ Ministry of Finance to switch over the "Fund Based Accounting" CTSA started preparing its Annual Accounts in the new format of Accounts from the year 2013-14 onwards. Its financial statements are 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.

Major Outcomes in the last 02 years:

➤ CTSA has imparting quality education to 1860 Tibetan/Indian students across the country.

➤ Value education is imparted to students to make them physically fit and mentally alert, yoga and aerobics are regular activities.

➤ Value based trainings are to be organised for teachers in NCERT and other Organisations.

➤ The performance of CTSA School's students in the all India secondary schools and senior secondary school's examination has been very encouraging. The results of CTSA School Units during the last 02 years are given as under:

Year	X		XII	
	Std. App	Pass%	Std. App	Pass%
2018	418	82.06	453	91.61
2019	231	91.77	269	93.31

CURRENT FOCUS AREAS AND DEVELOPMENT

➤ 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 extra 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.

National Institute of Open Schooling

Programmes and Activities of Academic Department (2018-19)

- **Diploma in Elementary Education Programme**

  The Diploma in Elementary Education Programme through Open and Distance Learning (ODL) mode has been designed and developed by NIOS and duly approved by NCTE for the untrained in-service teachers at the Elementary level. It aims at preparing teachers to teach at the Elementary stage of education, that is, class I-VIII.

  Around 13.78 lakh untrained in-service teachers registered online for D.El.Ed course with NIOS. They were undergone the teaching learning process. Multiple course delivery channels were made available to the learners including SWAYAM – the Massive Open Online Course Platform of MHRD. Around 12000 Study Centre Coordinators & about 54000 Resource Persons were oriented of D.El.Ed. Programme across the country through AVIEW VC & F2F.

  The first examination was conducted on 31st May, 1st June and 2nd June, 2018; the second examination was held from 25th to 29th September, 2018. Third exam is proposed from 20th December, 2018. The fourth and last exam was conducted on MARCH 2019. The D. El. Ed. programme was a unique project to train a large number of untrained teachers and it was successfully conducted. Total 11.98 lacs learners were appeared in total 5 examinationn conducted under D. El. Ed. Programme.

- **Professional Development Programme for Elementary Teachers (PDPET)**

  A six-month Special Professional Development Programme of Elementary Education (PDPET) for B.Ed. teachers teaching at elementary level has been designed and developed as per NCTE norms. At present, 10, 8582 teacher trainees were enrolled under the programme. 89000 learners were enrolled for examination conducted in March, 2019.

- **Development of MOOCs**

  The NIOS has taken up development of Massive Open Online Courses (MOOCs) for its secondary and senior secondary study material. Through this new initiative, NIOS aspires to provide access and freedom to learners to study and also undertake self-assessment through the in-built self-check exercises anytime, anywhere. However, for certification, the learners will register and write the examination at their own convenience through "On-Demand Examination System".

  As of now, NIOS has developed MOOCs in 14 subjects of the secondary courses and 16 subjects of the Senior Secondary courses. There is ample integration of audio and video in the e-content, so developed.The courses are available at www.swayam.gov.in.

- **Enhancing inclusion of Persons with Disabilities**

  Persons with Disabilities are one of the prioritized groups for NIOS. Proactive steps towards facilitating their education

resulted in introducing DAISY enabled talking books.

The NIOS has developed talking books for secondary course in DAISY (Digital Accessible Information System) format specially designed for use of people with "print disabilities" including blindness, impaired vision and dyslexia.

With a vision to emerge as the most preferred institution for the persons with disabilities, NIOS has developed an **Indian Sign Language** (ISL) Dictionary to facilitate communication and education of the hearing impaired learners. The 7 subjects of Secondary have been translated in Indian Sign Language. 120 videos insign lanuague in 7 subjects at secondary level have been developed. Gyanamrit (DTH Channel 30) has been launched by NIOS to broadcast videos in Sign language in subjects at secondary level.

Arohan programme was organised at Kochi for sensitising deaf community about educational programme of NIOS.

- **NIOS Education Project for Indian Army (NEPIA)**

The NIOS has launched NIOS Education Project for Indian Army (NEPIA) with Army Education Corps (AEC) to upgrade the educational qualification and Human Resource Quotient of the Indian Army Troops and the subjects like Military History, Military Studies and Physical Education & Yog have been introduced.

- **MOU with National Council for Promotion of Sindhi Language (NCPSL)**

The NIOS signed an MoU with National Council for Promotion of Sindhi Language (NCPSL) to develop courses and promote Sindhi Language through NIOS. The Sindhi Language as a subject has been introduced at Secondary level.

- **Bhartiya Jnana Parampara (Indian Knowledge Tradition)**

NIOS has launched new stream-'Bhartiya Jnan Parampara› for Secondary and Senior Secondary in Sanskrit Medium for reviving the Vedic Education, Sanskrit Language and Literature, Indian Philosophy and many other areas of ancient Indian knowledge. The entire course material has been prepared in the Sanskrit language. Five subjects namely Sanskrit as language, Sanskrit Sahitya, Ved Adhyan, Bhartiya Darshan and Sanskrit Vyakaran were developed. Development of question bank for On Demand Examination has been initiated.

The development of Self Learning Material in English medium for OBE Programme has also been initiated under 'Bhartiya Jnan Parampara. The NIOS has designed norms for accreditation of Ved Vidyalayas where PCP would be organised. The norms related to infrastructure for accreditation of the Ved Vidyalayas have been developed by NIOS.

- **SWAYAM and SWAYAM PRABHA**

'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is a programme initiated by Ministry of HRD, Govt. of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.

The SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24×7 basis using the GSAT-15 satellite. Every day, there will be

new content for at least (4) hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience.

Out of 32 Channel, 05 Channels have been assigned to NIOS. The details are as under :

- Channel No 27 "Panini" for Secondary and
- Channel No 28 "Sharda" for Senior Secondary
- Channel No 30 "Gyan-amrit" for Sign Language (Divyang Learners)
- Channel No. 32 "Vagda" for D.El.Ed Programme
- Channel No. 25 for Regional Medium Assamese, Bangla, Telugu and Odia.

Vocational Education Programmes

The Vocational Education programmes of NIOS are offered in partnership with a number of formal schools, NGOs, Madrasas, Technical Institutions, Community Based Training Centres, Universities, Paramedical Training Centres and several foundations, trusts and voluntary agencies. NIOS uses the infrastructure of partner institutions termed as Accredited Vocational Institutes (AVIs) as a mode for transaction of Vocational Education Programmes. As of April 2019, there are over 1500 AVIs.

Some of the courses that are popular in different regions are given as under:

Top Courses PAN INDIA 2018-19

Trade	Total
Certificate in Community Health	33000
Certificate in Cutting & Tailoring	2177
Certificate in Beauty Culture	1729
Certificate in Early Childhood Care And Education	1411
Certificate Course in Yoga Teacher Training	1200

Trade	Total
Certificate in Basic Computing	610
Certificate in Computer Applications	607
Cutting, Tailoring & Dress Making	552
Certificate in Yog	423
Electrical Technician	377
Certificate in Catering Management	356

Enrolment in Vocational Courses in 2018

Gender Wise Enrolment

S. No.	Gender	Enrolment	%
1	Male	37409	62.34
2	Female	22598	37.66
	Total	**60007**	**100.00**

Gender wise Enrollment in Vocational Courses 2018
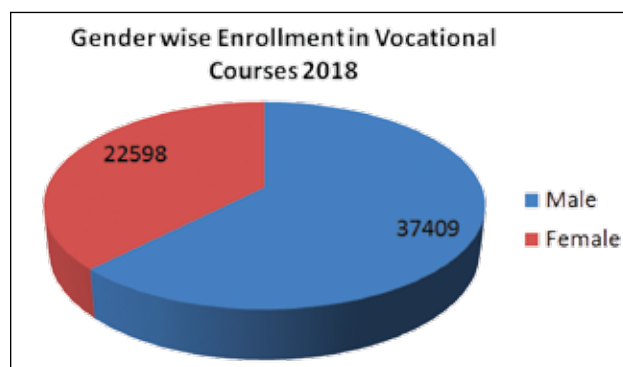
The Courses such as Beauty Culture, Cutting and Tailoring, Dress Making, Early Childhood Care and Education, Basic Computing, Computer Applications, Yoga Teachers Training Programme and Electrical Technician are popular amongst learners. There has been a significant increase in enrolments in 2018, which stemmed the reduction in enrolment for the last three years.

The NIOS has a scheme of integration of Vocational and Academic subjects at the Secondary and the Senior Secondary levels for certification. A learner has the option to combine one vocational course with four academic subjects for certification purposes. At present, 15 vocational subjects are available at the Secondary level and 23 vocational subjects are available at the Senior Secondary level that can be combined

with academic subjects.

Material Development

The self learning material for the vocational education courses are prepared in-house with an expert team comprising of Academia and Professionals both from the Government and industry. The materials are developed after due deliberations is carried out in workshops keeping in view the target groups. The emphasis is laid on the authenticity of the content, after matching it with the learning outcomes. The Study Guide and Training/Practical Manuals are also made a part of the self learning material. The materials are prepared bilingual viz., in English and Hindi. Some of the materials are translated in regional languages too. All NIOS vocational courses are being made NSQF compliant and the focus has shifted to outcome based learning.

Presently, Vocational Education courses are offered as six months, one year and as 1 year package courses and 1 year/2 years diploma programmes. These are also offered at the Secondary and the Senior Secondary level. The new courses developed by the department during 2018-19 include the following vocational courses:

- Beauty Therapy;
- Hair Care and Styling;
- Hand and Foot Care;
- Bee Keeping;
- Paddy Farming;
- Poultry Farming;
- Ayurveda Assistant;
- Panchkarma Assistant;
- Yoga Assistant;
- Web Development;
- Computer Hardware Assembly and Maintenance;

- CRM Domestic Voice and
- Indian Embroidery.

All the courses mentioned above are developed as per NSQF guidelines and are aligned to various Job roles as defined by the Sector Skill Councils.

NSQF Compliant Vocational Education Courses

A total of 22 vocational courses of varied sectors were revised and aligned as per NSQF guidelines. These courses match Level 3 or Level 4 of the NSQF. The courses are as under:

- Certificate in Bee Keeping;
- Poultry Farming;
- Paddy Farming;
- Beauty Therapy;
- Hand and Foot Care;
- Hair Care and Styling;
- Web Development;
- CRM Domestic Voice;
- Computer Hardware Assembly and Maintenance;
- Diploma in Medical Laboratory Technology;
- Diploma in Medical Imaging Technology;
- Indian Embroidery;
- Computer Applications;
- Basic Computing (under revision);
- Plumber;
- Mushroom Production;
- Assistant Electrician;
- Yoga Teachers Training Programme;
- Dairy Operator;
- Care of Elderly and
- Cutting & Tailoring

Handloom Weaving Course

An MoU was signed between Ministry of Textiles and National Institute of Open Schooling for empowering the weavers and their families to achieve proficiency in Handloom weaving whilst undertaking 10th class certification. For those who belong to BPL, women and SC/ST categories, the course fee would not be charged. Under this scheme, the learners may take one language and any three vocational courses with one academic course in order to get secondary certification.

The Ministry of Textiles organized the National Handloom Day on 7th August 2018. This year Dr. Ashminder Singh Bahal, Director (Vocational), Ms. Anitha Nair Deputy Director and Dr. Praveen Chauhan, Assistant Director participated in the 4th National Handloom Day at Jaipur. Vocational Education Department displayed their Self Learning Material for the Weavers in the stall established at the venue. On the spot admissions of the weavers in the Handloom program were also carried out.

(A large gathering of weavers at our stall and Dr A S Bahal, Director NIOS briefing the audience about the Handloom Weaving programme)

(NIOS Stall at the event)

Handicraft Artisans Programme

National Institute of Open Schooling and Development Commissioner, Handicrafts under Ministry of Textiles signed a MOU for providing free training to the Handicraft Artisans and their children through open schooling. Under this program, around 100 learners belonging to the SC category were trained in the craft of Indian Embroidery along with Functional English, Functional Hindi and Entrepreneurship in an intensive 30 days contact training organized by the Vocational Education Department in collaboration with Handicraft Service Centre, Varanasi and NIOS Regional Centre, Allahabad. The trainers and master craftsmen at the two centres at Harahua and Lahangpura districts of Varanasi, conducted the training for four batches of learners. Self Learning Material on Indian Embroidery for literate learners was developed in a record time with the coloured books being distributed by the Honorable Chairman, Prof C B Sharma to the learners at Varanasi.

(Training of the Handicraft Artisans at the centre)

Initiatives

Dairy Operator Course

The Dairy industry in India is one of the largest industries in the world. India is the highest milk producing country and accounts for over 17% of the world's milk production. As average income continues to increase, it is predicted that demand for milk is likely to rise faster. With the growing milk demand, the need of skilled manpower in the Dairy industry has significantly risen. NIOS is therefore developing "**Dairy Operator Course**" on the job role "**Dairy Worker,**" jointly with the Agriculture Sector Skill Council of India. The curriculum meetings have commenced and the course is likely to be developed soon.

Massive Open Online Courses (MOOCs)

In 2018, four vocational courses were launched on the MOOCs platform; namely Beauty Therapy, Panchkarma Assistant, Beekeeping and Yoga Teacher Training Programme. Three courses are scheduled to be launched in the year 2019 which are Diploma in Insurance Services, Four Wheeler Technician and CRM Domestic Voice. These courses can be accessed free of cost by the learners and the enrolments for these courses has been high.

Community Health Programme

NIOS has signed a MoU with State Health Society, Govt. of Bihar to train four lakh untrained health workers in the State. The programme was launched by former Union Minister of Human Resource Development, Smt. Smriti Zubin Irani. In the first phase, 21812 health workers enrolled for this programme were trained simultaneously in 218 PHCs/FRUs spread across 38 districts of Bihar from July 2018 to October 2018. 29530 learners have enrolled for the second batch whose training will commence in 2019.

Yoga Teacher Training Programme

Another key initiative taken by the department was the launch of Yoga Teachers Training programme (YTTP) in February 2018. It is being offered as one month residential programme and one year certificate course. It is open for both Indians and foreign nationals. The main aim is to train the learners to become Yoga Teachers by providing in-depth knowledge and practical training on yoga theory, its practices and its pedagogy. Over 1250 learners in two batches have been admitted to this programme in 2018**.**

Diploma in Naturopathy and Yogic Sciences

Diploma in Naturopathy and Yogic Sciences was launched in November 2018. The programme has been designed for those learners who are interested in the area of Naturopathy and wish to take it up as entrepreneurs or for self employment. Some of the major objectives of the course are to create awareness about the benefit of yoga in our lives and the importance and benefits of naturopathy. The enrolments for this programme will be carried out in 2019.

Live Interaction with learners on VAGDA Channel

For interaction with learners and all stakeholders, every Wednesday, from 2.00 pm to 3.00 pm, live interactions on VAGDA channel have commenced since March 2018. Majorly the vocational courses are discussed with regard to the job opportunities available along with key aspects of various courses and programmes. Either an industry expert or subject matter expert is invited for interaction and in some cases, learners or alumni are invited as audience for discussions. For training in Community Health Program, complete key content is being converted to videos by experts that will bring in uniformity and standardardization of learning outcomes.

Establishment of Vocational Study Centers in Jails

Going a step ahead in the vision of NIOS to reach the unreached, the department visited various jails and plans to open vocational centres at Jails, wherein courses such as Carpentry, Bakery and Confectionary, Cutting & Tailoring, Welding etc can be offered to the jail inmates, which would provide them with a skill, which they can use after their release, thereby leaving the path of crime. A MOU regarding the same would be signed in 2019 with Tihar Jail authorities.

Development of Outcome Oriented Training Schedule

In order to streamline the practical component of the vocational courses, uniform training schedules for each vocational course have been developed in consultation with subject matter experts. These training schedules have been prepared day wise and give the breakup of theory and practical lessons along with their learning outcomes. This brings in uniformity of outcome based training at the AVIs and will follow a learning outcome based approach throughout India.

AVI Coordinators Meeting

Face to face meetings with AVI Coordinators were conducted in a number of regions. The Regional Directors and officials from the NIOS HQ interacted with the coordinators and the suggestions and recommendations from them were duly acted upon. These meetings were carried out after a gap of more than five years and brought in significant vibrancy and motivation to the AVIs who were re-integrated into the system.

Third Party Audit of Vocational Programmes by Quality Council of India (QCI)

Quality Council of India conducted a prelim study of the effectiveness of NIOS vocational programmes. In this study they visited four Regional Centers and four Vocational Study Centers within these regions. A detailed presentation was made by the QCI officials at the NIOS Headquarter. The study reflected that the vocational programmes being offered to the learners were very well developed by team of experts and implemented, however, more advocacy of these courses should be done at all levels. The courses should also be linked to local industries and NIOS should make additional effort to assist learners in placements with various organizations.

Aakansha – Chalo Kare Kuch Khaas

Vocational Department in coordination with Regional Centre Gandhinagar organized a one day event at Gandhinagar on 11th May 2018 for Divyang learners wherein the Chief Guest was Shri OP Kohli, Hon'ble Governor of Gujarat. The proud learners put up a one hour show wherein they showcased how NIOS had changed their lives. Divyang learners were highly motivated and energized and the event was appreciated by the Hon'ble Governor.

ASHA Certification Project

ASHA Certification project is aimed at providing certification to around nine lakh ASHAs across the country. Currently, the programme is being implemented in 24 states. A total of 179 State Trainers and 562 District Trainers have so far been certified by NIOS. A total of 31 State Training Sites and 58 District Training Sites have been accredited. By 2019, the ASHA certification programme will be implemented in all the States and Union Territories of India. Till now 16387 Ashas have been certified.

Self learning material of vocational courses uploaded on NIOS portal for learners

Self Learning Material of about 70 vocational courses has been scanned and uploaded on the NIOS website for learners so that they can be easily accessed by them.

❖ ❖ ❖

ANNEXURES

Coverage : Children vis a vis Enrollment during 2018-19

S. No	States/ UTs	Enrollment			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	1761104	1242550	3003654	1539886	946450	2486336	87%	76%	83%
2	Arunachal Pradesh	108502	59063	167565	80564	49584	130148	74%	84%	78%
3	Assam	2798422	1465330	4263752	2718526	1331335	4049861	97%	91%	95%
4	Bihar	11939705	6155453	18095158	7322351	3382257	10704608	61%	55%	59%
5	Chhattisgarh	1870682	1170441	3041123	1592345	965167	2557512	85%	82%	84%
6	Goa	95330	66363	161693	86670	55717	142387	91%	84%	88%
7	Gujarat	3336949	2151370	5488319	2811374	1854299	4665673	84%	86%	85%
8	Haryana	889458	601711	1491169	765031	486823	1251854	86%	81%	84%
9	Himachal Pradesh	301782	208022	509804	269563	186183	455746	89%	90%	89%
10	Jammu & Kashmir	621380	320174	941554	361666	180772	542439	58%	56%	58%
11	Jharkhand	2976834	1425963	4402797	1905681	853987	2759668	64%	60%	63%
12	Karnataka	2825843	1807066	4632909	2591915	1689140	4281055	92%	93%	92%
13	Kerala	1662998	1065753	2728751	1611174	988980	2600154	97%	93%	95%
14	Madhya Pradesh	4189849	2619648	6809497	2972829	1892550	4865379	71%	72%	71%
15	Maharashtra	6499672	4289295	10788967	5538059	3452091	8990150	85%	80%	83%
16	Manipur	132585	38584	171169	114613	32396	147009	86%	84%	86%
17	Meghalaya	537884	178194	716078	384648	142330	526978	72%	80%	74%
18	Mizoram	94616	42335	136951	87094	38902	125996	92%	92%	92%
19	Nagaland	126767	41571	168338	120923	39916	160839	95%	96%	96%
20	Orissa	2814094	1827499	4641593	2437288	1555583	3992871	87%	85%	86%
21	Punjab	921738	652703	1574441	856207	577036	1433243	93%	88%	91%
22	Rajasthan	4103422	2161924	6265346	3032733	1655874	4688607	74%	77%	75%
23	Sikkim	33433	27258	60691	29604	24072	53676	89%	88%	88%
24	Tamil Nadu	2799310	2211473	5010783	2424754	1937971	4362725	87%	88%	87%
25	Telangana	1193149	720719	1913868	1066208	634945	1701153	89%	88%	89%
26	Tripura	272412	173814	446226	209923	135140	345063	77%	78%	77%
27	Uttar Pradesh	12314652	5705194	18019846	7478911	3079298	10558209	61%	54%	59%
28	Uttarakhand	418464	298446	716910	338605	220567	559172	81%	74%	78%
29	West Bengal	7294946	4284300	11579246	6739765	4137879	10877644	92%	97%	94%
30	A&N Islands	19072	13265	32337	13200	9123	22323	69%	69%	69%
31	Chandigarh	52750	42584	95334	24702	16468	41170	47%	39%	43%
32	D&N Haveli	28552	14315	42867	22468	10351	32819	79%	72%	77%
33	Daman & Diu	11353	7474	18827	9029	5972	15001	80%	80%	80%
34	Delhi	942559	683820	1626379	601171	374015	975186	64%	55%	60%
35	Lakshadweep	4658	2823	7481	4604	2280	6884	99%	81%	92%
36	Puducherry	31621	24895	56516	25624	18507	44131	81%	74%	78%
	Total	76026547	43801392	119827939	58189708	32963960	91153668	77%	75%	76%

Coverage : Institutions: 2018-19

S. No	States/ UTs	Existing			Coverage			% Coverage		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	34896	10687	45583	34896	10687	45583	100%	100%	100%
2	Arunachal Pradesh	2010	1172	3182	1814	1120	2934	90%	96%	92%
3	Assam	43464	13776	57240	43327	13776	57103	100%	100%	100%
4	Bihar	42510	30447	72957	39348	30165	69513	93%	99%	95%
5	Chhattisgarh	31278	13560	44838	31278	13560	44838	100%	100%	100%
6	Goa	1041	438	1479	1035	438	1473	99%	100%	100%
7	Gujarat	10705	24054	34759	10682	23962	34644	100%	100%	100%
8	Haryana	8754	5638	14392	8739	5652	14391	100%	100%	100%
9	Himachal Pradesh	10734	4767	15501	10734	4770	15504	100%	100%	100%
10	Jammu & Kashmir	13360	9781	23141	13339	9781	23120	100%	100%	100%
11	Jharkhand	25102	14768	39870	25097	14620	39717	100%	99%	100%
12	Karnataka	21484	33355	54839	21478	33352	54830	100%	100%	100%
13	Kerala	6804	5537	12341	6804	5537	12341	100%	100%	100%
14	Madhya Pradesh	82703	31127	113830	82703	30918	113621	100%	99%	100%
15	Maharashtra	46889	39912	86801	46889	39855	86744	100%	100%	100%
16	Manipur	2857	1000	3857	2481	1000	3481	87%	100%	90%
17	Meghalaya	8436	3411	11847	8256	3403	11659	98%	100%	98%
18	Mizoram	1441	1091	2532	1437	1088	2525	100%	100%	100%
19	Nagaland	1186	953	2139	1186	913	2099	100%	96%	98%
20	Orissa	33936	24848	58784	33230	24360	57590	98%	98%	98%
21	Punjab	13425	6732	20157	13425	6732	20157	100%	100%	100%
22	Rajasthan	32282	34224	66506	32282	34224	66506	100%	100%	100%
23	Sikkim	496	373	869	496	371	867	100%	99%	100%
24	Tamil Nadu	27073	16210	43283	27073	16210	43283	100%	100%	100%
25	Telangana	20046	8626	28672	20044	8542	28586	100%	99%	100%
26	Tripura	4471	2127	6598	4402	2127	6529	98%	100%	99%
27	Uttar Pradesh	115474	53817	169291	115415	53817	169232	100%	100%	100%
28	Uttarakhand	12893	5431	18324	12042	5297	17339	93%	98%	95%
29	West Bengal	67739	16432	84171	67739	16432	84171	100%	100%	100%
30	A&N Islands	188	150	338	188	150	338	100%	100%	100%
31	Chandigarh	9	114	123	9	114	123	100%	100%	100%
32	D&N Haveli	161	119	280	161	119	280	100%	100%	100%
33	Daman & Diu	53	43	96	49	43	92	92%	100%	96%
34	Delhi	1738	1237	2975	1738	1237	2975	100%	100%	100%
35	Lakshadweep	15	25	40	14	25	39	93%	100%	98%
36	Puducherry	238	195	433	238	190	428	100%	97%	99%
	Total	**725891**	**416177**	**1142068**	**720068**	**414587**	**1134655**	**99%**	**100%**	**99%**

Honorarium to Cooks-cum-Helpers during 2018-19

S. No	States	Cooks-cum-Helpers - Honorarium Per Month
1	2	3
1	Andhra Pradesh	3000
2	Arunachal Pradesh	1000
3	Assam	1000
4	Bihar	1500
5	Chhattisgarh	1200
6	Goa	1000
7	Gujarat	1000
8	Haryana	3500
9	Himachal Pradesh	1800
10	Jammu & Kashmir	1000
11	Jharkhand	1500
12	Karnataka	2700
13	Kerala	9000
14	Madhya Pradesh	2000
15	Maharashtra	1000
16	Manipur	1000
17	Meghalaya	1000
18	Mizoram	1500
19	Nagaland	1000
20	Orissa	1400
21	Punjab	1700
22	Rajasthan	1320
23	Sikkim	1000
24	Tamilnadu	10083
25	Telangana	1000
26	Tripura	1500
27	Uttar Pradesh	1000
28	Uttarakhand	2000
29	West Bengal	1500
30	A&N islands	1000
31	Chandigarh	3000
32	D&N Haveli	3876
33	Daman & Diu	3721
34	Delhi	1000
35	Lakshadweep	9500
36	Puducherry	19000

Number of Cooks-cum-Helpers approved and engaged during 2018-19

S. No	States	No. of Cooks-cum-Helpers - PAB Approval	No. of Cooks-cum-Helpers Engaged
1	2	3	4
1	Andhra Pradesh	88296	85143
2	Arunachal Pradesh	6525	6525
3	Assam	118998	118319
4	Bihar	245316	238869
5	Chhattisgarh	93420	89101
6	Goa	2777	2729
7	Gujarat	96329	96329
8	Haryana	30423	29980
9	Himachal Pradesh	23476	21753
10	Jammu & Kashmir	33268	30583
11	Jharkhand	81577	80282
12	Karnataka	118130	117927
13	Kerala	17673	14389
14	Madhya Pradesh	231157	215834
15	Maharashtra	175336	171131
16	Manipur	7487	6277
17	Meghalaya	18547	17882
18	Mizoram	5220	4936
19	Nagaland	4695	4695
20	Orissa	145522	115543
21	Punjab	49449	42368
22	Rajasthan	109922	109922
23	Sikkim	1891	1846
24	Tamilnadu	128130	128130
25	Telangana	54232	53176
26	Tripura	11028	11002
27	Uttar Pradesh	405353	393431
28	Uttarakhand	32989	26524
29	West Bengal	248799	238106
30	A&N islands	721	721
31	Chandigarh	825	800
32	D&N Haveli	926	926
33	Daman & Diu	320	320
34	Delhi	19036	18434
35	Lakshadweep	110	110
36	Puducherry	1031	1031
	Total	**2608934**	**2495074**

Physical Progress on Construction of Kitchen-Cum-Stores

Sl. No.	State/UT	No. of Kitchen -cum- stores sanctioned during 2006-07 to 2018-19	Physical Progress of Kitchen cum stores upto 31.03.2019					
			Constructed		In Progress		Not yet started	
			No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
1	Andhra Pradesh	44316	18291	41%	1033	2%	24992	56%
2	Arunachal Pradesh	4085	4085	100%	0	0%	0	0%
3	Assam	56795	51146	90%	527	1%	5122	9%
4	Bihar	66550	58363	88%	484	1%	7703	12%
5	Chhattisgarh	47266	45166	96%	2100	4%	0	0%
6	Goa	0	0	0%	0	0%	0	0%
7	Gujarat	25077	24308	97%	2	0%	767	3%
8	Haryana	11483	10155	88%	653	6%	675	6%
9	Himachal Pradesh	14959	14829	99%	34	0%	96	1%
10	Jammu & Kashmir	11815	7118	60%	0	0%	4697	40%
11	Jharkhand	39001	29656	76%	1203	3%	8142	21%
12	Karnataka	40477	39237	97%	96	0%	1144	3%
13	Kerala	5481	2450	45%	0	0%	3031	55%
14	Madhya Pradesh	103401	93838	91%	4800	5%	4763	5%
15	Maharashtra	71783	59405	83%	546	1%	11832	16%
16	Manipur	2966	1083	37%	1883	63%	0	0%
17	Meghalaya	9758	9491	97%	0	0%	267	3%
18	Mizoram	2532	2506	99%	0	0%	26	1%
19	Nagaland	2223	2223	100%	0	0%	0	0%
20	Odisha	69152	44491	64%	24661	36%	0	0%
21	Punjab	18969	18969	100%	0	0%	0	0%
22	Rajasthan	77298	50595	65%	4143	5%	22560	29%
23	Sikkim	948	940	99%	8	1%	0	0%
24	Tamil Nadu	28470	27792	98%	344	1%	334	1%
25	Telangana	30408	17483	57%	3698	12%	9227	30%
26	Tripura*	5304	5565	105%	0	0%	0	0%
27	Uttar Pradesh	122572	112808	92%	2	0%	9762	8%
28	Uttarakhand	15933	15639	98%	83	1%	211	1%
29	West Bengal	81582	77446	95%	4136	5%	0	0%
30	A&N Islands	251	165	66%	0	0%	86	34%
31	Chandigarh	10	7	70%	0	0%	3	30%
32	D&N Haveli	50	50	100%	0	0%	0	0%
33	Daman & Diu	32	32	100%	0	0%	0	0%
34	Delhi	0	0	0%	0	0%	0	0%
35	Lakshadweep	0	0	0%	0	0%	0	0%
36	Puducherry	105	92	88%	13	12%	0	0%
	Total	**1011052**	**845424**	**84%**	**50449**	**5%**	**115440**	**11%**

Tripura has constructed 261 more kitchen-cum-store than sanctioned.

PART - II

Department

of

Higher Education

CABINET DECISIONS AND NEW INITIATIVES

Cabinet Decisions and New Initiatives

CABINET DECISIONS

- The Union Cabinet in its meeting held on 7th February, 2018 approved the Scheme 'Prime Minister's Research Fellows (PMRF) at a total cost of Rs. 1650 crore for a period of seven years beginning 2018-19. Under this Scheme, 3000 most talented students who have completed or are in the final year of B.Tech or Integrated M. Tech or M.Sc. in Science and Technology streams from IISc/IITs/NITs/IISERs/IIITs will be offered direct admission in Ph.D programme in the IITs/IISc/ IISERs. The PMRF guidelines have been revised and the scheme is opened to eligible students from all recognized institutions/ universities in India.

- On 21st March, 2018 Cabinet Committee on Economic Affairs has approved the continuation of the scheme of RUSA till 31st March 2020.

- On 28th March, 2018 Cabinet Committee on Economic Affairs has approved the continuation of Credit Guarantee Fund for Education Loans Scheme and continuation and modification of Central Sector Interest Subsidy Scheme till 31st March, 2020.

- The Union Cabinet in its meeting held on 16th May, 2018 has accorded in principal approval for establishment a Central University by the name of Central University of Andhra Pradesh in village Janthaluru, Anantapur District in the State of Andhra Pradesh with provision of funds of Rs. 450 crore for meeting the first phase expenditure.

- The Union Cabinet in its meeting held on 5th September 2018 approved establishment and operationalistion of permanent campuses of new IIMs at Amritsar, Bodhgaya, Nagpur, Sambalpur, Sirmaur, Visakhapatnam and Jammu at an expenditure of Rs. 3775.42 crore out of which Rs. 2804.09 crore will be spent for construction of permanent campuses of these institutes.

NEW INITIATIVES

Setting up of new Indian Institutes of Management (IIMs)

Six new IIMs at Amritsar (Punjab), Bodh Gaya (Bihar), Nagpur (Maharashtra), Sambalpur (Odisha), Sirmaur (Himachal Pradesh) and Vishakhapatnam (Andhra Pradesh) were setup during the year 2015-16. Their academic sessions also commenced from their temporary campuses in 2015.

As part of Prime Minister's Development Package (PMDP) for the State of Jammu & Kashmir announced in 2015, an Indian Institute of Management (IIM) in the State of Jammu & Kashmir was set up in 2016. IIM Jammu has started its academic session in 2016-17 from its temporary campus.

The Union Cabinet on 5th September, 2018 approved a total cost of Rs 3775.42 crore (Rs 2999.96 crore as Non-Recurring and Rs 775.46 Crore as Recurring Expenditure) for the establishment and operationalization of permanent campus of these seven new Indian Institutes of Management (IIMs). Each of these

IIMs will construct an area of 60384 Sqm, which will have complete infrastructural facilities for 600 students in each IIM. Recurring grants to these institute has also been approved @ Rs 5 Lakh per student per year for 5 years.

Setting up of new Indian Institutes of Information Technology (IIITs)

One new IIIT has been established in Agartala and started functioning from the academic year 2018-19.

Setting up of new Indian Institutes of Science Education & Research (IISER)

Two new IISERs - One in Tirupati (2015) and one in Berhampur (2016) have started functioning. Declared as Institutes of National Importance under the National Institute of Technology, Science Education & Research (NITSER) Act, 2007, as amended from time to time, IISERs are Centrally Funded Technical Institutes (CFTIs), envisaged to carry out research in frontier areas of science and to provide quality science education at the under-graduate and post-graduate levels. The central theme of IISERs is to integrate education with research so that under-graduate teaching as well as doctoral and post-doctoral research are carried out symbiotically.

As a sequel to the Andhra Pradesh Re-organisation Act, 2014, an Indian Institute of Science Education & Research (IISER) was established at Tirupati in the residual State of Andhra Pradesh. IISER Tirupati is functioning from its temporary/ transit campus with effect from 10.08.2015. It was registered under the Andhra Pradesh Societies Registration Act, 2001 on 22.02.2016. The Institute has been allotted land by the State Government and construction of permanent campus has commenced.

Another IISER was established at Berhampur, Odisha in 2016. IISER Berhampur started functioning from its temporary/ transit campus with effect from 01.08.2016. The Institute has been registered under the Societies Registration Act, 1860 (Odisha) on 18.10.2016. Government of Odisha has allotted land to the Institute and construction of permanent campus will start shortly. Cabinet has approved a sum of Rs. 2379.77 crore for the capital cost of both the IISERs.

Setting up of new National Institutes of Technology (NITs)

One new NIT established- NIT, Andhra Pradesh, under the mentorship of NIT-Warangal, started its first academic session from 20th September, 2015 onwards with an annual intake of 480 students.

Central University (CUs)

Central University of Andhra Pradesh at Anantpur has become functional from August, 2018.

Another Central University has been set up in Motihari, Bihar, and has started functioning from February 2016.

Choice Based Credit System (CBCS) was implemented in all Central Universities from 2015-16 academic session which will ensure seamless mobility of students across the Universities.

On-line Admission implemented in all Central Universities from 2016-17 academic session which will enhance efficiency and transparency in the admission process.

All the Central Universities in the country have been connected through Wi-Fi network. Under this scheme, all the classrooms, libraries, laboratories, hostels and places frequented by students have been connected through secured Wi-Fi hotspots providing access to the educational and information resources to the students on 24×7 basis.

The Cabinet has approved the Revised Cost Estimates (RCE) of the 13 new CUs established under CU Act, 2009 which inter alia include (i) incurring an expenditure of Rs. 3639.32 crore

(Non-recurring Rs. 1782.21 crore and Recurring Rs. 1857.11 crore) for creation of necessary infrastructure and (ii) Ex post facto approval granted for Rs. 1474.65 crores being the amount spent over and above the earlier approval of the Cabinet of Rs.3000 crore for CUs.

School of Planning and Architecture

Two new independent Schools of Planning and Architecture (SPAs) alongwith 18 SPAs in well established IITs and NITs are going to be established through challenged method with the estimated cost of Rs. 6500.00 cr. (approx).

In order to successfully move towards the National Mission of Planning, Building and Managing Cities, India needs fully trained Planners, Architects and Designers. The Central Government's flagship schemes i.e. Smart Cities & Housing for All by 2022 would also require highly skilled/trained Architects/Designers/ Planners. Upon establishment of these new SPAs, the same would play a vital role in supply and demand cycle of the well trained Architects/ Designers/Planners.

Ek Bharat Shrestha Bharat

Ek Bharat Shreshtha Bharat is an initiative launched by the Government of India to foster national integration by a coordinated mutual engagement process between States, Union Territories, Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports , tourism and other forms of people to people exchanges. The States/ Union Territories were grouped in 16 pairs. Detailed background of the scheme, its objectives, implementation strategy/ methodology and the pairing of the States/Union Territories are available in its website "ekbharat.gov.in". Ministry of Human Resource Development coordinates its implementation.

States/ UTs after signing MoUs with their paired States/ Union Territories conducted various events covering a gamut of activities in the educational, cultural, geographical, social, tourism, sports, youth-related activities and sharing of best practices, encompassing a wide range of subjects under the programme. They organized more than hundred Cultural and Literal Exchange programmes involving the people and artists of the paired States, organized a large number of Food Festivals, programmes such as National Integration Day, Run for Unity, Bharat Parv, Art Yatra, Sadkal Gujarat, Gir Monsoon Festival, Bastar Mahotsav, Tawang Festival, Cherry Blossom Festival, Bathukamma Festival etc. States also celebrated each other's Formation Days in certain cases.

Many paired States like Haryana & Telangana, Andhra Pradesh & Punjab, Tamil Nadu & Jammu and Kashmir, Goa & Jharkhand, Gujarat & Chhattisgarh, Kerala & Himachal Pradesh, Delhi & Sikkim and some of the North East States carried out many student exchange, cultural exchange and tourist exchange activities. A very large number of Higher Educational Institutions, schools under CBSE, Jawahar Navodaya Vidyalayas, Sainik schools and schools under Kendriya Vidyalaya Sangathan participated and organized around 1000 programmes under Ek Bharat Shreshtha Bharat programme. Department of School Education & Literacy initiated Bhasha Sangam, a celebration of Linguistic Diversity which marks the appreciation of the unique symphony of languages of our country from 20th November to 21st December, 2018. Ministry of Tourism organized various Food festivals through Institutes of Hotel Management. It also organized Bharat Parv and Paryatan Parv involving the various State Governments. Various stations of All India Radio broadcast programmes based on the pairing states. Similarly a large number of Doordarshan Kendras broadcast programmes based on the pairing states. Publication Division of Ministry of Information & Broadcasting translated 77 books highlighting the culture, history and other aspects of India in various

Indian languages. Ministry of Culture organized several programmes such as Rashtriya Sanskriti Mahotsav at Tehri, Kabir Festival "Anhad Naad" at Maghar , Narmada Natya Mahotsav at Jabalpur, Swachhta Ki Jyoti at Varanasi, Atulya Bharat at Patna, Lokotsav 2018 at Motihari and a mega programme "Sanskriti Kumbh" from January 2019 to March 2019 in the Kumbh Mela, organised in Uttar Pradesh. Ministry of Railways displayed logo of EBSB at a large number of railway stations in various LED displaysand 60 seconds clips on the subject at stations and trains. Nehru Yuva Kendra Sangathan under Department of Youth Affairs organized several Inter State Youth Exchange Programmes among the paired States/ Union Territories. Department of Sports formed teams out of paired states and held 'Paired State Championships' in Kabaddi, Football, Handball etc.

A Group of Ministers headed by Minister of Human Resource Development periodically reviewed the steps taken by the States/UTs and concerned Ministries/Departments to bridge the cultural gap in the country and enhance interaction between people living in different States. Three meetings of the Group of Ministers have been organized so far, of which one meeting was held in 2018-19.

The reports received from various States/UTs and Ministries are compiled in the form of a Newsletter. TheNewsletters, photos and videos have been uploaded on the website "ekbharat. gov.in".

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. Apart from a very large number of activities conducted during the Swachhta Pakhwadafrom 1st to 15thSeptember, 2018 in the Department and in the Universities

and Higher Educational Institutions, a massive Swachhta Ranking Exercise was conducted to generate healthy peer pressure amongst higher educational institutions to maintain hygienic campuses and also to adopt off campus hygiene initiatives in villages/ neighbourhoods. More than 6000 institutions participated in the exercise. Evaluations of the Institutions were made on certain parameters and the selected Institutions were awarded by Hon'ble Human Resource Development Minister on 2nd October, 2018.

To infuse knowledge inputs into Swachhta process in India and to develop careers in Swachhta to ensure its practice, Department developed the following three courses in 2018:

i) Single Semester Elective Course on Waste Management & Environmental Hygiene

ii) PG Diploma in Solid & Liquid Waste Management

iii) MBA in Waste Management

A Standard Operating Procedure (SOP) Manual was also developed for Higher Educational Institutions to adopt for campus hygiene.

Higher Education Financing Agency (HEFA)

Higher Education Financing Agency (HEFA) has been set up as a part of RISE by 2022 wherein the financing of physical infrastructure and laboratories etc. of higher education institutions, school education institutions and medical education institutions will be financed through a ten-year loan from HEFA.The Government would undertake the loan servicing obligation in various bands, depending upon the financial capability of the Institution. This arrangement would enable the Government to fund the infrastructure needs of a larger number of institutions and overcome the shortage of budgetary grants. All institutions would obtain funds in project mode and not in grant mode. The mechanism of HEFA where the loan amount is released directly to the vendor

executing the project ensures financial efficiency and prevents parking of funds with the institutions. This also eliminates cost and time overruns since funding is only after work is completed.

HEFA has been established as a Section 8 Company with NBFC license and Canara Bank has been appointed the Joint Venture partner to manage the financing agency. The authorized equity of HEFA is Rs. 10,000 crore of which the Government equity is Rs. 6,000 core and Canara Bank would contribute 10% of the Government stake. HEFA is also authorized to raise additional leverages through debt; either by floating bonds or direct borrowings.

HEFA is expected to fund projects to the tune of Rs. 100,000 crore by 2022. As on 31st March, 2019, projects worth Rs. 31,580.25 crore have been approved; for which Rs. 17, 340.66 crore have been sanctioned and Rs. 2,534.46 crore have actually been disbursed. The number of education institutions that have availed funding through HEFA stands at 56.

HEFA-RISE

• Launch of the 'Revitalising of Infrastructure and Systems of Education (RISE)' by 2022 has been approved on 4.07.2018.

• Under this initiative a new model for financing infrastructure development of school, higher and medical education institutions through 'Higher Education Financing Agency (HEFA)' has been put in place. The target is to sanction projects worth Rs.1,00,000 Cr by 2022 for development of world class research and other infrastructure in educational institutions.

• The authorised capital of HEFA is Rs. 10,000 crore of which Rs. 6000 crore would be the Government of India equity contribution. As on 31.03.2019 paid up equity capital is Rs 2512.50 crore (GoI subscription) and Rs.251.25 crore (Canara Bank).

IMPRINT India

IMPRINT India is an effort to direct research in the premier institutions into areas of social relevance. Under this, 10 domains have been identified which could substantially impact the living standards of the rural areas: (1) health care technology, (2) energy security, (3) rural urban housing design, (4) Nano technology, (5) water/river system, (6) advanced materials, (7) computer science and ICT, (8) manufacturing technology, (9) advanced security and (10) environment/climate change. Each of these domains is coordinated by one IIT. 142 research projects costing Rs. 320.72 crore with joint funding by MHRD and various participating Ministries / departments are currently under execution under IMPRINT – I.

The ten domains represent the most important areas relevant to our country in order to enable, empower and embolden the nation for *inclusive growth and self-reliance*. The first phase of IMPRINT I was dedicated to creating a policy document defining the scope, strategy and mandate for pursuing engineering challenges in the country and not developing a specific technological product or process.

IMPRINT-II has been recommended by the EFC in its meeting held on 21.02.2018 and approved by the Hon'ble Finance Minister and Hon'ble Minister of Human Resource Development with a slightly modified approach in funding. The Scheme will be funded through a corpus of Rs.670 crore created jointly by MHRD and DST (Rs.335 crore each) whereas the contribution received from other participating Ministries will be utilized to meet the additionality or to take up more projects.

In the first call of proposals under IMPRINT-II, a total of 126 projects at cost of about Rs.106.13 crore have been approved._

Prime Minister Research Fellowship

Implementation	Beneficiary
Under this, 1000 most talented students each year are to be identified from premier institutions. They would be directly enrolled in Ph.D. programme at IITs,IISc and IISERs.	It would expose the best young minds to perform cutting edge research with market competitive remunerations. The bright students of India need not go abroad in search of better research facilities.

With a view to tap the talent pool of the country for carrying out research indigeneously in cutting edge science and technology, MHRD has launched a Scheme called 'Prime Minister's Research Fellowship (PMRF) at a total cost of Rs.1650 crore for a period of seven years beginning 2018-19 with the approval of Cabinet. Under this Scheme, 3000 most talented students fulfilling required eligibility of all recognized Institutes/Universities across India will be offered direct admission in PhD programme in the IITs/IISc/IISERs. Such students, who fulfill the eligibility criteria, and shortlisted through a selection process, as laid down in the PMRF Guidelines, will be offered a fellowship of 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. Apart from this, a research grant of Rs.2.00 lakh will be provided to each of the Fellows for a period of 5 years to cover their foreign travel expenses for presenting research papers in international conferences and seminars. A maximum of 3000 Fellows would be selected in a three year period.

- In the first batch of students admitted in August 2018, 119 fellows were selected.

- In the second batch selected in December, 2018, 57 fellows have been selected.

The research under the Scheme will address our national priorities at the one hand and shortage of quality faculty in the premier educational institutions of the country, on the other.

Research Parks

Implementation	Beneficiary
Earlier research park was running at IIT Madras. Now five new Research Parks at IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore at a total cost of Rs.75.00 crore each have been approved by the Government. IIT Bombay and IIT kharagpur were also approved for opening of Research Parks.	Research Park model invites entrepreneurs and industry leaders to establish their research and development units at the research park and collaborate with students and faculty members at the institute. The projects carried out at the research park are a true example of making money out of innovation.

Government has approved setting up of 6 Research Parks one each at IIT Gandhinagar, IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore. IIT Gandhinagar Research Park currently under construction has been approved at a cost of Rs.90 crore with full funding from the Department of Science & Technology.

The Research parks at IIT Kharagpur and IIT Bombay have been approved at a cost of Rs.100 crore each.

Uchchtar Aavishkar Yojana

Implementation	Beneficiary
Under this scheme, all the IITs & IISc have been encouraged to work with the industry to identify areas where innovation is required and come up with solutions that could be brought up to the commercialization level. Projects worth Rs.376.97 cr were approved till the end of Dec 2017.	It promotes industry-specific need-based research so as to keep up the competitiveness of the Indian industry in the global market

The Uchhatar Avishkar Yojana(UAY) was launched to promote industry-specific need-based research so as to keep up the competitiveness of

the Indian industry in the global market. All the IITs & IISc have been encouraged to work with the industry to identify areas where innovation is required and come up with solutions that could be brought up to the commercialization level.

Start-up Initiative and Smart India Hackathon (SIH-2019)

The objective of AICTE Start-up programme is to create 1,00,000 tech-based student owned start-ups and a million employment opportunities by about next 10 years by developing an ideal entrepreneurial ecosystem and promoting strong inter-institutional partnerships among Technical Institutions. AICTE through its Start-up Implementation Cell initiated many concerted efforts towards policy and program convergences and ecosystem streamlining, in association with various leading national and international ecosystem enablers at multiple level. It entered into MoU with NITI Aayog, MSME etc. for networking among other things. AICTE also entered into MoU with Carleton University, Canada in Feb, 2018 under Canada-India Acceleration Program (CIAP) to support and promote cooperation while designing collaborative program in the area of start-ups and innovation development. In all 50- Canadian and 50- Indian Women Led Tech Start-ups will be supported in next 5-years.

AICTE in collaboration with MIC (MHRD's Innovation Cell), i4c and Persistent Systems organized Smart India Hackathon (SIH 2019). With 96 industries and 18 Central Government Ministries and Departments, SIH2019 was much bigger than its previous editions. SIH harnesses creativity and expertise of students, builds funnel for 'Startup India' campaign, crowd sources solutions for improving governance and quality of life, and provides opportunity to citizens including students to provide innovative solutions to India's problems. It includes 2 sub-editions

– Software edition, which is a 36-hr software product development competition and Hardware edition which is 5 daylong event and student develop prototypes under it. Grand Finale of SIH 2019 – Software edition, was held on March 2 & 3, 2019 at 49 different centers simultaneously across India, where more than 34,000 ideas were evaluated.

First India International Hackathon was organized in Nov 2018 at NTU Singapore, it was focused on "Smart Campus" and it saw participation of 40 teams (20 teams with 3-participants from each country). Winning teams were felicitated by Hon'ble Prime Minster of India.

Global Initiative for Academic Network (GIAN)

Implementation	Beneficiary
The GIAN programme brings together foreign and Indian faculties to teach an academic course that provides the credit to participating students selected from the world's leading academic institutions.	The pool of scientists and entrepreneurs, it augment the country's existing academic resources and accelerates the pace of quality reform.

In order to garner the best international experience into our systems of education, to facilitate interaction of students and faculty with the best academic and industry experts from all over the world and also to share their experiences and expertise to motivate people to work on Indian problems, there is a need that "A system of Guest Lectures by internationally and nationally renowned experts would be evolved along with a comprehensive Faculty Development Programme not only for new IITs, IIMs, IISERs but also other institutions in the country. Accordingly, GIAN was launched by the Prime Minister on 30th November, 2015 at IIT, Gandhinagar. The GIAN programme brings together foreign and Indian

faculties to teach an academic course that provides the credit to participating students selected from the world's leading academic institutions. So far, 478 foreign academicians have agreed and been approved to teach these courses at Government educational institutions. The response has been enthusiastic from participating students and faculty. It is a part of the ongoing process to raise academic standards, promote international synergies and partnerships and collaborations, and bring internationally reputed and recognized academicians to institutions all over India. The cost of travelling and honorarium ranging from $8000-12000 is made by the Government of India. During 2015-16 and 2016-17 an amount of Rs. 35 crore and Rs. 20 crore respectively was released for the Scheme. This is the biggest ever collaboration with the foreign academics in the country in a period of one year.

National Institutional Ranking Framework

Implementation	Beneficiary
The framework ranks each higher educational institution on broad parameters mainly teaching of human resources research, accreditation outcomes, outreach and inclusivity and perceptions	It instils a competitive spirit in the educational institutions in India.

National Institutional Ranking Framework (NIRF) was launched by the Ministry of Human Resource Development on 29th September, 2015. The ranks were released for the year 2016 on the 1st Monday i.e. 4th April, 2016.

The courses objectivity and outcomes have been welcomed by the academic community, and by parents and students who are consequently enable to make informed choices. The ranks were released in the four categories of institutions mainly, universities, engineering, management, medical and pharmas. 5000 institutions registered, of which 3640 logged in complete data through and self reporting exercise. The India Rankings 2016, released on 4th April, 2016, is one of the biggest efforts for bringing in accountability and transparency in the higher educational institutions (https://www.nirfindia.org). The effort has continued into the third edition with improved metrics and the India Rankings 2018 were declared on 5rd April 2018.

National Testing Agency

Implementation	Beneficiary
In pursuance of the Budget Announcement 2017-18, the National Testing Agency (NTA) has been established as an autonomous and self-sustained premier testing organization to conduct all entrance examinations which are being conducted by CBSE.	The student community are the major beneficiary of this as they will not be required to take multiple examination for the same activity of say engineering admission.

The National Testing Agency (NTA) has been established as an autonomous and self-sustained premier testing organization to conduct all entrance examinations which are being conducted by CBSE. The NTA would conduct examinations from 2019 onwards.

The main features of NTA are:

- The NTA would initially conduct those entrance examinations which are currently being conducted by the CBSE.
- Other examinations will be taken up gradually after NTA is fully geared up.
- The entrance examinations will be conducted in online mode at least twice a year, thereby giving adequate opportunity to candidates to bring out their best.
- In order to serve the requirements of the rural students, it would locate the centres at sub-district/ district level and as far

as possible would undertake hands-on training to the students.

Comprehensive Language Policy

Implementation	Beneficiary
An Expert Committee on Language was constituted on 29.12.2014 for preparation of Comprehensive Language Policy for the country. The expert committee has submitted its report on 24.08.2016.	Revival and encouragement of Indian language

STARS Scheme

A new scheme called the 'Scheme for Transformational and Advanced Research in Sciences (STARS)' has been launched by MHRD in February, 2019 with the objective of providing extra mural funding to research projects in basic sciences which are inter-disciplinary and translational in outcomes. It is also necessary that the projects are India-centric. With the key objective of supporting socially relevant research, the basic thrust domains of the Scheme include Physics, Chemistry, Biological Sciences, Nanosciences, Data Sciences & Mathematics and Earth Sciences. A total budget of Rs. 250 crore has been allocated for the Scheme and it is to be implemented, monitored and managed by Indian Institute of Science (IISc), Bangalore.

All India Survey on Higher Education

All India Survey on Higher Education (AISHE) was initiated in 2011 in which data for the year 2010-11 were collected. The survey was utmost necessary as none of the sources of data on Higher education gave a complete picture of higher education in the country. Also, there were many important parameters on which data were required for policy making but either no data was available or incomplete data was available. For the first time all the major Stakeholders in Higher Education such as Medical Council of India, University Grants Commissions, All India Council for Technical Education as well as State Governments have participated in for the data collection exercise. The entire survey was conducted through electronic mode and a dedicated portal www.aishe.gov.in was developed for this purpose, thus making the exercise completely paperless. The survey covers all the Institutions in the country engaged in imparting higher education. Data are being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance, infrastructure etc. Indicators of education development such as Institution Density, Gross Enrolment Ratio, Pupil-teacher ratio, Gender Parity Index etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for development of education sector.

AISHE 2010-11 to 2017-18: Since the starting of AISHE for collecting the data for the year 2010-11, there has been considerable improvement in response of the Institutions of Higher Education. During AISHE 2017-18, 98% University, 97% Colleges and 91% Stand-Alone Institutions uploaded the data on the portal. Final report for the AISHE 2010-11 to 2017-18 are available on MHRD website. Survey for the year 2017-18 has been completed & Survey for the year 2018-19 was launched on **3rd December, 2018**.

Improving Gender Balance – With a view to improving female enrolment in the B.Tech Programmes in IITs, a Committee under the chairmanship of Director, IIT-Mandi was constituted by the Joint Admission Board (JAB) to suggest suitable measures. The recommendations of the Committee were considered by the IIT Council in its 51st meeting held on 28.04.2017 and decided to increase female enrolment from the current 8% to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats.

Higher Education

Enrolment in Higher Education – A comparative Study

(a) Comparative Study of Faculty-wise enrolment between the year of 2011-12 and 2017-18 (end of the 5th year of XII Plan)
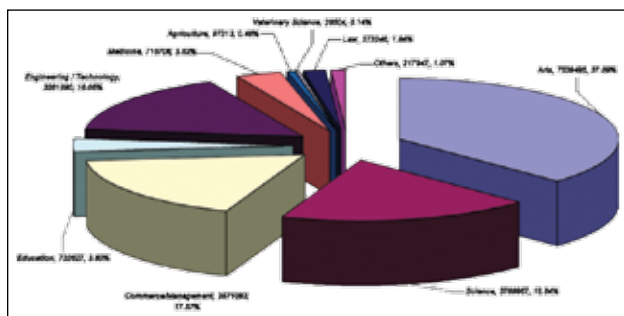
Fig. 1.1 : Faculty-wise Students Enrolment : Universities and Colleges : 2011-12
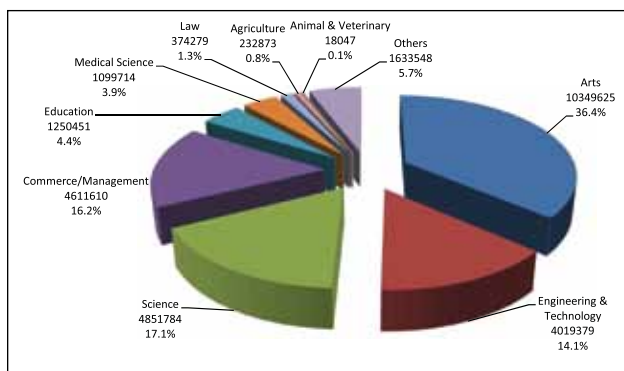
Fig. 1.2 : Faculty-wise Students Enrolment in Under Graduate : Universities and Colleges : 2017-18

*Source: AISHE

Faculty wise enrolment of Higher Education for the year 2011-12 & 2017-18 (figure 1.1 and 1.2) shows that there is significant increase of students enrolment in all the faculties during the year 2017-18. Share of Students Enrolment in the faculty of Arts, Science, Commerce/Management,

Educations, Engg./Tech., Medicine, Agriculture & Veterinary Science, Law & Others to the total enrolment during 2017-18 are 36.4%, 17.1%, 16.2%, 4.4%, 14.1%, 3. 9%, 0.8%, 0.1%, 1.3%, 5. 7% respectively.
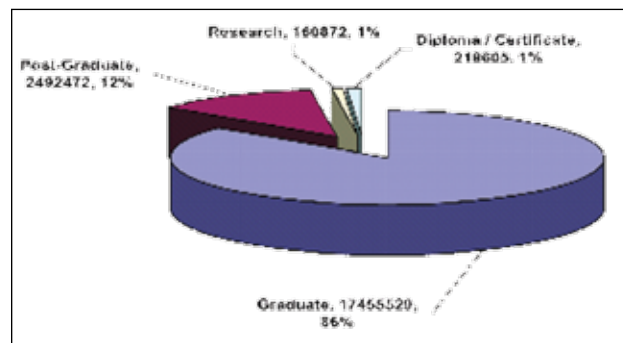
Fig. 2.1 : Levelwise Students enrolment: University Teaching Departments/University Colleges & Affiliated Colleges : 2011-12
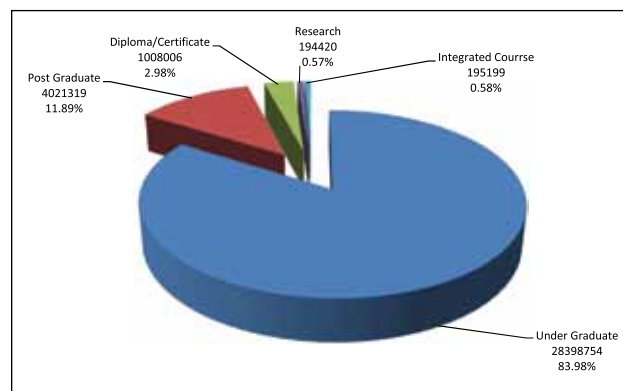
Fig. 2.2 : Level wise Students enrolment : University Teaching Departments/University Colleges & Affiliated Colleges : 2017-18

A comparative Study of Level wise Enrolment of Higher Education for the year 2011-12 & 2017-18 (figure 2.1 and 2.2) shows that enrolment of Graduate, Post-Graduate, students has increased by 62.69% & 61.34% respectively and excludes integrated courses which are 0.58% of the Total

Enrolment. The overall increase in enrolment has been 66.36% 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 2017-18: In the very first year of the Survey about 90% University, 50% Colleges and 50% Stand-Alone Institutions had responded. Gradual increase has been seen in the number of institutions also responded for the survey for the subsequent years which is the highest among any of the data collection exercise on higher education either by MHRD or UGC. Survey for the eight years has been completed. All the report so far the AISHE 2010-11 to 2017-18 is available on MHRD Website. From the survey 2016-17 onwards, new format of Teacher Information Form (TIF) is developed as part of the main Data capture Format (DCF) to collect teachers' details of all the teachers employed with the University/ Institution of Higher Education. AISHE 2018-19 was launched on 3rd December, 2018.

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 2017-18

➢ Survey covers entire Higher Education Institutions in the country. Institutions are categorized in 3 broad Categories; University, College and Stand-Alone Institutions.

➢ There are 903 Universities, 39050 colleges and 10011 Stand Alone Institutions listed on AISHE web portal and out of them 882 Universities, 38061 Colleges and 9090

- Stand Alone Institutions have responded during the survey. 285 Universities are affiliating i.e. having Colleges.

- 343 Universities are privately managed. 357 Universities are located in rural area.

- 15 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.

- In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum (16) of them are located in Tamil Nadu.

- There are 500 General, 126 Technical, 70 Agriculture & Allied, 58 Medical, 22 Law, 13 Sanskrit and 10 Language Universities.

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

- Bangalore (Urban) district tops in terms of number of colleges with 893 colleges followed by Jaipur with 558 colleges. Top 50 districts have about 32.6% 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 51 in Telangana as compared to All India average of 28.

- 60.48% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Women.

- Only 3.6% Colleges run Ph.D. programme and 36.7% Colleges run Post Graduate Level programmes.

- There are 33.8% Colleges, which run only single programme, out of which 83% are privately managed. Among these, 55.1% colleges run B.Ed. Courses only.

- 78% Colleges are privately managed; 64.7% Private-unaided and 13.3% Private-aided. Each of Andhra Pradesh & Telangana have 82% Private-unaided colleges. Tamil Nadu has 76.2% Private-unaided Colleges, whereas, Assam has only 12% Private-unaided colleges.

- 18.5% of the Colleges are having enrolment less than 100 and only 3.6% Colleges have enrolment more than 3000.

- Total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute 47.6% of the total enrolment.

- Gross Enrolment Ratio (GER) in Higher education in India is 25.8%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 25.4%. For Scheduled Castes, it is 21.8% and for Scheduled Tribes, it is 15.9% as compared to the national GER of 25.8%.

- Distance enrolment constitutes about 11% of the total enrolment in higher education, of which 42% are female students.

- About 79.19% of the students are enrolled in Undergraduate level programme. 161412 students are enrolled in Ph.D. which is 0.44% of the total student enrolment.

- Maximum numbers of Students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. Only 10 Programmes out of approximately 191 cover more than 84% of the total students enrolled in higher education.

- At Undergraduate level the highest number

(36.4%) of students are enrolled in Arts/ Humanities/Social Sciences courses followed by Science (17%), Engineering and Technology and Commerce (14.1%) each.

- At Ph.D. level, maximum number of students are enrolled in Science stream followed by Engineering and Technology. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two.

- Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.

- Scheduled Casts students constitute 14.4% and Scheduled Tribes students 5.2% of the total enrolment. 35% students belong to Other Backward Classes. 5% students belong to Muslim Minority and 2.2% from other Minority Community.

- The total number of foreign students enrolled in higher education is 46144.

- The foreign students come from 166 different countries from across the globe. The top 10 countries constitute 63% of the total foreign students enrolled.

- Highest share of foreign students come from the neighbouring countries of which Nepal is 25% of the total, followed by, Afghanistan (9.5%), Sudan (4.8%), Bhutan (4.3%). Nigeria constitutes (4%).

- There are more than 78% colleges running in Private sector; aided and unaided taken together, but it caters to only 67.3% of the total enrolment.

- The estimated total number of teachers is 1284755. Out of which more than half about 58% are male teachers and 42% are female teachers.

- At all-India level there are merely 72 female teachers per 100 male teachers.

- Pupil Teacher Ratio (PTR) in Universities and Colleges is 30 if regular enrolment is considered where PTR for Universities and its Constituent Units is 20 for regular mode.

- Among non-teaching staff, the share of Group-C is the highest with 40%, followed by Group-D with 28%. Group-A and Group-B comprise of 15% and 17% non-teaching posts respectively.

- The average number of females per 100 male non-teaching staff is 47.

- 34400 students were awarded Ph.D. level degree during 2017 with 20179 males and 14221 females.

- B.A. (23.89 Lakh) degree has been awarded to maximum number of students. B.Sc. (11.52 Lakh) is the second highest followed by B.Com. (9.39 Lakh).

- At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A.

- The highest number of students (23.89 lakh) has been graduated in Arts courses.

- At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Engineering & Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two.

- The share of Ph.D. student is highest in State Public University (31.57%) followed by Institute of National Importance (20.38%), Central University (15.83%) and Deemed University-Private (13.06%).

- Share of female students is lowest in

Institution of National Importance followed by State Private Open Universities, Deemed University-Government.

CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

1. The CABE is the highest advisory body to advise the Central and State Government in the field of education. It was reconstituted vide Resolution No.2-8/2011-PN-I dated 11th June, 2015 for a period of three years. The 65th Meeting of the Central Advisory Board of Education (CABE) was held under the Chairpersonship of Union Human Resource Minister Shri Prakash Javadekar from 15th January to 16th January, 2018 at Vigyan Bhavan, New Delhi.

2. The two days meeting was attended by Hon'ble Union Ministers, Smt. Maneka Sanjay Gandhi, Minister of Women and Child Development; Shri Thaawar Chand Gehlot, Minister of Social Justice and Empowerment; Shri Mukhtar Abbas Naqvi, Minister of Minority Affairs; Col. Rajyavardhan Singh Rathore, Minister of State (Independent charge) for Youth Affairs and Sports, Dr. Mahesh Sharma, Minister of State for Culture and MoS (Independent Charge) Ministry of Environment, Forest and Climate Change; Dr. Satya Pal Singh, Minister of State for Human Resource Development (HE).

3. Education Ministers of 22 States, representatives of 28 States and Union Territories, Members of CABE, heads of autonomous organisations, Vice Chancellors of Universities, and Shri K.K. Sharma, Secretary, Department of Higher Education and Member Secretary, CABE and Shri Anil Swarup Secretary, Department of School Education & Literacy were present in the meeting along with senior officials of the Central and State Governments, Members of CABE, heads of autonomous organizations and Vice Chancellors of Universities were also present in the meeting.

4. A number of decisions were taken at the meeting, in part flowing from the agenda, and in part stemming from concerns raised by the State Governments and experts. The following resolutions were adopted:-

   i) CABE will make all out efforts to increase GER by opening new universities, colleges, using infrastructure more productively and using ODL and online education.

   ii) CABE will take positive action to plug regional disparities and will prepare perspective plan.

   iii) CABE commits to take necessary steps to ensure that no deserving student should be denied opportunity to have higher education for lack of means.

   iv) CABE appreciates initiatives in giving more thrust on improving quality, accord more autonomy to quality institutes, and introducing digital initiatives to improve governance, enhance quality and choice.

   v) CABE will strive more for bringing accountability of all stakeholders.

   vi) CABE has decided to participate wholeheartedly in innovative programmes like Unnat Bharat, Swacch Bharat, Ek Bharat Shrestha Bharat, Smart and Green Campus.

   vii) CABE rededicates to ensure Equity, Accessibility, Quality, Accountability and Affordability.

NATIONAL ACADEMIC DEPOSITORY (NAD):

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

2. NAD is an online store house of academic awards (degrees, diplomas, certificates, mark sheets etc.) lodged by the academic institutions / boards / eligibility assessment bodies in a digital format. NAD is on 24X7 online mode for making available academic awards and help in validating their authenticity, their safe storage and easy retrieval. The University Grants Commission (UGC) is the authorised implementing body of National Academic Depository (NAD). NAD comprises of two interoperable digital depositories viz. CDSL Ventures Limited (CVL) and NSDL Database Management Limited (NDML). The details regarding NAD are available at www.nad.gov.in .

3. **Users of NAD**

   ➤ Students and other academic award holders

   ➤ Academic Institutions/Boards/ Eligibility assessment bodies

   ➤ Verification seeking entities i.e. banks, employer companies (domestic & overseas), Government entities, academic institutions/ boards/eligibility assessment bodies (domestic and overseas) etc.

4. **Participants**

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

   ➤ State Universities, Deemed to be Universities and other Universities

   ➤ Certificate/Diploma and Degree awarding institutions set up under various other Ministries/ Departments of Government of India

   ➤ Institutions approved by the Ministry of Skill Development and Entrepreneurship (MSDE)

   ➤ Central Board of Secondary Education (CBSE), State School Boards and other Boards

   ➤ Central eligibility test conducting bodies like UGC for National Eligibility Test (NET) and CBSE for Teacher Eligibility Test (TET)

5. **Features of NAD**

   ➤ Operates in fully online mode

   ➤ allows lodging of Academic awards in a digital format, maintaining the integrity of access to the database and of the awards lodged in the database.

- ➤ allows students to retrieve their lodged academic awards at any time.
- ➤ allows employers and other persons (with prior approval of the concerned student) to verify the authenticity of any academic award.
- ➤ maintains the authenticity, integrity and confidentiality of the databases.

6. Benefits of NAD

For Academic Institutions:

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

For Students:

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

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

- Online, Quick and Reliable Verification of academic awards (with prior consent of the concerned student)

- Access to Authenticated Copy of academic awards
- No risk of fake and forged Certificates.
- Reduction in Cost, Time and Efforts for Verification

7. During the calendar year 2018, (i) the number of Academic institutions on-boarded with NAD increased from 247 to 899, (ii) Number of students registered on NAD increased from 17,443 to 3,93,285, (iii) Number of academic awards (including degrees, mark sheets, certificates etc.) lodged on NAD increased from 75,65,008 to 1,80,15,944 and (iv) the number of verification seeking entities registered on NAD increased from 94 to 171.

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.

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.   4402 complaints of Ragging were recorded by the National Anti Ragging Help Line from 18.04.2012. Out of this, 4319 complaints have been disposed of.

4.   The UGC has also developed the Anti–Ragging Website i.e. www.antiragging.in. The Portal contains the record of registered complaints received and the status of the action taken thereon. The victims can also file their complaints online   through   www.amanmovement.org. An Anti-Ragging Mobile Application was launched by Shri Prakash Javadekar, Hon'ble Minister of Human Resource Development on 29.05.2017 for filing complaints on ragging, filing the anti-ragging undertaking and for calling the Toll Free Anti-Ragging Helpline Number.

5.   The scope of Anti Ragging helpline and its associated mechanisms was recently expanded to include cases of ethnic and racial discrimination amongst students across the nation. It is now an Anti Ragging & Anti Racial Discrimination help line.

6.   Public awareness campaigns are being undertaken regularly.   The UGC has uploaded few videos on campaign against ragging, videos on different perspective of ragging (of offender, of parents and of victim) and an Anti-Ragging documentary. These videos are available at the UGC Webpage,   http://www.ugc.ac.in/page/Videos-Regarding-Ragging.aspx.

7.   Overall monitoring of the programme is done by a Committee consisting of eminent experts from field of academics and education.

EK BHARAT SHRESTHA BHARAT

Ek Bharat Shreshtha Bharat is an initiative launched by the Government of India to foster national integration by a coordinated mutual engagement process between States, Union Territories , Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports , tourism and other forms of people to people exchanges. The States/ Union Territories were grouped in 16 pairs. Detailed background of the scheme, its objectives, implementation strategy/ methodology and the pairing of the States/Union Territories are available in its website "ekbharat.gov.in". Ministry of Human Resource Development coordinates its implementation.

States/ UTs after signing MoUs with their paired States/ Union Territories conducted various events covering a gamut of activities in the educational, cultural, geographical, social , tourism, sports, youth-related activities and sharing of best practices, encompassing a wide range of subjects under the programme. They organized more than hundred Cultural and Literal Exchange programmes involving the people and artists of the paired States, organized a large number of Food Festivals, programmes such as National Integration Day, Run for Unity, Bharat Parv, Art Yatra, Sadkal Gujarat, Gir Monsoon Festival, Bastar Mahotsav, Tawang Festival, Cherry Blossom Festival, Bathukamma Festival etc. States also celebrated each other's Formation Days in certain cases.

Many paired States like Haryana & Telangana, Andhra Pradesh & Punjab, Tamil Nadu & Jammu and Kashmir, Goa & Jharkhand, Gujarat & Chhattisgarh, Kerala & Himachal Pradesh, Delhi & Sikkim and some of the North East States carried out many student exchange, cultural exchange and tourist exchange activities. A very large number of Higher Educational Institutions, schools   under   CBSE,   Jawahar   Navodaya Vidyalayas, Sainik schools and schools under Kendriya Vidyalaya Sangathan participated and organized around 1000 programmes under Ek Bharat Shreshtha Bharat programme. Department of School Education & Literacy initiated Bhasha

Sangam, a celebration of Linguistic Diversity which marks the appreciation of the unique symphony of languages of our country from 20th November to 21st December, 2018. Ministry of Tourism organized various Food festivals through Institutes of Hotel Management. It also organized Bharat Parv and Paryatan Parv involving the various State Governments. Various stations of All India Radio broadcast programmes based on the pairing states. Similarly a large number of Doordarshan Kendras broadcast programmes based on the pairing states. Publication Division of Ministry of Information & Broadcasting translated 77 books highlighting the culture, history and other aspects of India in various Indian languages. Ministry of Culture organized several programmes such as Rashtriya Sanskriti Mahotsav at Tehri, Kabir Festival "Anhad Naad" at Maghar , Narmada Natya Mahotsav at Jabalpur, Swachhta Ki Jyoti at Varanasi, Atulya Bharat at Patna, Lokotsav 2018 at Motihari and a mega programme "Sanskriti Kumbh" from January 2019 to March 2019 in the Kumbh Mela, organised in Uttar Pradesh. Ministry of Railways displayed logo of EBSB at a large number of railway stations in various LED displaysand 60 seconds clips on the subject at stations and trains. Nehru Yuva Kendra Sangathan under Department of Youth Affairs organized several Inter State Youth Exchange Programmes among the paired States/ Union Territories. Department of Sports formed teams out of paired states and held 'Paired State Championships' in Kabaddi, Football, Handball etc.

A Group of Ministers headed by Minister of Human Resource Development periodically reviewed the steps taken by the States/UTs and concerned Ministries/Departments to bridge the cultural gap in the country and enhance interaction between people living in different States. Three meetings of the Group of Ministers have been organized so far, of which one meeting was held in 2018-19.

The reports received from various States/UTs and Ministries are compiled in the form of a Newsletter. TheNewsletters, photos and videos have been uploaded on the website "ekbharat.gov.in".

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. Apart from a very large number of activities conducted during the Swachhta Pakhwadafrom 1st to 15thSeptember, 2018 in the Department and in the Universities and Higher Educational Institutions, a massive Swachhta Ranking Exercise was conducted to generate healthy peer pressure amongst higher educational institutions to maintain hygienic campuses and also to adopt off campus hygiene initiatives in villages/ neighbourhoods. More than 6000 institutions participated in the exercise. Evaluations of the Institutions were made on certain parameters and the selected Institutions were awarded by Hon'ble Human Resource Development Minister on 2nd October, 2018.

To infuse knowledge inputs into Swachhta process in India and to develop careers in Swachhta to ensure its practice, Department developed the following three courses in 2018:

(iv) Single Semester Elective Course on Waste Management & Environmental Hygiene

(v) PG Diploma in Solid & Liquid Waste Management

(vi) MBA in Waste Management

A Standard Operating Procedure (SOP) Manual was also developed for Higher Educational Institutions to adopt for campus hygiene.

UNNAT BHARAT ABHIYAN 2.0 (UBA)

UNNAT BHARAT ABHIYAAN is a flagship programme initiated by Government of India with the objective to engage all Higher Educational Institutions (central and state; public and private) to understand and work in rural areas. With the

intention of enriching rural India, these selected Institutions are expected to customise the available technologies or develop new technologies as per the local needs and also to improve the implementation of existing government programmes.

Under Unnat Bharat Abhiyan 2048 Higher Education Institutions are selected (both public and private) of the country, these selected institutes have adopted total no. of 10325 villages for their development through UBA. Also, scope for providing Subject Expert Groups assistance through 12 Subject Expert Groups and 40

Regional Coordinating Institutes to handhold and guide the participating institutions have been strengthened. IIT Delhi has been designated to function as the National Coordinating Institute for this program.

Large number of participating institutes have interacted with villagers, did village & household level surveys and prepared action plans. Few of the challenges and issues have been identified (public participation) through various gram sabhas organized in identified villages. Some of them are provided below for reference:-

Work area discussed in Gramsabha organized in villages adopted by institutions under Unnat Bharat Abhiyan

S. No.	Subject Group	No. of Institutes	No. of Villages	Type of work area (Problems)
1.	Sanitation and solid liquid Waste Management	47	124	Drainage Animal Waste disposal Open Defecation and Toilet Design Waste collection and Disposal
2.	Water Resource Management	80	129	Drinking Water. Ground water level is going down. Village water bodies are not maintained. Polluted Water. Water Storage. Recharging Water resources. Rain water harvesting.
3.	Rural Infrastructure	25	73	Undeveloped and connectivity of Roads, Medical, School, Bank and Market Facilities not accessible Lack of Public transport. Inadequate Housing Facilities Lack of Panchayat ghar, park and community center.
4.	Rural Energy System	10	23	Street lights. No Electricity connections. Awareness about alternate resources of Energy.
5.	Education	19	46	Lack of Teachers Girl Education School Equipment's and No library. Unemployment. Higher dropouts Lack of Higher education options. Adult Literacy. Computer Education.
6.	Sustainable Agriculture	21	61	High use of fertilizers, pesticides and insecticides. Soil Salinity. Protection from Animals Awareness about Soil health card. Cultivation Problem. Lack of Irrigation.

S. No.	Subject Group	No. of Institutes	No. of Villages	Type of work area (Problems)
7.	Health Care	29	83	Medical facilities not accessible Lack of Primary health Centers. Malnutrition
8.	Skill Development and livelihood	23	61	Migration. Self Help Groups are not in a good condition. Market place not accessible Skill Development Training Employment generation skills
9.	Capacity Building, Strategy for convergence and implementation of various Govt. Schemes	34	96	Lack of Information about Government Schemes. Lack of Awareness in general Alcoholism Child Marriages Animal Husbandry like Veternity hospital and animal waste utilization.

Through the way of organizing the Gram Sabhas in villages, various problems pertaining to rural areas are identified and with the technological intervention, institutes are trying to resolve the issues.

Vision statement

Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. Its idea is to involve the higher educational institutions (technical/non-technical/public/private) of the country in the process of indigenous development of self-sufficient and sustainable village clusters.

The whole idea of Unnat Bharat Abhiyan is that:

❖ The educational institutions in the country help in overall nation development by adopting villages.

❖ The educational institutions understand and participate in the development process by employing technologies in the rural areas and in turn students of the academic institutions and faculty members will enrich themselves.

The concept is to enrich the academic and research programme for the country.

All-in-all, Unnat Bharat Abhiyan aims to create a vibrant relationship between the society and the higher educational institutions, with the latter providing the knowledge and technology support to improve livelihoods in rural areas and to upgrade the capabilities of both the public and private organizations in the society.

Mission

The Mission of Unnat Bharat Abhiyan is to enable higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. It also aims to create a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India.

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

❖ 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.

❖ 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, to improve the livelihood of the rural masses will be the key intervention.

❖ Reorienting the academic curricula and research programs in higher educational institutions to align them with the local needs to bring in holistic development.

Objectives

1. To engage the faculty and students of Higher Educational Institutions in understanding rural realities.

2. To identify and select existing innovative technologies, enable customisation of technologies, or devise implementation methodology for innovative solutions, as per the local needs.

3. To leverage the knowledge base of the institutions to devise processes for effective implementation of various government programmes.

Major Areas of Intervention

In order to move towards the holistic development of the villages, there are two major domains, i.e. human development and material (economic) development, which need to be developed in an integrated way. The major components of these two domains are Human development, Health, Education and culture, Values and perception development, Skills and entrepreneurship, economic development, Organic agriculture and cow-based economy, Water management and conservation, Renewable energy sources, Artisans and rural industries, Development and harnessing of local natural resources, Basic amenities and E-support (IT - enabling).

UBA progress in schematics

Field Success:

Glimpses of Few Successful field interventions for Human Development, Livelihood, Health, Water Management, Women Empowerment out of 129 such interventions
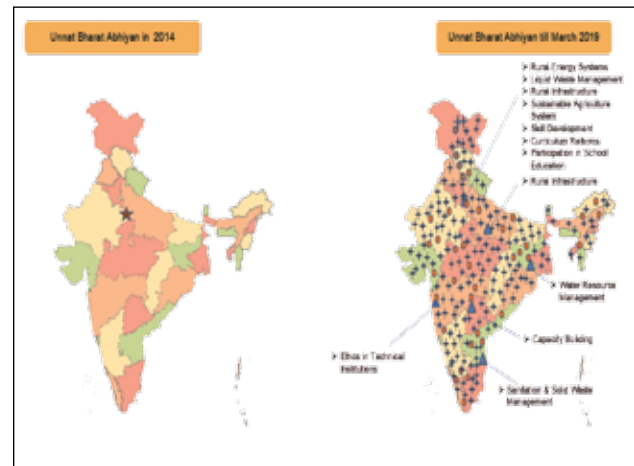
National Initiative for Design Innovation (NIDI)

Ministry of Human Resource Development has launched a scheme "National Initiative for Design Innovation" during 2013-14. Under this initiative, 20 new Design Innovation Centres, one Open Design School and a National Design Innovation Network, linking together all these institutions are to be set up at an estimated cost of Rs 240 Crores. Under this scheme, 20 DIC's would be set up by co-locating them in existing publicly funded institutes of national reputes, like IIT's, NIT's, central and state universities, to facilitate optimal utilization of the existing resources including faculty and land. Each of the DIC's would be provided financial support to the extent of Rs 10 Crore. DICs are identified based on the geographical spread to cover length & breadth of the country and are expected to cover from science and technology to liberal arts. ODS would ensure maximum reach of design education and practice in the country through various collaborative education programmes (linking a broad spectrum of educational institutes), and free sharing of its course items through the internet. NDIN would be a network of design schools that work closely with other leading institutions of industry and academia, NGOs and government to further reach and access of design education, to promote design innovation in all sectors, and to develop wide ranging collaborative projects between institutions.

During the year 2013-14 and 2014-15, Project Approval Board has approved the project proposal of ten institutes-IIT Mumbai, IIT Delhi, IIT Guwahati, IISc Bangalore, University of Delhi, IIT Bhubaneshwar, IIT BHU, University of Rajasthan, Savitribai Phule Pune University, Rani Durgawati University.

During the year 2015-16, proposals of six more institutes were approved – School of Planning & Architecture Delhi, IIT Kanpur, Panjab University, Jawahar lal Nehru Technological University Kakinada, IIT Hyderabad and IIT Kharagpur was approved for establishment of DICs.

In the financial year 2016-17, project proposal of North Eastern Hill University, Shillong was approved for the establishment of DIC, along with proposals of IISc Bangalore and IIT Bombay for establishment of NDIN and ODS respectively.

In the current financial year 2018-19, three more DIC's have been set up in Central University of Kashmir, Gujarat Technological University and IIT Roorkee. The number of overall DIC's is now 20.

As far as output is concerned, there are about 45 products which have been patented by DIC's and around 200 products are under process. 9000 students have currently enrolled for the courses initiated under the scheme.

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UNIVERSITY GRANTS COMMISSION

University Grants Commission

I. 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 of teaching, examination, research and maintenance of standards in Universities. Apart from providing grants to Universities and colleges, the Commission advises the Central and State Governments on the measures necessary for development of higher education. The UGC functions from its Headquarter at New Delhi and through its seven Regional Offices located at Hyderabad, Pune, Bhopal, Kolkata, Guwahati, Delhi and Bengaluru.

II. Regulatory reforms undertaken by the University Grants Commission

For the discharge of its mandate of coordinating and determining standards of higher education, UGC has taken significant regulatory measures. The following regulations have been notified during 2018-19:

• the University Grants Commission (Recognition and Monitoring of Assessment & Accreditation Agencies), Regulations, 2018;

• the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education), Regulations, 2018;

• the University Grants Commission (Online Courses or Programmes) Regulations, 2018;

• the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018;

• the University Grants Commission (Institutions Deemed to be Universities) Regulations, 2019.

III. Growth of Higher Education System:

There has been phenomenal growth of higher education in India since independence. As per the All India Survey on Higher Education (AISHE) Report 2017-18, the number of students enrolled in the higher education system has been estimated to be 36.6 million. Gross Enrolment Ratio (GER) in Higher education in India for the year 2017-18 is 25.8%, which is calculated for the age group of 18-23 years.

IV. Disbursement of grants to eligible Universities and Colleges:

1. The UGC's role as a regulator is strengthened through the disbursement of grants to eligible Universities and Colleges. The UGC disbursed grants amounting to ₹11513.60 Crore to institutions during 2018-19.

2. **Financial Assistance to Central Universities:** As on 31.03.2019, the number of Central Universities was 51. Out of these 42 Central Universities were provided financial assistance by UGC under various schemes. Grants amounting to ₹414932.00 lakh, ₹189922.66 lakh and ₹56064.91 lakh were provided to 42 Central Universities under salary, recurring and capital assets respectively during 2018-19.

3. **General Development Assistance Scheme:** During the year 2018-19, an amount of ₹253.80 Crore was sanctioned to State Public Universities under General Development Assistance Scheme. UGC released an amount of ₹57.97 Crore to ten identified Institutions Deemed to be Universities during the year 2018-19 under Development Grant. Maintenance grant of ₹414.83 Crore was also been released to identified Institutions Deemed to be Universities during the year 2018-19.

4. **Special Assistance Programme (SAP)**: Departments of Science in Universities including Bio-Science, Engineering and Technology, Humanities and Social Sciences have been supported financially under the scheme of Special Assistance Programme (SAP) for achieving excellence in research and for improving the quality of post-graduate teaching programme. As on 31.03.2019, the number of SAP supported departments stood at 808. During 2018-19, the Departments at various levels were accorded financial assistance of ₹74.62 crore.

5. **Colleges with Potential for Excellence (CPE):** With a view to improve the academic infrastructure, adopt innovations in teaching, learning and evaluation and to introduce a flexible approach in the selection of courses at the degree level in Colleges, the UGC had introduced the scheme of 'Colleges with Potential for Excellence (CPE). During the year 2018-19, an amount of ₹14.61 Crore was released to the Colleges under the Scheme of CPE.

6. **Centre with Potential for Excellence in Particular Areas (CPEPA):** The UGC implemented the scheme of **"Centre with Potential for Excellence in Particular Areas (CPEPA)"** in order to promote quality and excellence and inter-disciplinary approach in teaching and research activities. During the year 2018-19, an amount of ₹2.45 crore was released to the centres under the scheme CPEPA.

7. **Grants to eligible Colleges:** As on 31.03.2019, the total number of colleges recognized under Section 2(f) of the UGC Act, 1956 stood at 12,070 constituting 29.81% of the total number of colleges. Out of 12,070, 9,755 colleges were eligible to receive central assistance under Section 12B of the UGC Act, 1956. During the year 2018-19, the UGC released Grants to eligible Colleges under its various schemes like General Development Assistance to Colleges, Construction of Women's Hostel for Colleges, Autonomous Colleges, Minor Research Project for Teachers of Colleges, Seminar/Symposia/conference for Colleges, Faculty Development Programme for Colleges, Development of Sports Infrastructure & Equipment in Colleges etc.

Initiatives undertaken by the University Grants Commission to improve the quality of Higher Education

1. **Graded Autonomy to Universities**

   Recognizing the importance of granting autonomy to institutions of higher

education as a way of promoting and institutionalizing excellence, it has been decided to grant autonomy to the higher educational institutions depending upon their accreditation grade through the UGC Regulations on Graded Autonomy. The Universities would be classified into three categories with the objectives of giving greater autonomy to Category-I and Category-II institutions. The Category-I Universities have been accorded twelve privileges and Category-II Universities have been accorded eight privileges.

2. Quality Mandate of the University Grants Commission

To ensure improvement of quality and standards in Higher Education, the University Grants Commission has approved its Quality Mandate to be implemented in Universities and affiliated Colleges. Under the Quality Mandate of UGC the following five objectives are proposed to be fulfilled by 2022:

1. 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.

2. promote link of the students with the society/industry such that at least 2/3rd of the students engage in socially productive activities during their period of study in the institutions.

3. train the students in essential professional and soft skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human values and professional ethics, and the spirit

of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.

4. ensure that teacher vacancies at any point of time does not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented regarding the latest and emerging trends in their respective domains of knowledge, and the pedagogies that translate their knowledge to the students.

5. every institution shall get NAAC accreditation with a minimum score of 2.5, by 2022.

To fulfil these objectives, the Commission has underlined the following ten initiatives to be undertaken by the Higher Education Institutions:

i) Induction programme for students.

ii) Learning outcome-based curriculum framework - revision of curriculum in regular intervals.

iii) Use ICT based learning tools for effective teaching-learning process.

iv) Soft skills for students.

v) Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities.

vi) Examination Reforms - test the concept, and application; exit examinations.

vii) Tracking of the student progress after completion of course.

viii) Induction training for all new teachers, and annual refresher training for all teachers - role of the NRCs; and mandatory leadership/ management training for all educational administrators.

ix) Promoting quality research by faculty and creation of new knowledge.

x) Mentoring of non-accredited institutions, so that every institution can get accreditation by 2022.

3. National Conference on Research and Innovation in Higher Education

The University Grants Commission organized a three day National Conference of Vice Chancellors' and Directors' on Research and Innovation in Higher Education recently in which following ten resolutions were adopted:

i) Reaffirm commitment for achieving the UGC Quality Mandate in Universities and the affiliated institutions by 2020 and NAAC accreditation for all institutions by 2022;

ii) Adopt and implement Learning Outcome Based Curriculum Framework (LOCF) in HEIs by updating curriculum from academic year 2019-20; Adopt Learner Centric teaching learning processes by suitable improvement in the pedagogy;

iii) Participate in the Induction Training of newly recruited teachers and annual Refresher Training of all the teachers using the SWAYAM and take measures for improving the motivation levels of teachers;

iv) Enhance research productivity of institutions by orienting teachers and students to participate in competition-based research funding schemes;

v) Create an innovation culture and eco-system, including administrative and financial support, academic freedom and flexibility for promoting innovation and encourage participation in the Smart India Hackathon; facilitate setting up start-ups by students;

vi) Sensitize the students and encourage them for their active participation in social / economic betterment of the community by adopting at least five villages under the Unnat Bharat Abhiyaan;

vii) Give a big fillip to Vocationalisation of higher education by participating in the relevant schemes under National Apprenticeship Promotion Scheme (NAPS) duly modified for the requirements of higher education students, and also achieve constructive links with the industry;

viii) Encourage use of digital learning resources among students and teachers and approving SWAYAM courses for credit transfer, and use the resources like e Shodh Sindhu, National Digital Library, and upload degrees on National Academic Depository;

ix) Create awareness about ethics in research and provisions for checking plagiarism and to weed out predatory journals;

x) Strive for a smart and Swachh campus, and also mentor the

schools around our institution and the affiliated colleges to motivate the students/teachers therein for striving for academic excellence;

It was also resolved to achieve the same by 2020.

4. **A Guide to Student Induction Programme**

The University Grants Commission has for the first time also prepared, "**A Guide to Student Induction Programme**", proposing for a six day Induction programme to be organised by HEIs for students entering higher education. The purpose of this programme is to help students develop a familiarity with new environment and Institution through various activities such as Physical Activity, Mentoring, Creative Arts and Culture, Literary Activity, Extra-Curricular Activities.

5. **Annual Refresher Programme in Teaching:**

Annual Refresher Programme in Teaching (ARPIT) is a unique initiative of online professional development of in-service teachers' of higher education' using MOOCs platform SWAYAM-Annual Refresher Progamme in Teaching (ARPIT) was launched by the Ministry on 13th November, 2018. The ARPIT is 40 hour programme with 20 hours of video content offered in a highly flexible format which can be done at one's own pace and time.

The progrmme has built-in assessment exercises and activities as part of the academic progression in the course. At the end of the course, there is a provision for terminal assessment which can be either online or written examination. It has

been decided by the UGC that successful completion of the courses offered under the ARPIT programme with 40 hour of instruction material with a proctored examination will be treated as equivalent to one Refresher Course for the purposes of career Advancement.

6. **A Consortium for Academic and Research Ethics (CARE)**

In order to refine and strengthen UGC approved list of journals, the UGC decided that research journals record indexed in SCOPUS and WOS may be considered for all academic purposes in the disciplines of Science, Engineering, Technology, Agriculture and Bio Medical Sciences.

For suggesting a list of credible quality journals in the disciplines such as the Social Sciences, Humanities, Languages, Arts, Culture, Indian knowledge systems etc., the UGC has established a Consortium for Academic and Research Ethics (CARE).

The Statutory Councils/Government bodies in Social Sciences, Humanities, Arts and Fine Arts, Science, Medical, Agriculture and Engineering and the Association of Indian Universities and INFLIBNET are members of the consortium as a supporting agency. Members of the CARE would prepare lists of Quality journals in their respective disciplines within a defined time-frame. These lists will be critically analysed and curated for the quality of the journals by a special cell at the entrusted institution using defined criteria.

V. Digital Initiatives undertaken by the University Grants Commission

1. **Direct Benefit Transfer (DBT)**

The UGC has been implementing its Fellowship /Scholarship Schemes under

Direct Benefit Transfer (DBT) including schemes of other Ministries to ensure that benefits go to individuals' bank accounts electronically, minimizing the tiers involved in fund flow, thereby, reducing delay in payment and ensuring accurate targeting of the beneficiary and curbing pilferage and duplication.

2. **Public Finance Management System (PFMS)**

The University Grants Commission (UGC) has implemented Public Financial Management System (PFMS) for disbursement of all kinds of grants from the Commission. PFMS is a web-based application for payment, accounting and reconciliation of Government transactions and integrates various existing standalone systems.

3. **Massive Open Online Courses (MOOCs) on Study Web of Active and Young Aspiring Minds (SWAYAM)**

The UGC is the National Coordinator for Non-Technical post-graduation education under SWAYAM programme. The UGC notified the University Grants Commission (Credit Framework for Online Courses through SWAYAM) Regulation, 2016.

For popularization of the SWAYAM initiative, the UGC prepared three 30 seconds radio spots and three TVCs in 11 regional languages:- Bengali, Telugu, Marathi, Tamil, Gujarati, Kannada, Malayalam, Odia, Assamese, English and Hindi. UGC has also prepared three different posters on SWAYAM Initiative, and these SWAYAM posters have been dispatched across all the Indian Universities requesting all the Universities and Colleges to identify SWAYAM Coordinators and Mentors respectively.

UGC had started 47 MOOCs Courses during the academic session 2018-19. 40,311 learners were enrolled in these UGC Non-Technical MOOCs Course on SWAYAM Platform. The examination for eight Courses was conducted on 1stDecember and 2nd December, 2018. 412 learners appeared for these examinations.

4. **Public Grievance Portal**

UGC addresses both online and offline public grievances. For online public grievances, UGC has created 20 users IDs on https://pgportal.gov.in for various Bureaus/Sections to respond to the Public Grievances.

5. **Student Grievance Portal (https://www.ugc.ac.in/grievance)**

The University Grants Commission launched an Online Student Grievance Redressal Portal on 23rd March 2015. This Portal facilitates the students/complainants to lodge their grievance, send reminders and view the status of action taken regarding their grievances. The basic aim of the portal is to ensure transparency in admission, prevent unfair practices in higher education institutions and provide effective mechanism for redressal of the grievances. Universities were requested to appoint Nodal Officer to monitor and respond to Student's Grievances as soon as the student lodges a complaint. The email-ID, mobile number and other contact details of the Nodal Officers can be viewed on the portal.

The UGC issued an advisory to all Higher Education Institutions for having a notice board/flex-board fixed near the office of the Vice-Chancellor/Director/Dean/Principal of the University/Institute/College to ensure publicity/awareness of

the establishment of Grievance Redressal Mechanism and Students Grievances Portal. Exhibit a notice board giving details of the PG portal of UGC (http://www.ugc.ac.in/grievance/) in Universities and affiliated colleges.

6. **Integrated Portal for Planning, Financing and Coordinated Development of Central Universities (www.ugc.ac.in/cup)**

The Central University Portal of UGC was developed and launched as an integrated portal for planning, financing and coordinated development of Central Universities in 2017. The significant features of the portal include increased productivity, improved communication, transparency in fund allocation/expenditure, and the prospect of building a stronger relationship between the Ministry of Human Resource Development, UGC and Central Universities.

Regular updation of statistical data like vacancies, recruitment positions, planning, budget expenditure and utilization of funds etc. of Central Universities under various UGC schemes has been facilitated for the Central Universities. The portal is aimed at aiding the Universities in planning for allocation of funds as per their requirement.

7. **Academic Job Portal** (www.ugc.ac.in/jobportal):

The academic job portal is a new initiative taken by the University Grants Commission which helps NET/SET/Ph.D qualified candidates to bring their academic profile to the attention of Universities/Colleges and other employers with the ultimate aim to get them a suitable job. The portal facilitates candidates to register and create their profile online.

The academic job portal facilitates the employers to search and browse academic profile of candidates available on this portal. The Portal also facilitates employers to register and post the job vacancies on this portal so that candidates can apply against the vacancies.

8. **Ant-Ragging Mobile App**

An Anti-Ragging Mobile App launched by the University Grants Commission (UGC) helps students register complaints against the menace of ragging in the country.

VI. Promotion of research through Scholarships/Fellowships

The University Grants Commission provides the following Scholarships/Fellowships for promotion of research in higher education:

1. **Major Research Projects for Teachers**

2. **Research Awards/Research Scientists**

   (a)   Research Awards

   (b)   Research Scientists

3. **Post-Doctoral Fellowships**

   (a)   Post-Doctoral Fellowships for SC/ST Students

   (b)   Post-Doctoral Fellowships for Women

   (c)   Dr. S. Radhakrishnan Post-Doctoral Fellowship in Humanities & Social Sciences including languages

   (d)   Dr. D.S. Kothari Post Doctoral Fellowship

   (e)   UGC-BSR Faculty Fellowship

   (f)   Emeritus Fellowship

4. Research Fellowships (For M.Phil/Ph.D)

(a) Junior Research Fellowships (JRF) to NET qualified candidates

(b) Junior Research Fellowship (JRF) and Research Associate-ship (RA) for Foreign Nationals

(c) National Fellowship for SC Candidates

(d) National Fellowship for ST students

(e) Maulana Azad National Fellowships to Minorities Students (Scheme implemented by UGC on behalf of the Ministry of Minorities Affairs)

(f) National Fellowship for Students of Other Backward Classes (OBC) Disability Afairs)(Entrusted & funded by M/SJ&E)

(g) National Fellowship for Studnets with Disabilities (Entrusted & Funded by M/SJ&E, Deptt. Of Disability Afairs)

(h) Swami Vivekananda Single Girl Child Fellowship for Research in Social Sciences

(i) BSR Fellowship (RFSMS)

5. Post Graduate Scholarships

(a) Post-Graduate Scholarships for SC/ST Students for Professional Courses

(b) Indira Gandhi Post-Graduate Scholarships Scheme for Single Girl Child

(c) Post-graduate Merit Scholarships for University Rank Holders (out of UGC's Budget)

(d) P.G. Scholarship for GATE/GPAT Qualified Students of M.E/M. Tech/M. Pharma etc.

6. Under Graduate Scholarship

(a) 'ISHAN UDAY' Special Scholarship Scheme for North Eastern Region.

VII. Skill Development Initiatives undertaken by the University Grants Commission

1. Community Colleges

Main Objective of the scheme of Community Colleges is to offer low cost and high quality education locally which encompasses both skill development as well as traditional course work, thereby providing opportunities to the learner to move directly to employment sector or to move to the Higher Education sector. UGC invited fresh proposals from the Universities and Colleges under the scheme for the year 2018-2019. 172 institutions have been approved under the scheme of Community College in 2018-19.

2. Bachelor of Vocation (B.Voc.) programme

The scheme on Skill Development based Higher Education is a part of College/ University education leading to Bachelor of Vocation (B.Voc.) Degree with lateral entry and multiple exit options at Diploma/ Advance Diploma level under the NSQF. UGC invited fresh proposals from the Universities and colleges under the scheme for the year 2018-2019. 330 institutions have been approved under the scheme of B.Voc. Degree Programme in 2018-19.

3. Deen Dayal Upadhyaya Kaushal Kendras

DDU KAUSHAL Kendras scheme aims not only at creating skilled manpower for industry requirements at various levels but also develop entrepreneurship traits. UGC invited fresh proposals from the universities and colleges under the scheme for the year 2018-19. 28 institutions have been approved under this scheme in 2018-19.

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CENTRAL UNIVERSITIES

Central Universities

During 2018-19 Central Universities have total 17,834 sanctioned faculty posts. The total student's enrolment in Central Universities as on 01.04.2018 was 2,36,922. The Central Universities are fully funded by Government Budgetary support.   During the year 2018-19, an amount of Rs.6498.23 crore was released to Central Universities.

Visitor's Conference:

Hon'ble President of India is Visitor of the Central Universities. To review the functioning of Central Universities on issues such as promotion of research & innovation and filling up of vacancies, a Conference with Vice-Chancellors of 41 Central Universities was held on 2nd May, 2018 in Rashtrapati Bhawan under the Chairmanship of Hon'ble Visitor.

During the year 2018-2019, Vice Chancellors of Rajiv Gandhi University, Sikkim University, Visva Bharati and Babasaheb Bhimrao Ambedkar University were appointed.

Every Year, a Tri-partite Memorandum of Understanding (MoU) is signed among Ministry of Education, University Grants Commission and Central Universities to evaluate their performance. As per the MoU, the following are the Major Performance Parameters of Central Universities:

i)   Access: Student annual in take

ii)   Equity and Diversity

iii)   Quality: Strengthening Faculty

iv)   Academic Outcome

v)   Research

vi)   Patents

vii)   Ranking

viii) E-governance

ix)   Contribution to the Local Society.

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INSTITUTIONS OF EMINENCE, DEEMED & PRIVATE UNIVERSITIES

Institutions of Eminence, Deemed & Private Universities

INSTITUTIONS OF EMINENCE

The Hon'ble Finance Minister in his budget speech 2016 had announced that "It is our commitment to empower Higher Educational Institutions to help them become world class teaching and research institutions. An enabling regulatory architecture will be provided to ten public and ten private institutions to emerge as world-class Teaching and Research Institutions. This will enhance affordable access to high quality education for ordinary Indians. A detailed scheme will be formulated". 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 private sector) as world class teaching and research institutions called as 'Institutions of Eminence (IoE)'. The Regulatory Architecture has been provided in the form of UGC (Declaration of Government Institutions as Institutions of Eminence) Guidelines, 2017 for public Institutions and UGC (Institutions for Eminence Deemed to be Universities) Regulations, 2017 for private Institutions, details for which are available on UGC website www. ugc.ac.in.

The selection shall be made through challenge method mode by Empowered Expert Committee (EEC) constituted for the purpose. The institutions will have freedom to choose their own path to become world class institutions. It is expected that the selected Institutions will come up in top 500 of the world ranking in 10 years and in top 100 eventually over the time. To achieve the top world ranking, these institutions shall be provided with greater autonomy viz. to admit foreign students up to 30% of admitted students; to recruit foreign faculty upto 25% of faculty strength; to offer online courses upto 20% of its programmes; to enter into academic collaboration with top 500 in the world ranking Institutions without permission of UGC; free to fix and charge fees from foreign students without restriction; flexibility of course structure in terms of number of credit hours and years to take a degree; complete flexibility in fixing of curriculum and syllabus, etc. Public Institution to be selected as 'Institution of Eminence' will get financial assistance upto Rs.1000 Crore each under this scheme.

On the recommendation of EEC and subsequent advice of UGC, Ministry of Human Resource Development issued notifications declaring the following 3 public institutions as IoEs:

(i)   Indian Institute of Technology, Delhi

(ii)   Indian Institute of Technology, Bombay

(iii)   Indian Institute of Science, Bangalore

Further, Letter of Intent (LoI) have been issued to the following 3 private institutions for setting of IoE within a period of three years:

(i)   Birla Institute of Technology and Science, Pilani, Rajasthan

(ii)   Manipal Academy of Higher Education, Manipal, Karnataka

(iii)   Jio Institute (Reliance Foundation), Pune During F.Y. 2018-19, Rs. 128.02 Crore has been released to the above 3 public institutions.

DEEMED TO BE UNIVERSITIES

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

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

At present, there are 126 Institutions Deemed to be Universities (as on 31.3.2019), out of 126 Deemed to be Universities, 37 are Government controlled and 89 Institutions are privately controlled, Out of 89 Privately controlled institutions, 12 are receiving fully/partially grants from UGC/State Govt. and 2 Institutions are established under PPP mode. List of Institutions Deemed to be universities as on 31.3.2019 at **Annexure I**.

These Deemed to be Universities are presently regulated under the provisions of UGC (Institutions Deemed to be universities) Regulations, 2019.

PRIVATE UNIVERSITIES

Private Universities are established by the Acts of the respective State Legislatures. At present, there are 334 State Private Universities (as on 31.03.2019) functioning in the country.

The Private Universities are regulated by UGC through UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003, as amended from time to time. State wise list of private universities as on 31.03.2019 at **Annexure –II.**

State-wise distribution of private universities as on **31.03.2019**

S. No.	State	No. of Private Universities
1.	Andhra Pradesh	05
2.	Arunachal Pradesh	08
3.	Assam	06
4.	Bihar	07
5.	Chhattisgarh	11
6.	Gujarat	34
7.	Haryana	22
8.	Himachal Pradesh	17
9.	Jharkhand	14
10.	Karnataka	17
11.	Meghalaya	08
12.	Mizoram	01
13.	Madhya Pradesh	33
14.	Maharashtra	13
15.	Manipur	02
16.	Nagaland	03
17.	Odisha	06
18.	Punjab	15
19.	Rajasthan	51
20.	Sikkim	04
21.	Tripura	01
22.	Uttar Pradesh	29
23.	Uttarakhand	17
24.	West Bengal	10
	Total	**334**

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INDIAN INSTITUTES OF MANAGEMENT, INDIAN INSTITUTES OF SCIENCE EDUCATION & RESEARCH AND INDIAN INSTITUTE OF SCIENCE

Indian Institutes of Management, Indian Institutes of Science Education & Research and Indian Institute of Science

1. There are 20 Indian Institutes of Management (IIMs) under the administrative control of the Government of India (Ministry of Human Resource Development). The details of these IIMs are given as under:—

   a) **1st generation IIMs (established between 1961 and 1996):** At Ahmedabad, Kolkata, Bangalore, Lucknow, Indore and Kozhikode).

   b) **2nd generation IIMs (established between 2007 and 2011):** At Shillong, Rohtak, Raipur, Ranchi, Tiruchirappalli, Udaipur and Kashipur).

   c) **3rd generation IIMs (established between 2015 and 2016):** At Amritsar, Sirmaur, Bodh Gaya, Sambalpur, Nagpur, Visakhaptnam and Jammu).

2. With enactment of the IIM Act, 2017, the IIMs have attained full autonomy and become "Institute of National Importance". IIM Rules, 2018 under the IIM Act, 2017 have been notified in the Gazette of India on 05.12.2018.

3. The Union Cabinet on 5th September, 2018 approved a total cost of ₹ 3775.42 crore (₹ 2999.96 crore as Non-Recurring Expenditure and ₹ 775.46 crore as Recurring Expenditure) for establishment and operationalization of permanent campus of seven new 3rd generation IIMs.

Each of these IIMs will construct on an area of 60384 sqm, having complete infrastructural facilities for 600 students in each IIM. Recurring grants to these institutes have also been approved @ ₹ 5 lakh per student per year for 5 years.

4. A number of courses like PGP, EPGP, MDP, FPM, etc. are available for students in all IIMs. 5158 students have been enrolled in these institutions in the academic year 2018-19 with faculty strength of 824.

Indian Institute of Science, Bengaluru

"The Indian Institute of Science (IISc.), Bangalore, a premier Institute of higher learning and research, was established in 1909, under the Charitable Endowment Act, 1890, coming under the purview of the University Grants Commission (UGC) Act, 1956. Governed by the Council of IISc, the Institute lays balanced emphasis on the pursuit of basic knowledge in Science and Engineering, as well as on application of its research findings for industrial and social benefits.

The Institute houses one of the largest computing facilities in any academic institution in the country and also holds the best library collection in the fields of science and engineering. The Institute has established the Centre for Nano Science and Engineering, which also houses the National Nano Fab, a facility for research and development that is among the best such academic facilities in the World. Further, a Centre for Brain Research is coming up on the IISc campus, for

conducting research on diseases of the ageing brain. As per the National Institutional Ranking Framework (NIRF) of MHRD, the Institute ranks as the No. 1 University in India. Also, Times Higher Education (THE) ranks IISc as top Indian educational institution in the world, and at 14 among 200 universities in BRICS and Emerging Economies."

Indian Institutes of Science Education and Research (IISER)

Indian Institutes of Science Education and Research (IISER) have been envisaged as new institutions devoted to science education and research, with particular emphasis on basic sciences. These institutes are required to provide quality science education at the undergraduate & postgraduate levels and also carry out research in frontier areas of science. IISERs have also been declared as the Institutes of National Importance under the National Institute of Technology, Science Education &Research (NISER) Act, 2007.

Five such institutes have already been established at Kolkata (2006), Pune (2006), Mohali (2007), Bhopal (2008) and Thiruvananthapuram (2008). Two more institutes- IISER, Tirupati and IISER, Berhampur have been established in 2015 and 2016 respectively. The construction of the permanent campuses for IISER Tirupati and Berhampur

has now started and work is progressing. The Institutes have top end laboratory facilities in biology, chemistry, physics, earth sciences and many inter-disciplinary facilities.

Around 10,000 students are studying in various IISERs presently. The total faculty strength is 583.IISERs are aligning their curricula to changing academic priorities and from the academic year 2019-20, full-fledged degrees & minor options in Data Science, covering Artificial Intelligence, Data Analytics & Machine Learning are being introduced. IISERs currently offer and will be offering more optional courses in many applied science subjects in order to enhance the employability of graduates and post graduates, as also to lend social relevance to research. Some of the major applied sciences subjects on offer are: Infectious diseases and Epidemiology, Bio-statistics, Chemistry, Energy & Environment, Hands-on Electronics, Quantum Computation & Quantum Information, Materials for Purification of Water, Cognition, Clean Environment, Space Science, Environment Science, Forensic Science, Physics of Atmosphere & Ocean, Medicinal Chemistry, Applied Plant Biology, Mineralogy & Petrology, Forensic Science, Cryptography, Recombinant DNA Technology, Cancer Biology, Computational Fluid Dynamics, Molecular Spectroscopy and about 20 other applied subjects across the 7 IISERs. More than 60 research projects have been completed by IISERs which are socially relevant.

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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.

IGNOU offers academic support to students through a three tier students support network which comprises Headquarters at New Delhi, 67 Regional Centres (RCs) (9 RCs in North-East States 47 RCs in rest of the India, 11 Recognized Regional Centres established in collaboration with the Indian Army, the Indian Navy and Assam Rifles (six in Indian Army, four in Indian Navy and one in Assam Rifles), and more than 3,430 Learner Support Centres spread across the country, out of which 357 Study Centres were established in the reported period. IGNOU established Special Study Centres to ensure access of higher education to the marginalized and disadvantaged section of the society. The University established 22 Special Study Centres for jail inmates, one for minority and one in rural areas in the reported financial year, the cumulative numbers of Special Study Centres was about 493 spread across the country. Counselling and academic support to individual student is provided through approximately 63,869 part-time counselors engaged at Study Centres. In current financial year more than 52 orientation programmes have been organized so far to train 1,002 new counselors.

The University has staff strength of 501 Teachers/Academics and 1,345 Technical/Administrative Staff. The Ministry of Human Resource Development sanctioned grants of Rs. 75 Core during 2018-19.

IGNOU offers 243 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies. The university launched four academic programmes, namely Diploma in Event Management; Post Graduate Certificate in Acupuncture; Certificate in Korean Language and Culture, and Certificate in Japanese Language.

The University follows two annual academic cycles for its academic programmes, which are January to December and July to the following June. Regional Centres are the nodal points for admission. The University introduced online admission system in July 2015 admission cycle so that admission aspirants can enroll in IGNOU without visiting Regional Centres

of the University and Bank. The enrolment strength in the July 2018 admission cycle was 7,33,999; out of which 44.4% were female students, 16.5% SC students, 11.2% ST students, 16.7% OBC students, 38.5% students reside in rural areas, 3.2% students reside in tribal areas. Trend in enrolment indicates that the cumulative enrolment in July and January admission sessions (under finalization) in the reported period would be around 10.5 lakh. The University has about 3.0 million students on-roll in its various academic programmes. The University needs to make arrangements at mega scale for delivery of learning and assessment of students' performance. The University published 169.4 lakh blocks of instructional materials to meet requirements of learners during the reported period. The university dispatched 33 lakh course packets to students through central dispatch system in the headquarters. The summative assignment of performances of students in the form of Term-End-Examination (TEE) is held twice in a year in the months of June and December. In July, 2018 Term End Examination, over 5.6 lakh students appeared in 1,547 courses across 926 Examination Centres, which included a striking number of 99 Jail Centres and 18 International

Centres. Similarly, almost equal numbers of students appeared in Term-End-Examination held in December, 2018 appeared in 1,533 courses across 860 Examination Centres, which included a striking number of 105 Jail Centres and 17 International Centres. The University conferred 2,11,129 awards to successful students in the 31st convocation held in the reported year (198 Ph. D, 31 M. Phil, 73,263 Master, 86,076 Bachelor, 41,665 Diploma and 9,896 Certificate levels).

The Library collection of the University comprise 1.51 lakh printed books at the Central Library at Headquarters and 2.51 lakh printed books at Libraries situated at Regional Centres and Study Centres. E-resources (e-journals/e-books) are remotely accessible to research scholar, staff and faculty, spread across Headquarters, Regional Centres and Study Centres. The university provides remote access of 75 thousand journals and 1.7 thousand books in digital form to 2135 users including faculty, academics, other staff and research scholars.

Development of faculty and administrative staff of the Open & Distance Learning is a regular activity of the University. Employees and research scholars of ODL institutions at national and

Workshop on Design and Development of Online Courses: Capacity Building November 12– 14, 2018

international levels are the beneficiaries of this initiative. Staff Training & Research Institute of Distance Education (STRIDE) of the University is national level institution engaged in training of the staff, it conducted a refresher programme of 21 days on ODL; Research methodology; Media and Technology for teachers and academics of the University. 30 teachers and academics of IGNOU participated in this refresher programme. STRIDE also conducted three days workshop titled "Design and Development of Online Courses: Capacity Building" attended by 22 teachers/academics of the university. The university trained/oriented 93 administrative staff through three workshops on Financial Management for E-Governance and RTI. Discipline specific workshop and seminars are regularly organised by specific School of Studies and other academic/research units of the university.

Multimedia, Gyan vani and Gyan Dharshan

The university is the nodal centre for managing Gyan Darshan 1 and 2 channels and Gyan Vani FM education radio stations spread across the county. Gyan Darshan and Gyan Vani are managed in collaboration with academic and training institutions. The multimedia support to the students is provided through Audio/ Video educational programmes. The University developed 216 new audio programmes with cumulative number of 2,788 and 53 new video programmes with cumulative number of 4,859 in the reported period in addition of 100 hours of Gyan Darshan teleconferencing and 334 session of IRC conferencing. The University singed an MOU with All India Radio (AIR) for operationlization of Gyan Vani 10 KW FM radio station from 37 cities on 9th December 2016, it was followed by renewal of Wire Less Operating license (WOL) for 37 Gyan Vani stations with the Ministry of Communication & IT on 18th September 2016.

Gyan Vani Delhi's Test transmission started on 10th January, 2017 transmission, it is followed by resuming of transmission from six other radio stations situated at Varanasi, Hyderabad, Lucknow, Nagpur, Aurangabad and Pune; rest of 30 Gyan Vani stations will be started shortly. The University introduced internet based interactive audio counseling/web radio service titled as Gyan Dhara. An MOU was signed between IGNOU and Doordarshan to facilitate re-activation of Gyan Dharshan Channel (An educational TV Channel). The MHRD offered 12 MELT vehicles (VSAT enabled mobile learning teaching terminals) for mobile learning at the doorstep of learners. Out of 12 vehicles two MELT vehicles have been made operational for ENG coverage after making necessary modification in the vehicles.

Distance Education Programmes for Teachers

Indira Gandhi National Open University is pioneer in using technology in offering training to in-service teachers through Open and Distance Learning (ODL) mode without displacing them from their place of work and home. IGNOU entered into a MoC with Sarva Shiksha Abhiyan (Now known as Samagra Shiksha), Government of Jammu & Kashmir for training of around 20,000 untrained teachers of the State offering them B.Ed. programme under the Regional Centre Jammu in the reported period; 19,909 untrained teachers enrolled and 119 new study centres established for this purpose during 2018-19. The initiative trains all the untrained teachers of the State. Earlier, the University entered into collaborations with the Governments of five North-East States (Manipur, Tripura, Arunachal Pradesh, Sikkim and Mizoram), Uttrakhand and Kendriya Vidyalaya Sangthan (KVS) for imparting training to in-service teachers of these States and KVS through Diploma in Elementary Education (D.El.Ed), Diploma in Primary

Teaching (DPT) and Certificate in Primary Teaching (CPT) programmes.

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/ steps to reach out to women learners especially in remote and rural areas by establishing special study centres for women. At present, the university has 34 study centres exclusively for women. The School of Gender and Development Studies aims at achieving gender justice and equity through the academic programmes and training in the area of women's and gender studies and gender and development studies. Gender and Development Studies examines the existing gender gap and addresses the issue of gender disparity. Women's and Gender Studies analyses the status of women and other genders in society with the objective of promoting deeper conceptual understandings of the factors which determine their position in society and ways to redress these through theory, critical analysis, praxis, research and practicum. The University offers two research programmes (Ph.D.) in "Women Studies" and "Gender and Development Studies" apart from five academic programmes at Masters, PG Diploma, Diploma and Certificate levels to achieve gender justice and equity. Six academic programmes at PG Certificate level in this area are under development.

The School envisages the launch of technology-enabled learning/training initiatives through innovative online (blended) programmes/ packages/modules derived from existing programmes and new skilled based (praxis) modules/ initiatives in Gender sensitization. Expansion of learning/training initiatives, digitization of learning materials and provision of interactive learning materials would constitute major thrust areas. The University introduced Web

based additional academic supports to learners in academic programmes in the discipline of Gender and Development especially in areas with limited enrolment a strategy was developed to provide web based academic support in addition to counseling at Learner Support Centres. The university introduced the online interactive forum to accomplish this aim.

The University has created a Women's and Gender Resources (WiNGS) Space to access books, documents, e-resources, monographs, reports and audio-visual material in the area of women's and gender studies which will be open to anyone in the University. There is provision of organizing training sessions, seminar and workshops on gender related issues. The University has established a network of Special Study Centres for women under the aegis of the Regional Services Division.

IGNOU's Initiatives for Educational Development in Special Category States

IGNOU has taken special initiatives for the development of higher education to make it easily accessible to students of the underdeveloped, difficult, remote and minority dominated special category states including, the north eastern states, Himachal Pradesh, Uttarakhand and Jammu and Kashmir. The initiatives began with the establishment of IGNOU Regional Centres in all these states. Since then, the University has contributed significantly to the establishment of a network of open and distance learning centres in the mentioned special category states supplementing the conventional forms of education.

Educational development of North East Region

The Government of India (GOI) has allocated 10% of the plan grant for educational development of the North-East Region (NER). IGNOU facilitates

expansion of educational development in NER by providing opportunities of higher education, training, skill development and other initiatives through Educational Development of North East region Unit (EDNERU). The unit was initially established under the North-East Project (NEP) in the year 2000, by MHRD with a grant of Rs 8 crores, under the Prime Minister's non-lapsable funds. NEP was envisioned to enhance access and equalize educational opportunities in the NER. Since then EDNERU has made significant contribution for educational development through its network of 9 Regional Centres (RC) and 525 study centres across 8 states in the NER. Presently, about 6.8 percent of the University's enrolment comes from the North-East Region. The EDNERU functions as a distinct unit, within the overall supervision of the Regional Services Division (RSD). The North-East Council for IGNOU Regional Centres (NECIRC) focuses on the development of the North-East Region having mandated to evolve strategies for overall educational development of the North-East Region. A Nodal Office for NECIRC is at RC Shillong and the Regional Director of RC Shillong coordinates operations of the NECIRC

as Convener. Five days training programnme in Skill development for unemployed women and youth was organized by RC Aizawl from 27th August to 31st August 2018 which trained 50 participants in the area of food/fruit processing.

Policy on Assessment & Accreditation of ODL Institutions, an initiative of NAAC

The Ministry of Human Resource Development (MHRD), Government of India and the UGC, took the initiative to develop a Scheme for Assessment and Accreditation and Accreditation (A&A) of Open and Distance Learning (ODL) Institutions of the country. National Task Force on Assessment and Accreditation of ODL chaired by Prof. Nageshwar Rao, the then Vice Chancellor of Uttarakhand Open University. This Task Force entrusted the Centre for Internal Quality Assurance (CIQA) of IGNOU with the task of compiling the draft manuals for Open Universities and Directorates of Distance Education functioning under Dual Mode Universities and conducting national consultations for finalizing the Manuals. CIQA, IGNOU organized two national level consultations and the meeting of the NTF in collaboration with NAAC.

Meeting of NTF members held on 27th November 2018 at IGNOU, New Delhi

International Operations and Collaborations

On the international front, IGNOU has focused on collaborations with foreign institutions for enrolling and facilitating students, undertaking joint research projects and conducting capacity building workshops. The University has international presence through Overseas Study Centres (OSCs). IGNOU has its reach in 10 countries through 12 Overseas Study Centres (OSCs). The cumulative enrolment of international students is 71,318. During 2018-19 the university enrolled 1,714 foreign students and the revenue generated in Rs. 4.6 Crore.

International delegations from Iran, Russia and Egypt visited university for exploring possibility for academic collaborations. There is educational visit of administrators of Institutions of Higher Education from Myanmar.

Promotion of schemes and programmes of the Government

IGNOU has made significant contribution for expanding the outreach to rural, remote and hitherto unreached areas by its proactive participation in schemes and programmes of the government.

Unnat Bharat Abhiyan:

The Unnat Bharat Abhiyan is a programme for upliftment of rural India, launched by the Ministry of Human Resource Development, Government of India. This collaborative programme aims to establish a connect between professional and other higher educational institutions and the village communities for creation of 'sustainable village clusters' as envisioned in the idea of Mahatma Gandhi's Gram Swaraj. The programme aims at enabling higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth.

It also aims to create a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India. In tune with the mission of selecting suitable rural clusters for holistic development through technology and resource inputs, IGNOU has effectively taken up the task.

Indira Gandhi National Open University has special focus on rural, disadvantaged and marginalized section of the society through offering cast effective, learner centric and quality education. In pursuance of the directives of MHRD and to attain the objective of Unnat Bharat Abhiyan Indira Gandhi National Open University has joined this mission and adopted 92 villages through its 56 Regional Centers across India. Varieties of activities and initiatives have been carried out in the adopted villages by the functionaries of the Regional Centers in collaboration of its learner support centers, volunteers, NGOs, civil and district administration etc.

These activities includes up liftmen of livelihood of villagers, awareness campaign about health related issues, organizing free health check up camp, cleanliness drive, meeting with elderly people to persuade young generation towards education, digital literacy , conducting meeting with women to deliberate and orient them for maintaining health and hygiene in day to day affairs, livelihood support, economic growth, agriculture and entrepreneurship with the help of district collectors, block development officers, Gram Sabha and Gram Panchayat and other civil administration and NGOs etc.

Regional Centers in Bihar and Jharkhand celebrated special occasions like Gandhi *Jyanti*, Christmas day etc with the school going children

in adopted villages and organized drawing and painting competition and distributed prize and certificates. In cleanliness drives Regional Center distributed dustbin and brooms to the villagers to sensitize them in participation of *Sawach Bharat Abhiyan*. Similarly other Regional Center initiated hand washing and nail cutting campaign among 5-12 age group children in the adopted villages and the officer and functionaries of the Regional Centers have demonstrated before the children and asked them to repeat. Small soap was also given to the children for using it at home for hand washing and 5 nail cutters were given to school teachers with request to use for cutting nails of the children on weekly basis. The objective of holding this campaign at a poor tribal dominated village was to create awareness among the children about the benefits of hand hygiene.

Regional Center in Tamil Nadu and Kerala promoted IGNOU agricultural programme among the women villagers in the agricultural fields yards to create awareness on organic farming in general and bee keeping in particular. While other Regional centers have participated in *Hasthkala Sahyog* programme and enrolled a number of learners from weaver community in BPP and other certificate academic programme of IGNOU. They also established special LSCs in the villages and used MeLT Van to provide practical facilities.

Regional Center in Uttar Pradesh and Haryana in collaboration with other agencies and NGOs engaged in preparing skill based facilitation programme for learners in addition to conduct health Checkup camp in coordination with the hospitals and doctors. Pro-Bono courses (12 weeks) for 8th standard pass out to graduate in the age group of 18-30 years initiated by ICICI Skill academy in coordination with RC Karnal can be cited as example. The academy is also interested to offer skill based short term training programme

to IGNOU learners free of coast. To provide opportunities and employment Regional Center also organized job fair in collaboration with other companies and provided job opportunities to the learners.

To overcome social outreach Regional Centers through its large network of LSCs conducted workshops and hands on training on variety of themes in many part of rural India, Jails and tribal areas like digital literacy, first Aid, personality development, English language and empowerment programme etc. RC Vatakara can be mentioned as example wherein basic greetings with family friend and neighbor were introduced among jail inmates in Kannur apart from conducting workshop on first Aid on the World Health Day. Similarly English training programme was organized in association with English Language Teachers' Interaction Forum (ELTIF) for the teachers of tribal students inside Kannavam forest. English language skills were imparted using the local cultural traits, songs and play. Regional Center Vatakra conducted special programme and counseling for mentally challenged persons with the help of NGOs and counseling their parents.

Regional Centers through its network and in coordination with other agencies, civil and administrative bodies and NGOs putting best efforts to bring the rural and remote people into main stream in general and attaining the mission and vision of Unnat Bharat Abhiyan in particular.

Village women participating in Unnat Bharat Abhiyan at Dhamtari under Regional Centre Raipur on 13th September 2018

Swachha Bharat Abhiyan

In pursuance of the objectives of the Swachh Bharat Mission launched as a national movement on 2nd October 2014. These activities ranging from direct participation in Swachhta Abhiyaan, Awareness meet at the villages, Sensitization Programmes for students and public.

'Swachhta Hi Sewa' campaign on 2nd October, 2018 in Morni Hills, Panchkula

Government has launched the Swachh Bharat Summer lntemships-2018; jointly launched by the Ministry of Human Resource Development (MHRD) in association with the Ministry of Drinking Water and Sanitation; aiming at enrolling the students for developing their skill and orientation for sanitation related work and make Swachh Bharat Mission a janandolan. Under this, the students are invited to select a village of their choice, and work with the village community for building a lasting system for improving the overall sanitation and hygiene in the village. It is expected that each student would devote at least 100 hours to Swachhata. 278 students registered under Swachh Bharat Summer Internship Programme. They performed voluntary work covering various aspects of the internship under different regional centres of the university.

Initially Regional Centres have conducted awareness meeting with students to sensitize them about the internship programme. Most of the Regional Centre has designed posters and shared with their students through social media and official website of respective regional centres. Major activities under this initiative are :

1. Information-Education-Communication activities like increasing the awareness of people about sanitation related issues that triggers a change in sanitation related behaviour, behaviour around open defecation, hygiene practices; solid/ liquid waste management etc.

2. Organized sensitization campaigns on better sanitation practices like using a toilet, hand washing, health and hygiene awareness, Nukkad Nataks, song and dance performances on Swachhta, Door to door meetings towards behaviour change with respect to sanitation, Village / School-level Rallies to generate awareness about sanitation, Plantation activity.

3. Waste collection drives in households like segregation of solid waste into non-biodegradable and biodegradable waste

4. Mobilized community and panchayat to build compost pits, interacted with Panchayats draw up plans for installation of biogas plants

5. Cleaning of streets, drains and back alleys through awareness drives, Distribution of dustbins in villages etc.

Out of 278 volunteers enrolled, 22 interns had successfully completed the Swahh Bharat Summer Internship and they have posted YouTube video, photographs etc on the Swachh Bharat Summer Internship website (sbsi.mygov.in) towards dissemination of the work carried out by them.

IGNOU has taken number of activities with the support of its Regional and Study Centres. Some of the wide ranging activities which were performed as a part of mission were as follows:

Regional Centre Name	Village/District	People/Families Covered
Agartala	1. Hezamara Block of West District 2. Durga Chowmuhani Block of Dhalai District, Tripura	1. Hezamara Block of West District population-35,628. 2. Durga Chowmuhani Block of Dhalai District, Tripura population -10,832
Aligarh	Kashimpur, Dist- Aligarh	Approximately 200
Bijapur	Lohagaoun, Bijapur	Approximately 500
Chandigarh	Various Learner Support Centre's in Chandigarh City	Approximately 100
Cochin	AYYAMP UZHA Village, Angamali Taluk in Ernakulam (districts) Kerala	Around, 500 peoples of 100 Families
Delhi-3	Ramphal Chowk and Surrounding Areas of Palam village. South West Delhi.	All those who came across were sensitized about the Swachh Bharat Mission and were impressed upon for maintaining cleanliness and hygiene in their homes and surrounding areas
Gangtok	ChalisayBustee (EAST District)	300 – (Population of the selected village)
Hyderabad	Regional Centre office Building premises located in Medchal District of Telangana State	20-25 People

Regional Centre Name	Village/District	People/Families Covered
Jabalpur	Pachepedi Area of Jabalpur Dist	Around 600
Jaipur	Village Khora Meena, Amber District Jaipur and Village Singwada, District Dausa	Approximately 1000 people/ families, Gram Panchayat members, Sarpanch, ward members, School students etc are covered under different activities of Swachh Bharat Abhiyaan in Village panchayat Khora Meena, Amber District Jaipur and approximately 500 people /families, Gram Panchayat members, sarpanch, ward members, villagers, School students etc are covered under different activities of Swachh Bharat Abhiyaan in Village panchayat Singwada, District Dausa.
Jammu	Kothey, Chak, Jagtu, Chak Tara, Rakh Nagbani and Manyal Brahmana (Dist Jammu) Batla Deonia, Chilla Danga & Dhalot (Dist : Samba) Airwan &Taraf Bala (Dist-Kathua)	RC Officers and staff interact with the local people passing by and inform them about the advantages of cleanliness.
Karnal	Study Centre's located in Karnal and Hisar	Approximately 100
Khanna	Bulepur, Tehsil- Khanna, Distt: Ludhiana	Approximately 1000 people
Kolkata	Parulia, South 24 Parganas	About 15 families
Madurai	Puliyangulam Village, Madurai District and Alanganallur Village, Madurai District	Around 500
Mumbai	Ghatkopar and Ullashnagar	Around 100
Nagpur	Regional Centre Premises, Dist Nagpur	Approximately 40 families
Noida	Bhatiana, District – Hapur	Approximately 340 families
Patna	Goregawn, Near Danapur, Dist. Patna	Approximately 100 people
Rajkot	Regional Centre Premises, Dist Rajkot	Approximately 25 people
Saharsa	Nariyar (Dist- Saharsa), Arthaha (Dist- Madhepura)	Approximately 100 people
Shillong	Mawlai, East Khasi Hills	10
Shimla	Poabo (Block Mashobra), Distt. Shimla	300 (approximate population)
Srinagar	Kursoo Raj Bagh	28

Regional Centre Name	Village/District	People/Families Covered
Trivendrum	Mudavanmugal - Health Centre, Trivandrum and Muttathara Village	100
Varanasi	Pakhanpur, Mirzapur, Ghazipur	Approx. 50 families
Vatakara	Chorode Panchayath including Regional Centre premises &AzhiyoorGramapanchayath (Dist- Vatakara)	150
Vijaywada	Regional Centre Premises	25

Name of village or neighbourhood adopted by institution under Swachh Bharat Abhiyaan:

The university organized two days international conference on Environmental and Ecological Sustainability. The chief guest was Dr. Rajendra Singh popularly known as waterman of India. One Scholar was conferred Ph.D. degree in climate change and sustainability livelihood in a semi arid area of Rajasthan.

International Conference on 'Environmental and Ecological Sustainability: Engaging the Stakeholder' 4-5 October 4, 2018

Swachh Campus Ranking Award- 2018

Indira Gandhi National Open University has been awarded Fifth rank in Swachh Campus Ranking 2018 of Higher Educational Institutions under University (Non Residential) category by Ministry of Human Resource Development (MHRD), Government of India. Besides this, university was also awarded with Swachh Campus Ranking 2018 for maintaining, promoting and encouraging culture of Swachhta in Higher Educational Institutions in the Country.

Prof. Nageshwar Rao, Vice Chancellor IGNOU Receiving Swachh Campus Ranking Award from Hon'ble Minister of HRD Government of India

Endeavour for Innovations

On the recommendations of the Ministry of Human Resource Development; the university constituted Institution's Innovation Council (IIC). The aim of the IIC is to systematically foster the culture of Innovation through multitudinous modes leading to an innovation promotion eco-system at IGNOU. Till January 2019, two workshops have been held under the aegis of IIC. A workshop on "Intellectual property Rights" was organised on December 13, 2018 and a one-day workshop on "Cognitive Skills, Design Thinking and Critical Thinking" was organised on January 17, 2019.

The university instituted the "Student Innovation Award" to be given every year to first three innovator students across the country. In 2018, four best entries, with one consolation prize, were selected for the Award. The student innovators were awarded on the occasion of the Foundation Day of IGNOU on 19th November, 2018.

On the directions of the Ministry of HRD, an Innovation Club was established in the university with aim of creating a culture of innovation among the faculty members, staff and IGNOU students both at the IGNOU headquarters and the Regional Centres spread across India. Its objectives include generating awareness about creativity, innovations and IPR, among the faculty members, staff and IGNOU students both at the IGNOU headquarters and the Regional Centres spread across India. There are eighteen (18) established innovation clubs at the Regional Centres across India contribute in identifying grass-root level innovations by the faculty and the students of IGNOU, creating a network of innovators and a culture of innovation at the Regional Centres as well as at the study centres. The InnovationClub@IGNOU organised periodic brainstorming meetings, Seminars and workshops of the members in the reported period. A half -day Seminar on Developing a Mobile App for IGNOU Students was held on 16 May

Recipients of Student Innovation Award from Prof. Takwale, Former Vice-Chancellor IGNOU.
Also seen is Prof. Nageshwar Rao, Vice Chancellor, IGNOU

2018. A half-day workshop on "Leadership in Innovation" was conducted on 18th July 2018. A brainstorming meeting of the Innovation Club@ IGNOU was held on 26th October, 2018 with the main objective of having a discussion on the topic "Swacchha Bharat: Innovative Initiatives of IGNOU". To share and disseminate innovative ideas and innovative practices, the Centre brings out an eNewsletter 'ennovate' with articles/ contributions from the NCIDE faculty, IGNOU faculty and eminent experts.

The university developed innovative pedagogy in styles of content presentation, and strategies of instructions, self-assessment and delivery for Certificate in Health Care Waste Management Programme including development of an integrated Web Support portal. A mobile application- 'IGNOU e-Content' was developed and made available to students to permit access to course material through their Smartphone anywhere anytime.

SWAYAM

IGNOU as national coordinator for SWAYAM MOOCs Project for Diploma and Certificate level courses facilitates development of SWAYAM MOOCs. 24 courses having 320 hours of video component are developed and delivered through SWAYAM enrolled by 30856 learners. 44 MOOC courses are in different stages of production.

The University coordinated the design and development of Expression of Interest (EOI) Application and hosting on IGNOU website. It also provides training of faculty for interested faculty on "how to develop a proposal for SWAYAM MOOCs through EOI".

SWAYAM PRABHA

IGNOU is also national coordinator for five channels of SWAYAM PRABHA, the DTH channel initiative of Government of India.

IGNOU has been allotted five channels viz-a-viz.

Channel No and Channel Name	Total Videos produced till date (in Hrs)
Channel 23: Liberal Arts and Humanities	128
Channel 24: Agriculture (Vocational) and Allied Sciences	86
Channel 25: Culture	38
Channel 26: State Open Universities (SOU)	349
Channel 32: Teacher Education- Vagda	250

Two days workshop on SWAYAM and SWAYAM PRABHA was organized jointly by IGNOU and Krishna KantaHandiqui State Open University (KKHSOU) during June 28-29, 2018. It was attended by 50 faculty members of various schools of KKHSOU.

Social Media (SM) Group for SWAYAM and SWAYAM PRABHA has been created as per directions of MHRD to feed regular updates on Twitter, Facebook and WhatsApp.

E-Gyankosh

IGNOU has redesigned and reactivated its popular Educational Resource portal e-GyanKosh with enhanced features. This repository facilitates the learners to search and access the Self Learning Material of more than 227 Programs offered by IGNOU. The repository can be accessed at e-Gyan Kosh portal. (www.egyankosh.ac.in).

Gyan Dhara

Gyan Dhara is an internet audio counseling service offered by IGNOU. Students can listen to the live discussions by the teachers and experts

on the topic of the day and interact with them through telephone.

Promotion of Vocational & Skill Based Education

The University offers continuing education programmes in various vocational and skill areas. These programmes are beneficiary for updating of knowledge and skill of employed students as well as fresh job seekers. The University prioritizes strengthening of linkages with industries and other academic institutions. The University constituted a task group for vocational/skill-based educational interventions in Undergraduate programmes and is in the process of bringing changes in curriculum of Undergraduate programmes on the basis of outcomes of the task group; it will also meet the requirements of the Choice based Credit System (CBCS) of the UGC. The University periodically reviews and updates curriculum of academic programmes to meet changing knowledge and skill requirements of industries and job market. The University proposed to develop B.Voc programme focusing on regional relevance, in accordance with NSQF and Choice-based Credit System (CBCS) guidelines. The university signed an MOU with DGHS for training healthcare functionaries in Bio-Medical Waste Management; Similarly an MOC was signed with INMAS, DRDO for developing and offering specialized technical distance learning programmes for Armed Forces, Paramedical Forces and Civilians. in the reported period. The university signed an MOU with MoHFW for development and launching of 10 Certificate Programme under Skill based training; a Skill Training Cell has been established for this purpose.

The training Cell of the university at Bhopal made special effort in training of youths from underprivileged section of the society as domestic workers. First batch of 25 youths were trained under this initiative. The university also introduced one year PG Diploma in Hospital Operations under this cell; youths from different sections and especially from tribal and underprivileged community have been benefited and subsequent got placement.

The university launched a MOOCs programme on Awareness programme on Solar Water Pumping System (APSWP) through SWAYAM in collaboration with International Solar Alliance (ISA) for farmers. Four MOOCs were already in offer in previous years in vocational areas in agriculture sector i.e. Poultry Farming, Food Laws and Standards, Technology of Fermented, Cheese, Ice-cream and By-products and Indian Agricultural Development. The university organized four training programmes under Food Safety Training and Certification (FOSTAC) training initiatives of Food Safety and Standards Authority of India (FSSAI) in the area of food safety for the Food Safety Supervisors in the areas of Basic and Advance Manufacturing.

The university organised a Model Training Course (MTC) on "Development and Delivery of Agriculture Extension Contents using Digital Technology". The training course was sponsored by the Directorate of Extension (DoE), Department of Agriculture, Cooperation & Farmers Welfare, Ministry of Agriculture and Farmers Welfare, Government of India. A total of 20 participants from State Departments of Agriculture, Krishi Vigyan Kendra (KVKs), ICAR institutes and State Agricultural Universities participated in the training course.

Union Bank of India and Bank of India had circulated to all its branches/offices pan-India advising the officers and other employees, who are involved in implementation of Office Language Act, to undergo training in translation through IGNOU's PG Diploma in Translation programme.

**Participants of Model Training Course (MTC) sponsored by the
Ministry of Agriculture and Farmers Welfare, GoI**

Initiative of IGNOU in the State of Rajasthan for Skill Development

IGNOU Regional Centre Jaipur took a new initiative with Directorate of Higher Education, Government of Rajasthan, for enrolment of students in one of 26 Certificate programmes of IGNOU as part of skill development initiative of Government of Rajasthan. The scheme envisaged skill development of the UG and PG degree students of Government Colleges of Rajasthan with short term programmes of IGNOU through RCs Jaipur and Jodhpur. 18,944 students have been enrolled and 55 new study centres are established under this initiative this year.

Campus Placement

The University provides opportunity for continuing lifelong education for employees in organized and unorganized sectors; hence a large group of students of the University are already employed and joined IGNOU to update their knowledge and skills. The University makes its best efforts to provide better job opportunities for its successful students. During the year, the University closely worked with Corporate Organizations as well as HR Agencies for the placement of IGNOU students and alumni and organised eight Campus Placement Drives at headquarters; 2354 students attended these drives out of which 620 were shortlisted/ selected.

Students participating in Campus Placement Drive

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. At present approximately 4,900 students with disabilities are enrolled and studying in various academic programmes on offer by the University. The type of disabilities of the enrolled students includes visual impairment, speech and hearing impairment, low vision and locomotor impairment. All sorts of support is provided to these students by IGNOU headquarter and Regional Centres for completing their studies with the help the nearest Study Centres.

The National Centre for Disability Studies (NCDS) has been set up exclusively for promoting advocacy, research and development in the field of Disability Studies and Rehabilitation. The university offers Ph.D. programme in Disabilities Studies; 11 students are enrolled in Ph.D. out of which 4 have been awarded degree and other three submitted thesis. To facilitate the students in completing their studies successfully, the University provides soft copies of study materials of selected courses to students having Visual Impairment and Low Vision and also conducting counseling for using soft copies through various software. The soft copies are provided on demand to students. The university established Equal Opportunities Cell to priorities resolving of issues of disabled students and other disadvantaged groups.

The training Cell of the university at Bhopal has initiated a new methodology for training of specially abled students. 35 Deaf and Mute students were trained in Certificate Programme in Housekeeping Operations.

The university telecast three teleconferencing programmes to spread awareness and also celebrated International Day of Persons with Disabilities at IGNOU every year by organizing painting competition, one day workshop on "Visual Made Verbal" and a teleconference

session on the topic "International Day of Persons with Disabilities". Shri Zorin Daud Singha, Former President, National Association for the Deaf delivered a lecture on "Challenges and Opportunities for Deaf Community in India" on 6th December 2018. Apart from this, one live Interactive Radio Programme was conducted at the Gyanvani channel on "Reading Options for Persons with Visual Impairment" and a brain storming meeting on 27th December, 2018 for creating universal accessibility of electronic and print study material of IGNOU.

Benefits for SC/ST students provided by IGNOU

The university established three tier network of students support service with Study centre as interaction window for students. The university established 26 Special study centres 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 Regional Centres regularly participate in local melas, festivals and visit schools and colleges for helping students in selecting courses/programs as per their academic, professional and vocational requirements.

The university offer scheme of fee reimbursement for SC/ST students enrolled in B.A., B.Com, B.Sc. and Bachelor Preparatory Programme (bridge course for joining undergraduate programme for those without formal education) in the reported financial year to enhance participations of SC/ST students in higher education. This scheme of fee reimbursement for SC/ST students is funded through SCSP/TSP grants components.

Commonwealth of Learning (COL)

1. The Commonwealth of Learning (COL) is an intergovernmental organisation created

by Commonwealth heads of Government to encourage the development and sharing of open learning/ distance education knowledge, resources and technologies. COL is helping developing nations in improving access to quality education and training.

2. COL works for use of technology in education and training through its international network of partner organisations. It extends help to 53 member nations of Commonwealth to realise widespread access to quality education.

3. COL is financed by Commonwealth government on a voluntary basis. India is a major donor. During 2018-19, MHRD has released Rs. 8.00 crore to COL.

4. India is represented on the Board of Governors and Executive Committee of COL through secretary, Department of Higher Education.

5. COL has located its Educational Media Centre for Asia (CEMCA) in India, located in New Delhi and joint secretary in charge of Distance Learning is a member on the Advisory of CEMCA.

COL has established Commonwealth Educational Media Centre for |Asia (CEMCA). CEMCA provides consultancies in capacity building and information resource and exchange mechanism in the region. 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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Scholarships

NATIONAL SCHOLARSHIP

Central Sector Scheme of Scholarship for College and University Students

Under the scheme, financial assistance is provided for pursuing higher studies to those eligible meritorious students who are above 80th percentile of successful candidates in the relevant stream from a particular Board of Examination, in class XII and having family income of less than Rs. 8 lakhs per annum. 82000 fresh scholarships are provided every year (41000 for boys and 41000 for girls) and have been divided amongst the State Education Boards based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year.

Disbursement Method

Direct Benefit Transfer (DBT)

The Central Sector Scheme of Scholarship for College and University Students is covered under the Direct Benefit Transfer (DBT) w.e.f. 1.1.2013 wherein the scholarship is disbursed directly into the bank account of beneficiaries. A statement indicating disbursal of scholarship with effect from 01.01.2018 to 31.03.2019 is at **Annexure-III.**

'Central Sector Scheme of Scholarship for College and University Students' has on boarded the National Scholarship portal www.scholarships.gov.in with effect from 1.8.2015. The eligible pass out students of the Academic Year 2015, 2016, 2017 and 2018 were required to apply online for fresh and renewal scholarship through the portal. Last date for receipt of online applications for the academic session 2018-19 was 31.10.2018, for verification by institutions and State Education Boards was 20.11.2018 and 30.11.2018 respectively.

Special Scholarship Scheme for Jammu & Kashmir

The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the State, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream. 5000 fresh scholarships are provided every year (2070 for General Degree Courses, 2830 for Professional Courses and 100 for Medical Courses). There is a provision of inter-changeability of slots, subject to shortfall in the number of General degree i.e. if there is shortfall in the general stream intake, then the shortfall number is converted to seats equivalent to engineering/medical stream (1 General stream = 0.58 Engineering stream/0.325 Medical Stream).

Scholarship is provided towards tuition fee and maintenance allowance. The rate of scholarship towards tuition fee for General Degree courses is Rs. 30,000 per annum, for Professional courses Rs. 1.25 Lakhs per annum and for Medical studies Rs. 3.0 Lakhs per annum. Fixed maintenance allowance of Rs. 1.0 Lakh per annum is provided

to all students under the scheme. Inter Ministerial Committee is constituted to oversee the implementation and monitoring of the scheme.

Eligibility criteria:

Students of Jammu & Kashmir having family income of less than Rs. 8.0 Lakhs per annum and having passed Class XII/Equivalent Examination from the State are eligible to apply under the scheme. Students who have secured admission outside the State either in allotted seats through centralized counseling as well as those students who have taken admission in Central Universities or Medical/Engineering Colleges based on Government conducted National level examination are eligible for award of scholarship**.** The students are required to apply online on the AICTE web portal– http://aicte-jk-scholarship.in/

New initiatives:

- Online allotment of seats based on students' merit and choice of institution in order of preference.

- One faculty member in each beneficiary institute has been appointed as the Nodal Officer for resolving the grievances and smooth disbursement of scholarship.

- Parental income ceiling criterion has been raised to Rs. 8 lakh per annum from Rs. 6 lakh per annum.

During the year 2018-19 (01.01.2018 to 31.03.2019) Rs. 185.78 crore has been released to All India Council for Technical Education (AICTE) for disbursing fresh and renewal scholarship.

CENTRAL SECTOR INTEREST SUBSIDY SCHEME (CSIS)

Objective of the Scheme: 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.

Coverage: The Scheme is intended to cover all those students belonging to EWS, with an annual parental/ family income up to Rs. 4.5 lakh per year. Under the Scheme, full interest subsidy is provided during the moratorium period (course period plus one year), on the educational loan up to Rs. 7.5 lakh, taken by the students having annual parental income up to Rs.4.5 lakh, from Scheduled Banks including Co-operative & Regional Rural Banks, under the Model Educational Loan Scheme of Indian Banks' Association (IBA). Canara Bank is the nodal Bank for this Scheme.

Eligibility: Students enrolled in professional/ technical courses from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional/ technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs) are eligible. 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.

New Initiatives: Disbursement of interest subsidy claims through Direct Benefit Transfer (DBT) mode.

Targets / Achievements: During the period from 01.01.2018 to 31.03.2019, an amount of Rs. 1,561.41 crore was disbursed benefiting 13.86 lakh beneficiaries.

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.

The 2nd Meeting of the Management Committee of Credit Guarantee Fund Scheme for Education Loans (CGFSEL) was held under the Chairmanship of Secretary (HE) on 12.10.2018 in New Delhi.

Central Government is the Settler for the Fund and National Credit Guarantee Trustee Company Ltd. (NCGTC) is the Trustee.

EXTERNAL SCHOLARSHIP

The Ministry of Human Resource Development facilitates the selection process of the candidates for the award of Scholarships offered by various countries under Cultural/Educational Exchange Programme for pursuing 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 .

The Ministry administers and funds 'Ms. Agatha Harrison Memorial Fellowship' which is a research-cum-teaching fellowship in the field of History/ Economics/ Political Science. The selected fellow is placed at St. Antony College, University of Oxford, UK. In the financial year 2018-19, Rs. 1.00 crore (Rs. One crore) has been allocated for External Scholarship. The budget was used to meet the expenditure on holding of selection committee meetings, payment of stipend, airfare etc.

The details of scholarships offered by various countries during the year 2018-2019 have been provided in the table below:

(From 01.01.2018 to 31.03.2019)

Sl. No	Country's Name	No. of Nominated Candidates	Accepted by Donor Country	Utilized
1.	South Korea	15	06	06
2.	China	80	75	53
3.	Italy	20	20	18
4.	Israel	14	04	01
5.	UK (CSFP) 2019	65	23	18
	UK (CSFP) 2020	52	Final result awaited	--
6.	New Zealand (CSFP)	02	01	01

In addition to the nomination for above mentioned scholarships, the Ministry also disseminated the information of the following scholarships on its portal and within the concerned universities/ institutions for its wider publicity and participation.

Sl. No.	Name of the Scholarship/Fellowship	Available for
1	2018 DUO-Sweden Fellowship Program	Undergraduate and graduate students
2	Brazilian Exchange Program for Undergraduate Students (PEC-G) for year 2019	Undergraduate degree
3	2018 Silk Road Scholarship under Chinese Government Scholarship Program (Tianjin University of Technology and Education)	Master's degree
4	USIEF 2019-20 Fulbright-Nehru, Fulbright-Kalam, and other Fulbright Fellowship for Indian Citizens	Degree courses
5	Japanese Government Scholarship [MEXT] Programme	Undergraduate, Master's and Doctoral Programme.
6	2019 Korean Government Scholarship Program (KGSP)	Undergraduate degree
7	Turkish Scholarship	Undergraduate and Postgraduate
8	Direct admission and scholarship by Lingnan University	Undergraduate
9	[ASEM-DUO] DUO-Belgium/Flanders 2019	Undergraduate and Master's (one semester or 4 months)
10	2019-20 Taiwan Government Scholarship Program and Huayu Enrichment Scholarship	Master's, Doctoral and Mandarin Language
11	Cyprus School of Molecular Medicine 2019-20 Scholarship	Master's and Doctoral

No Obligation to Return to India (NORI)

No Obligation to Return to India (NORI) certificate is required by a person who has gone to USA on J-1 visa. J-1 visa holders are required to return to their home country for at least two years at the end of their exchange visitor program. If someone is unable to return to one's home country for fulfilling the two-year requirement, one must obtain a waiver from Embassy /Consulate General of India in the USA. In order to enable the embassy to issue a "WAIVER CERTIFICATE", for the purpose of immigration, it is necessary for the applicant to obtain NORI certificate from the Ministry of Human Resource Development.

Since 27.02.2016 the applicants are required to apply online for NORI on the portal nori.ac.in. Inviting online applications has resulted in bringing transparency, accountability and timely delivery of the service. 1076 letters of "No Obligation to Return to India" (NORI) has been issued from 01.01.2018 to 31.03.2019.

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National Institute of Educational Planning and Administration

Brief Background of the NIEPA

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

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.

Brief details of Programmes / Achievements

➢ During 2018-19, NIEPA has organized 59 training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators till November 2018.

➢ NIEPA has completed 4 research studies in the field of educational planning and administration during 2018-19 and 4 research studies are in progress/proposed during the period 2018-19.

➢ NIEPA has conducted 'National Workshop on Leadership Development in Higher Education for University Administrators' during 7-9 January 2019 and 24-25 January for the Vice-Chancellors of universities with support of the MHRD.

➢ NIEPA had initiated a Scheme of National Awards for Innovations in Educational Administration with the objective of recognising, awarding and disseminating innovations good practices in educational

administration for district and block level education officers.

➢ So far, three rounds of awards and national conferences of DEOs and BEOs have been successfully completed.

➢ NIEPA organised a two day National Conference on Innovation in Educational Administration and Awards Function on 3-4 January 2018 at Pravasi Bhartiya Kendra, Chanakyapuri, New Delhi. The National Awards for Innovation in Educational Administration Function was organised on 4th January 2019. 37 cases of Innovations and Good Practices were identified for awards and 12 for certificate of appreciation based on multi-stage evaluation and validation of cases.

➢ The Department has also conducted six orientation workshops on 'Functioning of Local Authority and Autonomous Councils Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States' of North East of India since 2014 onwards.

➢ During the current year 2018-19, 30 Participants from 14 states have participated in the Post-Graduate Diploma in Educational Planning and Administration (PGDEPA).

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Rashtriya Uchchatar Shiksha Abhiyan

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) of the Department of Higher Education, Ministry of Human Resource Development to strategically address the felt needs of the State higher educational institutions to achieve the objectives of equity, access and excellence along with academic and administrative reforms. It seeks to improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework; correct regional imbalances by facilitating access to high quality institutions in rural & semi-urban areas; provide adequate opportunities of higher education to socially deprived communities; and promote inclusion of women, minorities, SC/ST/OBCs and differently-abled persons to ensure equity. Transformative reforms such as governance, academic, affiliation and accreditation reforms are pre-requisites in the implementation of the scheme in State higher educational institutions.

I.   OBJECTIVES OF RUSA

a.   Improving access of higher education in States, especially by focusing on Aspirational Districts, unserved and under-served districts.

b.   Improve equity in higher education for socially deprived communities and promoting inclusion of women, minorities, SC/ST/OBCs and Divyangjan through creation of Girls Hostels, Differently-abled friendly infrastructure etc.

c.   To identify and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts.

d.   Promote a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation.

e.   Improving quality in higher education through various reforms.

II.   Monitoring and Review

a.   A Challenge Level Funding (CLF) portal, has been developed under RUSA. Under this initiative, proposals from institutions and State governments are uploaded on the online portal and these are evaluated on certain parameters on a challenge mode, based on predetermined qualification criteria.

b.   In the first stage, institutions register on the CLF portal and as per the eligibility norms, they apply under specific components. The State, then, verifies the credentials of the institutions and submits the application for those components.

c.   In the second stage, the institutions are ranked on the CLF Portal based on the scores attained (through the shortlisting criteria) on various parameters elucidated in the guidelines.

d.   The principles of access, equity and quest for quality are kept in mind while according the approvals to various components under the scheme.

III. Progress under the scheme

Approval under the second phase of RUSA

Sl. No.	Name of the Component	Total Units Approved	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	165
2	Component No. 2: Creation of Universities by Conversion of Colleges in a Cluster	0	0
3	Component No. 3 : Infrastructure Grants to Universities	27	540
4	Component No. 4: Enhancing Quality &Excellence in select State Universities (New)	10	1000
5	Component No. 5: New Model Colleges (General)	70	840
6	Component No. 6: Upgradation of Existing Degree Colleges to Model Degree Colleges	75	300
7	Component No. 7: New Colleges (Professional & Technical)	8	208
8	Component No. 8: Enhancing Quality & Excellence in Autonomous Colleges (New)	59	295
9	Component No. 9: Infrastructure Grants to Colleges	750	1500
10	Component No. 10: Research, innovation and quality improvement (State as a Unit)	17	850
11	Component No. 11: Equity Initiatives (State as a Unit)	15	75
12	Component No. 12: Faculty Recruitment Support	In principal approval given for 3 States. No. of posts to be decided yet.	0
13	Component No. 13 : Faculty Improvement (State as a Unit)	7	49
	Grand Total	**1041**	**5822**

HOTOGRAPHS OF COMPLETED PROJECTS TO BE LAUNCHED

Girls Hostel & the Seminar Hall, New Model Degree College, Karravarapukota, District West Godavari
Photographs taken on 15th December 2018

New Model Degree College, Mon District, Nagaland, Date of Completion : 15.11.2018,
Location: Wakching New MDC Town – Wakching District- Mon Nagaland-798621

Govt. Borkhola Cachar, Assam, Date of Completion : 02-01-2019
Location District : Cacher Sadar Cirde Silchar Village – Neelcherra Pin - 788127

Govt. Model Degree College Karb Anglong, Location : Karb Anglong, Circle-Silonijan Village : Deithor Pin: 782480
Photographs taken : 05.12.2018

New Model Degree College Luxettipet, Telangana, Location District: Lukettipet, District Manchenail Telangana
Photographs taken on 10.12.2018

Photos of Engineering College Safapora (Ganderbal) Jammu & Kashmir, Loaction of Safapora (Ganderbal)
Jammu & Kashmir, Photographs taken on 26.11.2018

Girls & Boys Hostel Hemchendrachary North Gujarat University, Patan, Gujarat
Location: Hemchendrachary North Gujarat University, Patan PB 21, University Road
Patan, Gujarat, India, Pincode - 384265

Smart Class & Laboratory M N College, Visanagar, Gujarat, Date of Completion : 09.09.2018
Location Manekalal Nanchand College Visanagar, Near Bus Staton At & PO – Visanagar-384315
Date of Picture taken : 09.01.2019

Mizoram Engineering College, Date of Completion : 16.11.2018
Location: Arsi Ram Pukpui, Lunglei District, Lunglei, Mizoram Pin No.796701

Revision of Pension of retired staff of Central Universities and centrally funded Deemed to be University:

The Ministry had revised pension of retired faculty and other staff in Central Universities and colleges thereunder and Deemed to be Universities whose maintenance expenditure is met by the University Grants Commission, vide order No.1-1/2017-U.II dated 11th June, 2018.

Scheme of National Research Professorship:

The Government of India had instituted the scheme of National Research Professorship in 1949, to honour distinguished academics and scholars in recognition of their contribution to knowledge.

Persons of real eminence who have attained the age of 65 years and who have made outstanding contribution in their respective fields and are still capable of productive research are considered for appointment as National Research Professors. The appointment is made initially for a period of 5 years which is extendable by another term of 5 years. Thereafter, a National Research Professor is entitled to life pension.

Emoluments and Other Benefits: The post of National Research Professor carries an honorarium of Rs.75,000/- per month. After completion of first term or the extended second term, a National Research Professor is entitled to a life pension of Rs.25,000/- per month. The honorarium and pension paid to National Research Professor are exempted from Income Tax. In addition to honorarium, a lump-sum payment for meeting expenditure on contingencies like office expenses, salary of supporting staff, purchase of equipment, etc. is also admissible to the National Research Professor. At present, contingency grant up to a maximum of Rs.1,00,000/- per annum is given to a National Research Professor.

The selection for appointment of NRPs is made by a Committee consisting of Prime Minister, Minister of Human Resource Development, Home Minister and Finance Minister. In appropriate cases, the Minister of HRD initiates the proposal on file for appointment, which is seen thereafter by other Ministers and the Prime Minister. The maximum number of existing National Research Professor, at any given time, excluding those who have retired on life pension, is not to exceed 12. The general convention is to keep at least 2 positions vacant to deal with any immediate requirements.

NRPs are free to continue their research work in their own fields at the University or Institution of their choice and are expected to send to the Government annual reports on the research work done by them.

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LANGUAGE INSTITUTIONS

Language Institutions

Central Hindi Directorate

The direction given under article 351 of the Indian Constitution for the development of Hindi Language is as under-

"It shall be the duty of the Union to promote the spread of the Hindi language to develop it so that it may serve as medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India specified in the eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages".

In keeping with above cited constitutional injunction the Central Hindi Directorate was established on 1st March, 1960 as a subordinate office of the then Ministry of Education (which has now been renamed as Ministry of Human Resource Development, Department of Higher Education). The **four regional offices** of the Directorate are located in **Chennai, Hyderabad, Guwahati and Kolkata.** This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes / programmes for imparting an all- India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

Directorate is implementing several important scheme and programmes pertaining to the development, promotion and enrichment of Hindi such as the following ones:

1. Correspondence Courses

2. Supplementary educational material

3. Extension Programme- Non-Hindi speaking Neo-Hindi writer camp, Students Study Tour, Research Students Travel Grant, Teacher Lecture Series, National Seminars, award to non-Hindi speaking Hindi writers and Shiksha Puraskaar.

4. Scheme of Financial Assistance to voluntary Hindi Organizations for promotion of Hindi and Scheme of financial assistance for publication in Hindi.

5. Publication- Preparation and publication of Dictionaries, Journals such as Bhasha, Varshiki and Sahityamala.

6. Free Distribution of Hindi Books.

7. Book Exhibitions and sale.

Target and achievements of Different Schemes/Programmes of C.H.D. during financial year 2018-19

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
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. Prabodh, Praveen and Pragya Course 6. Standardization of Devanagari scripts and development of Diacritical marks 7. Personal Contact Programme 8. Development of supplementary teaching material in print and electronic formats. (a) Self taught	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 6,000 students in different courses. Published Advertisement for the Certificate, Diploma (all media) and Advance Diploma. The advertisement for Hindi Civil Service Course is under process. Expert committee meetings conducted for intensive revision/modification of lesson materials pertaining to all the courses as per schedule. Prepared and Published study material and supplementary materials for all the courses. A total number of 08 Personal Contact Programmes were conducted Nationwide as per the schedule. Examination conducted at 45 Nationwide centres as well as at 05 Overseas Centres for all the courses and results was declared as per the calendar. Evaluation of response sheets of various courses. A total number of 02 conversational guides published. CRC preparation 02 self taught books and conversation of 01 conversational guide into DVD are as per schedule.

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
	(b) Conversational Guide (c) Personal Contact Programme		Republished the book-Standardization of Devanagari Script and modification of Diacritical marks prepared and uploaded 13 conversational guides in e-book format. **Special Achievement** The innovative teaching method has been introduced for Indian and Foreign learners. Keeping in mind about the technological advancement, the Directorate has come a long way to fulfil the growing needs of learners. It is pertinent to note that the study materials through online and digitized mode were made available to learners. The study and supplementary materials are prepared in e-book format and uploaded in website also. Our video programmes/ documentaries are available in **youtube, Hindi Bhasha Vani Channel.**
2. Hindi Through Cassettes	Hindi teaching and promotion through cassettes/DVDs and telecast on Gyan Darshan Channel – An educational TV of M/o HRD.	Preparation of visual DVDs based on educational materials.	Production of 2 visual DVDs fully completed and process of transmission on channel thereof. Different levels of meetings is being held for the scripts and production of 02 DVDs and the same will be completed as per the schedule.
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 2018 are under process.

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
			Preparation of ''A detailed pictorial book of writers" who had been awarded from 2002 to 2016 by Central Hindi Directorate is under progress.
	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 writer camp have been organised till date.
		Total number of two (2) Students Study Tour	Under process.
		Total number of twenty (20) Research Students Travel Grant	Letter have been issued to the Students / Scholars for availing the Research Students Travel Grant.
		Total number of eight (8) Teacher Lecture Series	Letter have been issued to Teachers / Associate Professors / Professors to complete Teacher Lecture Series till March 2019.
		Total number of two (2) National Seminars	Four (2) National Seminars have been organised. Another (1) is under process.
4. (i) Grants to voluntary organization for the promotion of Hindi	Under this scheme, financial assistance may be given to the Organizations / Educational Institutions to continue and / or to expand their activities or tread fresh ground in the propagation and development of Hindi. The scheme has proved to be very useful and it not only enlists co-operation but also helps those engaged in the propagation of Hindi. Objective of the scheme is the promotion of Hindi language in Hindi and non Hindi speaking states.	GIAC meeting will be held on 26-27 November, 2018 under the Chairmanship of Joint Secretary (L) for the financial year 2018-19.	As per the decision of the High level Grants in Aid Committee meeting (GIAC) will be finalised for the year 2018-19.

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
(ii) Scheme of Financial assistance for Publication in Hindi	The objective of publication is to provide financial assistance to the various writer and manuscripts.	GIAC meeting will be held on 26-27 November, 2018 under the Chairmanship of Joint Secretary (L) for the financial year 2018-19.	As per the decision of the High level Grants in Aid Committee meeting (GIAC) will be finalized for the year 2018-19.
5.Schemes of Publications **(i)Preparation of dictionaries**	Keeping in view the importance, propagation and dissemination of Hindi at national and international level these dictionaries especially dictionaries of languages of United Nations and neighboring countries are being prepared. These dictionaries have a great role to play in strengthening good feelings and friendly relations with neighbouring countries and in providing language and cultural bridge between above said countries.	Work on preparation of 10 dictionaries will be continued. Preparation of 5 Dictionaries Hindi-Vyutpatti Kosh, Hindi-Dogri Kosh, Maithali-Hindi Kosh, Hindi-Chinese and Hindi-Nepali Kosh will be continued.	1. Brihat Hindi Kosh has been published. 2. Gujrati Hindi Kosh has been published. 3. Karyakram Disha Nirdeshika has been printed. 4. Bhartiya Bhasha Kosh sent for printing. 5. Hindi - Sindhi Kosh sent for printing. 6. Hindi-Russian Dictionary has been sent for printing at final stage. 7. Persian - Hindi Dictionary is in final stage.
	Hindi-Hindi and Kshetriya Bhasha Kosh- This project basically aims to prepare comprehensive dictionaries of world class Hindi and other Indian languages. This scheme encompasses the needs of the people including students of language and literature, research scholars and those studying Hindi literature. Kshetriya Bhasha kosh scheme was initiated to strengthen good feelings and relations amongst different Indian language spoken people of India.	Publication of 6 issues of Bhasha bimonthly magazine One issue of Varshiki annual magazine.	**Special Achievement** 1. Gujrati-Hindi Kosh was released by Hon'ble Prime Minister. 2. Brihat-Hindi Kosh (in two volumes) and Punjabi-Hindi Kosh were released by Hon'ble Minister for Human Resource Development. 3. e-edition of all the dictionaries published by CHD have been prepared and uploaded on the website of CHD.

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
(ii) Bhasha Varshiki & Sahityamala	To encourage Hindi Writers and promote Hindi at National Level		3 issues of 'Bhasha' magazine including 2 special issues on 11th Vishwa Hindi Sammelan (July-August, 2018) has been published. Another one on the topic of Mahatama Gandhi Samagra Vichaar-Darshan (November-December, 2018) yet to be published. One issue of Varshiki (2017) has been published.
6. Distribution	To propogate 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.	Among around 14,000 received books and 22 magazines received in response to advertisement for consideration are scrutinised by Books selection committee.
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.	05 Book exhibitions have been conducted so far including abroad i.e. at Mauritius on the eve of 11th World Hindi conference.

COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY

Commission for Scientific and Technical Terminology was set up on 1st October, 1961 by a resolution of Government of India, Ministry of Education. The resolution of the Government was as per the recommendations of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution. The functions of the Commission as per the resolution of 1960 are:-

a) Review of the work done so far in the field of scientific and technical terminology in the light of the principles laid down in paragraph 3 of the Presidential Order of 1960.

b) Formulation of principles relating to evolution and coordination of scientific and technical terminology in Hindi and other languages.

c) Coordination of the work done by different agencies in the States in the field of scientific and technical terminology, with

the consent or at the instance of the State governments concerned, and approval of glossaries for use in Hindi and other Indian languages as may be submitted to it by the concerned agencies

d) The Commission may also take up preparation of standard scientific textbooks using the new terminology evolved or approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages.

Following the recommendations of the Commission as stated above and the Presidential Orders issued thereafter, the functions and duties of the CSTT, at present can be outlined as follows:-

Duties and Functions of the Commission:

(a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopaedia.

(b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.

(c) To ensure proper usage/ necessary updation/ correction/ improvement on the work done (through Workshops/ Training programmes/ Orientation programmes/ Seminars) by obtaining useful feedback.

(d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.

(e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/

University Cells/ Glossary Clubs or other agencies).

(f) To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology

The Commission is working on the following main areas:

❖ Preparation and Publication of English-Hindi Technical Dictionaries/Glossaries

❖ Preparation and Publication of English-Regional Language Technical Dictionaries /Glossaries

❖ Preparation and Publication of Trilingual Glossaries

❖ Preparation and Publication of Definitional Dictionaries

❖ Preparation and Publication of Learner's Glossaries

❖ Preparation, Approval/Publication of Departmental Glossaries

❖ Propagation, Expansion and Critical Review of Terms Coined and Defined

❖ Production of University Level Books in Hindi and Regional Languages

❖ Publication of Monographs

❖ Publication of Journals

❖ Free Distribution of Publications

❖ Organising Exhibitions

Grant –in- Aid : Commission indirectly published university level books in Hindi and other Regional languages through various Granth Academics, University Cells, Textbook Production Boards by providing the grants-in-aid. The total sanctioned budget (for this year) under this scheme has been released.

KENDRIYA HINDI SANSTHAN, AGRA

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Govt. of India and controlled by Ministry of Human Resource Development, Department of Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis. Sansthan is recognized as an **advanced Centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi**. It has 08 academic departments at the Headquarer and 08 Regional Centres located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad. These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners of the feeler area. Besides it, Sansthan has 03 affiliated colleges owned & governed by Govt. of Nagaland, Mizoram and Assam.

Sansthan conducts more than 17 courses of Hindi Teaching and Training. More than **86438** Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute till 2017-18. **6765** 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: 2018-19 (up to October, 2018) is given hereunder:-

(A) TRAINING PROGRAMES (Department of Teacher Education)

Sl. No.	Name of Programes
1.	**Hindi Shikshan Nishnat (Equivalent to M.Ed.)** The programme is conducted at Headquarter.

Sl. No.	Name of Programes
2.	**Hindi Shikshan Parangat (Equivalent to B.Ed.)** The programme is conducted at Headquarter.
3.	**Hindi Shikshan Praveen (Equivalent to BTC) Ist year** The programme is conducted at Headquarter
4.	**Hindi Shikshan Vishesh Gahan (for unqualified primary Schools of N.E. States)** Conducted at Dimapur centre.
5.	Three year Diploma Course for Nagaland

(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

2. **Hindi Teaching Programme for Foreigners:**

   This programme is offered under the scheme "Propagation of Hindi Abroad". During the current year 137 foreign students have been admitted, of these 88 are at Agra Headquater and 49 are at Delhi Centre.

3. **Short Term Courses**

   Under this scheme, Short Term Programes-**Orientation, Enrichment** and **Language awareness** Programes are offered.

4. Activities of Department of Material Production for NE Regions

Total 37 workshops were organized during the reported period for preparation of Hindi-Aadi, Hindi-Singfo, Hindi-Konkani, Hindi-Telugu, Hindi-Malyalam, Hindi-Sema, Hindi-Gola, Hindi-Garhwali, Hindi-Sindhi, Hindi-Tamil, Hindi-Sathali, Hindi-Rabha, Hindi-Jayantiya, Hindi-Kumayuni, Hindi-Sheena.

NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE

The National Council for Promotion of Sindhi Language (NCPSL) was established as an autonomous Registered organization under the Ministry of Human Resource Development under the Societies Registration Act of 1860 (Section 21) on 26.05.1994 vide registration no.1085 at Vadodara, Gujarat. The Headquarters of the Council is at Delhi since 2006. The aim of the Council is to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language.

❖ **OBJECTIVES OF THE COUNCIL**

- To promote, develop and propagate Sindhi Language.

- To take action for making available in Sindhi language the knowledge of Scientific and Technical Terminological development as well as the knowledge of ideas evolved in the modern context.

- To advise the Government of India on issues connected with Sindhi Language

and having bearing on education as may be referred to it.

- To undertake any other activity for the promotion of Sindhi language as may be deemed fit by the Council.

For the purpose of propagation and development of Sindhi language, the following Schemes are being implemented:-

- Financial assistance to Voluntary Organizations for selected promotional activities relating to the Sindhi Language;

- Bulk purchase of Sindhi Books/Magazines/Audio-Video Cassettes related to Sindhi, published/produced during the concerned financial year for free distribution to Educational Institutions/Schools/Colleges /Public Libraries, etc;

- Financial Assistance for publication of books in Sindhi Language;

- Conducting Sindhi Language Learning Classes ; and

- Award to Sindhi Writers for Literary books.

❖ **FINANCIAL ASSISTANCE TO VOLUNTARY ORGANISATIONS**

NCPSL provides adhoc financial assistance to registered voluntary organizations in respect of certain promotional activities relating to Sindhi Language. Voluntary Organizations/ Societies/ Charitable Endowments/ Trusts which are registered under the relevant Central or State Act prevalent for the time being, shall be eligible for assistance under the Scheme.

Provided that such registration has been made at least three full calendar years

prior to the date of application for such assistance, and Provided that the applicant organization is not of the kind that it is registered or incorporated or functions in a manner that profits of any kind arising from its activities are distributed among its members or shareholders in the form of bonus or dividend.

❖ **BULK PURCHASE SCHEME**

The Bulk Purchase Scheme is a centrally sponsored scheme for creation 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 objective 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 Libraries/ Educational Institutions in such States and Union Territories where Sindhi is used as a medium of instruction/or where it is taught as an optional language.

For the promotion of Sindhi Language & encouraging writers for writing valuable books/magazine and production of Audio-video Cassette/CDs/VCDs/DVDs etc. and consequent upon the recommendations of Bulk Purchase Committee followed by approval of the Executive Board, copies of selected books/magazines/Audio-video Cassettes/ CDs/VCDs/DVDs are purchased under the scheme for distribution to 150 Schools/Colleges/Libraries/Educational Institutions all over India.

❖ **FINANCIAL ASSISTANCE FOR PUBLICATION OF BOOKS/ MANUSCRIPTS.**

The following kind of publications qualify for consideration under the Scheme:

1. Books of references like encyclopedias, books of knowledge, anthologies and compilations, bibliographies and dictionaries;

2. Descriptive catalogues of rare manuscripts;

3. Self-instructors for Sindhi Language written in other language media;

4. Original writing on linguistic, literary works fiction, drama, poetry, Ideological, social, anthropological and cultural themes;

5. Critical edition and/or publication of old manuscripts with or without translations (in other Indian Languages or English);

6. Translations and publications in Sindhi language of books;

Voluntary organizations/societies/charitable Trusts/endowment trusts which are registered under the relevant Central or a State Act prevalent for the time being, as well as individuals who are authors, editors, translators or those who intend to publish the book in question and hold the copyright thereof (excluding commercial publishers) shall be eligible to apply for assistance.

The assistance under the Scheme shall not exceed 80% of total approved expenditure for the publication in question and 100% for descriptive catalogues of rare manuscripts. For this purpose, a print order limited to 500 copies for descriptive catalogues and for other publications.

❖ **SINDHI LANGUAGE LEARNING COURSE**

The aim of the Scheme is to popularize and spread Sindhi Language among those who have not studied Sindhi Language in the schools. The Scheme is implemented by a Educational Institution, Social Service Organizations/ Sindhi

Panchayats, State Sindhi Academies and other suitable Organization recognized by NCPSL for this purpose. There will be three types of SLLC's – Certificate, Diploma and Advance Diploma Courses. Each course will be of 100 hours duration spread over a period not exceeding 12 months. SLLC Exams are conducted every year.

❖ **AWARDS SCHEME**

• **Two Life Time Achievement Awards namely: Sahityakar Sanman and Sahitya Rachna Sanman of Rs. 5,00,000/- each :** Sahityakar Sanman Award is given to a writer for his/her outstanding lifetime contribution in the Sindhi Literature. Sahitya Rachna Sanman is awarded to a writer for his/her literary work in the Sindhi Language on subjects e.g. art/culture/education and social sciences etc.

• **Ten Merit/Literary Awards of Rs. 1,00,000/- each** given to deserving Writers in recognition of their contribution in the field of Sindhi Literature.

NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE (NCPUL)

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Human Resource Development looks after the promotion of Urdu, Arabic and Persian Languages in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Establishment of Computer Applications and Multilingual DTP Centres

During the year 2018-19 (upto 29.11.2018), NCPUL is running 531 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 30696 students including 12149 girls got admission so as to give technical education to Urdu speaking boys and girls for making them employable technological work force. About 1476 faculties got employment to teach 30696 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres

So as to preserve and promote Traditional Calligraphy, 69 Calligraphy and Graphic Design Centres continued wherein 207 (faculties + attendant) got employment to teach about 3400 students including 1900 girls registered in this course.

Grant-in-Aid (Urdu)

Financial assistance to support selected Urdu promotion activities, which consist proposal of 155 NGOs/institutions/agencies for holding seminar, 54 lecture series, 179 manuscripts , 78 projects of writers and 399 Urdu books/journals of bonafide writers under bulk purchase scheme**.**

Urdu Press Promotion

NCPUL provided financial assistance to 390 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1335 newspapers also provided advertisement on DAVP rate.

Publishing Activities

NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisting 29 new titles, 37 course books, 08 issues of monthly magazine Urdu Duniya, 08 issues monthly magazine Bachchon Ki Duniya, 03 issues of quarterly journal Fikr-o-Tehqeeq, 08 Khawateen Duniya published.

Book Promotion

Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book

Fairs. The book fair for the year 2018-19 held at Kishanganj (Bihar) from 07-15th April, 2018. NCPUL participated in 04 Book Fairs organized by other agencies in Lucknow, Delhi , Gurugram & Varanasi 03 trips of exhibition on wheel covering Maharashtra, Haryana, Punjab & UP.

Academic Projects/Collaboration

NCPUL continued the various academic projects of production consisting of 02 dictionaries/encyclopedias completed 03 under progress, 02 Terminology completed 01 under progress, 41 projects/manuscripts published and 09 under progress, 03 monograph published 04 under process. Development of website & E-pub under progress, 06 meetings/workshops held, projects under Literature, Linguistics and Socio Linguistics, History of Urdu Literature and Encyclopedia, Unani Medicine, Legal Studies, Social Science, Life Science, Persian, Arabic, Islamic Studies and Creative Writing panels are under progress.

National/International Seminars/ Conferences / Workshops/Cultural events

03 National Seminar organized which includes celebration of the birth anniversary of Munshi Premchand, a great fiction writer of Urdu as well as of Hindi on 31.07.2018 at Delhi, Gandhi and the Vision for National Language jointly with Gandhi Bhavan, Delhi University from 23-24th October, 2018 & Nazeer Banarsi: Life and Work from 28-29th November, 2018 at BHU, Varanasi. The World Urdu Conference will be held in the month of February, 2019 at New Delhi.

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 ETV (Urdu) for production & telecast weekly episodes of half an hour.

• 32 episodes produced and telecast by ETV.

Distance Education (Urdu)

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 1360 study centres including 531 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 1962 part-time Urdu teachers got employment through 1360 study centres to teach 87996 students which consists 40994 girls students. The Urdu Online learning course launched in which total 29236 learners consisting 26588 Indian and 2648 foreigners online registered themselves from different 28 countries.

Promotion of Arabic and Persian

In addition to the above, NCPUL has been assigned the additional responsibility to promote classical language Arabic and Persian to preserve the cultural heritage of India.

Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 735 study centres of Arabic wherein 1745 part time teachers got employment to teach 47233 learners including 21246 girls admitted on both the courses. 57 centres of One Year Certificate course in Persian are also running in which 54 part time Persian teachers got employment to teach 2079 students including 909 girl students.

Grant-in-Aid (Arabic/Persian)

Financial assistance to NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 18 manuscripts, 25 seminars/lecture series, 08 projects of writers for providing printing assistance and 13 Arabic/Persian books of bonafide writers approved.

Vocational Course

Six month Certificate course in Paper Mache continued at 03 centres in collaboration with University of Kashmir in J&K state to train 120 trainees.

RASHTRIYA SANSKRIT SANSTHAN (DEEMED UNIVERSITY), NEW DELHI

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development in India. Fully conscious of this responsibility, the Government of India established Rashtriya Sanskrit Sansthan in October, 1970 as an autonomous organization registered under the Societies Registration Act for propagation and preservation of Sanskrit language, literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. The Sansthan is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

The main objectives of the Rashtriya Sanskrit Sansthan are to propagate, develop and encourage Sanskrit learning and research. As Sanskrit is invariably connected with Pali and Prakrit languages, from 2009-10, Sansthan has taken up the task to promote both Pali and Prakrit languages and their literatures. The Sansthan also serves as central, administrative and coordinating machinery for all its Campuses. The Government of India has formulated various schemes and programmes for the development of Sanskrit education and is implementing these through Rashtriya Sanskrit Sansthan and other agencies and Sansthan is by virtue of its position, multi-campus entity functions as a Nodal agency for coordinating all efforts related to Shastras, Sanskrit language and literature. The Rashtriya Sanskrit Sansthan has been declared Deemed to be University w.e.f. 7th May 2002 by the MHRD, Govt. of India and the UGC.

The Rashtriya Sanskrit Sansthan is presently managing its 13 campuses situated at New Delhi (H.Q.), Allahabad (U.P.),Puri (Orissa), Jammu (J&K), Thrissur (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar (H.P.), Bhopal (M.P.), Mumbai (MH), Agartala (Tripura) and Devprayag (Uttarakhand). The campuses are pursuing research work leading to the degree of Vidyavaridhi (Ph.D) and also imparting education in various Sanskrit subjects at Acharya and Shastri level. The Shiksha Shastri (B.Ed.) is also available in ten campuses and Shiksha Acharya (M.Ed.) is available in 4 campuses at Jaipur, Jammu, Bhopal and Puri.

Graduate/Postgraduate Level Courses

The Rashtriya Sanskrit Sansthan offers teaching courses at Shastri (B.A.) and Acharya(M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, PhalitaJyotisha, Siddhant Jyotisha, Sarva Darshana, Veda, Nyaya [Navya], Mimamsa, Advaita Vedanta, Dharma Shastra, Vedanta, Sankhya Yoga, Paurohitya, Jain Darshan, Bauddha Darshan, Puranetihasa as traditional subjects along with English, Hindi, Computer Science and Environmental Studies. Besides, tutorial facility for one modern subject such as Political Science, History, Economics, Sociology etc. is also provided at Under Graduate Level. The course of Shiksha Shastri (B.Ed.)and Shiksha Acharya (M.Ed.) is also conducted in the Campuses. The Campuses also offer research programme leading to the degree of Vidyavaridhi (Ph.D). About 17,300 students were enrolled for the last examinations of the Sansthan.

Main Activities

i.   **International Yoga Day –** The Rashtriya Sanskrit Sansthan organized 3nd International Yoga Day on 21st June, 2018. The officers and officials of the Sansthan and its Campuses took part passionately.

ii.   **Sanskrit Saptahotsava -** The Sansthan celebrated Sanskrit Saptahotsava from 23rd to29th August, 2018 in collaboration with the Ministry of Human Resource Development, Govt. of India, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, Sanskrit Bharati, University of Delhi, JNU and other organizations at Auditorium, National Museum, New Delhi. During this period, a series of programmes were organized for the eminent Sanskrit Scholars and different competitions for thestudents. The significant event during Sanskrit Saptahotsava was chaired by Shri R.Subrahmanyam, Secretary, Department of Higher Education, Ministry of Human Resource Development, Govt. of India on 28-08-2018 The Valedictory function was held on 29thAugust, 2018 at Rashtriya Sanskrit Sansthan (Deemed University), New Delhi, when prizes were also distributed to the winners of the competitions.

iii.   **Swachhta Hi Seva -** The Rashtriya Sanskrit Sansthan, New Delhi and all its campuses at different places of the country organized the Swachh Bharat Saptah from 01st October to 07thOctober, 2018. Besides practicing cleanliness at the work places, the following activities were also undertaken on this occasion:

(a) Taking Mass pledge concerning Swachh Bharat Abhiyan, (b) Making Voluntary contribution by the Officers and (c) students towards cleaning of their residences, neighborhood & social network premises in a befitting manner.

iv. **Hindi Pakhwara –** The Rashtriya Sanskrit Sansthan organized Hindi Pakhwara from 14.09.2018 to 29.09.2018. On this occasion, different competitions were held. The officers and officials of the Sansthan took part with great enthusiasm. The winners in these competitions were given away prizes.

v. **Celebration of 150th Birth Anniversary of Mahatma Gandhi –** The Rashtriya Sanskrit Sansthan and its campuses made celebrations on the occasion of commemoration of the 150th Birth Anniversary of the Father of Nation, Mahatma Gandhi. The celebrations took place from 2nd October to 9th October, 2018. Different literary and cultural competitions were held for the students to create awareness among them regarding the teachings of Mahatma Gandhi to enable them to emulate the values preached and practiced by Mahatma Gandhiji during his life. Favorite bhajans of Mahatma Gandhi including "Vaishnav Jan" were also sung by the staff and students during the celebrations.

vi. **Foundation Day -**The Rashtriya Sanskrit Sansthanwas established on 15-10-1970. The Foundation Day was celebrated on 15-10-2018 at the Head Quarters Office, New Delhi. Eminent scholars like Professor Hridaya Ranjan Sharma, Prof Sitanath Dey, Prof Ravishankar Menon and other distinguished guests graced the occasion. Prof. P.N.Shastry, Vice Chancellor, Rashtriya Sanskrit Sansthan (Deemed University) chaired this programme.

vii. The Rashtriya Sanskrit Sansthan organized **Vigilance Awareness Week** from 29th October to 3rdNovember, 2018 and **Rashtriya Ekta Diwas on** 31st October, 2018.

During these programmes, different competitions were held and the officers, officials and students of the Sansthan took part with great enthusiasm. The winners in those competitions were given away prizes.

viii. **Unnat Bharat Abhiyan**– Under the initiatives takenup by the Ministry of HRD, Govt. of India in respect of Action Plan 17-by-17, the Rasthtriya Sanskrit Sansthan has adopted five villages near to its five campuses under the activity "Unnat Bharat Abhiyan" for helping the rural poor community in translating the knowledge for their use.

Campuses of the Sansthan which have adopted the villages and the villages so adopted are as following –

Campus		Adopted Village
1. RSkS(DU), Ekalavya Campus, Agartala (Tripura)	-	Jubtara (Mohanpur)
2. RSkS(DU),Ved Vyas Campus, Balhar, H.P.	-	Masot (Pragpur)
3. RSkS(DU), Rajiv Gandhi Campus, Sringeri, Karnataka	-	Chittebail (Shimoga)
4. RSkS(DU), Guruvayoor Campus, Thrissur, Kerala	-	Adat (Puzhakkal)
5. RSkS(DU), Bhopal Campus, Bhopal, M.P.	-	Barai (Huzoor)

Financial Assistance Provided Under Various Schemes –

(i) **The Sansthan provides financial assistance for–**

   (a) Sanskrit teaching towards salary of Sanskrit teachers in traditional Sanskrit Pathshalas/Schools/Colleges, at the rate of Rs. 8000/- per month engaged in the propagation, development and promotion of Sanskrit.

   (b) Scholarships at the rate of Rs.300/- per month to Sanskrit students.

   (c) For construction and repair of buildings.

   (d) For purchase of furniture and library books, etc.

During the year, 578 Sanskrit Institutions/ Organizations have been assisted with allocated grant-in-aid amounting to Rs.999.64 lakh under the Scheme of Development of Sanskrit Education. The Rashtriya Sanskrit Sansthan provides financial assistance to 21 Adarsh Sanskrit Mahavidyalayas and 4 Shodh Sansthans under which, 95% of recurring and 75% of non-recurring expenditure is provided. These institutions are located at different parts of the country. During the year 2018-19, an amount of Rs.3700.00 lakh has been allocated for ASM/ASS and about 4510 students of these 25 institutions were benefited. The Sansthan also pays honorarium to 43 retired eminent Sanskrit Scholars at the rate of Rs.10,000/- per month for teaching in Campuses, Adarsh Sanskrit Pathshalas and other State Sanskrit Colleges under the Shastra Chudamani Scheme. Financial assistance is also provided for organizing vocational training; purchase and publication of rare Sanskrit books & manuscripts and for organizing All India Elocution Contest, etc.

(ii) **Financial Assistance to Sanskrit Dictionary Project, Pune-** The Deccan College, Post Graduate and Research Institute, Pune undertook the project for preparation of Encyclopedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. During this Financial Year a total amount of Rs.50 lakh has been allocated by Rashtriya Sanskrit Sansthan for this project.

(iii) **Non-formal Sanskrit Education -** A total number of 129 centers for Non-formal Sanskrit Education (including 32 centers at NER) are functioning at different places. Each Center is imparting education at two levels. Through this programme, about 7000 students in the country have been benefited with Sanskrit learning during the year.

(iv) **Financial Assistance for Teachers of Modern Subjects-** The Sansthan also provides financial assistance towards salary of teachers of modern subjects in traditional Sanskrit Pathshalas/ Mahavidyalayas and Sanskrit teachers for Secondary/Higher Secondary Schools belonging to State Government; where the State Governments are not in a position to provide such facility. During the year, the Sansthan has sanctioned financial assistance to 124 institutions for Modern subject teachers and 33 Sanskrit teachers of Government Schools in different States for teaching Sanskrit. Sansthan has allocated scholarships to the extent of Rs.534 lakh

to 15349 students of traditional & modern stream from Class IX to Ph.D. level under one of the Schemes of Development of Sanskrit Education.

(v) **Samman Rashi to Sanskrit Pandits in Indigent Circumstances-** The Sansthan also provides financial assistance in the form of Samman Rashi at Rs.36,000/- per annum to the eminent Sanskrit Pandits above the age of 65 years who are in indigent circumstances. 219 Pandits are getting Samman Rashi under this programme.

(vi) **The Presidential Award Scheme -** Awards of Certificate of Honor for Sanskrit to 16 scholars including one international Award for NRI or Foreigner, 3 each for Arabic and Persian, one each for Pali and Prakrit for scholars of eminence over 60 years of age and 5 awards of Maharshi Badarayan Vyas Samman in Sanskrit and one each in Pali, Prakrit, Arabic and Persian for young scholars in the age group of 30-45 years are announced on the eve of Independence Day every year. In addition, 32 more awards in four classical languages (08 each) namely Classical Oriya, Classical Kannada, Classical Telugu and Classical Malayalam are introduced from the year 2016 onwards. For each 04 classical languages as above, 03 Certificates of Honour are awarded to eminent scholars including two International Awards, one each for person of Indian and non Indian origin and Maharishi Badarayan Vyas Samman to other 05 young scholars. The awards are given away by the President of India in an Investiture Ceremony. The Certificate of Honour Award carries one-time monetary grant of Rs.5 lakh to the Scholars of eminence. The Maharshi Badarayan Vyas Samman carries one time monetary grant of Rs.1 lakh each.

(vii) **Ashtaadashi (18 Projects)–** Ministry of Human Resource Development, Govt. of India, had constituted a thirteen (13) Member Committee under the Chairmanship of Shri N. Gopalaswamy, Chancellor, Rashtriya Sanskrit Vidyapeetha, Tirupati to suggests a long-term Vision and Roadmap for the development of Sanskrit Ten-year perspective Plan. Among major recommendations of the Committee, Rashtriya Sanskrit Sansthan has launched Ashtaadashi Scheme(18 projects) for much-required boost for the growth engine of Sanskrit. During the year 2018-19, an amount of Rs. 2 crores has been allocated for the approved projects under this scheme.

(viii) **Financial Assistance to Universities & Deemed Universities, etc. -**Financial Assistance to the extent of Rs.40.00 lakh has been allocated during the year to NGOs and Deemed Sanskrit Universities/ Universities for various programmes/ activities for promotion and development of Sanskrit.

(ix) **Pali & Prakrit Development Project-** Pali & Prakrit Development Project was started in the 2009 on the initiative taken by Ministry of Human Resource Development, Govt. of India. This Project has been included as regular scheme of Rashtriya Sanskrit Sansthan (Deemed University). Activities of this project are under taken at Sansthan's Headquarters, New Delhi and its campuses at Jaipur & Lucknow. In furtherance of the project, workshops and seminars were conducted. Self study material and works on Pali & Prakrit literature have been brought out. Notable works are also in press for publication. A provision of Rs. 80.00 lakh has been made for development of Pali & Prakrit during this year.

(x) **National e-Data Bank of Sanskrit Literature -** In view of the rising trend of information technology, Rashtriya Sanskrit Sansthan has developed E-Books and Journals for development of Sanskrit. E-Books have been developed so that students/scholars can have access to these books at their comfort from their houses. These books facilitate Sanskrit learning as per the requirement of students/scholar. There are 551 Sanskrit Books which are rare, have been scanned. Besides this, there are 117 E-books and one E-journal which are available on the website. These books can have access from the URL www.sanskrit.nic.in. Sanskrit Varta Quarterly News Bulletin and Sanskrit Vimarsa [Half Yearly Research Journal] of the Sansthan are being published and uploaded as digital content. In addition financial assistance has been sanctioned for the projects (a) National e-Data Bank of Sanskrit Literature,(b) Major & Minor Projects on various topics like Book Translations, Sanskrit Mobile Apps, Machine Translation and Big Book Project on Sanskrit etc..

(xi) **Special provision for North Eastern Region (NER) -**The Sansthan is providing salary to teachers of voluntary Sanskrit Organizations, scholarship to students, grant-in-aid for Adarsh Sanskrit Mahavidyalaya and for organizing various Seminars, National Sanskrit Drama/Festival in NER. 32 Non-Formal Sanskrit Educationcenters have been sanctioned in NE Region. Scholarship amounting to Rs.11.29 lakh has been allocated to 403 students in NE Region. Besides the above, the Sansthan has established its 12th campus in the State of Tripura and is named as Ekalavya Campus. The campus has started functioning at Agartala in West Tripura from the academic year 2013-14. The State Govt. of Tripura has allotted 3.25 acres of land at D.C. Nagar under Sadar Sub Division for the campus in favour of the Sansthan.

(xii) **Mukta Swadhyaya Peetham(Institute of Distance Education) -** Mukta Swadhyaya Pitham (The Institute of Distance Education) as recognized by the U.G.C., Distance Education Bureau is an institute under Rashtriya Sanskrit Sansthan. The study centres in campuses of the Rashtriya Sanskrit Sansthan are called Swadhyaya Kendras. It offers traditional programmes from Prak Shastri to Acharya level. 1765 students were enrolled during the year. Teaching is supported by meetings, workshops and orientation programmes.

THE RASHTRIYA SANSKRIT VIDYAPEETHA FOR THE YEAR 2018-19

Rashtriya Sanskrit Vidyapeetha, a Deemed to be University declared under section 3 of the U.G.C. Act, 1956 is a premier institution in the field of higher learning in Sanskrit studies, Traditional Sastras and Pedagogy. It is fully funded by the UGC, New Delhi. The Vidyapeetha has a long history in the service of Sanskrit education, since 1961 and upgraded to Deemed to be University in the year 1987. It has been accredited at "A" grade by NAAC with CGPA of 3.71 score in 4.0 point scale (Cycle-2) in the Academic year 2015-16. UGC also granted Category –I Deemed to be University, 12B status which were feather in the cap of the Vidyapeetha.

The Vidyapeetha was established in the area of 41.48 acres of land leased by the Tirumala Tirupati Devasthanams (TTD). At present nine hostels, Academic building, Administrative Building, Education building, Sanskrit Net Centre, 22 staff Quarters, are constructed in the campus.

The Vidyapeetha has four faculties i.e. Faculty of Education, Sahitya & Samskriti, Darsanas, Veda-Vedangas. The Institution is having 71 teaching staff and 80 Non-teaching staff. The Vidyapeetha is having a Library which consists of 1,11,113 books. The Vidyapeetha has also digitized the manuscripts to the tune of 1337 out of the 4,000 rare manuscripts available. It is also subscribing 05 International / 150 National Journals for the benefit of students.

The Vidyapeetha offered 45 regular programmes from Certificate to Ph.D level through the 23 departments apart from these programmes the Vidyapeetha started B.Sc. Yoga and M.Sc. Yoga Therapy programmes on Yoga and 06 programmes are being offered under Distance Education mode with the help of DEB funds. The Vidyapeetha has enrolled 1808 students for the academic year 2018-19 for regular programmes and 578 students are under distance education mode.

The Vidyapeetha has organized 04 seminars / conferences and 01 workshop for the benefit of students in addition to the National festivals and National Important events. 45 faculty members have participated in National seminars / Workshops conducted by the other Universities. The Vidyapeetha has organized All India Students Talent Festival, Sanskrit Week Celebrations, Vagavaridhini Parishad. The Vidyapeetha has also launched to promote the Sanskrit Language Speaking programme among the public in ten days programme (Sanskrit Sibhiras) for children's and members of the public in and around Tirupati. The Vidyapeetha has awarded Ph.D degrees in different sastras in its 21st convocation. It is also conducting classes in Yoga for the staff, students & members of public.

Ministry of Culture, Govt. of India funded prestigious project entitled "Digitizing, Editing & Publishing of Manuscripts related to Saint Shri Ramanujacharya Ji in Commemoration of 1000th Birth Anniversary of Saint Ramanujacharya Ji" to this Vidyapeetha. Prof. K.E.Devanatha, is the Director, Prof. C.Ranganathan and Dr. Bharat Bhusan Rath are Co-ordinator and Additional Co-ordinator of the project respectively.

During the financial year 2018-19 the Vidyapeetha has received grants of Rs. 1921 lakhs under Recurring grant.

The Annual Accounts relating to 2017-18 of the Vidyapeetha has also been audited by the Director General of Audit (Central), Hyderabad.

Shri Lal Bahadur Shastri Rashitriya Sanskrit Vidyapeetha

* **Mission of the Vidyapeetha:**

  The Mission statement of the Vidyapeetha is "Vidya Vinde Amritum" that means "Education for Enlightenment".

* **Objectives of the Vidyapeetha:**

  (a) To preserve shastric tradition.

  (b) To undertake interpretation of the shastras.

  (c) To relate relevance of the shastras to the problems in the modern context.

  (d) To provide means for intensive training in modern as well as shastric lore for teachers.

  (e) To achieve excellence in its disciplines in order to have a distinct character of its own.

* **Future Plan of Action and Strategy:**

  1. Construction of Classrooms, Multipurpose Building including Central Library,

  2. Construction of Girls & Boys' Hostel

3. Conversion of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha as Central Sanskrit University.

4. Establishment of National Sanskrit Library

5. Introduction of solar power system

- **Academic Activities at the Vidyapeetha during the year 2018**

   There are 5 Faculties and 20 Departments in the Vidyapeetha wherein various conferences and lectures have been organized from time to time. The department has also organized seminars and classroom presentation to encourage the bright students to participate in the discussion and also also present their views. The students also provided assignment, group activities and interactive opportunities. The Dean Students' Welfare also organized several cultural programmes for the students as per directives of the MHRD and UGC.

- **Important Board / Council / Committees**

   The Board of Management is the principal executive Body of the Vidyapeetha responsible for the supervision, direction and control of the affairs of the Vidyapeetha. The Academic Council is the principal academic body of the Vidyapeetha. It is responsible for the maintenance and the coordination of standards of instructions, research and examination within the Vidyapeetha. Apart from the above bodies, there are Finance Committee, Planning & Monitoring Board, Examination Board, Department Research Review Committee, Faculties and Board of Studies for the Departments, Policy, and Planning Committee etc.

- **COVERAGE OF THE TARGET GROUP INCLUDING NUMBER OF BENEFICIARIES (Universities, Colleges, Teachers, Women, SC/ST, etc)**

   ➢ Special Cell for the welfare of the SC/ST/OBC, category has been established in the Vidyapeetha as per the UGC guidelines. The Vidyapeetha has been providing reservation to the SC/ST/OBC and PWD in admissions and appointment. The Cell has been set up under the direct control of the Liaison Officer.

   ➢ To improve the academic knowledge, skills and linguistic proficiency of the students belonging to SC/ST/OBC (Non creamy layer) and Minority in various subjects and to raise their level of comprehension and to provide a stronger foundation for further academic work, a comprehensive programme as per UGC guidelines has been launched by the Vidyapeetha.

MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN

The Maharshi Sandipani Rashtriya Veda Vidya Pratishthan was established in January, 1987, by the Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi, with the objectives of preservation and development of the Oral Tradition of Vedic Recitation. To achieve these objectives the Pratishthan undertakes various activities such as, supporting traditional Vedic institutions and scholars, providing fellowships/ scholarship, production of audio/video tapes, etc.

Various Schemes and activities of the Pratishthan

1. **Scheme of Preservation of Oral Tradition of Vedic Recitation -** Under the scheme of Preservation of Oral Tradition of Vedic Recitation, Pratishthan provides financial assistance to traditional **Vedic Pathashalas** and **Guru Shishya Parampara Units** all over the country for promotion of Vedic education culminating in award of **Veda Bhushana** certificates(after five years of study) and **Veda Vibhushana** certificate (after 7 years of study).

2. **Vedic Conferences (Vedic Sammelans) -** Vedic Conferences play a significant role in the programmes of the Pratishthan and helpful to disseminate Vedic studies and knowledge all over the contry.

3. **Seminars -** Seminars are being organized for promotion of research in the thrust areas of the Pratishthan. These are fully or partially financed by the Pratishthan.

4. **Publication – Publication of Research Journal & Monthly News Letter-** Publication is an important programme of the Pratishthan to fulfil its objectives. The out of print and rare texts relating to Vedic literature are reprinted and published under this programme. Printing of critical editions and translations into various languages of certain texts, monographs on important topics and report of research work done by Fellows of Pratishthan are also undertaken.

   In order to promote new research activities, Pratishthan publishes a Research Journal **"Ved Vidya"** in which good essays related with Veda are written in Hindi, English and Sanskrit languages so that its advantage may be availed by the Vedic scholars as well as by general public. A monthly news-letter **"Veda Varta"** is also published by the Pratishthan.

5. **Fellowships -** There is a provision of Fellowship for promoting Vedic research. The Pratishsthan offers Fellowship Scheme for this purpose.

6. **Vedic Classes for All -** The Pratishthan has a scheme of conducting Vedic Classes to disseminate Vedic knowledge and popularise Vedic studies for all those who are interested even if they do not possess the required academic qualification.

7. **Veda Gyan Saptah Samaroh–** In order to promote Vedic literacy and to create awareness in the country about the Vedas, Vedic knowledge and Indian Culture, a seven days programme of Veda Gyan Saptah Samaroh is organized by the Pratishthan in various parts of the country.

8. **Financial Assistance to Nityagnihotris-** The Pratishthan has formulated a scheme to provide financial assistance of Rs. 4000/- per month each for those Nityagnihotris, who along with their wives perform and follow traditional Vedic recitations with Agnyadhan as per procedure and cow worship at their homes Agnihotra Anushthan regularly.

9. **Financial Assistance to Aged Veda Pathis-** Pratishthan provides financial assistance @ Rs. 4000/- per month to aged Veda Pathis who have crossed the age of 65 years or handicapped aged Veda Pathis.

10. **Tape Recording of Vedic Recitations-** One of the essential activities of the Pratishthan is to maintain the record for preservation of oral tradition of various branches of Vedas recitation through Tape Recording C.D./D.V.D.

11. **Vedic Education at Home -** The Pratishthan has introduced a correspondence course on "Ghar Baithe Vedon Ki Shiksha". The pass out Vedanuragis is awarded "Veda Nipun" certificate.

12. **Maharishi SandipaniRashtriya Veda Vidya Puraskar-** An Award of Rs. 1,00,000/- has been introduced by the Pratishthan to promote the original writings in Vedic Studies and Vedanga literature, edition of manual scripts, research in Vedic education, Vedic culture and to preserve rare vedic knowledge.

13. **Vedic Refresher Course -** The Pratishthan has introduced a Refresher Course for Vedic Teachers of all registered aided Veda Pathashalas by the Pratishthan, for technical advancement of Vedic education and enhancement of the quality of their skills.

14. **Rashtriya Adarsh Veda Vidyalaya** – With the approval of General Body, Governing Council, Finance Committee of the Pratishthan, Ministry of Human Resource Development has conveyed approval for establishing Rashtriya Adarsh Veda Vidyalaya in the campus of Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain starting from 2018-19.

    Rashtriya Adarsh Veda Vidyalaya has been inaugurated by Hon'ble Minister for Human Resource Development, Shri Prakash Javadekar on 27th September, 2018 and regular classes in Vidyalaya has begun on 12th November, 2018.

15. **Veda Parayana Scheme** – The Pratishthan has introduced Veda Parayana Scheme in which Veda Parayana of various Veda Shakhas will be performed at different places.

16. **Veda Sandesh Yatra Scheme** – The Pratishthan has introduced Veda Sandesh Yatra Scheme under which students of Veda along with their teachers may visit any place in the country as educational tour as a tool for propagation of Veda.

17. **Veda Artha Parampara Pathashalas/ Units** –The Governing Council of the Pratishthan has approved proposal for providing financial assistance to "Pathashalas/Units engaged in the interpretation of Vedas/Artha Parampara Pathashalas/Units for propagation of Vedas, initially to 10 such Pathashalas on a pilot project basis.

CENTRAL INSTITUTE OF INDIAN LANGUAGES

During the current financial year (2018-19), the Central Institute of Indian Languages, Mysore conducted academic programmes and developed materials for several Indian languages. This year also saw plans for the establishment of the new centres for excellences of classical languages of Malayalam, Telugu and Odia. Plans for construction of new infrastructure buildings and acquisitions of land for the regional language centres are also underway.

The Institute has also entered into its golden jubilee year and will complete 50th year of its establishment on 17th July, 2019. Plans are underway to celebrate the golden jubilee year in a befitting manner.

The Scheme/Unit/Project-wise details of the activities of the Institute are as following:

1. **National Testing Service (NTS)**

    The NTS conducted around 11programmes on Hindi, Urdu and Kannada languages and three 45-day workshops on Material Production. During the current financial

year NTS has readied 3 titles that are ready for publication.

2. Linguistic Data Consortium for Indian Languages (LDC- IL.)

Apart from conducting 25 programmes in the area of natural language processing, including short term goal oriented programmes and collaborative programmes, LDCIL conducted two meetings of the Project Advisory Committee and finalized the data release policy of the scheme. Around 60 datasets are ready to be released after the approval of the Ministry that will boost the technology development for all scheduled Indian languages.

3. National Translation Mission (NTM)

The NTM conducted about 28 programmes including three Translators' Training Programmes. In the current financial year NTM brought out 8 publications and two issues of Translation Today journal. 13 books are in press and translations of more than 200 titles are ongoing. NTM also conducted 8 workshops on glossary developments for various types of technical terminology development useful for translation of academic/technical texts in various languages.

4. Centre of Excellence for Studies in Classical Kannada (CESCK)

This year saw allotment of a new space for the centre as University of Mysore under an MoU with the Institute provided a new building nearby the Institute from where the centre has started working. The CESCK has conducted 4 programmes including one seminar, two training programmes, and Kannada Rajyotsava celebrations. The Centre intends to conduct 4 programmes in the quarter January – March 2019.

5. Centres of Excellence for Studies in Classical Telugu (CESCT)

With much effort, the centre has started functioning from within the premises of the institute after the recruitment of Project Director, research fellows and administrative staff. The centre conducted its first workshop on the further path of centre in the month of December and all help have been provided to the centre make a new start from this year.

6. Scheme for Preservation and Protection of Endangered Languages (SPPEL)

This year three new languages into the SPPEL list, namely Luro and Sanenyo of the Nicobar Islands and Saihriem of Assam were added on which the work has already started. Work has also resumed on the language Spiti. To address the scarcity of trained linguists, the Institute also conducted three intensive programmes and trained 54 participants. The work already submitted for languages have been given for evaluation to experts and feedback received for some of them have been shared with the respective PIs for any changes before it gets finalized.

7. Bharatavani Project (BvP)

During the financial year 2018-19 BvP has conducted first editorial committee to finalize new titles that may be included for digitization/proliferation at the BvP portal. The BvP portal now has content in 95 languages featured with more than 5000 titles. The portal features more than 345 dictionaries in various language pairs. BvP has contacted 630 probable content contributors, including 429 universities and are in the process of signing an agreement with them for sharing the content for public use on the portal.

8. Centre for Lexicography and Creative Writing

The Centre has organized 3 programmes and is in the process of vetting around 10 dictionaries in various lesser known and tribal languages already worked upon, following which they would be published.

9. Regional Language Centres (RLCs)

This year saw an increase in the total number of trainees reporting for training in the 20 scheduled languages being taught at these centres and the number increased to 142. The RLCs also needed an upliftment in terms of infrastructure which are being planned in the current year. UTRC Solan got a fresh chunk of land provided by the Govt. of Himachal Pradesh where new building for all the needs of the centre will be constructed. The plans are also underway to construct new building for Bhubaneswar and Patiala centres for which CPWD has already provided its layout plan and estimates.

10. Publication unit

The unit has printed more than 20 books and has plans to reach 50 books in the golden jubilee year.

11. Official Language (Hindi)

The unit for Official language (Hindi) organised 6 programmes including 2 meetings, two workshops and two training programmes.

12. Others

In addition to the above, the Institute also organised one international conference of Linguistics (ICOLSI-40) at Mysore and collaborated with several universities/ Institutes to conduct various conferences/ seminars/workshops and training programs on areas related to language and linguistics.

CENTRAL INSTITUTE OF CLASSICAL TAMIL

Consequent on the declaration of Tamil as Classical Language by the Government of India, the Central Institute of Classical Tamil (CICT), Chennai under the Ministry of Human Resource Development, Government of Indian was established as an autonomous organization at Chennai on 19.5.2008. CICT is a registered society under the Tamil Nadu Societies Registration Act, 1975.

The Institute established with the view of promoting the cause of Classical Tamil, is focussing 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.

Finance Committee meeting of CICT was held on 5.1.2019. Short term projects, seminars, training programmes are financially supported by CICT for promoting Classical Tamil. CICT received a grant of Rs.2.35 crore from MHRD during 2018-19. This was utilised for payment of salary, junior resource fellowship, post doctoral fellowship, miscellaneous expenditure, for conducting seminars, training programmes, etc.

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ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

All India Council for Technical Education

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

➢ Approval Status

AICTE has put in place several initiatives to bring about changes in approval process by introducing greater transparency and accountability through e-governance and simplified the procedures and greater ease in the approval process through informal and formal interactions with all stakeholders.

The Council grants approvals for starting new technical institutions and for introducing new courses or programmes in already approved technical institutions. Approvals are accorded in consultation with respective State Governments and affiliating Universities.

Some of the new provisions introduced in the Annual Process Handbook (APH 2018-19)are as under: -

i) Grant of approval to Institutions, deemed to be Universities and Private Universities.

ii) Processing fee reduced for existing Institutions seeking approval for first time and for Institutions whose applications were rejected in AY 2017-18.

iii) Conversion of Management Institutes running PGDM to MBA courses.

iv) Conversion of 2nd shift courses to 1st shift courses.

v) To start Diploma in Degree Pharmacy institutes and vice-versa.

vi) Institutes having courses where admission was less than 30% of approved Intake for last 5 years, were issued approval with reduced Intake of 50%.

vii) Approval for conduction of courses through ODL mode was issued to Standalone Institutes.

viii) Institutes were allowed to induct Adjunct Faculty/Resource person upto a maximum 10% of required Faculty.

ix) Mandatory induction training of three weeks' duration to 1st year students.

x) Penal action against Institutes (a) not paying full Salary to staff through ECS

by Nationalized Bank. (b) Collecting/ withholding of original educational/ professional certificate of faculty members.

xi) Institutes shall announce all fees such as tuition fee, examination fee on their website.

xii) Vocational Educational courses under NSQF introduced.

The data on the number of institutions to which new approvals were given to run technical programmes during 2018-19 is summarized below:

New Approvals given to run Technical Programmes During 2018-19

Program	Diploma	PG	UG	Unique Institutions
Applied Arts and Crafts	1	2	4	4
Architecture	--	11	28	29
Engineering and Technology	60	64	84	154
Hotel Management and Catering	2	--	3	5
Management	--	86	--	86
Mca	--	34	--	34
Pharmacy	303	7	122	345
Town Planning	--	2	1	2
Grand Total	366	206	242	659

During 2018-19, no. of institutions issued no admission were 162 and withdraw of approval issued to 8-institutions after finding deficiency in following AICTE norms by them. There are now 10423 AICTE Approved Institutions with total approved Intake of 3393094.

➢ **Quality Initiatives of AICTE**

AICTE Council in its 49th meeting held on March 14, 2017 approved a package of measures to provide a thrust to improve quality of technical education in the country. Amongst the quality initiatives approved by the Council, exam reforms, mandatory internship, induction program for students, revision of model curriculum, are a few to mention. Highlights of the quality initiatives taken during 2018-19 are as follows:

➢ **Model Curriculum**

At present teaching learning methodologies are being guided by the policies of Affiliating Universities, since most of the technical institutions are affiliated to Universities. These Universities prescribe curriculum and teaching practices in all such technical Institutions. Excellence in engineering education results from innovative teaching techniques and effective instructional materials.

AICTE prepares Model Curriculum to be adopted suitably by these institutes/ Universities. Realising the need to revise and update the Curriculum of UG and PG Courses in Engineering education, AICTE has prepared outcome based model curriculum for Undergraduate and Post Graduate courses in Engineering and PGDM/MBA Courses. Student internship is being made mandatory whether in corporate world or at Institutes of National Importance, National Laboratories or in Development Sectors. Value education has been made an integral part of Course Curriculum. This is a suggestive curriculum and concerned universities/ institutions are allowed flexibility in readjustment of courses/credits in their programs.

Most of the technical universities have adopted the AICTE model curriculum except a few, who have informed that they will implement it from the academic year 2019-20. The important feature of the model curriculum is that the number of credits have been reduced to 160 from 200-220 at UG Level in Engineering and it is in line with the requirements of Industry4.0. The development of model curriculum for the eight disciplines of Diploma courses is in progress.

➢ **Induction Program**

A three-week mandatory induction program for students has been designed to be offered right at the commencement of the first year at UG Level in Engineering and classes will begin after this induction program. The purpose of the program is to make the students feel comfortable in their new environment, set a healthy daily routine, create bonding in the batch as well as between faculty and students. The induction program is now a part of the model AICTE UG Curriculum of Engineering. A budget of Rs. 6.00 Crore was approved by the Council for this purpose. An Induction Cell has been established at AICTE to monitor the induction activities and National Level Coordination Committee has been set up to coordinate training of faculty members on "Student Induction Program" for implementing the same in technical institutions. 80 workshops have been conducted across the country in which 9000 faculty participated. AICTE is taking feedback of students, faculty members and institutions on induction program. So far more than 65000 students, 24750 faculty members and 952 institutions have submitted their feedback.

➢ **Examination Reforms**

Future engineering graduates not only need to be knowledgeable in his/her own discipline, but also need a new set of soft, professional skills and competencies. The achievement of objectives and program outcomes are crucial and needs to be proven through accurate and reliable assessments. They must not only assess student's achievements (and grades) but also measure whether the desired learning outcomes have been achieved. It was felt that the exams being conducted by the institutions should test the understanding of the concepts and the skill – rather than with more emphasis on the subject knowledge of the students. With a view for development of a suitable exam format, AICTE constituted a committee in this regard. The committee finalized the policy on Exam Reforms to be adopted by the Institutions and Universities.

AICTE is conducting workshops on Exam Reforms for Controller of Examination, Deans and Senior Faculty members of various universities and institutions. 10 Workshops have been conducted across the country in which 1500 faculty participated. The faculty trained through the workshops are expected to train faculty of their respective institutions.

➢ **Perspective Plan**

The Committee constituted under the Chairmanship of Shri. BVR Mohan Reddy, Chairman, Board of Governors, IIT, Hyderabad submitted its report on 'Medium Term Perspective Plan' for Engineering education and it was discussed in the meeting of the Executive Committee (EC) of the Council on December 27, 2018 and the EC approved the same.

The main recommendations of the committee were:

i) Courses on AI, IoT, Block Chain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D Printing & Design and other emerging technological areas must be included in the UG/PG Program in Engineering.

ii) Greater focus on multi-discipline courses by reducing the seats in conventional disciplines and converting the existing seats into these courses.

Accordingly, AICTE decided that no new conventional discipline will be allowed from the academic year 2020-21 and NITTTR Chandigarh was given responsibility to prepare curriculum of the above 9 (nine) technologies and submitted the same and also uploaded on the AICTE website.

➢ **Teachers' Training Policy**

AICTE has formulated a comprehensive Teacher's Training Policy and proposed the following eight modules for incumbent as well as in service teachers:

1. General Orientation towards Technical Education

2. Inculcation of Values and Attitudes

3. Communication Skills

4. Instructional Planning & Classroom Delivery

5. Technology Enabled Learning and Life-long Self-learning

6. Effective Modes of Student Evaluation

7. Creative Problem Solving, Innovation and Meaningful R & D

8. Institutional Management & Administrative Procedures

NITTTRs were asked to prepare MOOCs on the above mentioned eight modules. They have already prepared MOOCs on four modules out of which two are available on SWAYAM platform. Modalities for awarding certificates on successful completion of the eight modules are being worked out. This Teachers Training Policy is now integral part of 7th Pay revision Gazette notification for Technical Teachers.

➢ **Research Promotion, Institutional and Faculty Development Programme**

AICTE operates three schemes, namely, Research Promotion Scheme (RPS), Modernization and Removal of Obsolescence (MODROB), and Nationally Coordinated Projects (NCP). During 2018-19, a sum of **Rs.7.99 Crore** for **61** Projects under Research Promotion Scheme (RPS) and a sum of **Rs.26.95 Crore** for 213 Projects under MODROB Scheme has been sanctioned respectively to AICTE Approved Institutions.

➢ **Research Promotion Scheme for North-East and NDF Centers**

Two new variants under Research Promotion Scheme have been introduced for North-East Region and for NDF Centres during the current Financial Year. For each, a total of 50 projects with a grant-in-aid of Rs.1250.00 lakh @Rs.25.00 lakh per project have been sanctioned. Since the target groups were limited, off-line applications were invited from the faculties/PIs in AICTE approved institutes. A total of 130 and 80 applications under

RPS-NER and RPS-NDF respectively were received on or before closing date.

➢ **National Doctoral Fellowship (NDF)**

AICTE launched a scheme of National Doctoral Fellowship (NDF) from the academic year 2018-19 for admitting full time meritorious students for Ph.D. program in the 28 identified research institutes of AICTE. Selected candidates are entitled to a fellowship of Rs. 28,000/- month and house rent allowance as per Government norms. In addition to it an amount of Rs.15000/-per annum as contingency grant is also available to scholars. The duration of the scheme is for a period of 3 years and is extendable by 6 months in 2 spells in special cases. Reservation policy of the Government is followed. An amount of Rs. 3.37 crore has been released as Fellowship/House Rent Allowance and Contingency grant to scholars admitted under the scheme during 2018-19

➢ **Quality Improvement Programme (QIP)**

The main objective of the programme is to upgrade the expertise and capabilities of the faculty members of the degree level institutions in the country. The aim is to enable the teachers to acquire Master's/ Doctoral degrees and imbibe in them a culture of research and better teaching educational capabilities by exposing them to the environment of the institutes of study. During 2018-19, Rs. 23.20 crore was released for pursuing M.Tech and Ph.D by faculty of AICTE Approved Institutions.

➢ **PRAGATI Scholarship Scheme for Girl Students**

Aim is to provide assistance for Advancement of Girls to pursue Technical Education. Two Girls per family are eligible, whose family income is not more than 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 Scholarship of Rs. 50,000/- (Rs. 20,000/- for Contingency amount for 10 months and Rs. 30,000/- for Tuition fee). 5142 students have been benefitted under PRAGATI Scheme during the 2018-19 at Degree and Diploma level.

➢ **SAKSHAM Scholarship Scheme 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 Scholarship of Rs. 50,000/-(Rs.20000 Contingency amount for 10 months and Rs. 30,000 for Tuition fee). The selection of candidate is made on merit on the basis of qualifying examination to pursue the respective Technical Degree/ Diploma course from any of the AICTE approved institution. 513 students availed the benefit under this Scheme during the year 2018-19.

➢ **PRERANA Scheme for SC/ST Students**

This scheme aims at providing financial support to institutes for encouraging and training to pre-final and final year aspiring SC/ST students seeking higher education through admission test like GATE/ GPAT/ CAT/ CMAT/ TOEFL/ IELTS/ GRE. The Institute must have minimum of 50 SC/ST students on an average on roll during last 3 years. The maximum limit is Rs.10 Lakh for providing support to Technical

Institutions for the program. 2000 students from 49 institutions benefitted from this scheme during 2018-19.

➤ **SAMRIDDHI Scheme for SC/ST Students for setting up Start-ups**

The objective of this scheme is to help SC/ST students in planning, launching & running their own business/startup through entrepreneurship development programme after their formal education is over or during their education as per AICTE's startup policy. Total funding of Rs.20 Lakh (of which Rs. 1 lakh / year shall be recurring grant) is provided under the scheme. 99 students from 11 institutions availed the benefits of this scheme during 2018-19.

➤ **Hostel for SC/ST Students**

The scheme aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/researchers belonging to SC/ST category. Government/ Government-aided engineering colleges/University Departments existing for last five years and have more than 150 SC/ST students on roll for the last three years are eligible for the grant. The maximum limit of Rs. 2.00 crores to be disbursed in 3 instalments. During the year 2018-19, Rs. 32.88 Crore were released and with this, since 2012-13 when the Scheme was introduced, grants amounting to Rs. 160.59 Crore have been released for construction of hostels in 106 institutes. 31 hostels have already been completed.

➤ **E-Journals through ESS for Technical Education and Research**

Free access to e-journals to 94 AICTE supported Technical Institutes were provided by paying the subscription by AICTE under e-Shodh Sindhu (ESS). During the year 2018-19, Rs. 8.72 Crore were released towards subscription of e-journals.

➤ **Margdarshan Scheme**

Scheme to share and mentor (named Margdarshan) with an aim to upgrade the standard of Technical Education was launched during the year 2016-17 and by March 2019, in all 14 reputed Technical Institutions were selected as hub to guide and disperse knowledge and also sharing resources with at least ten Technical Institutes positioned as spokes.

➤ **Margdarshak Scheme**

A new scheme named called "Margdarshak" with the goal to help the Institutes to improve their quality leading to accreditation has been launched in the year 2018-19. The main objective of the scheme is that a large number of programmes of technical institutes are accredited in the next few years.

➤ **Mandatory Internships**

All India Council for Technical Education (AICTE) has formulated its Internship Policy for students of Technical Education. Internships have been mandated to ensure that technical students get exposure to the industrial environment, current technology relevant to their subjects and opportunities to learn, understand and sharpen real-time technical and managerial skills. Board of Apprenticeship Training (BOAT), Mumbai, Chennai and Kanpur and Board of Practical Training (BOPT), Kolkata have joined hands for facilitating Internships. AICTE has constituted a National Level Steering Committee to monitor the performance

and Progress of Internship Programs throughout the country. The first Meeting of the committee was held on 11th March, 2019. Four Awareness workshops were organized by AICTE at 4 regions. Approx. 1500 Training and Placement Officers of AICTE Approved Institutions and Industry representatives attended the programme. One AICTE leadership conference on the theme of Industry- Academia Interaction was organized on 20th Nov, 2018. Total 130 Industry Leaders and Academic leaders/ Vice Chancellors etc. attended the meeting for joining hands for facilitating Internships.

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

AICTE signed an implementation agreement with Department for Business, Energy and Industrial Strategy (DBEIS), UK, on the joint operation of the activities under UK India Education and Research Initiative (UKIERI) Phase-III. In the year 2018, council has trained 200 participants in two cohorts of 100 each team. Nomination received from 618 teams/ Institutes consisting of 1270 applicants. Out of this, 200 applicants were selected for the AICTE-UKIERI Leadership Development Programme 2018. The first and second workshop was successfully conducted at AICTE Headquarter, Delhi and Acharya Institute of Technology, Bangalore.

➢ **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 or her Post Graduation/ Graduation/ Diploma in any technical or non-

technical stream or has discontinued studies after Class 10th to enhance his/her employability. Under the scheme, AICTE registered NEEM Facilitators are giving NSQF compliant industrial training for a minimum of 3 months and a maximum of 36 months. 40 NEEM Facilitators and a total of 2,07,504 trainees enrolled in different NEEM facilitators during 2018-19.

➢ **Pradhan Mantri Kaushal Vikas Yojana (PMKVY-TI)**

AICTE is implementing the **PMKVY-TI** through its approved Institutions, with an aim to impart engineering skills to the unemployed youth and help them find placement. The AICTE approved institute have to utilize their existing infrastructure for offering these Courses in the off-college hours. The funds will be released by Council, covering the cost of teaching/ learning activities directly to the approved institutes. The approved institutes under this scheme offer training to youth in engineering skills based on the job roles as per National Occupational Standards (NOS) prescribed by Ministry of Skill Development and Entrepreneurship under NSQF. National Steering Committee of PMKVY-TI has approved to train **3,71,025 students in 1712** Institutes/Polytechnics in the Academic Year 2018-19. Out of which **2,05,574 students are enrolled in 970 Institutes/Polytechnics**.

➢ **AICTE-ECI Chhatra Vishwakarma Awards 2018**

AICTE, in association with Engineering Council of India (ECI) and Indian Society for Technical Education (ISTE) organized **"2nd Chhatra Vishwakarma Awards 2018"** for the students of AICTE approved

Degree & Diploma level Technical Institutions/Universities on 21ˢᵗ January 2019, at AICTE HQs, New Delhi, to recognize and honour innovative work of the student and institute/organization displaying exceptional skill in different vocational streams. Hon'ble Vice President Shri V. Naidu graced the occasion and conferred awards to winning teams. 1607-applications were received and out of them 118 applications were selected to display the prototype. 19 teams were declared winners.

➢ **Saansad Adarsh Gram Yojana (SAGY)**

In order to recognize the efforts of our institutes who have remarkably contributed towards the growth and development of the villages adopted by our Member of Parliaments (MPs) under SAGY, Council has decided to give AICTE-SAGY Initiative Awards 2018. The objective of SAGY Initiative Awards is for motivating, recognizing and honouring the institutions to raise their performance in the specific domains leading to significant contribution for the growth and development of villages and country as well. The Award Ceremony was conducted on 21ˢᵗ January, 2019 at AICTE HQs, New Delhi. Hon'ble Vice President of India, Shri. M. Venkaiah Naidu graced the occasion and conferred awards.

Total applications received from various institutes were -103.

➢ **Wheebox Employability Skill Test 2019**

The Council has partnered with Wheebox, a Global talent assessment company and its consortium partners United Nations Development Program (UNDP), Confederation of Indian Industry (CII), Association of Indian Universities (AIU), People Strong and LinkedIn to build & publish the "India Skills Report 2019". Wheebox conducts Employability Skill Test (WEST) for all pre-final and final year graduates of AICTE approved institutes. The outcome of the test will help the institute to identify core strength and improvement areas of their students in the form of transcript and certification jointly certified by CII & AIU.

Employability Skill Test -2019 reached all 29 States and 7 union Territories and 100 + employers across India. The India Skills Report 2019 **was launched by Shri Dinesh Sharma, Deputy Chief Minister, Uttar Pradesh at Lucknow,** in association with Confederation of Indian Industry (CII), All India Council for Technical Education (AICTE), Association of Indian Universities (AIU), LinkedIn, People Strong & United nationals Development Program (UNDP).

➢ **Vocational Degree/ Diploma Program**

In the Academic Year 2018-19, AICTE introduced the Vocational Degree/ Diploma Programs leading to Degree or Diploma in Vocational Education under National Skill Qualification Framework (NSQF) for AICTE approved institutions. Under this scheme, Education Component will be taught by the institute and the skill component will be covered by Industry Partner or Skill Knowledge Provider (SKP) approved by AICTE or NSDC or any Govt. Agency. The Council offered thirteen specialization of different sectors in the AY 2018-19.

➢ **Employability Enhancement Training Programme (EETP)**

AICTE revamped its Finish School scheme by the name **Employability Enhancement Training Programme** (EETP) in 2013, with a vision of enhancing employment amongst fresh engineering graduates imparting business and soft skills for sustained performance career success and to meet growing industry demand. For enhancement of employment opportunities under skill initiatives, Council has signed MoU with ICT Academy to facilitate Technical Institutions to respond to the need of providing state of art IT/ITES and Telecom Skills to the students of AICTE approved Colleges **of North-East Region**. In this year ICT Academy has enrolled 6557 number of North-East students under EETP program.

➢ **Cambridge Assessment English**

AICTE has signed an MoU with Cambridge Assessment English for implementation of "*Teacher Development Programme*" for the English language Teachers of AICTE approved Institutes/Polytechnics.

The training will be on the pedagogy skill training to deliver the English subject as per the model curriculum of the subject developed by AICTE for the English subject teachers who are at a B1, for the rest there will be a language training programme than can run simultaneously to bring their levels at par with other teachers. A programme for 30 English Language Teachers was organized in blended learning mode as a pilot project. in the month of July, 2018 at AICTE Hq., New Delhi.

➢ **Prime Minister's Special Scholarship Scheme-PMSSS**

Prime Minister's Special Scholarship Scheme (PMSSS) has undergone some important changes during academic year 2018-19 as directed by Inter-Ministerial Committee (IMC) of MHRD, Govt. of India. Scholarships available 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 J&K, to enhance their employment opportunities. A special thrust was given to ensure quality education by including NBA/NAAC accredited and NIRF Ranked Institutions to J&K students through on-line process of counselling conducted by the AICTE, New Delhi. The transparent on-line counselling for admission under supernumerary seats was held from June 2018 till August, 2018 and admission letters were issued to 2995 students. Till date 2504 students reported on portal of AICTE and benefited under the Scheme, which includes lateral entry admissions of diploma holders in Engineering Stream. AICTE conducted Interactive Sessions for Principal/ Faculty of Jammu & Kashmir Schools/ Colleges aimed at creating awareness about the PMSSS in Jammu and

Srinagar in the month of December, 2018. Awareness Workshops were conducted about the Scheme for aspiring students in interior places of Jammu & Kashmir such as Kargil, Leh, Anantnag, Kupwara, Baramula, Doda, Rajouri, Kathua etc in cooperation with Jammu & Kashmir Government.

➣ **Start-up Initiative and Smart India Hackathon(SIH-2019)**

The objective of AICTE Start-up programme is to create 1,00,000 tech-based student owned start-ups and a million employment opportunities by about next 10 years by developing an ideal entrepreneurial ecosystem and promoting strong inter-institutional partnerships among Technical Institutions. AICTE through its Start-up Implementation Cell initiated many concerted efforts towards policy and program convergences and ecosystem streamlining, in association with various leading national and international ecosystem enablers at multiple level. It entered into MoU with NITI Aayog, MSME etc. for networking among other things. AICTE also entered into MoU with Carleton University, Canada in Feb, 2018 under Canada-India Acceleration Program (CIAP) to support and promote cooperation while designing collaborative program in the area of start-ups and innovation development. In all

50- Canadian and 50- Indian Women Led Tech Start-ups will be supported in next 5-years.

AICTE in collaboration with MIC (MHRD's Innovation Cell), i4c and Persistent Systems organized Smart India Hackathon (SIH 2019). With 96 industries and 18 Central Government Ministries and Departments, SIH2019 was much bigger than its previous editions. SIH harnesses creativity and expertise of students, builds funnel for 'Startup India' campaign, crowd sources solutions for improving governance and quality of life, and provides opportunity to citizens including students to provide innovative solutions to India's problems. It includes 2 sub-editions – Software edition, which is a 36-hr software product development competition and Hardware edition which is 5 daylong event and student develop prototypes under it. Grand Finale of SIH 2019 – Software edition, was held on March 2 & 3, 2019 at 49 different centers simultaneously across India, where more than 34,000 ideas were evaluated.

First India International Hackathon was organized in Nov 2018 at NTU Singapore, it was focused on "Smart Campus" and it saw participation of 40 teams (20 teams with 3-participants from each country). Winning teams were felicitated by Hon'ble Prime Minster of India.

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**INDIAN INSTITUTES OF TECHNOLOGY &
NATIONAL INSTITUTES OF TECHNOLOGY**

Indian Institutes of Technology & National Institutes of Technology

1. **World Class Technical Education:** To meet the growing demand of highly skilled technical manpower, there are 23 IITs functioning in the country, which impart world class education in various disciplines of science, technology and engineering. These IITs, which are designated as Institutions of the National Importance are fully funded by the Government and are provided necessary budgetary support under the Scheme, 'Support to IITs." The combined student strength in these 23 IITs is 91448 with faculty strength of 8856.

2. **Expansion of Quality Technical Education:** In order to reduce regional imbalance in imparting quality technical education in the country, six new IITs were established by the Government, one each at Jammu, Bhilai, Goa, Dharwad, Tirupati and Palakkad. The Union Cabinet approved Rs.1411.80 crore in 2015 for operationalization of these IITs from temporary campuses. The proposal for construction of permanent campuses of these IITs was also approved by the Union Cabinet in November, 2017 at a total cost of Rs.7002.42 crore for Phase-A (2017-18 to 2019-20). Under this Phase, necessary infrastructure for 1200 students will be created whereas Phase-II, which will be taken up separately after review of Phase-I, will create the facility for accommodating 2500 students. The combined student strength in these 6 New IITs is 2544 with faculty strength of 487.

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

    (i)   **Research Parks:** Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, five new Research Parks at IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore at a total cost of Rs.75.00 crore each have been approved by the Government. Approval has also been accorded for continuation of two already approved Research Parks at IIT Bombay and IIT Kharagpur at a cost of Rs.100 crore each. The Research Park at IIT Gandhinagar at a total cost of Rs.90 crore is being funded by the Department of Science & Technology.

    (ii) **IMPRINT:** IMPRINT is a flagship national initiative of the Government, launched on November 5, 2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selected technology domains,

viz. health care, energy, sustainable habitat, nano technology hardware, water resources and river systems, advanced materials, Information and communication technology, manufacturing, security and defence, and environmental science and climate change. 142 research projects at a total cost of Rs.320.72 crore for 3 years with joint funding by MHRD and various participating Ministries/Departments are currently under execution under IMPRINT-I.

IMPRINT-II has now been launched with a dedicated funding support through a corpus jointly created by MHRD and DST. The scheme is open to all CFTIs and CUs as principal investigator (PIs) while other institutions including private institutions can participate as Co-PI. The average cost of each proposal will be about Rs.2 crore with a duration of 3 years. An outlay of 670 crore consisting of an equal share of Rs.335 cr each from MHRD and DST has been approved. Other Ministries/Departments are welcome to join this Initiative. IMPRINT-II shall be administered by the IMPRINT-SERB vertical chaired by the Secretary, SERB and the National Coordinator of IMPRINT.

In the first call of proposals in 2018-19, more than 2100 proposals were received, out of which 126 proposals worth Rs.106.73 cr. have been approved by the Apex Committee after various levels of scrutiny.

Uchhatar Avishkar Yojana (UAY): UAY was announced in the IIT Council meeting held on October 6, 2015 with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between the academia and industry – within or outside India. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and 50% by MHRD. Currently, 139 projects at a total cost of Rs.370.97 crore with joint funding by MHRD, participating Ministries and Industry are currently under execution.

4. **New Initiatives:**

(i) **Improving Gender Balance:** With a view to improving female enrolment in the B.Tech Programmes in IITs, a Committee under the chairmanship of Director, IIT-Mandi was constituted by the Joint Admission Board (JAB) to suggest suitable measures. The recommendations of the Committee were considered by the IIT Council in its 51st meeting held on 28.04.2017 and decided to increase female enrolment from the current 8% to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats. Further, due to the Government's policy of restoring gender balance in IITs, this year an additional (840) girls got admission in the UG programme of IITs, improving the girls student percentage in Undergraduate programmes of IITs from 9.15% (2017) to 15.29 %(2018).

(ii) **Premier Testing Facility:** The Government has created National Testing Agency (NTA) as an autonomous and self-sustained premier testing organization to

conduct entrance examinations for higher education. The Government has mandated NTA to conduct the examination in a scientific manner involving experts. NTA will be a self-sustained organization. However, in order to set up and start its operations, a provision of Rs.25 crore as a one-time grant has been made. NTA has been registered as a society under the Societies (Registration) Act, 1861.

(iii) **Prime Minister's Research Fellowship:** In order to attract best talent for undertaking research in the frontier areas of science & technology, the PMRF Scheme was announced in the Budget Speech 2018-19. It seeks to incentivize a maximum of 3,000 most talented students from IITs/IIITs/NITs/IISERs who will be selected as per PMRF guidelines to enroll in the Ph.D program in IITs/IISc 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 was appraised by the EFC and approved by the Union Cabinet in its meeting held on 07.02.2018. 176 students have been selected under the scheme as on 31.03.2019. Now PMRF guidelines have been revised and the scheme is opened to eligible students from all institutes/ universities recognized in India.

Further they can now pursue research in IISERs as well along with IITs/IISc.

NATIONAL INSTITUTES OF TECHNOLOGY (NITs) & INDIAN INSTITUTE OF ENGINEERING SCIENCE AND TECHNOLOGY (IIEST), SHIBPUR

1. The National Institutes of Technology (formerly Regional Engineering Colleges), which have been taken over by the Central Government w.e.f. 14th May, 2003, are Centrally-Funded Technical autonomous Institutions and have been declared 'Institutions of National Importance' under the National Institutes of Technology, Science Education and Research (NITSER) Act, 2007 w.e.f 15th August, 2007.

2. Till the academic session of 2009 – 2010, there were twenty NITs located at : Agartala (Tripura), Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Hamirpur (Himachal Pradesh), Jaipur (Rajasthan), Jalandhar (Punjab), Jamshedpur (Jharkhand), Kurukshetra (Haryana), Nagpur (Maharashtra), Patna (Bihar), Raipur (Chhattisgarh), Rourkela (Orissa), Silchar (Assam), Srinagar (Jammu & Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirappalli (Tamil Nadu) and Warangal (Andhra Pradesh). In the year 2009, the Subordinate Legislation called the 'First statutes of NITs' were framed under the NITSER Act, 2007 to further grant functional autonomy to these Institutes.

3. During the XIth Plan Period, 10 new NITs have been established at 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 2010-11 onwards. Subsequently, NIT Andhra Pradesh has also been established in the newly created State of Andhra Pradesh and its 1st academic session started from 2015-16 onwards. Thus, the total number of NITs functioning in the Country have gone upto 31 i.e. one each in all States and major UTs Delhi and Puducherry, respectively.

4. The amendments for inclusion of 10 new NITs and NIT, Andhra Pradesh under the ambit of NITSER Act, 2007 got assent of the President of India on 07th June, 2012 and 20th August, 2015, respectively. All the 11 new NITs are now under the purview of the NITSER Act, 2007.

5. In the year 2014, Bengal Engineering and Science University (BESU), Shibpur (West Bengal), which was earlier functioning under the aegis of Government of West Bengal, has been converted into the Indian Institute of Engineering Science and Technology (IIEST), Shibpur (West Bengal) and taken over by the Central Government as an autonomous 'Institution of National Importance' through NITSER (Amendment) Act, 2014, which came into effect on 4th March, 2014.

Admission in NITs and IIEST

6. The admissions of students to undergraduate programmes in NITs and IIEST, Shibpur are based on merit secured in the Joint Entrance Examination (Main) and subsequent counseling conducted by the Joint Seat Allocation Authority (JoSAA) every year. As per the present policy, admissions to 50% of the seats in

an NIT and IIEST are earmarked for the students of the State, where the Institute is situated. The admissions to the remaining 50% seats are filled on the basis of the All India rank of candidates from other States.

7. The system has been able to provide high quality technical education to the talented students in the Country. While propagating the scope of equal opportunity of engineering education to the remotest corners of the country, NITs & IIEST form a very important segment among the premier Technical Institutions in the country to promote quality technical Education and Research. They have an important role in providing high quality technical manpower for regional and national requirements. After setting up of the 11 (eleven) new NITs as an outreach programme, the students from all over the country are getting adequate scope of pursuing technical education.

Governance

8. The Hon'ble President of India is the Visitor of all the 31 NITs and IIEST – Shibpur and the Hon'ble HRM is the Chairperson of the NITSER Council, the apex decision making body, of these Institutions. The affairs of Institutes are managed by their respective Board of Governors in accordance with the functions provided under the NITSER Act, 2007 and Statutes governing these Institutes.

Recent Developments

i) The Directors in 09 NITs and Chairperson, Board of Governors in 05 NITs have been appointed between January, 2018 to December, 2018.

ii) Consequent upon approval of the Council of NITSER in its 10th meeting held on

26th May, 2017, the Recruitment Rules for faculty have been issued by MHRD as a result of which, the NITs have been able to fill up approximately 1700 vacant faculty positions at various levels. Similarly, the recruitment rules for non-faculty staff have also been issued to address the gaps in the promotional avenues.

Statistical Details

NITs (Amount in Crore)

Heads	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Plan	1353	1474	1503	1627	3024.02	3258.67
Non-Plan	778	835	935	1117		
Total	2131	2309	2438	2744	3024.02	3258.67

IIEST Shibpur (Amount in Crore)

Heads	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Plan	5	57	65	99	79.53	130

NIT Andhra Pradesh (Amount in Crore)

Heads	2016-17	2017-18	2018-19
Plan	10	50	80.10

Students

Total Students (as on September 2018)

(i) Under Graduate : 71374

(ii) Post Graduate : 19893

(iii) Ph.D. : 12033

Total : 103300 (actual strength)

Faculty

(i) Sanctioned : 7466

(ii) Filled up : 4471 (including contractual faculty)

Budget Estimates for 2018-2019

(i) 30 NITs : Rs.3019.40 Crore [Revenue]

(ii) IIEST-Shibpur : Rs.130.00 Crore

(iii) NIT – Andhra Pradesh : Rs.54.00 Crore

List of NITs and IIEST

Sl. No.	Name of the Institute	Name of the State
1.	NIT-Agartala	Tripura
2.	MNNIT-Allahabad	Uttar Pradesh
3.	MANIT-Bhopal	Madhya Pradesh
4.	NIT-Calicut	Kerala
5.	NIT-Durgapur	West Bengal
6.	NIT-Hamirpur	Himachal Pradesh
7.	MNIT-Jaipur	Rajasthan
8.	Dr. B.R. Ambedkar NIT-Jalandhar	Punjab
9.	NIT-Jamshedpur	Jharkhand
10.	NIT-Kurukshetra	Haryana
11.	VNIT-Nagpur	Maharashtra
12.	NIT-Patna	Bihar
13.	NIT-Raipur	Chhatisgarh
14.	NIT-Rourkela	Odisha
15.	NIT-Silchar	Assam
16.	NIT-Srinagar	Jammu & Kashmir
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
23.	NIT-Goa	Goa
24.	NIT-Manipur	Manipur
25.	NIT-Meghalaya	Meghalaya
26.	NIT-Mizoram	Mizoram
27.	NIT-Nagaland	Nagaland
28.	NIT-Puducherry	Puducherry
29.	NIT-Sikkim	Sikkim
30.	NIT-Uttrakhand	Uttarakhand
31.	NIT-Andhra Pradesh	Andhra Pradesh
32.	IIEST-Shibpur	West Bengal

Indian Institutes of Information Technology

1. Joint Entrance Examination (JEE):

JEE Main is applicable for admission to NITs, IIITs and CFTIs participating though Central Seat Allocation Board subject to the condition that the candidate should have secured at least 75% marks in the 12th class examination, or be in the top 20 percentile in the 12th class examination conducted by the respective Boards. For SC/ST candidates the qualifying marks would be 65% in the 12th class examination.

2. Legislative & Policy Reform:

To meet the present challenge and to restructure the Higher Education system, various legislative and policy reform are being taken which include: IIIT Act, 2014 which was notified in Gazette of India (Extraordinary) Part II Section 1 (Act 30 of 2014) in December, 2014 and came into force w.e.f. 5th January, 2015. It grants statutory status to the five existing Indian Institutes of Information Technology (IIITs) at Allahabad, Gwalior, Jabalpur Kancheepuram and Kurnool and bring them under a single umbrella.

Other than this the IIIT (PPP) Act 2017 notified in August 2017 grants statutory powers to 15 IIITs at Guwahati, Chittoor, Kota, Vadodara, Trichy, Lucknow, Kalyani, Una, Nagpur, Pune, Kottayam, Ranchi, Sonepat, Dharwad and Senapati and these IIITs are funded by not only Central Government but also the respective State Governments and industry partners.

3. Information Technology Institutions:

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 (1998), Allahabad (1999), Jabalpur (2005), Kanchipuram (2007) and Kurnool (2015). To address the challenges faced by the Indian IT Industry and to facilitate the growth of the domestic IT market, the MHRD has the mandate to establish 20 new Indian Institutes of Information Technology (IIITs) on Not for Profit Public Private Partnership Mode (N-PPP) basis as approved by the Cabinet on 26-11-2010. Accordingly, MHRD invited proposals from all the State Governments for setting up of the 20 IIITs.

IIIT Chitoor (A.P), 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 Ranchi (Jharkhand) have already been established under the scheme.. 3 more IIITs have commenced its academic session in 2017-18 and one in 2018-19.

4.   IIITs

IIITs in CFTI (Centrally Funded Technical Institutes) Mode

		Website
1.	IIIT Allahabad, Uttar Pradesh	http://www.iiita.ac.in/
2.	ABV-IIIT&M Gwalior, Madhya Pradesh	http://www.iiitm.ac.in/
3.	PDPM-IIITD&M Jabalpur, Madhya Pradesh	http://www.iiitdmj.ac.in
4.	IIITD&M Kancheepuram, Chennai, TN	http://www.iiitdm.ac.in
5.	IIITD&M Kurnool, Andhra Pradesh	http://www.iiitdmkl.ac.in

IIITs in PPP (Public Private Partnership) Mode

		Website
1	IIIT Sri City Chittoor Andhra Pradesh	http://www.iiits.ac.in/
2	IIIT Guwahati, Assam	http://www.iiitg.ac.in/
3	IIIT Vadodara, Gujarat	http://www.iiitvadodara.ac.in/
4	IIIT Sonepat, Haryana	http://iiitsonepat.ac.in/
5	IIIT Una, Himachal Pradesh	http://www.iiitu.ac.in/
6	IIIT Dharwad, Karnataka	https://iiitdwd.ac.in
7	IIIT Kottayam, Kerala	http://www.iiitkottayam.ac.in/

		Website
8	IIIT Senapati, Manipur	http://www.iiitmanipur.ac.in
9	IIIT Kota, Rajasthan	http://www.iiitkota.ac.in/
10	IIIT Srirangam, Tiruchipalli, Tamil Nadu	http://www.iiitt.ac.in
11	IIIT Lucknow, Uttar Pradesh	https://www.iiitl.ac.in/
12	IIIT Kalyani, West Bengal	http://www.iiitkalyani.edu.in/
13	IIIT Pune, Maharashtra	http://www.iiitp.ac.in/
14	IIIT Ranchi, Jharkhand	http://iiitranchi.ac.in/
15	IIIT Nagpur, Maharashtra	http://iiitn.ac.in/
16	IIIT Bhopal, Madhya Pradesh	https://iiitbhopal.co.in
17	IIIT Surat, Gujarat	http://www.iiitsurat.ac.in/
18	IIIT Bhagalpur, Bihar	https://iiitbh.ac.in
19	IIIT Agartala, Tripura	https://iiitagartala.ac.in

5.   Plan Allocation-Department of Higher Education

Amount in Rs cr.

Schemes	BE 2018-19	RE 2018-19	BE 2019-20
Setting up IIITs in PPP Mode	119.45	177.38	160
IIIT CFTI Mode	244.47	263.00	203.34

❖ ❖ ❖

**NATIONAL INSTITUTES OF TECHNICAL
TEACHERS' TRAINING AND RESEARCH**

National Institutes of Technical Teachers' Training and Research

Four National Institutes of Technical Teachers' Training and Research (NITTTRs) were established as autonomous societies under the Ministry of Human Resource Development at Chennai, Bhopal, Kolkata and Chandigarh for the qualitative growth of technical education in the country. The mandate of these Institutes is to train technical education teachers, develop curriculum and institutional resources, assist the National, State Governments and Technical Institutes towards improving related processes and products, etc.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH, SHAMLA HILLS BHOPAL

The significant activities undertaken from 1st January 2018 to 31st March 2019 are as follows:

1. **Training Programmes** – For improvement of the quality of Technical Education in the country in general and in the Western Region in particular NITTTR, Bhopal offering short term contact mode training programmes and workshops to the technical teachers and administrators (of the engineering college and polytechnic) for excelling systematically and professionally.

   a) **In Contact Mode-** NITTTR Bhopal had planned and carried out total 60 training programmes and workshops out of which 38 were for one week, 16 were for two weeks duration training programme and 05 were two days and 01 one

day workshops during 01st January to 31st March 2018 and total 1283 participants had participated from all over the country in these training programme and workshops.

Similarly for the period between 01st April 2018 to 31st March 2019 total 184 training programmes and workshops were organized out of which 101 were for one week, 71 were for two weeks 02 three days, 04 two days and 06 one day duration training programmes and workshops in which total 5469 participants were participated from all over the country.

   b) **Through SWAYAM MOOCs Project-** More than 17000 participants so far participated in Six Courses developed and offered by NITTTR Bhopal through prestigious national SWAYAM Massive Open Online Courses (MOOCs) for training in-service and aspiring technical teachers of the country. These sic courses are covering wide range of areas in Technical Education System including "Accreditation for Diploma Engineering Programmes (40hrs)", "Accreditation for Undergraduate Engineering Programmes (48 hrs)", "Fundamentals of Curriculum in Engineering Education (20hrs)", "ICT in Teaching and Learning

(20hrs), "Learning and Instruction (20hrs)", and "Accreditation for PG Engineering Programmes (20hrs)". In this project nearly all the faculty members are contributing for developing the e-content and the video programmes.

2. **International Programmes– Indo-German Workshop on Vocationalization of Higher Education at University of Hannover (LUH) held on 13-15 February 2019-** An international level collaboration was delve into between NITTTR, Bhopal and LUH, Hannover on 13-15 February 2019 in various identified areas for further collaboration. During the discussion in the workshop few themes/topics emerged like Vocationalization of Higher Education, Implementation and Assessment of Outcome based Curriculum, Green TVET Development, Academic Leadership and Structure and work funds at the LUH in Vocational Higher Education as priority areas of collaboration. To strengthen this relationship a workshop facilitated by LUH, Hannover attended by a delegation of 05 Professor including Director from NITTTR Bhopal and 07 delegates of LUH and associated institutes have deliberated and presented the views and possibilities for long term collaboration.

3. **International Technical Economic Cooperation (ITEC) Programmes:** The institute has conducted the following International training programmes under ITEC of Ministry of External Affairs:

   a. 'Instructional Material Design and Production for Open Educational Resources (OER)' for ten participants from 08 countries from 24-09-2018 to 12-10-2018.

   b. 'Training of Trainers on Green TVET' for thirteen participants from 09 countries from 19-11-2018 to 30-11-2018.

   c. 'Managerial Skills for Technical Teachers and Administrators' for nineteen participants from 13 countries from 10-12-2018 to 21-12-2018.

   Total Thirty Four participants participated from 30 countries of the world.

4. **National Projects/Programmes/Activities**

   i) **Teaching Learning Centre (TLC) Project under PMMMNMTT of MHRD, Government of India:** NITTTR Bhopal is undertaking this national important project in which the academic and industrial training needs of teachers have been identified and programmes have been planned. So far we have done one Faculty Induction Programme (FIP), one Training of Trainers(TOT) for teachers, LR Development in Mechanical, Manufacturing and automobile Engineering, Computer Engineering, IT and ITeS, and Training on Vocationalisation of higher Education been done. Preparations of 24 learning resources (reference Books) is under progress. 11 faculty members of NITTTR Bhopal are fully involved in this project. So far, 09 programmes have been conducted in which 434 participants were trained.

   ii) **Memorandum of Understanding (MoU) signed between Shri Vishwakarma Skill University (SVSU), Gurugram and National**

Institute of Technical Teacher's Training and Research (NITTTR), Bhopal- A MoU between SVSU and NITTTR, Bhopal was signed in the presence of Shri Anantkumar Hegde, Minister of State for Skill Development & Entrepreneurship here on 06th March 2019. The collaboration targets to ensure purposeful engagement of Faculty, Experts and Industry Partners for various academic activities. This collaboration seeks to support Vision and Mission of both Institutions related to Technical and Vocational Education, Training and Research through nurturing the initial implementations and supporting practices offering various capacity building services and resources. Shri Anantkumar Hegde, welcoming the MoU, said that this endeavour is a good step to strengthen the vision and mission of Skill India.

iii) **NRC Project:** The NITTTR Bhopal is also part of the National Resource Centre (NRC) Project of MHRD in the area of "Assessment and Evaluation' in the design, development and implementation of the 40-day the first refresher programme and launched on the SWAYAM platform on 1/11/2018. More than 300 participants are already undergoing this online training. About 11 faculty members are continuously working on the various modules and associated units.

5. **Research and Development-** On recommendations of the Research Project Award and Monitoring committee 17 Research project were awarded with institutional funding in the first phase. These 17 research project are covering wide range of issues pertaining to technical education system in India and fall under the stated mandate of the institute. Second phase of the research proposals invitation is about to start. Other Research and development activities are undertaken and promoted through master's programme in engineering and technology and 6 PhDs were produced and 6 PhD researchers are going on in various disciplines related to technical education, engineering and technology, science and management. A DST project for the Railways is also being undertaken.

6. **AICTE TEACHER TRAINING PROJECT THROUGH MOOCs –** NITTTR Bhopal is part of the project team developing national level AICTE technical teacher training project broad contents of the instructional modules to be delivered during the first term of Faculty Induction Program (FIP) on following three module:

MODULE 2: Professional Values, Ethics, Ecology & Sustainable Development

MODULE 4: Instructional Planning and Delivery

MODULE 5: Technology Enabled Learning and Life-long Self-learning

7. **Curriculum Development-** NITTTR, Bhopal has rendered assistance to its client states for curriculum redesign and revision project for the state of Maharashtra for 17 programmes and 153 courses. Since these were training-cum-development workshop, the numbers of teachers trained in Maharashtra in the area of outcome-based curriculum were 436.

In Chhattisgarh State, 146 courses for 16 programmes were re-designed and in that process 297 teachers were also trained in the area of outcome-based curriculum development.

8. **Extension Services and Consultancy-Community Development Project-** The institute is supporting community development through polytechnic scheme of Government of India through 97 Community Polytechnics in the western region. The institute have conducted 4 CDTP workshops for polytechnics of M.P., Maharashtra, Gujarat and Goa states for planning and monitoring of the scheme in which 98 participants were trained.

9. **Project on 'Persons with Disability'-** Institute is supporting 14 Polytechnics to implement the scheme for integrating person with disabilities in the main stream of Technical and Vocational Education (PWD scheme). Under this project 1 progamme was conducted and 8 participants were trained. The institute has also developed website for this scheme for easy access of information.

10. **Print Materials -** All faculty members are involved in the development of print materials required for different programmes and projects like TLC, NRC and MOOCs. All these are unique print material are being prepared with regard to engineering education in the context of how to improve the Indian technical education system.

NITTTR Bhopal Activities at Institute from November 2018 to March 2019

BOG Meeting 03 Nov 2018

Rashtriya Shiksha Diwas 11 Nov 2018

Run for Democracy Participation by Students 17 Nov 2018

ITEC TOT on Green TVET 19 Nov 2018

Shri Lanka Delegate Visit 29 Nov 2018

ITEC3 Valedictory 30 Nov 18

ITEC4 Participant Visit to IIM Indore

ITEC4 and Other Participants 21 Dec 18

Hindi Rajbhasha Six Monthly Meeting at SPA Bhopal 21 Dec 18

Eye Check-Up Camp 21 Jan 19

Republic Day Sports 24 Jan 19

Academic Council Meeting 25 Jan 19

Music Night 25 Jan 19

Flag Hosting 26 Jan 19

Friendly Cricket Match 26 Jan 19

Book Fair 31 Jan 19

Training Program Calendar Launch 5 Feb 19

Dr. Roshan Paul Visit 25 Feb 19

Prof. D. S. Chauhan Recording in Studio 5 Mar 19

Mahila Diwas Celebration 11 Mar 19

NIEPA Participant Visit 26 Mar 19

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHANDIGARH

Summary of Achievements of the Institute during 1st January 2018 to 31st March, 2019

The institute offers customized Faculty Development Programmes for the faculty and staff of engineering colleges, polytechnics and working professionals from industry. From January 2018 to March 2019, **396** short-term programmes were conducted and **21520** persons were trained. Institute launched 4 courses through MOOCs and total 4539 participants enrolled in these MOOC courses. The institute also conducted **38** Conferences/Workshops/Seminars wherein **3756** persons participated. The Institute organised International Conference on Skilling for Self Employment in collaboration with CPSC Manila. As a part of Long-Term Programmes, the institute conducts Masters of Engineering, both in regular and modular mode, in which **87** students (regular) and **96** students (modular) were registered in **2017-18.** During **2018-19, 53** students in regular and **55** students in modular mode were registered.

The Institute had taken great initiative to start new M.E. Programs with Industry Collaboration in three emerging areas - M.E. in Electronics and Communication Engineering specialized tin Artificial Intelligence, M.E. in Mechanical Engineering specialized in Robotics; and M.E. in Computer Science and Engineering specialized in Internet of Things.

164 M.E. thesis viva were conducted and in PhD programme, **67** scholars have been enrolled and **10** have been awarded PhD degree during this period. To support the students in various trainings, **21** programmes were conducted. **3012** students benefitted from these students training programmes.

To support the Digital Mission of the nation, MOOCs for SWAYAM, ARPIT course on 'Real Time Power System Analysis and Smart Grid' was launched under **National Resource Centre**. The course has the rating of **4.9 out of 5** with **1578** enrolments.

As a part of the initiative for digital learning for MOOCs under SWAYAM and for NCTEL, **408** video films were produced. The institute also produced **12 Readers/Modules** and **3 Text Book/ Lab Manual**. The institute during this period also published **165 research papers** in various international/national journals out of which **48 in Sci/Thomson/Scopus index and 65 in UGC approved journals**. Rest were in peer reviewed journals. The faculty members presented **6** papers in Conferences outside the country.

The Institute received research promotion scheme grant of **Rs.14.98 Lacs**, conference grant of

Rs.5.00 Lacs, faculty development program grant of **Rs. 3.10 Lacs** and short term training program grant of **Rs.2.08 Lacs** from AICTE, New Delhi. The Institute received approval of **Rs.62.00 Lacs** for R&D Project on Advance Cyber Security Laboratory for Technical Teachers Training from MeitY, New Delhi.

The institute was **awarded 1 patent and one patent has been filed** out of the research work carried by the institute.

NITTTR, Chandigarh got privilege of having INAE Distinguished Visiting Professor under AICTE-INAE Scheme. **Dr AL Das, former Director of SAMEER** was awarded with this prestigious honour. As an initiative with Industry-Academia interaction, the institute signed MOU with Semiconductors Limited, Mohali.

As an initiative to develop strong linkages with the industry and to boost the culture of R&D, the institute submitted **7 proposals** to various organisations and funding agencies.

The Curriculum Development Centre of the institute developed **1 NSQF aligned curricula** and **5 Curriculum were designed** for UP and Punjab States and also for technical universities like Maharaja Ranjit Singh Punjab Technical University, Bathinda. The Institute on request of AICTE New Delhi, designed **9** curricula on emerging areas such as Cyber Security, IoT, Robotics, Block Chain, Data Science etc. which was released by Hon'ble Secretary, MHRD.

The faculty of the institute with their expertise, during this year, have taken over **consultancy** amounting to **4.95 crores**.

To support the National Missions of Start Up India and Stand Up India, NITTTR, Chandigarh organised "Tech Spardha 2k18" for ME/MTech/ Technical students of PG level to showcase their knowledge. **28 registered teams** from all over the country competed for **30 hours** which was judged by group of industries.

संस्थान में 01 सितम्बर से 30 सितम्बर 2018 तक सितम्बर माह को हिन्दी माह के रूप में मनाया गया। दिनांक 26.09.2018 को वार्षिक राजभाषा पुरस्कार वितरण समारोह आयोजित किया गया। इस माह के दौरान हिन्दी सुलेख, हिन्दी शब्द—ज्ञान, हिन्दी शब्द—ज्ञान, हिन्दी श्रुतलेख, हिन्दी टाइपिंग, हिन्दी नोटिंग, हिन्दी उच्चारण एवं हिन्दी कविता पाइ नामक 07 प्रतियोगिताओं का आयोजन किया गया जिसमें संस्थान के 123 प्रतिभागियों ने भाग लिया।

PHOTOGRAPHS OF SOME EVENTS

H.E. V PSingh Badanore, Governor, Punjab addressing during Sh. Madhu Ranjan Kumar, Joint Secretary, MHRD in Board Meeting Developed Villages Developed Nation (Sansad Adarsh Gram Yojna)

Dr. K. K. Talwar, Chairman, BOGS, NITTTR Chandigarh addressing Techsparda 2K 18 – National level Competition on Prototype Dev. on the occasion of Annual Day celebration. Prof. Anil D Sahasrabudhe, Chairman AICTE visited on this occasion September 5-7, 2018

CPSC-NITTTR Collaborative Regional Programme on Skill Development for Employability for Officials of Asia Pacific Region from 18-22 February, 2019 at NITTTR Chandigarh

Workshop on AICTE Curriculum Design on Emerging Areas.

MOOCs course under NRC received a rating of 4.9 out of 5

Program on Sustain &Enhance Technical Knowledge in Solar Energy under Green Skill development program (MoEF& EC)

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHENNAI

SUMMARY OF INSTITUTE ACTIVITES
April 2018 – MARCH 2019

The National Institute of Technical Teachers Training and Research (NITTTR) Chennai takes initiatives to offer services in the areas namely (i) Faculty Development Programmes, (ii) Overseas Training Programme, (iii) Curriculum Development, (iv) Instructional Resource Development, (v) Research and Consultancy Projects. A summary of activities in each of these areas is given below:

INSTRUCTIONAL RESOURCE DEVELOPMENT

The development learning material is one of the mandate of this institute. Around 65 course materials in the form of print and video format are developed for the training programmes. For the SWAYAM MOOC institute developed IRD using four quadrant appraoch. A total of five courses of 40 hours duration was developed.

OVERSEAS TRAINING PROGRAMME

For the past 36 years, NITTTR organizes training programme to the international participants in the cutting edge technology. During this period out of sixteen programmes were conducted with 351 participants from 59 countries. In addition to this programme, institute also coordinated CPSC in country programme with 16 international delegates.
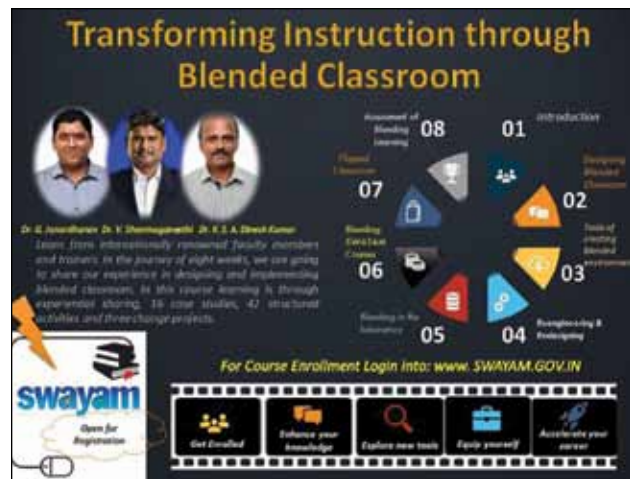
FACULTY DEVELOPMENT PROGRAMME

The institute organizes scientifically designed training programme to the technical teachers. During the period of April 18 - March 2019, we trained around 4802 participants.

In addition to the training, institute also involved in the engineering education research. At present 17 scholars are working.

SEMINAR/WORKSHOP/ CONFERENCE / SYMPOSIUM INTERNATIONAL & NATIONAL

A total of 18 Regional/National/International symposium/conference/workshop and seminar on the topic of national, societal and technical importance were conducted with a total of 1890 participants.

A total of 13 related to the important days of the country was celebrated

(a)   Anti-Terrorism Day

(b)   International Yoga Day

(c)   Independence Day

(d)   Hindi Pakwada

(e)   Swachhta Hi Seva

(f)   Surgical Strike Day

(g)   150th Anniversary of Mahatma Gandhi

(h)   Rashtriya Ekta Diwas

(i)   Vigilance Awareness Week

(j)   National Education Day.

(k)   Constitution Day

(l)   Institution Day

A foundation stone towards the construction of "International Hall of Residency" was laid by Dr. Satya Pal Singh, Hon' Minister of State on 22nd July 2018.

CURRICULUM DEVELOPMENT

The institute periodically engaged in revising the curricula as per the requirement. A specially designed Masters programme on "Infrastructure Engineering and Management" is development and offered under Anna University, Chennai. In addition to the above curricula design, institute also extended his expertise to the DTE, Telagana State, Anna University.

RESEARCH AND CONSULTANCY PROJECTS

The institute has undertaken various research and consultancy projects to contribute the faculty members technical expertise towards developing knowledge society. In this connection, our faculty members have undertaken four research projects sponsored by Ministry of Human Resource Development, Department of Science and Technology, Govt. of India and Tamil Nadu Pollution Control Board. Our institute was designated as a national coordinator under SWAYAM for teacher education programme and also identified as National Resource Centre under Civil and Environmental Engineering. Total research projects to the tune of Rs. 5.31 crores. In addition to the research projects, faculty members also undertaken consultancy projects to the tune of Rs. 41.80 lakhs sponsored by DST-NIMAT, NIWE, UBA, Tamil Nadu Road Sector Project, Tamil Nadu Slum Clearance Board and Public Works Department, Govt. of Tamil Nadu.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH, KOLKATA

Report on Various activities performed in the Institute.

I.   Training Achievement Report:

During the period (1st April 2018 to 31st March 2019), the Institute has conducted 204 Short-Term, In-House Training and E-Learning (ICT Mode) Programmes to train 14305 faculty members, officers and Staff members of various Polytechnics, Engineering Colleges, Universities and other organizations across the country.
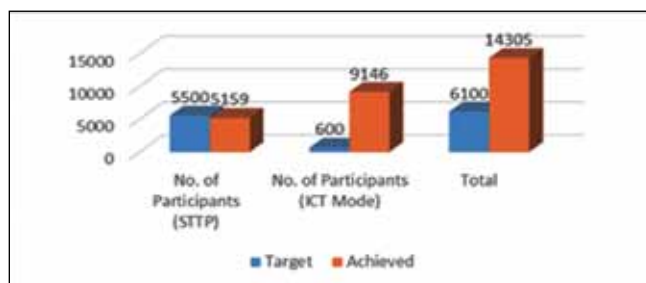
Participants in Targeted Vs Conducted STTPsin 2018-19
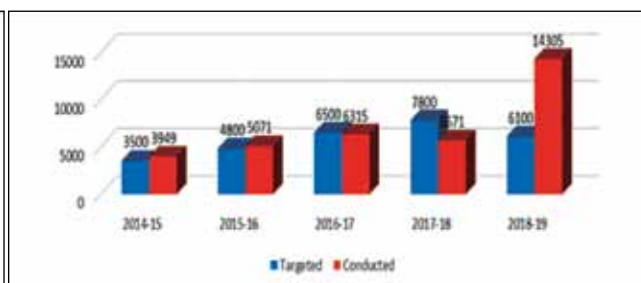
Comparative study on participants in STTPs held in last 5 years.

II. Other Academic Achievement Report:

A. NITTTR, Kolkata planned to organize workshop on Technical Education annually. With this objective the institute organized the 4th Regional Workshop on Technical Education System for North Eastern States during 07-09 April, 2018 at Kohima, Nagaland. The workshop was inaugurated by Directors of Technical Education and/or their representatives, State Officials, Principals of Polytechnic Colleges of North Eastern States, BOG members, Jt. Secretary, MHRD, Govt. of India, Faculty & support staff of NITTTR, Kolkata.

4th Regional Workshop on Technical Education System for North Eastern States | **Curriculum revision workshop**
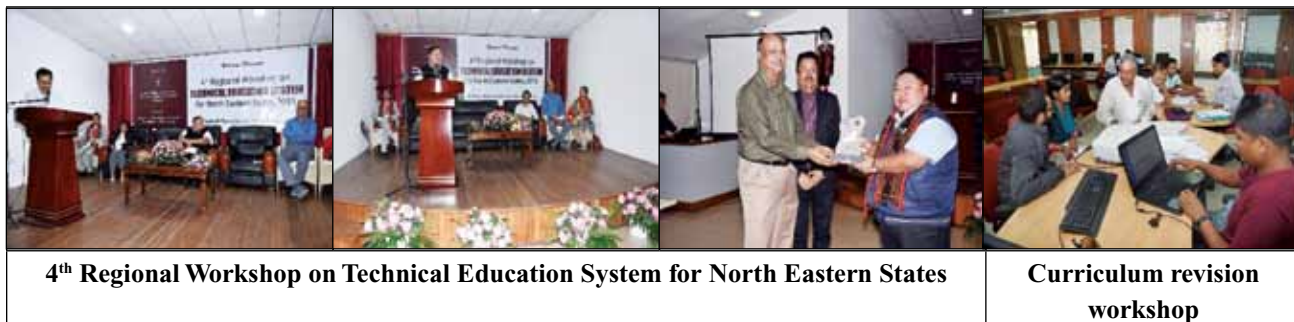
B. Curriculum revision workshop was conducted for diploma courses for the state of Nagaland during 13-15 June 2018 and for CCCT, Sikkim during 27-29 November 2018.

C. In view of proper training and placement of pass out students, a special workshop on "Current Challenges in Training & Placement at Polytechnic Colleges" (With Special Emphasis for north eastern states) was conducted during 4-5 October 2018 at Govt. Polytechnic, Dirang, Arunachal Pradesh.

Workshop at Dirang, Arunachal Pradesh, 4-5 October 2018 | **2nd National Innovation Talent Contest for Polytechnics**

D. 2nd National Innovation Talent Contest for Polytechnics (NITCP) was held on 23-24 February 2019 to ensure motivation in skill training among the students, teachers, technical staff members and to foster innovation literacy for improved downstream innovation and productivity in industry. Total 39 no. of Polytechnics throughout the country participated in the contest.

E. Training Need Analysis (TNA) workshop for the state of West Bengal was conducted on 12 March 2019 to explore the areas for training needed by the teachers in the present era of technical education system.

F. One International Workshop was organised on Applied Machine Learning during 04-08 February, 2019.

III. Photo Gallery on various activities:

Observation of Anti-Terrorism Day 21 May, 2018

Board of Governor's Meeting on 02 June and 27 November, 2018

DTEs Workshop 2 June, 2018

Observation of World Environment Day on 5 June, 2018

Organizing talk on GST on 30 June, 2018

Attending the speech of Hon'ble Prime Minister Shri Narendra Modi 15 June, 2018

Observation of International Yoga Day on 21 June, 2018

Celebration of 72nd Independence Day on 15 Aug, 2018

Condolence meeting in memory of former Prime Minister Shri Atal Bihari Vajpayee, on 17 August, 2018

Observation of Teachers' Day on 05 September, 2018

Observation of Swacch Bharat Pakhwada during 24 – 25 Sept, 2018

Organizing talk on Surgical Strike on 26 September, 2018

Observation of Vigilance Awareness Week on 30 Oct, 2018

Observation of Sardar Vallabhai Patel Anniversary: Run for Unity on 31 Oct, 2018

Inauguration of Girls' Hostel on 55th Foundation day on 11 January, 2019

Republic Day Celebration on 26 January, 2019

Address by Hon'ble Prime Minister Shri Narendra Modi on 29 Jan, 2019 on Pariksha pe Charcha

Observing 2 minutes silence on 30January, 2019 in memory of those who gave their lives in the struggle for India's freedom

International Workshop on Applied Machine Learning during 04-08 February, 2019

School of Planning & Architecture

COUNCIL OF ARCHITECTURE

1. Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on September 1, 1972. The Act provides for registration of Architects and matters connected therewith. The total number of architects registered with COA is approx. 99301.

2. The COA, besides maintaining a Register of Architects, oversees the maintenance of standards, periodically of recognized qualifications under the Act by way of conducting inspection through Committees of Experts. Based on the inspections, the COA can make representation to appropriate Governments with regard to inadequacy of standards maintained by the institutions. The Central Government after further inquiry as deemed fit and keeping in view the comments of the appropriate Governments and the architecture institutions is required to take decision regarding notifying de-recognition of the architectural qualification. The recommendations of the COA are taken before any architectural qualification is notified as recognized under the Act by the Central Government.

3. In order to carry out the objectives of the Act and Regulations framed thereunder, the Council has constituted the following Statutory Committees:

(i) The Executive Committee is constituted under Section 10 of the Act and it functions as an Executive Authority of the Council.

(ii) Disciplinary Committee is constituted by the Central Government as per Council of Architecture Rules framed by the Central Government. This committee investigates the complaints and holds enquiries relating to professional misconduct of architects and makes its recommendations to the Council for taking decision on the guilt of the Architects.

(iii) Advisory Committee (Appeals) hears the appeals of the applicants whose applications for registration are rejected.

(iv) Sub-Committee on Foreign Qualifications examines the references received from Central Government for recognition of Foreign qualifications.

(v) Scrutiny Committee scrutinizes the proposals/applications received from new institutions for introduction B.Arch. Course and from existing institutions for extension of approval/additional intake.

SCHOOL OF PLANNING AND ARCHITECTURE, DELHI

1. An institute of global status, the School of Planning and Architecture, Delhi has been providing cutting edge planning, architecture and design solutions, and consultancy and research environments for the growing of Indian economy. Recognizing SPA's national and international eminence, Government of India conferred school the status of 'Institute of National Importance' under the School of Planning and Architecture (SPA) Act, 2014 of the Parliament with the prime aim to enable the school to broaden its academic horizons and undertake research and innovations in architecture, planning and allied activities.

2. The school offers two under graduate programmes, Bachelor of Architecture and Bachelor of Planning. In addition, the school also offers ten postgraduate programmes in planning, architecture and design. These postgraduate programmes are Architectural Conservation, Environment Planning, Industrial Design, Housing, Urban Design, Regional Planning, Transport Planning, Urban Planning, Landscape Architecture, and Building Engineering and Management. Besides, all departments of studies of the school have been offering Doctoral programmes since 1985. During the session 2018-19, the school admitted 114 students in bachelor of architecture, 30 in bachelor of planning and 214 in various postgraduate programmes. A total of 101 doctoral scholars are working in different Departments of studies covering a diversity of subject areas in Planning and Architecture.

3. Apart from teaching, applied research forms the second core area of concern of the School. In 2018-19, like the previous years, a number of important research projects were sponsored by notable national and international agencies like Design Innovation Center, CLIMATRANS sponsored by the Norway Research Council, Extreme Weather Events and Urban Infrastructure sponsored by the UGC-UKEERI etc.

4. The third core area of the School is professional consultancy. The School provides the state of the art consultancy services to state and central government at various levels and also to the private sectors. In the year 2018- 2019, SPA New Delhi was offered many consultancy projects related to various important areas of nation building such as riverfront development, heritage impact assessment, social impact assessment, highway development, design of herbal gardens, etc. A total consultancy fee of INR 3,52,48,361.00 was received by the School during the year 2018-19.

SCHOOL OF PLANNING AND ARCHITECTURE, VIJAYAWADA

1. School of Planning and Architecture, Vijayawada (SPAV) is as an autonomous institution established on July 7, 2008 by the Ministry of Human Resource Development, Government of India to promote education and research in the fields of Planning and Architecture. Under the School of Planning and Architecture Act, 2014, the School has been declared as an 'Institute of National Importance'.

2. SPA Vijayawada offers undergraduate, post graduate and doctoral programmes for achieving excellence in the fields

of Planning and Architecture. Presently the School runs two departments (1) Department of Architecture and (2) Department of Planning. A total of two Undergraduate Degree programmes, five Postgraduate degree and Doctoral programmes are being offered. Two undergraduate programmes: one in each of the two departments was started in the academic year 2008-09.

3. The following three post graduate programmes were introduced by the School in the academic year 2013-14 and 2014-15:

   (i) Master of Planning (Environmental Planning and Management)

   (ii) Master of Planning (Urban and Regional Planning) and

   (iii) Master of Architecture (Sustainable Architecture)

   The following two new post graduate programmes has been introduced by the School from the academic year 2018-19:

   (i) Master of Planning (Transport and Infrastructure Planning)

   (ii) Master of Architecture (Landscape Architecture)

4. The School shifted its activities to its permanent campus recently and the new campus accommodates the main academic and administrative block with a total built up area of around 30,000 Sq. M, the Boys hostels with 14, 000 Sq. M, girls hostels with about 6200 Sq. M and a Dining cum visiting faculty guest house with about 4300 Sq. M of built up space.

5. The academic focus and approach of SPA, Vijayawada is a unique blend of design, creativity and objectivity with a social purpose. Students not only learn the skills required, but are also exposed to thought-provoking and intellectually inspiring sessions, through studios, field trips and research projects, which brings out the creative best in them. The institute promotes research with a vision to develop independent and scholarly contribution to the progress of the body of knowledge.

6. Faculty of SPA, Vijayawada has been contributing towards the enrichment of the academic programmes through their sustained efforts. The School has a dynamic mix of eminent faculty having experience in planning, architecture and allied fields of knowledge. Faculty members are constantly involved in academics, research and development activities of the School.

7. SPA, Vijayawada has established various labs and support facilities to aid the teaching learning process. In addition to the existing infrastructure like AutoCAD lab, Material Museum, A-view room, Construction yard and Art Lab, the facilities like Computer Center, Material Testing Lab, Climatology cum Environment Lab, Central Library, GIS Lab have been developed.

SCHOOL OF PLANNING AND ARCHITECTURE, BHOPAL

1. SPA Bhopal was established by Government of India in the year 2008. Under the School of Planning and Architecture Act, 2014, the School has been declared as an 'Institute of National Importance' and has already started its academic functions from its new permanent campus at Bhauri, Bhopal. The school is committed to produce best Architects and Planners of the Nation to take up the challenges of physical and

socio- environmental development of global standards. Since 2008-09, SPA Bhopal offers Bachelors level Programmes in the field of Architecture & Planning at UG Level and offers following PG Programmes:

(i)   M.Arch in Urban Design

(ii)   M.Plan in Urban & Regional Planning

(iii)   Master of Landscape Architecture,

(iv)   Master of Conservation in Architecture

(v)   Master of Environmental Planning

(vi)   Master of Design

(vii)   Master of Transport Planning and Logistics Management

During the session 2018-19, the school admitted 104 students in various Bachelor's programme and 137 in various postgraduate programmes.

2.   The School of Planning and Architecture, Bhopal has been undertaking research and consultancy works for last five years. Research initiatives in the fields of sustainable planning, traditional knowledge systems and universal design have emerged as the key research domains of the Institute.

3.   Some of the research and consultancy projects bagged by SPA, Bhopal during the year are as under:

(i)   Preparation of first model Gram Panchayat Spatial Development Plan, alongwith Gram Panchayat Development Program sponsored by Ministry of Panchayati Raj.

(ii)   Tamil Temple Towns: Conservation and Contestation, sponsored by Indian Council of Historical Research(ICHR) and Arts and Humanities Research Council(AHRC).

(iii)   Survey of Vidharbha Site : Mansar and Bhivekund for ERC Project Boundaries : Religion, Region and Language and the State British Museum, London UK.

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ICC & Unesco

Ministry of Human Resource Development 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 Human Resource Development is the President of the Commission and Secretary (Higher Education) is its ex-officio Secretary General.

The meeting of Sub Commission on Education of INCCU was held under the chairmanship of Secretary (HE) on 5th October, 2018 at Shastri Bhavan, New Delhi. The meeting was attended by representatives of important Government Organizations, Universities, UNESCO New Delhi office and eminent persons in the field of education. The primary focus of the meeting was to generate ideas and suggestions as how Indian education system can benefit from collaboration with UNESCO.

Permanent Delegation of India to UNESCO, Paris

I. 204th session of the Executive board.

The 204 Session of the Executive board was held from **4-17 April 2018** with 33 items on the agenda. As a prelude to the board, meeting of various Committee and conventions were held from the 4th to 6th April and the plenary session commended on 9 April 2018. The session was attended the Ms Audrey Azoulay, Director General of UNESCO and representative of the member states. Prof J S Rajput, India's representative to the Executive Board delivered his address at the pleanary session. In his speech Prof Rajput spoke about the strategic transformation has UNESCO has embarked upon and the view point of India in this regard. He spoke about celebration of 150 years of the legacy of Mahatma Gandhi, about Gandhian philosophy, about the UNESCO Mandanjeet prize, the key programme initiative of Government of India and their alighment with the SDGs 2030, contribution of the Mahatma Gandhi Institute of Education for peace and sustainable Development. He ended his intervention with a shola from Sanskrit scriptures.

During the session 33 Agenda items were taken up and discussed in the various Commissions dealing with programme, Administrative and financial issues and their report was adopted in the final plenary session. The major highlight of the session is given below. The 204 Session of the EXB was officially closed on 17 April 2018.

MAJOR HIGHLIGHTS OF THE 204th SESSION OF EXB

i) **Item 31: The stages of UNESCO's Strategic Transformation (JOINT)**

The draft resolution on this item was presented by the Deputy Director General of UNESCO. In the debate that ensued, there was a clear divide between the countries who supported the draft resolution in its original form and those who wanted major revisions including

clear mechanisms for consultations with Member States and clear breakdown of how the funds would be spent.

Despite these differences, there was consensus on the fact that the Secretariat should include Member States and their National Commissions in the transformation process in an active and meaningful manner.

ii)   Item 20 Part II.B: the report of the DG on the status of carry forward of the remaining unspent regular budget fund under the 38C/5 expenditure plan, and the proposals for use of the unspent balance. (FA)

A large number of members welcomed the DG's proposals to allocate 2 million US dollars for the reinforcement of the UNESCO Institute for Statistics (UIS) and 0.58 million US dollars to General History of Africa Project. After the debates on item 31 and approval of the related decision, the Item 20 was adopted with amendments.

iii)   UNESCO- Kalinga Prize for the Popularization of Science (PX)

The UNESCO- Kalinga Prize is the oldest UNESCO Prize and was instituted in 1951. It is sponsored by the Department of Science and Technology, Government of India, The Government of Orissa and the Kalinga Foundation Trust. It was examined as Item 9 of the agenda, which was proposed for no debate.

UNESCO expressed its gratefulness to the Government of India and the donors for doubling the financial contribution and the quantum of the prize from $20,000 to $40,000, as per the evaluation's suggestion, to promote further the prestige of the prize itself.

iv)   5.II.B Resource mobilization strategy and annual structured financing dialogue (PG, JOINT)

This is item is important in the context of UNESCO's deep financial crisis and UNESCO's plans to recover from it. The representative of the Director-General introduced the document covering the final draft Resource Mobilization Strategy for 2018-2019, an update on the evolution of the filing of the funding gap, and an outline of the Structured Financing Dialogue's Partners Meeting. After his presentation, and in the absence of questions, the Commission examined the decision, which was adopted with amendments.

v)   Item 32: Reviving the Mosul Spirit: the recovery of the city of Mosul through culture and education – the human dimension at the centre of Iraq's recovery (PX)

Ms. Rossler, the Director of the World Heritage Center, in her capacity as the acting ADG for Culture, thanked Member States for their support for the Mosul initiative, which encompasses cultural heritage recovery, education against violent extremism and job creation, and recalled its criticality for the future of the city of Mosul and the recovery of Iraq as a whole.

The Commission approved the draft resolution presented by acclamation.

vi)   Item 8: Draft action plan for a comprehensive review of the Memory of the World Programme (PX)

While introducing item 8 on the Draft plan for a comprehensive review of the Memory of the World Programme (MoW), the Deputy Director-General, in his capacity of acting Assistant Director-General

for Communication and Information, extensively explained the background and the rationale for the proposed action plan.

In the ensuing debate, twenty-three Member States took the floor several times to express their views and concerns. India also argued for greater participation of the Member States in the review process as both the nomination as well as the inscription stages to avoid further politicization and open and exhaustive consultations going beyond the proposed online consultations by the Secretariat.

India would be required to involve itself closely in the review process of the Memory of the World Programme in the coming months.

vii) Item 7: Nominations of new UNESCO Global Geoparks (PX)

Item 7 was proposed with no debate. Assistant Director General for Science, informed the Commission that the network now comprises 140 UNESCO Global Geoparks in 38 countries.

viii) Item 5.I.D: Follow-up of the situation in the Autonomous Republic of Crimea (Ukraine) (PX)

The acting Assistant Director-General for External Relations, Mr. Nicolas Kassianides, reminded the Members that continuous dialogue has been held with all the concerned parts through various mechanisms, to further implement the related Board's decision.

Two members of the Board took the floor during the debate. As is the custom on this item, the Russian delegate requested immediate closure of the Commission's discussion on this item. This motion was duly seconded by the Delegate from china.

The draft decision was adopted as follows: 16 votes in favour; 11 votes against and 24 abstentions. 7 Members were absent at the time of the vote.

ix) Item 25: Occupied Palestine (PX), Item 26: Implementation of 39 C/Resolution 55 and 202 EX/Dec.39 concerning educational and cultural institutions in the occupied Arab territories (PX).

The representative of the Director-General, Mr Nicholas KASSIANIDES, recalled the intensive negotiations and discussions that were undertaken by the parties concerned and facilitated by the Secretariat prior to the Commission's consideration of these Items.

As Chairperson, and in recognition of the willingness and cooperation of all concerned parties to come together on a mutually agreed text, it was proposed that the draft resolutions be adopted by consensus, which was immediately accepted by acclamation.

Several Member States and observers took the floor to welcome the adoption by consensus and the spirit of dialogue and responsibility that prevailed. They stressed the positive and constructive role of the parties concerned, including Jordan, the United States of America, Palestine, Israel, the European Union and the Secretariat. They expressed the wish that the same spirit prevails at the forthcoming World Heritage Committee.

II. World Congress on Justice for Children 28th to 30th May, 2018

Under the patronage of UNESCO, this **World Congress on Justice for Children** was held from 28-30 May 2018 to address three major issues namely the global trend towards children's involvement in violent extremism and possible

responses, the need for more effective ways to reduce juvenile offending and recidivism and on how to improve protection mechanisms for vulnerable children, including early prevention. The aim of the congress to bring together professionals and stakeholders from all around the world to share their perspectives on youth and family justice and prevention of offending and violent extremism. The participation in the congress from India was overwhelming with at least 14 High Court Judges led by Justice Madan Singh Lojur of the Supreme Court. He was also the panel speaker at the forum. The participation was highly appreciated.

III. 23rd Session of the Intergovernmental Council of the International Hydrological Programme (IHP) in Paris from 11-15 June 2018

The twenty-third session of the Intergovernmental Council of the International Hydrological Programme (IHP) was held at UNESCO Headquarters in Paris on 11-15 June 2018. The session was attended by all 36 Members of the Council, among other dignatories from member states, non-governmental organizations, water-related category 2 centres (C2Cs), UN Agencies and observers.

The Council debated issues related to IHP and its role in the global water agenda. Several members of the Council recognized the need for better dialogue and coordination on SDG 6, highlighting the significant role of IHP at global level.

Eleven Ministers and deputies of Water, Natural Resources, Climate or Foreign Affairs participated in the 1st Water Science-Policy Colloquium (SPIC Water) at UNESCO Headquarters on 14 June 2018, together with representatives of Member States and water experts. The Colloquium was an opportunity to take stock of the progress made towards

achieving the Sustainable Development Goal on Water and Sanitation (SDG6). It was organized at the request of Member States to discuss how UNESCO's International Hydrological Programme (IHP) can help to identify science-based solutions, effective policies and practices on water and sanitation, and support countries in their efforts to implement the 2030 Agenda. The Science-Policy Dialogue was opened by Ms Audrey Azoulay, Director-General of UNESCO, H.E. Ms. Zohour Alaoui, President of the General Conference of UNESCO, and H.E. Mr Lee Byong Hyun, Chairperson of UNESCO's Executive Board. It was organized in the framework of the 23rd session of IHP's Intergovernmental Council.

The Ministerial messages highlighted that the 2030 Agenda is promoting local action and positive changes in institutions at the country level. However, the sustainability of actions remains a challenge. They also noted the need to harmonize activities and policies at the global, regional and local level and to adapt targets to local context. All underlined the need for reinforced human capacity if the 2030 Agenda was to be implemented in the domain of water. They welcomed the existence of a forum like SPIC Water, where policy-makers could exchange viewpoints with experts, who provide the knowledge and information needed to adapt policies based on available knowledge.

The IHP Council decided to continue organizing high level dialogues like SPIC Water biannually within the framework of its intergovernmental session, to enhance the science-policy interface and facilitate the development and implementation of sound policies.

IV. Seventh General Assembly of the State Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) in Paris from 4 – 6 June 2018

The Seventh GA of the State Parties to the 2003 Convention was held on June 4-6 2018 in Paris with 33 items on the agenda. The Plenary debate commenced on the 9 April 2018 with the opening of the session by ADG Ernesto Ottone Ramirez.

The GA welcomed the 11 states that ratified the Convention during the reporting period, including four ASPAC members, namely Cook Islands, Thailand, Timor-Leste and Tuvalu, as well as three states that ratified the Convention after the reporting period, all of them ASPAC members, namely Kiribati, Singapore and the Solomon Islands.

As the first item, the GA elected its Bureau. Vincenza Lomonaco of Italy was nominated as Chairperson and Mr Waleed Alsaif of Kuwait as Rapporteur. The gathering also approved nominations of Serbia, Guatemala, Gambia and Jordan as Vice-Chairpersons of the General Assembly, with Kazakhstan joining the group on behalf of ASPAC members.

The GA then approved the session's agenda and distribution of seats in the Intergovernmental Committee for the Safeguarding of ICH per electoral group. As was expected, the gathering confirmed the allocation of five seats out of 24 for ASPAC. The GA listened to reports on the ICH Committee, the Secretariat and the Ad-hoc Working Group on the activities undertaken in 2016-17, approving them. Among other aspects, the GA commended the new new special attention granted to the safeguarding of ICH in formal and non-formal education and the Committee's attention to raising the visibility of the Convention by designing outreach and communication tools.

The GA welcomed a proposal to establish three new extra-budgetary positions on the Secretariat, with priority given to developing countries, as proposed by the delegation of China and backed by a number of ASPAC delegations.

The report on the use of the ICH Fund's resources was reviewed and plan for the use of funds for 2018-19 was approved. Voluntary supplementary contributions to the ICH Fund by a number of State Parties, including three ASPAC members – namely, China, Japan, and the Republic of Korea – were commended.

A number of amendments were introduced to the Operative Directives.

Twenty-nine new NGOs were accredited as observers to the 2003 Convention GA.

The final item on the GA's agenda was election of new members of the ICH Committee for the term of 2018-2022. For four seats allocated to ASPAC there were seven candidates. According to the outcomes of the votes cast by 156 State Parties present in the room, elected from ASPAC were China, Sri Lanka, Japan, and Kazakhstan. The Philippines remains on the Committee until its mandate expires in 2020.

The GA expressed gratitude to the outgoing members of the ICH Committee for their dedicated contributions to its efficient work, including four ASPAC members, namely Afghanistan, India, Mongolia, and the Republic of Korea.

In addition, a number of side events were held during the GA.

On the morning of June 7, there was a meeting of the Committee's Bureau where the Philippines represents ASPAC in the capacity of Vice-President. Among other items, requests of State Parties to support the up-to-$100,000 grants from the ICH Fund were reviewed and in most cases approved.

V.   42nd session of the World Heritage Committee on 29/30 June 2018

India's nomination of "Victorian Gothic and Art Deco Ensembles of Mumbai" was inscribed on the List of UNESCO World Heritage Sites during

the 42nd session of the World Heritage Committee on 29/30 June 2018. The Committee held its session in Manama, Bahrain from 24 June to 4 July 2018. The inscription of this site is the India's 37th entry on the list. In 2017, India had inscribed 'the Historic City of Ahmadabad' on the List of UNESCO World Heritage Sites. The nomination dossier of "Victorian Gothic and Art Deco Ensembles of Mumbai", submitted in February 2017, was examined by the International Council on Monuments and Sites (ICOMOS), an advisory body of UNESCO World Heritage Centre. ICOMOS undertook a technical evaluation visit in September 2017 before recommending to the World Heritage Committee, in March 2018, the fitness of the nomination for inscription to the list.

The inscribed site includes an ensemble of 19th century Victorian Gothic, mostly public buildings, on the eastern side of Oval Maidan and another ensemble of 20th century Art Deco buildings, mostly commercial, residential, entertainment buildings, on its western side. The ICOMOS evaluation body noted that the transition from the 19th century Victorian Gothic style to the 20th century Art Deco is represented by a few buildings of the turn-of-the-century Indo Saracenic style and the early 20th century Edwardian Neo-classical style. The four styles represented in the inscribed site form an overall narrative of endeavors to modernize Mumbai into a cosmopolitan city and reinforce Mumbai's position as "the Gateway to India".

The city represents a dramatic urban confrontation between the two architectural styles, straddling two centuries, engaging in architectural dialogue unique to this site. The two sets of buildings are a conversation of European and Indian human values, over a span of time, giving rise to amalgamations such as the Indo-Gothic and Indo-Deco styles which later spread over the entire subcontinent.

The site will include, among others, the row of public buildings of the Bombay High Court, Mumbai University, Old Secretariat, NGMA, Elphinstone College, David Sassoon Library, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, Western Railways Headquarters, Maharashtra Police Headquarters to the east of Oval Maidan and the Art Deco buildings consisting of the first row of Backbay Reclamation scheme, buildings such as the Cricket Club of India and Ram Mahal along Dinshaw Wacha Road, iconic cinema halls of Eros and Regal and the first row of buildings along Marine Drive.

The World Heritage Committee acknowledged that the 'Victorian Gothic and Art Deco Ensembles of Mumbai' had 'Outstanding Universal Value' for the following reasons:

- Individual clusters of Victorian or Art Deco buildings may survive across the world, but the Mumbai ensemble is collectively unparalleled, with the dramatic confrontation of the two styles across the Oval Maidan;

- The Victorian buildings are amongst the finest and most cohesive group of 19th century Victorian Gothic buildings in the world;

- The Victorian assemblage was amongst the earliest examples of public private partnerships in colonial India, as the urban scheme for public buildings was funded by philanthropists belonging to different communities and faiths;

- The Art Deco buildings are one of the largest and most homogenous assemblages of Art Deco buildings in Asia and the world;

- The 1920s land reclamation set the stage for Art Deco in India, with the modern construction technology of reinforced

concrete and Art Deco features in contrast to the carved stone of the Victorian buildings across the Oval Maidan, creating the spectacular coastal promenade, Marine Drive – the Queen's Necklace;

- The nominated property created a formidable architectural dialectic that influenced the narrative of modernism in Asia, with a distinct architectural genre, Western in form and Indian in spirit as an example of shared heritage; and

- The urban ensemble, which embodies international modernist trends of the 19th and 20th centuries, remains intact up to the present, as its buildings continue to be used.

VI REPORT ON THE 205TH SESSION OF THE EXECUTIVE BOARD OF UNESCO

The 205th Session of the EXB was held from **3-17 October 2018**. The Plenary debate commenced on the 8 October 2018 with the opening session by the Director General. The proposed dates of the 205th session of the Executive Board were from **3 - 17 April 2019** (including the meetings of the subsidiary bodies).

MAJOR HIGHLIGHTS OF THE 205th SESSION OF EXB

Joint Commission

The Joint Finance and Administrative (FA)/ Programme and External Relations Commission (PX) of the Executive Board of UNESCO took place on 12 and 15 October 2018. It was chaired by Amb. Dr. Samira al Moosa (Oman) and Amb. Michel Spinellis (Greece).

The Joint FA/PX Commission of the Executive Board of UNESCO considered eight Items in four sessions and two 'extended sessions'.

1. Item 15 Draft Programme and Budget (40 C/5): Preliminary proposals.

The Representative of the Director-General introduced this item, presenting the preliminary proposals for a draft 40 C/5 covering the biennium 2020-2021. He outlined the main assumptions and budgeting techniques used for the elaboration of a Zero Real Growth (ZRG) proposal. He further underlined that a Zero Real Growth budget ceiling would enable to maintain programme and staff continuity by providing UNESCO with the same purchasing power as under the 39 C/5.

Thirty-two members took the floor on this item. While recognizing that continuity in UNESCO's strategic actions through the 40 C/5 is of utmost importance, members expressed diverging opinions on the proposed budget ceiling based on Zero Real Growth assumptions.

There were diverging views between members which, highlighting the importance of maintaining UNESCO's purchasing power, supported the proposed budget ceiling based on Zero Real Growth and members which expressed concerns that a Zero Real Growth ceiling would result in an increase in assessed contributions**.**

Noting that the amount of carry forward of unspent funds from the 38 C/5 expenditure plan was relevant to the discussion, the Joint Commission decided to adjourn the adoption of decision on item 15 to examine Item 23 related to the Status of the Carry Forward of the Remaining Unspent Regular Budget Funds under the 38 C/5 Expenditure Plan and the Proposals for the use of the unspent Funds. One member, supported by some others, strongly insisted that the After the examination and decision on Item 23, the Joint Commission returned to Item 15 and adopted the draft decision with amendments, including the request to submit budget proposals based on four

(4) different budget ceilings at the 206th Session of the Executive Board.

The United States of America expressed their support to Zero Nominal Growth ceiling and expressed their wish to be dissociated with the consensus on other budget options. Decision on Item 23 would nonetheless maintain the need for the preparation of options commencing with Zero Nominal Growth (ZNG).

2.   Item 23 Status of the Carry Forward of the Remaining Unspent Regular Budget Funds under the 38 C/5 Expenditure Plan and the Proposals for the use of the unspent Funds.

Thirty-five members took the floor on this item. Three Member States (Including India) expressed strong opposition to using UNESCO funding for activities in relation with "*shared heritage*" and opposed to both options 1 and 2 in this regard. Their position was supported by two other Member States.

Furthermore, two members firmly requested the deletion of all mention of "*shared heritage*" before any decision could be taken.

A majority of members expressed their preference to adopt the cautious approach proposed by the Director-General, Option 2, to carry forward eleven (11) million US dollars from the remaining unspent funds under the 38 C/5 expenditure plan into the 40 C/5. The proposed allocation of the remaining 7.5 million US dollars raised comments and questions from the members of the Commission.

Two Member States reminded of the importance of improving UNESCO's environmental performance in the activities. After our session was suspended before the extended session, agreement was reached on the use of USD 11 million for the 40 C/5. Member States also decided to request a revised proposal on the

use of the remaining **7.5** million US dollars at the 206th session of the Executive Board, that would take account of the discussions held, and decisions taken at this 205th session as well as the discussion in its Preparatory Group.

The decision was adopted with amendments.

3.   Item 5 Part III.D on UNESCO's Strategic Transformation

The Joint Meeting of the PX and FA Commissions examined item 5 Part III.D on UNESCO's Strategic Transformation, which was introduced by Mr. Qu Xing, Deputy Director-General, focusing on main concerns arising from the 204th session and subsequently during the Preparatory Group meetings of June and September 2018. The DDG described the vision of the Strategic Transformation for the future of UNESCO as a proactive response to current challenges, which will require in-depth strategic review and major changes in line with the UN Secretary-General's Reform.

The DDG highlighted the importance of expanding the Organization's collaboration and partnership, as well as the need to further capitalize on the Organization's entire network of partners. Delegates were informed about the progress observed in this process, which is currently under implementation in its second Pillar on "strengthening the efficiency of means of action". Additionally, Mr. Qu announced that an information meeting would be organized by the Secretariat on 22 November 2018 to present progress made by the 4 thematic working groups to keep the Member States informed.

In the ensuing debate some Delegates emphasized the role of Member States and requested further information on the role of National Commissions in this process. Members also took note of Secretariat's efforts to ensure transparency, openness and accountability, throughout this

process, and stressed the importance of dialogue with Member States through various mechanisms such as information meetings or Executive Board sessions.

Some Member States raised concerns about the positioning of UNESCO within the UN system while avoiding overlap of mandate.

The DDG recalled that the Strategic Transformation of UNESCO is in line with the United Nations Reform principles and objectives. UNESCO seeks an alignment with unified field structure to the UN regional presence, with a set of common criteria and functions for all regions. It was recalled that UN reform is an opportunity for UNESCO to promote a regional approach and contribute to a new generation of UN Country Teams and UNDAFs.

Several Members of the Board thought that further clarifications were needed about the mandate, composition and timeframe of the High-Level Reflection Group.

The Deputy Director-General, recalled that the High Level Reflection Group (HLRG) will advise the Director-General on emerging trends and challenges, including those of a global and intersectoral nature, which are relevant and likely to have an impact on UNESCO's fields of competence and that would be most appropriate to best support Member States in their efforts to achieve Agenda 2030 and the Sustainable Development Goals.

He reminded Member States that they were invited to propose candidates to this Group in early July. At the end of the ongoing selection process the Secretariat will announce the composition of the Group. He ensured the Strategic Transformation is also an opportunity to strengthening UNESCO's global priorities, notably through the global Priority Africa and Gender Equality. UNESCO's global priorities Africa and Gender Equality

were mentioned by a number of speakers who advocated for their reinforcement throughout this process. One Member expressed concern regarding the process of decision-making and the implementation of recommendations made by external audits within the thematic working groups.

The DDG also noted that Staff Associations are welcome to interact with the co-chairs of all thematic Working Groups, especially the WG on operational efficiency, which include Human Resource Management issues. He took this occasion to remind that the call for joining the Thematic Working Groups was open to all staff members, who are now part of them as internal experts recruited in their personal capacity to contribute with their knowledge and expertise and relying on their intuitional memories. The Joint Meeting of the FA and PX Commissions recommends that the Board adopt the draft decision pertaining to Item 5.III.D as amended.

4.   **Item 11 on the International Bureau of Education (IBE), the oldest UNESCO Category 1 Institute, which specializes in curriculum and hosts valuable collections and archives.**

The Assistant Director-General for Education, Ms. Stefania Giannini introduced item 11 on the International Bureau of Education (IBE), the oldest UNESCO Category 1 Institute, which specializes in curriculum and hosts valuable collections and archives. She highlighted that the cessation of support from the Host Country as of 2018, further exacerbated the frail financial situation. As a result, UNESCO has been exploring possible options for IBE's future, for which three options were presented to Member States.

She mentioned that the Secretariat considered the third option, **which involves the finding of a new host country to be the most viable**

one, following the model of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), whereby the host country bears the primary responsibility for the Institute's financing.

In the ensuing debate, thirty-two Member States, including two Observers, took the floor, many of whom commended IBE's efforts in the area of curriculum.

Several Delegates also expressed concern about the financial situation at the Institute, and a few alluded to the earlier IOS and External Auditor reports that had warned of the other underlying issues besides the financial aspect.

Two Member States stressed that the IBE's financial problems are rooted in management issues and an unclear mandate/lack of recognition of IBE as a focal point on curriculum. They stressed that these matters should be dealt with prior to considering relocation. Switzerland as the host country echoed these interventions, while emphasizing that it is just the last in a chain of countries that stopped funding IBE due to the above concerns, and adding that it increased support to IIEP.

Eleven Member States expressed support for the second option, arguing that category 1 status is not a prerequisite to guarantee or maintain curriculum as a key pillar of UNESCO's work, and that integration into Headquarters can bring much needed synergies with the Education Sector.

Some countries were in favour of the third option and one of them explicitly welcomed a Member State's proposal to host IBE while signaling that the Arab States are the only region without a category 1 institute. Another Member State highlighted that should the IBE relocate, it must be to a country that does not discriminate in the education sector. Some Delegates also

mentioned that the Secretariat should reflect on the positioning of IBE and category 1 institutes in general, while exploring the possibility of merging IBE with another institute, such as IIEP, having a Global Education Monitoring Report type-scenario or integrating it into another UN body, such as United Nations University.

The majority of Member States recommended to continue exploring options on the IBE and providing further details on these options and to report back at the next session, stressing that taking a decision now would be premature and that open dialogue on this subject should be held. In her final remarks, the Assistant Director-General for Education reiterated that the three different options should be further considered and discussed. She emphasized that category 1 institutes are indeed an integral part of the Education Sector.

The operative part of the decision adopted reads as follows.

"Decides to recommend to fully integrate IBE's specialized contribution into the Education sector, at Headquarters in Paris, creating additional synergies between the activities of IBE and the Sector, and keeping curricula as a key pillar of the Organisation's work;

Decides to recommend the selling or rented of the IBE premises in Geneva, in line with relevant rules and procedures, bringing an additional revenue to UNESCO, and requests the Director General to present at its 206th session a feasibility study in this regard;

Requests the Director General to present at its 206th session a feasibility study regarding the IBE archives: (i) to continue hosting the archives in Switzerland or; (ii) Transferring them to Headquarters in Paris with the possibility of their digitalization and a free access on UNESCOs website.

Invites the Director General to submit these recommendations to the General Conference at its 40th session for final decision."

PX Commission

The Commission examined 14 items for a total of 20 items and sub-items during 4 sessions and issued its recommendations on 19 decisions, that may be found in document 205 EX/44. The Preparatory Group of the Executive Board, which significantly facilitated the work of the Commission, previously examined three of the said items.

1. **Item 6 of the agenda on SDG 4 – Education 2030, which was examined over the second and the third meetings of the Commission.**

    The Assistant-Director General for Education, Ms. Stefania Giannini delivered the introductory remarks on this item and its four parts. Regarding Part I, Ms. Giannini highlighted UNESCO's focal point role for education in the 2030 Agenda. She recalled the fifth SDG-Education 2030 Steering Committee meeting that took place in September 2018, stressing its impact in the preparation of other major events, notably the Global Education Meeting to be held next December as well as the 2019 High-Level Political Forum (HLPF), for which UNESCO is holding regional consultations throughout this year.

    The Commission noted that targeted interventions such as the CapED Programme are part of the UNESCO's support to its Member States at country level. It further noted that the third Global Education Monitoring Report focusing on migration and displacement would come out in November.

Twenty-four Member States intervened in the debate to acknowledge UNESCO's comprehensive approach and leading role on SDG4-Education 2030 and reported on their own national efforts. Delegates showed appreciation for the work of the SDG-Education 2030 Steering Committee at global level, including the recommendations that resulted from its last meetings, and encouraged the Committee to identify ways in which countries that are lagging behind in implementation can be further supported.

Many speakers encouraged the continued strengthened partnerships of UNESCO, at various levels and recommended to develop a comprehensive strategy with UN agencies and relevant stakeholders in order to avoid duplication of programmes and pool funding. A number of Delegates underlined UNESCO's comparative advantage as a convener and intellectual leader, with a question raised on the status of an evaluation of UNESCO's activities on the future of education. The important work of the Global Education Monitoring Report and UIS in view of SDG 4 was also pointed out.

While appreciating the inclusion of migration and forced displacement, as well as financing and accountability among the themes to be discussed on the forthcoming 2018 Global Meeting, many speakers stressed the need for a high-level participation, including the Director-General. ADG Education expressed her gratitude to Member States for their continued support, reiterating that education remains a priority for the Director-General. She reassured Member States that UNESCO is working with a range of partners to ensure a more

harmonized approach to the follow-up of recommendations from the regional/global coordination mechanisms/consultations.

2. **Items 28 and 29 on 'Occupied Palestine' and 'Educational and Cultural Institutions in Occupied Arab Territories'.**

   Both items were proposed to be considered together, recognizing the efforts undertaken by all concerned parties, including the Director-General, in view of preparing these texts. In his introductory remarks the representative of the Director-General, Mr. Nicolas Kassianides, acting Assistant Director-General for External Relations and Public Information, recalled the positive dynamics established since a year ago, allowing the Board to build a consensus on such very sensitive issues.

   Taking into consideration the information provided by the Secretariat, the Chairperson then proposed that these 2 items be adopted by consensus. In the same vein, the President of the PX Commission acknowledged the efforts of all concerned parties that have been working together since the last session of the Board to achieving decisions that are suitable to one and all, which led the Chairperson to propose that the documents before the Commission be adopted by consensus, which was immediately accepted by acclamation.

3. **Item 8 on the Revision of the Memory of the World Programme**

   Introducing this item, the Assistant Director-General for Communication and Information, ADG Communication and Information outlined the four action steps in the updated Action Plan of the Memory of the World Programme. He highlighted

that the plan was developed through an inclusive consultative process.

Seventeen Member States and one Observer took the floor on this item. While welcoming the open-ended format of consultations, some Delegates emphasized the need for efficiency and therefore they thought to restrict the number of members of the working groups.

Concerns were raised on the selection process through which Member States would designate experts for the proposed joint meeting with the International Advisory Committee (IAC). This issue was deferred for discussion within the Working Group, once set up.

In his response, ADG CI advocated for an inclusive and efficient process, stressing that the idea of an open-ended working-group could add some logistical difficulties to the process, especially with a large number of experts nominated by Member States engaging in Action Step Number 3.

4. **The PX Commission then turned its attention to the examination of Item 5.I.E on the Follow-up of the situation in the autonomous Republic of Crimea.**

   The acting Assistant Director-General for External Relations, Mr. Nicolas KASSIANIDES, recalled that the Secretariat ensures a continuous dialogue with all the concerned parties through various mechanisms, to implement further the related Board's decision on this matter.

   One Board Member requested the adjournment of the discussion on this (Russia, as they have done in the past), which was dully seconded (by China and South Africa). Subsequently, Russia requested a vote by roll call on the draft decision.

The draft decision was adopted as follows: 17 votes in favour; 11 votes against and 24 abstentions. 6 Members were absent at the time of the vote. India voted against the resolution (in support of the Russian position) as it has done in the past.

5. **The PX Commission concluded its works by examining item 38 on Remembering the Legacy of Mahatma Gandhi, which was also proposed with no debate.**

The Delegate from India introduced this item by recalling the life and actions of Mahatma Gandhi and reminded everyone of the still-timely importance of Gandhi's struggle, which resonates in our societies today. The Commission was also informed of the Government of India's plan to undertake a series of events throughout the coming year in celebration of this icon.

A short film on the life of Mahatma Gandhi was also screened. In this regard, the Chairperson of the PX Commission was moved to say: "*What a place other than UNESCO to celebrate the life of such a principled individual.*"

The 205th Session of the EXB was officially closed on 17 October 2018 with the adoption of the reports of the Programmes and External Relations (PX) Commission, Finance and Administration (FA) Commission, Joint PX/FA Commission. The reports of the Special Committee (SP) and Committee on Recommendations (CR)

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February, 1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 2166 people from 46 nations, including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, 1983. The Township is under the administrative control of the Ministry of Human Resource Development 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 2018-19 being Rs18.20 crore.

Dr. Karan Singh, Hon'ble Member of Parliament, Rajya Sabha, has been appointed as Chairman, Auroville Foundation vide Notification dated 23rd November, 2016.

Mohan Verghese Chunkath, *IAS (Retired) has been appointed* as Secretary, Auroville Foundation on 10th June, 2016.

Shastri Indo Canadian Institute

Ministry of Human Resource Development, Government of India and Shastri Indo-Canadian Institute (SICI) have signed, on 15th July, 2016, an ADDENDUM X to the Memorandum of Understanding (originally signed on 29th November, 1968) for a period of five years i.e. from 1st April, 2016 to 31st March, 2021 after obtaining approval of the Union Cabinet. Subsequent to the signing of the Addendum, Indian Advisory Council and Administrative Committee were formed. The first meeting of the Indian Administrative Committee with respect to the Xth addendum was held on 3rd October, 2016 and the 48th Meeting of the Indian Advisory Council was held on 6th December, 2016.

Government of India provides grants to the Institute with allocation for the year 2018-19 being Rs. 594.00 lakhs.

WTO

With the emergence of World Trade Organization (WTO) from January 1, 1995, there have been many rounds of negotiations leading to a comprehensive agreement on international trade in services with the objective of progressive liberalization of trade in services. Initially they operated under GATS & focused on goods trade. With the emergence of WTO in 1995 the scope was extended to include services & Intellectual Property. Education is identified as one of the 12 services.

GATS basic structure:

* The general obligations and disciplines contained in the main text (e.g. MFN).

* The annexes dealing with rules for specific sectors;

* The specific commitments of individual member to provide market access, any applicable applications (e.g. market access, national treatment and adherence to the reference paper).

The GATS applies in principle to all service sectors except "services supplied in the exercise of governmental authority". These are services that are supplied neither on a commercial basis nor in competition with other suppliers. The negotiations under the Offer and request approach. Countries make offers to the Foreign Service Providers to trading access to their internal market. Similarly countries make request to their partners to grant access to their markets. GATS define services trade as occurring via four modes of supplies all of which are relevant to education.

GATS/WTO prescribes the following four modes of trade in services including Education Services:

* **Cross Border Supply**:- delivery of education services via internet (distance education, tele-education, education testing services)

* **Consumption Abroad**: - movement of students from one country to another for higher education.

* **Commercial Presence**:- establishment of local branch campuses or subsidiaries by foreign universities in other countries, courses offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchises.

* **Movement of Natural Persons**:- temporary movements of teachers, lecturers, and education personnel to provide education services overseas.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment. Under 'Education Services' the Indian revised offer was to open up with Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

The main sub-sectors under the GATS in the area of education are:

a) Primary Education (CPC 921)

b) Secondary Education (CPC 922)

c) Higher Education (CPC 923)

d)   Post-secondary technical and vocational, university degree or equivalent

e)   Adult Education and (CPC924)

f)   Other Education (CPC 929)

All schedules have two sections: (i) the horizontal commitment section, which establishes the limitations that apply to all sectors listed in the schedule; and (ii) the particular trade in services commitments that apply to a particular sector or sub-sector. In determining a country's sector-specific commitment, consideration must also be given to the overall horizontal commitments.

A "specific commitment" in the services schedule refers to the country's commitment to provide market access and national treatment for the service listed pursuant to the terms and conditions set forth in the schedule. Commitments are legally binding and once a specific commitment

has been made, a government is "bound to the specific level of market access and national treatment and it cannot, at a later time, impose measures that would restrict entry into such markets. This serves as a guarantee to service providers in other countries that market entry conditions will not become less restrictive, as they can only improved.

Commitments and limitations to markets access and national treatment are entered in the service schedule with respect to each of the modes of supply. Therefore, a commitment on the sub-sector of higher education services (which is within the Education services sub-sector that in turn is within the broader sector classification of Education services) will have eight entries: 4 under the column of market access (one for each of the 4 different modes of supply) and 4 under the column of limitations on national treatment.

EDUCATION SERVICES

	Market Access	National Treatment
Primary Education Services (CPC 921) Unbound	Unbound	Unbound
Secondary Education Services (CPC 922)	Unbound	Unbound
Higher Education Services (CPC 923)	1. None subject to the condition that services providers would be subject to regulations, as applicable to domestic Higher Education providers in the country of Origin and applicability to the domestic providers in India. 2. None. 3. None subject to the condition that fees to be charged can be fixed by an appropriate authority and that such fees do not lead to charging capitation Fees or profiteering. Subject further to such regulations, already in place or to prescribed by the appropriate Regulatory authority 4. Unbound except as in the as in the horizontal section.	1. None. 2. None. 3. Will not have any right to get any aid or assistance from UGC or any other government agency or will not be entitled to receive any subsidy as may be provided to the domestic service providers. 4. Unbound except as in the horizontal section.
Adult Education Services (CPC 924)	Unbound	Unbound
Other Education Services (CPC 929)	Unbound	Unbound

In the entries that read "none" mean that there are no limitations on national treatment of educational services as it relates to cross border supply (1) consumption abroad (2) and commercial presence. (3) There are also no market access limitations on the "consumption abroad" mode of supply of educational services.

However, wherever it is specified "unbound" in the schedule means that it may impose limitations on market access or national treatment with respect to the mode of supply identified and subject to the condition specified therein (e.g. termination of monopoly or horizontal commitments).

International Cooperation

Study in India

- Study in India (SII) programme, a flagship initiative of Ministry of Human Resource Development was launched on 18, April 2018 by Smt. Sushma Swaraj, Hon'ble Minister of External Affairs The aim of SII is to increase the number of inbound foreign students to India. The programme targets to increase the number of inbound students initially for a period of two years for the academic year 2018-19 and 2019-20 through brand buildings, reaching the students through social media etc. The programme involves partnership with 160 plus select Indian institutes/universities and focuses on 30 plus countries across South-East Asia, Middle East and Africa for branding Indian Education System. To attract foreign students, the programme also offers tuition fee waiver ranging from 100 percent to 25 percent to the top 25 percent students selected under SII programme. The implementing agency of SII is EdCIL and it is showing promising results in a short span of time.

- To make the programme more lucrative a

provision of 2,500 scholarships has also been made during FY 2019-20.

Scheme for Promotion of Academic and Research Collaboration (SPARC)

- SPARC is an initiative of MHRD launched on 28th October 2018 with an allocation of Rs. 418 Crore spread over a period of two years to promote joint research and collaboration between Indian institutions and best foreign institutions. 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 (overall top-100 or category-wise top-100 in NIRF) and the best institutions (top-500 overall and top-200 subject-wise institutions listed in QS World University Ranking) in the world from 28 selected nations (USA, UK, Germany, Australia, France, Canada, Italy, China, Hong Kong, Japan, Singapore, Russia, Israel, Switzerland, Sweden, Netherlands, South Africa, South Korea, Norway, Portugal, Austria, Taiwan, Belgium, Spain, Brazil, Finland, Denmark and New Zealand). The scheme envisages that culmination of joint research proposals would lead in the direction of solving problems of national and / or international relevance.

- There is a set of 5 Thrust Areas and Sub-Themes (Fundamental Research, Emergent Areas of Impact, Convergence, Action-Oriented Research and Innovation-Driven) with the 5 Lead Institutions from India (IIT, Kanpur, ISI, Kolkata, IIT, Delhi, BHU, IIT, Madras). The role of Thrust Areas Leads is to review and shortlist the potential joint-proposals submitted under SPARC scheme.

- There is a set of 25 Nodal Institutions (NI), from India, one for each participating foreign country and the role of a NI is to help, handhold and coordinate with willing Participating Indian Institutions (PI) to forge alliance with the Institutions of concerned participating foreign country, for academic and research collaboration.

- The SPARC Scheme is expected to have a major impact in providing the best international expertise to address major national problems, expose Indian academicians to the best collaborators abroad, enable international faculty to stay in India for a longer duration, provide Indian students an opportunity to work in the world class laboratories, to develop strong bilateral relationships in research, and improve the ranking of Indian Institutions.

- There were total 1188 proposals were received under SPARC and till date total 394 proposals have been approved by the SPARC Apex Committee.

First High-level India-France Knowledge Summit held in New Delhi on 10-11 March, 2018

- First High-level India-France Knowledge Summit, 2018 co-hosted by Ministry of Human Resource Development and Embassy of France in India was held on 10-11 March, 2018 in New Delhi. H.E. Mrs Frederique Vidal, Minister of Higher Education, Research and Innovation, Government of the Republic of France and Mr Prakash Javadekar, Hon'ble Minister of Human Resource Development, Government of the Republic of India graced the occasion by their presence. The Knowledge Summit was the First Franco-Indian Summit for university, scientific and

technologic cooperation with the broader objective to design a roadmap of Franco-Indian cooperation for the next five years, in collaboration with companies.

- This two day event offered a common moment for a common goal; increase student mobility, enlarge Research & Development collaborations and link campuses to companies by focusing on employability.

- The unveiling of a large number of agreements including a long awaited and major one showcased the new dynamic of the partnership between the two countries.

- During this event, various sessions and Round Tables on several topics of mutual interest of both the countries took place. The participants enthusiastically took part in the event and made the event successful.

- Hon'ble Minister while opening the ceremony recalled the long-standing relationship between both the countries and emphasized the need to continue the cooperation in the fields of mutual interest including Education.

Agreement between India and France on Mutual Recognition of Academic Qualifications.

- The agreement between India and France on Mutual Recognition was signed by Hon'ble Human Resource Minister Sh. Prakash Javadekar and H.E. Mrs Frederique Vidal, Minister of Higher Education, Research and Innovation, Government of the Republic of France. This agreement go a long way in boosting the educational relationship between the two countries, will encourage mobility of students from both the countries by facilitating possibilities for them to

continue their studies in the other country and would also promote excellence in higher education through cooperation, university and research exchanges.

- As a culmination to the Bonjour India Programmes organised by the French side for collaborations in higher education, research and innovation, the Knowledge Summit witnessed eminent personalities from a number of Institutions and companies both from India and France.

- This event will help in furthering the relationship between the two countries in the field of education and will go a long way in exploring the possibilities for future collaborations in various fields of mutual interest.

G-20 Meetings

- 1st Education Working Group Meeting was held on 11-13 April, 2018 at Buenos Aires, Argentina. Dr. N. Saravana Kumar, JS, International Cooperation attended the meeting.

- 2nd Education Working Group Meeting was held on 11-13 June,2018. Dr. N. Saravana Kumar, JS, International Cooperation attended the meeting.

- The Indian Delegation led by Hon'ble MoS, MHRD Dr. Satya Pal Singh visited Mendoza, Argentina from 03-07th September,2018 to participate in the G20 Education Ministers' Meeting and G20 Joint Education and Labour/Employment Ministers Meeting.

3rd JWG between India and Germany

- The 3rd Meeting of the Joint Working Group on Higher Education between India and Germany was held on 19th April, 2018 at New Delhi. The Indian side was chaired by Dr. N. Saravana Kumar, Joint Secretary, International Cooperation, MHRD and the German side was chaired by Deputy Director General, International Cooperation in Education and Research, BMBF. The German delegation also visited IIT Delhi on 20th April, 2018

Visit to Guyana

- Hon'ble MoS, MHRD, on the request of Hon'ble External Affairs Minister, visited Guyana from 7-13 May, 2018, to further the bilateral cooperation between both the countries.

4th Australia India Education Council (AIEC) Meeting

- Shri Prakash Javadekar, Hon'ble Minister of Human Resource Development led a 4-member delegation to visit Australia from 28 June – 3 July 2018, to participate in the 4th Australia India Education Council (AIEC) Meeting and also a bilateral meeting with the Australian Education Minister.

BRICS Network University

- The 4th Annual General Conference of the BRICS Network University was held from 5-7 July, 2018 at Cape Town, South Africa. In the Senior Officers Meeting(SOM) and International Governing Board (IGB) meeting of the BRICS Network University at the Conference, Indian side was represented by Dr. S. S. Sandhu, Additional Secretary (TE), MHRD and Prof. Rajnish Jain, Secretary, UGC.

- Meeting of National Coordination Committee (NCC) of the BRICS Network University (NU) took place on 22nd November 2018, at Shastri Bhawan. The meeting was chaired by Dr. S.S. Sandhu, Additional Secretary (TE).

BRICS Education Ministers' Meeting

- 6th BRICS Education Ministers Meeting (EMM) took place at Cape Town, South Africa on 10.07.2018. Indian delegation for the meeting was led by Hon'ble Minister of State (Higher Education) Dr. Satya Pal Singh. It was preceded by a Senior Officials Meeting on Education on 09.07.2018, in which the Indian delegation was headed by Dr. S.S. Sandhu, Additional Secretary (TE).

Visit to Marshall Islands

- Shri Upendra Kushwaha, Hon'ble Minister of State (SE&L), on the request of Hon'ble External Affairs Minister, visited Marshall Islands from 7-13 July, 2018, to further the bilateral cooperation between both the countries.

SCO Education Ministers Meeting (EMM) and Meeting of Permanent Working Group (PWG) on Education:

- A delegation led by Hon'ble MOS(HRD), Dr. Satya Pal Singh visited Astana, Kazakhstan to participate in Shanghai Cooperation Organization (SCO) Education Ministers Meeting (EMM) preceded by meeting of SCO Permanent Working Group (PWG) on Education during 16-17 October, 2018. This was the first time India participated in SCO Meeting on Education since its entry into SCO as a full member on 9th June, 2017.

2nd India-Canada Joint Working Group Meeting

- A delegation led by Dr. N. Saravana Kumar, JS, International Cooperation attended the 2nd India-Canada Joint Working Group meeting on 26-28 February, 2019 in Ottawa, Canada.

MoU between the Government of the Republic of India and the Government of the Kingdom of Morocco to Facilitate Mutual Recognition of Academic Qualifications

- In order to facilitate the mobility of students between India and Morocco, an MoU on Mutual Recognition of Academic Qualifications was signed on 22.01.2019 during the visit of H.E. Khalid Samadi, Secretary of State for Higher Education and Scientific Research, Ministry of National Education, Vocational Training, Government of the Kingdom of Morocco. The MoU would not only help in improving the mobility of students between the two countries but also ease the process of granting equivalence to the foreign degrees and consequently the students from both sides will have a hassle free mobility and a valid degree.

Indian Engineers issue in Kuwait

- A delegation led by Dr. Sukhbir Singh Sandhu, Additional Secretary, Ministry of Human Resource Development (MHRD) visited Kuwait from 4-6 March, 2019 in connection with the issue of Indian engineers working in Kuwait.

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OTHER TECHNICAL &
VOCATIONAL INSTITUTIONS

Other Technical & Vocational Institutions

National Apprenticeship Training Scheme (NATS)

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

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

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend which is shared between the Central Government and the Employer on 50:50 basis. The details of stipend rates payable to various categories of apprentices are as follows:-

Category of Apprentices	Rates enhanced w.e.f 19th December, 2014
Graduate Apprentices	4984
Graduate Apprentices (Sandwich)	3542
Technician Apprentices	3542
Technician Apprentices (Sandwich)	2890

Earlier, four BOATs/BOPT had four different portals and a person residing in a particular region had to apply through particular Board having jurisdiction of that region for registering himself/herself for apprenticeship under the scheme. These portals have now been integrated and one single National Web Portal has been developed. The Portal now ensures seamless connectivity with all the stake holders including students, establishments and technical institutions across the country for transparent administration. The Portal will also be a multilingual platform which currently engages with the use in English, Marathi, Bengali and Hindi. After some time, services of the portal will be available in other languages.

The National Web Portal has been improved with enhanced features that would enable following functions:

❖ Integration of four regional Portals of BOATs/BOPT now provide a single unified interface for students, establishments, institutions as well as its employees;

- ❖ Paperless online business transaction;

- ❖ Improved and effective reporting capabilities through online data sharing;

- ❖ Standardization of processes across regions and ensure uniformity in implementation;

- ❖ Appropriate decision making and optimum utilization of resources; and

- ❖ Facilitating short, medium and long term forecasting of apprentices demand, placement and budget requirements.

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31st March, 2019)

(₹ in lakh)

Heads	Budget Estimates	Released (upto 31st March, 2019)
Establishment Head	2095.83	2050.83
Stipendiary Head	12500.00	12500.00

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

The National Institute of Industrial Engineering (NITIE) is a premier Indian institution, engaged in Industrial Engineering and Management education. The Institute was set up by the Government of India in 1963 with the assistance of the United Nations Development Programme (UNDP) through the International Labour Organization (ILO). NITIE has served industry for five decades now and today its post graduate curricula and management development programmes proudly reflect this symbiotic relationship.

NITIE campus is located in one of the most picturesque surroundings of Mumbai flanked by Powai and Vihar Lakes, occupying 63 acres on a hillock.

NITIE is administered through a Board of Governors representing industry, government, labour, and professional bodies with Prof. Sanjay G. Dhande, as Chairman, NITIE Board of Governors and Prof (Ms) Karuna Jain as Director.

A pioneer in Productivity Improvement, Operations and Manufacturing Management, today NITIE stands tall among the country's few academic institutes that have successfully blended technology and management. It commands national standing in Quality Management, Materials Management, Logistics, Business Process Re-engineering (BPR), Enterprise Resource Planning (ERP, Supply Chain Management and Technology Management. NITIE is also recognized as a pre-eminent Indian institution engaged in Management Development Programmes (MDPs), professional industrial consultancy and applied research, in Industrial Engineering and allied areas.

NITIE FACULTY

NITIE's faculty members are drawn from diverse basic disciplines in humanities, technology and management. Most have hands-on experience in business, industry or government as well. Many are distinguished professionals, trainers and leading authors in management. As instructors they regularly engage students, practicing managers and administrators to inspire them toward superior quality decision making and a solicitous execution of their responsibilities.

ACADEMIC ACTIVITIES

NITIE offers the following two-year residential Post Graduate Diploma programmes:

1. Post Graduate Diploma in Industrial Engineering (PGDIE)

2. Post Graduate Diploma in Industrial Management (PGDIM)

3. Post Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM)

4. Post Graduate Diploma in Manufacturing Management (PGDMM)

5. Post Graduate Diploma in Project Management (PGDPM)

6. Post Graduate Programme for Executives in Visionary Leadership For Manufacturing (PGPEX-VLFM) jointly with IIT Delhi

FELLOW PROGRAMME

Admission Criteria

Master's degree or equivalent in Engineering/ Technology, Management, Economics, Commerce, Social Science, Life Sciences and Pure Sciences with 60% aggregate marks {relaxable 5% in case of SC/ST/PwD (Person with Disability) candidates} from recognized University/Institution, CA/ICWA and ACS. Those appearing for final examination in the respective disciplines can also apply.

Fellow Admission Details 2018

Sl. No.	Registered	Withdrawn	Awarded
1.	24	1	15

1.1.2018 to 31.12.2018

17 students have presented Literature Review cum Pre-Registration Seminars

25 students have presented Credit Seminars

24 students have presented Progress Seminars

17 students have presented Pre-synopsis seminars

18 students have defended Viva-Voce Examination successfully.

Admission Criteria based on GATE:

POST GRADUATE DIPLOMA IN INDUSTRIAL ENGINEERING (PGDIE) is equivalent to Master's Degree in Industrial Engineering, recognized by the Government of India, Association of Indian Universities, and All India council for Technical Education. Currently, NITIE is conducting 48th Batch of PGDIE.

POST GRADUATE DIPLOMA IN MANUFACTURING MANAGEMENT (PGDMM) and POST GRADUATE DIPLOMA IN PROJECT MANAGEMENT (PGDPM): Currently, NITIE is conducting 3rd Batch of PGDMM and PGDPM.

Admission is restricted to the candidates who qualify through Graduate Aptitude Test in Engineering (GATE), followed by Group Discussion and Personal Interview. Industry Sponsored candidates fulfilling eligibility criteria are also considered for admission.

Admission Criteria based on CAT:

POST GRADUATE DIPLOMA IN INDUSTRIAL MANAGEMENT (PGDIM) and POST GRADUATE DIPLOMA IN INDUSTRIAL SAFETY & ENVIRONMENTAL MANAGEMENT (PGDISEM) recognized by All India council for Technical Education. Currently, NITIE is conducting 25th Batch PGDIM and 18th Batch of PGDISEM.

Admission to PGDIM and PGDISEM are restricted to Engineering Graduates who qualify through Common Admission Test (CAT) conducted by the IIMs followed by Group Discussion and Personal Interview.

PG Admission Details 2018

Programme	Intake Capacity	UR	ISP	SC	ST	OBC	Total
Pgdie	126	63	1	19	9	34	126
Pgdim	274	135	0	39	3	70	247
Pgdisem	39	8	0	3	1	4	16
Pgdmm	40	12	0	11	1	11	35
Pgdpm	40	16	0	5	0	9	30

POST GRADUATE PROGRAMME FOR EXECUTIVES IN VISIONARY LEADERSHIP FOR MANUFACTURING (PGPEX-VLFM) jointly with IIT Delhi from year 2017. This programme is specially designed for experienced engineers with 5 - 12 years of experience in manufacturing domain. With an intake capacity of 30 students for this programme, nine students have taken admission in the first batch.

XXIV. Convocation:

XXIV. Convocation was held on 8th September 2018**. Dr Ganesh Natarajan, Chairman – 5F World and Social Venture Partners India graced the occasion. 404 Postgraduate Diploma students and 15 Fellow were awarded on the occasion.**

1.   Summer Internship

In all 406 students out of total 406 students of PGDIE, PGDIM, PGDISEM, PGDMM & PGDPM first year Batches have been placed in 112 organizations across the country for 8-weeks Summer Internship starting from 26 March 2018.

2.   Final Placements

Report on Final Placements of PG Diploma in Industrial Engineering (Pgdie-46), Industrial Management (Pgdim-23), Industrial Safety & Environmental Management (Pgdisem – 16), Post Graduate Diploma in Manufacturing Management (Pgdmm-03) and Project Management (Pgdpm –03) Batches Year 2017-18

Sl. No.	Particulars	Year : 2017-18					
1	No. of companies	132					
2	No. of students placed	PGDIE	PGDIM	PGDISEM	PGDMM	PGDPM	Total
	PPO	25	62	1	2	2	92
	LRP	20	99	3	2	9	133
	CRP	53	51	12	25	18	159
	Domestic	98	212	16	29	29	384
	Foreign	2	5	0	1	0	8
	Foreign PPO	0	1	0	0	0	1
	Total	100	218	16	30	29	393
3	No of students yet to be placed	0	0	0	0	0	0
4	No. of Students opted for DPP	0	0	0	0	0	0
5	No of students opted out of placements	1	3	0	2	2	8

Sl. No.	Particulars	Year : 2017-18					
6	Total number of students in the batch	101	221	16	32	31	401
7	Maximum Earned Salary	PGDIE	PGDIM	PGDISEM	PGDMM	PGDPM	Overall
i)	Maximum Annual Salary						
	Foreign	51.66	55.00	-	19.59	-	55.00
	Domestic(Rs Lacs)	46.50	46.50	25.00	25.00	25.00	46.50
ii)	Minimum Annual Salary						
	Foreign	16.00	16.00	-	19.59	-	16.00
	Domestic (Rs Lacs)	7.00	8.00	8.00	7.00	8.00	7.00
iii)	Average Annual Salary						
	Foreign	35.63	30.84	-	19.59	-	30.65
	Domestic(Rs Lacs)	16.98	19.55	15.14	16.28	15.71	18.17
	Top 10% Students	28.96	37.24	23.65	25.00	24.67	33.14
	Top 20% Students	25.48	30.82	22.77	25.00	22.58	28.36
	Top 50% Students	21.88	24.87	19.01	21.06	19.47	23.28
	Overall Average Salary (Rs Lacs)	17.35	19.86	15.14	16.39	15.71	18.46
	Overall Median Salary (Rs Lacs)	16.64	18.04	15.00	15.05	14.50	17.00

All the Salaries have been calculated according to MEP

Sector wise Placement 2018 Batch

Sectors	PGDIE-46	PGDIM-23	PGDISEM-16	PGDMM-03	PGDPM-03	Grand Total
BFSI	8	28	0	2	4	42
Consulting	7	56	2	1	2	68
E-Commerce	4	17	0	1	0	22
FMCG	14	24	1	3	0	42
IT/ITES	10	25	0	2	5	42
Logistics	7	5	0	1	2	15
Manufacturing	30	20	6	7	10	73
Others	13	27	6	8	4	58
Pharma & Healthcare	3	7	1	4	1	16
Retail	4	9	0	1	1	15
Grand Total	**100**	**218**	**16**	**30**	**29**	**393**

NITIE Awards & Rankings-2017-2018

INSTITUE AWARDS

1. NITIE is ranked 36th among all the Engineering Institutes and 12th among all the Management Institutes in NIRF rankings 2017.

2. NITIE was awarded 'Dr Arun Arora Best Educational Institutes of India' by World Education Congress on 23rd November, 2017.

3. Adjudged Best Management Institute in Mumbai – Government', for the year 2018 by BMA , in recognition of outstanding performance of the institute and excellence

4. NITIE won "Best Eco-campus of the year in India" under YES BANK's Natural Capital Awards 2017 for its environmental and green initiatives in campus.

5. Team 'AA Cell' (Aakash Dutta & Anish Prasad) from NITIE received Grand Finale of the YES BANK Transformation Series 2017 on November 09, 2017 at New Delhi.

6. Rajbhasha Keerti Award NITIE awarded with "1st prize of Rajbhasha Keerti Award" in 'B' region by Official Language Department, Govt. of India for the year 2017-18 for the excellent implementation of Official Language Hindi in the Institute. Prof. Shirish Sangle, Dean (SRIC) received the prestigious award from Hon'ble Vice-President of India, Shri M Venkaiah Naidu at a glorious function at Vigyan Bhavan, New Delhi on 14th September, 2018.

SHORT TERM/LONG TERM PRO-GRAMMES CONDUCTED BY NITIE

Additionally, NITIE conducts over **63** Management Development Programmes (MDPs) every year of a week's duration each in various areas of Industrial Engineering and Management. It also offers Unit Based Programmes (UBPs) that are tailor-made to requirements specific to clients/organizations. NITIE's training emphasizes learning with a purpose and an abiding concern of man. Besides training, NITIE conducts applied research in management and undertakes public and private sectors' special projects.

During the year NITIE has conducted **03** MDPs in various areas of Industrial Engineering and Management and trained **19** executives from various Public and Private Sector organizations and **08** UBPs for different organizations and **196** executives attended these programmes.

CONSULTANCIES CONDUCTED BY NITIE

NITIE offers professional consultancy in the different facets of Industrial Engineering, Operations Management, Business Modeling, Information Systems and IT, Corporate Environmental Management, Marketing, and other related productivity and management domains.

This activity helps us not only to generate resources, but it also adds to the body of knowledge. NITIE has completed 07 consultancy assignments 10 consultancy assignments are in progress in all the areas related to Industrial Engineering during the year January 2018 to December 2018.

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31st March, 2019)

A sum of ₹ 3350.00 lakh has been released to NITIE, Mumbai till March, 2019 against the budgetary allocation of ₹ 3725.00 lakh.

National Institute of Foundry & Forge Technology (NIFFT), Ranchi, Jharkhand

National Institute of Foundry and Forge Technology (NIFFT), Ranchi, was established in 1966 by the Government of India in collaboration with UNDP-UNESCO. It is registered as a society under the Societies Registration Act of 1860. The management of the Institute is vested with board of governors with chairman as its apex and members drawn from All India Council of Technical Education (AICTE), Ministry of Human Resource and Development (MHRD), Private and Public Enterprises, Technical and R & D institutions.

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

❖ **Academic Programmes:**

NIFFT has five departments of study namely:

- Foundry Technology
- Forge Technology
- Manufacturing Engineering
- Materials and Metallurgical Engineering
- Applied Sciences and Humanities.

The Institute offers the following regular programmes:

➢ Research Level

    I.   Doctoral Programme

➢ Post Graduation Level (Master of Technology (M.Tech.))

    I.   M.Tech in Foundry-Forge Technology

    II.   M.Tech in Manufacturing Engineering

    III.   M.Tech in Environmental Engineering

    IV.   M.Tech in Materials Science and Engineering

➢ Undergraduate Level (Bachelor of Technology (B.Tech.))

    I.   B.Tech in Manufacturing Engineering

    II.   B.Tech course in Metallurgy and Materials Engineering

➢ Advanced Diploma level (Advanced Diploma Course (ADC))

    I.   ADC in Foundry Technology

    II.   ADC in Forge Technology

All the academic programmes have been approved by AICTE, New Delhi. Students are selected for admission through J.E.E. (Main) (conducted by CBSE all over India) for B.Tech. Courses; GATE for M.Tech courses; through written examination conducted by NIFFT for advanced diploma courses; and through written test/interview for doctoral and post doctoral programmes.

The Institute is affiliated to Ranchi University for the award of research level, under graduate and post graduate degrees. Advanced Diploma is awarded by the Institute itself.

❖ **Continuing Education**

Continuing education at all levels such as part time research programmes, refresher and special courses in established and emerging practices for industry personal is one of the most important activities of the institute contributing towards the development of society.

The programmes are usually of 1-2 weeks duration offering a wide range of topics covering foundry and forge technology, pollution control, energy conservation and management, manufacturing processes, materials characterization and other fields of industrial importance.

The activities also include unit based programmes of short term duration on request from the industries or organizations as per their need either at their premises or at the institute.

The Institute also has a privilege of imparting training to people from other developing countries of South-East Asia and Africa. Students from countries like Burma, Sri Lanka and Nigeria have undergone training at institute in the past. The institute also conducted unit based programmes in Foundry Technology for Nepalese and Sri Lankan engineers.

❖ **Research Activities**

One of the main objective of the institute is to carry out industrial research and development work in foundry, forge and associated scientific and engineering fields. All infrastructural facilities exist in the institute for carrying out research activities. R&D programmes cover areas like pattern design and manufacture, sand system design, melting, methoding of castings, forging process simulation, die

life estimation, evaluation of lubricants, CAD & CAM of casting and forging, failure analysis, environment & pollution control, metal matrix composites and powder metallurgy forging. Most of the faculty members are holding Ph.D. The faculty members continuously participate in various seminars/symposia/conferences to present their research works. Many research papers are also published in different national and international journals of repute.

❖ **Consultancy Services**

The institute provides consultancy services to the industries in the field of foundry, forge and allied fields. Consultancy services are extended in the form of preparation of feasibility reports, preparation and execution of technical projects, selection and evaluation of equipment and machinery, testing of raw materials and quality control of products.

❖ **Experimental and Testing Facilities**

The institute has well equipped laboratories and workshop for carrying out practical study work by the students and for extending testing facilities pertaining to foundry, forge, metallurgical analysis and materials characterization to the outside organizations on payment basis.

❖ **Placement**

Institute enjoys almost 100% placement in all courses of B. Tech & ADC Level.

- Atal Tinkering Lab is an approach of Central Government of India to create an environment of scientific temperament, innovation, creativity amongst Indian Students. It is a step towards a new India. Professor Ratnesh K Gupta has been assigned as a Mentor

of Change of S S Dorinda Girls Plus Two High School Ranchi.

- A Major Research was conducted by Foundry Technology Department in Association with TATA Steel Ltd. For the Development and Characterization of High Phosphorous Caste Iron. Project Cost Rs. 7.50 Lakh.

- NIFFT has been Appointed as the Project Coordinator by Govt. of India for Establishment and Development of Common Facility Center for Baruipur Surgical Cluster Welfare Association.

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31ˢᵗ March, 2019)

A sum of ₹ 4575.95 lakh has been released to NIFFT, Ranchi till March, 2019 against the budgetary allocation of ₹ 4575.95 lakh.

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

1. Introduction

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, Shillong under the Ministry of Home Affairs, Govt. of India to create a base of technical manpower, aimed at meeting the challenges at various level of development in the region. The campus of the Institute is located at Nirjuli, Itanagar, the capital city of Arunachal Pradesh and is well connected to Guwahati by road, air and rail.

The Institute came under the direct control of Ministry of Human Resource Development (MHRD), Government of India, from 1ˢᵗ April, 1994. It has been conferred with the "Deemed to be University" status on May 31ˢᵗ, 2005, by the MHRD under Section–3 of UGC Act, 1956.

2. Academic Programmes

The Institute follows a modular pattern of education, having a multiple entry and exit system and is producing skilled manpower in different levels, i.e., Certificate, Diploma and Degree, through its innovative educational programmes. The system of education adopted at NERIST is aimed at enabling the region consisting of eight states comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, to bridge the technology gap with the rest of the country, and also to increase the pace of socio-economic development in the region. Sikkim has been included as the eight beneficiary state of the Institute in the year 2006.

The Institute has demonstrated successful implementation of modular pattern of education, which has been able to provide skilled manpower at nine Certificate courses, six Diploma courses and seven Degree courses, being offered by the different departments, namely, Agricultural Engineering, Civil Engineering, Computer Science and Engineering, Electrical Engineering, Electronics & Communication Engineering, Mechanical Engineering and Forestry. Chemistry, Physics, Mathematics, Humanities & Social Sciences also have a pivotal role as supporting departments. Although the Institute admits students at a tender age (after Class-X) having heterogeneous academic standards, but its academic and administrative set up has

been quite effective to ensure appreciable academic growth including development of different traits of personality amongst the students.

The Post-Graduate academic programmes were started in 1996-97 in two subjects viz., Information and Technology and Environmental Science & Engineering with due approval of AICTE and MHRD. After acquiring 'Deemed to be University' status in 2005, PG and Ph.D. programmes have also started both part time and regular basis, in all Engineering departments, M.Sc. in Forestry w.e.f. 2007-08 and M.Sc. in Physics, Chemistry and Mathematics, w.e.f., 2009-10 sessions. Full time, as well as part time Ph.D programmes have been started in all 11 departments since 2006 including MBA. NERIST has the distinction of being the first institute in the state of Arunachal Pradesh to start M.Tech and MBA programmes.

3. Vision of the Institute

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

4. Mission of the Institute

1. To create a niche in the field of science & technology education and research through an innovative modular system.

2. To produce globally competitive technical and scientific manpower in different disciplines with high ethical values and with particular reference to the North Eastern Region.

3. To induce in engineers/technologists and trainees a mind-set full of creativity to pursue excellence with focus on stakeholders, accountability, environment, and people.

4. To develop collaborations with world class R&D organizations, industries, and educational institutions in India and abroad for attaining excellence in teaching, research and consultancy practices.

5. Administrative set up

The Institute is registered as a Society under Societies Registration Act of 1860. At present, the Hon'ble Governor of Arunachal Pradesh is the ex officio President of NERIST Society.

6. Salient Features

➤ Modular Technical Education System;

➤ Multi-point entry and exit system;

➤ Unconventional and innovative academic programme to create technical manpower at various levels for the development of NE Region;

➤ Development of knowledge, skills and value based education system;

➤ Highly qualified faculty and dedicated staff;

➤ P.G. and Ph.D. programmes;

➤ Well-equipped laboratories and workshops;

➤ Fully residential campus;

➤ Dedicated service for development of NE Region.

Academic Section is the backbone of any Academic Institute/University. Present Academic Branch is divided into three cells, viz., Undergraduate, Postgraduate and Ph.D. for better functioning. The Undergraduate cell deals with admission process, scholarships/other academic affairs of Base, Diploma & Degree Modules. The Postgraduate Cell deals with admission and other related affairs of M.Tech., MBA, M.Sc. including scholarships of UG & PG students and the Ph.D. Cell deals with all activities like admission of Ph.D. scholars, conducting DPGC, BPGS, and other activities related to Ph.D. Scholars including scholarships of Ph.D. students. Academic Section also deals the mmatters relating to Convocation, AC meeting, RTI, Correspondences with AICTE, UGC etc. Besides this, Academic Section also deals with all other matters related to academic affairs of the Institute with MHRD/UGC/AICTE and other miscellaneous academic matters. The branch is headed by Assistant Registrar (Academic).

7. The students admitted during the year 2018 – 19 are stated below:

Sl. No.	Module/Course				Number of students admitted
1.	**Base Module (Certificate Course)**	AE	36		196
		CE	40		
		ECE	40		
		EE	40		
		ME	40		
2.	**Diploma Module**		**Lateral**	**Vertical**	
		AE	5	18	194 (63 Lateral & 131 Vertical)
		CE	10	30	
		CSE	20	3	
		ECE	8	20	
		EE	10	36	
		ME	10	24	
3.	**Bridge Course (Lateral Degree Tech.)**	AE	4		66
		CE	14		
		CSE	11		
		ECE	12		
		EE	13		
		ME	12		
4.	**Degree Module**			**Vertical**	210 (Vertical)
		AE		22	
		CE		50	
		CSE		19	
		ECE		31	
		EE		44	
		ME		44	

			Vertical	
5.	**B.Sc.**	Forestry		17
6.	**M.Tech.**	CIM	7	98
		CSE	6	
		ECE	9	
		ESE	18	
		FMP	4	
		GTE	18	
		IT	4	
		PSE	15	
		SWCE	10	
		TFE	7	
7.	**M.Sc.**	PH	12	58
		CH	10	
		MA	18	
		FO	18	
8.	**M.B.A.**			25
9.	**Ph.D. (Full Time)**	AE	3	39
		CE	9	
		CSE	1	
		ECE	4	
		EE	2	
		ME	2	
		PH	2	
		CH	4	
		MA	2	
		FO	10	
10.	**Ph.D. (Part Time)**	CE	5	22
		ECE	7	
		EE	1	
		ME	6	
		PH	1	
		CH	1	
		MA	1	

8. **Total Students for all the years are stated below:**

Under Graduate:

Base Module	:	349
Diploma Module	:	366
B. Tech. Degree	:	472 [406 Degree + 66 Bridge]
Forestry Degree	:	59

Post Graduate:

M.Tech (including all departments)	:	177
M.Sc. (including all departments)	:	105
MBA	:	59
Ph.D. (including all departments)	:	273 [169 (FT) + 104 (PT)]

It is reported that 7th Convocation of NERIST was held on 19.11.2018 with Prof. Anil D. Sahasrabudhe, Chairman, AICTE, New Delhi as Chief Guest and H.E. Brig. (Retd.) Dr. B.D. Mishra, the Governor of Arunachal Pradesh and President NERIST Society presided over the 7th Convocation. Altogether, 1086 student received Certificates and Degrees including 50 students who were awarded Gold Medals and 37 scholars received Ph.D Degree.

9. **Department-wise information of Engineering and Sciences**

Department	Short-term courses/ Workshop organized	Short-term courses/ Workshop attended.	Research Projects	Publications	Research articles in Books, Conference Proceedings
Forestry	11	22	20	53	12
Agricultural Engineering	NIL	18	02	17	17
Civil Engineering	NIL	12	01	05	01
Computer Science & Engineering	03	23	02	14	13
Electronics & Comm. Engg.	04	31	05	19	22
Electrical Engineering	NIL	25	01	14	15
Mechanical Engineering	01	10	NIL	31	20
Physics	NIL	15	NIL	08	04
Chemistry	NIL	02	02	06	08
Mathematics	NIL	07	01	16	02
Humanities & Social Sciences	NIL	01	NIL	NIL	NIL
Centre for Mgt. Studies (MBA)	NIL	03	01	05	03

10. **Ongoing Research projects**

BRNS – 1, DBT – 9, DST - 6, ESA - 1, G.B. Pant - 7, ISRO - 1, ITRA - 1, MLA - 1, SERB - 3.

11. **Administrative Units**

Director Cell, Registrar Cell, Academic Cell, NERIST Entrance Examination (NEE Cell), Controller of Examination (CoE), Establishment, Finance, Store &

Purchase, Hostel Management Council (HMC), Central Library, Training & Placement Cell (T&P), Electronics and Technology Cell (ET), Sponsored Research and Industrial Consultancy (SRIC), Continuing Education Programme (CEP), Centre for Appropriate Technology & Rural Development (CATRD), NSS, NCC, Institute Engineer Office, Estate Office, Transport Section, Gymkhana, NERIST Health Unit, Guest Houses are functioning in the Institute.

12. Other facilities in the campus

KG, KV, SBI, SBI & Canara Bank ATM, Post Office and Cooperative Stores facilities are available in the campus.

13. Ongoing Developmental Activities for the years 2018 – 19 are as follows:

1. Construction of Silver Jubilee Hall (Auditorium) 1st Phase with an estimated cost of Rs.1798.00 lakhs.

2. Construction of Residential Quarter (T/III, T/IV, T/V–6 nos each) with an estimated cost of Rs.1671.00 lakhs.

3. Construction of Registrar's quarter with an estimated cost of Rs.100.00 lakhs.

4. Construction of Central Workshop with an estimated cost of Rs.2928.00 lakhs.

5. Construction of Utility Centre with an estimated cost of Rs.831.52 lakhs.

6. Construction of extension of New VIP Guest House with an estimated cost of Rs.783.00 lakhs.

7. Construction of Permanent Administrative Building with an estimated cost of Rs.3604.00 lakhs.

8. Construction of Flood Protection Works with an estimated cost of Rs.1015.78 lakhs.

9. Construction of Boundary wall in 240 acres with an estimated cost of Rs.800.00 lakhs.

10. Site Development in 24nos class room with an estimated cost of Rs.330.00 lakhs.

11. Site Development in 375 cap Boy's hostel with an estimated cost of Rs.330.00 lakhs.

12. Earth Filling work with an estimated cost of 350.00 lakhs.

13. Construction of Consolidated drainage network within NERIST Campus with an estimated cost of Rs.189.00 lakhs.

14. Construction of RCC Retaining wall with an estimated cost of Rs.438.00 lakhs.

15. Flood protection work at Sukha Nallah near T/I NERIST Campus with an estimated cost of Rs.100.00 lakhs.

16. Construction of approach road to Silver Jubilee, Central Workshop, Science Block, Engineering Block & 24 Nos Class Room etc. with an estimated cost of Rs.549.00 lakhs.

17. Site Development at the Permanent Administrative Building with an estimated cost of Rs.330.00 lakhs.

18. Construction of outlet RCC drainage system with RCC slab cover near from main gate to nirjuli river with an estimated cost of Rs.125.00 lakhs.

19. Re-Carpeting of Internal Road at NERIST with an estimated cost of Rs.150.00 lakhs.

20. Repainting of Existing Hostel Building with an estimated cost of Rs.350.00 lakhs.

21. Painting of Academic and Residential Building with an estimated cost of Rs.95.00 lakhs.

22. Construction of Water Treatment Plant/Filtration unit with an estimated cost of Rs.965.00 lakhs.

23. Purchase of equipments/furniture etc. with an estimated cost of Rs.820 lakhs.

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31st March, 2019)

A sum of ₹ 10723.09 lakh has been released to NERIST, Itanagar till March, 2019 against the budgetary allocation of ₹ 10723.09 lakh.

Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Punjab

Set up by the Government of India in 1989, Sant Longowal Institute of Engineering and Technology has carved for itself a niche place among the professional institutes and universities of the country. With programmes ranging from certificate to doctorate in various disciplines, the institute produces high quality flexible engineering skills at all levels with a firm grounding in the principles of engineering science and technology, while inculcating an engineering method and approach that enable graduates to enter the world of work and tackle "real world" problems with creative yet practical results. In loading the students with skills, right balance between scientific and technical understanding and their practical application to problem solving is maintained. Special skills of communication and negotiation, teamwork and inter-disciplinary working, planning-costing and entrepreneurial thought are synthesized with theoretical understanding, creativity and innovation, technical breadth and business skills.

Spread in sprawling more than four hundred acres, the institute is wonderfully blessed with natural beauty and greenery. It expresses through refreshing shades revealing the environment and conditions truly designed to give the human spirit true satiety and comfort. Large plantations carried out at the institute make the institute a living beauty - a sign of endless and inexhaustible plenty. Live atmosphere enhances working environment, bringing a humanizing and softening touch to the surroundings. Institute plays a host to a number of migratory birds giving the glimpse of some of the rarest species of birds in the world. Splendor of the natural environment and beauty of the birds are the perfect setting for a spiritual and academic aesthete. Institute provides an atmosphere which weans oneself away from the worries, converging desires and promoting the values of thinking and analysis. A student at the institute does not have the usual lures prevalent in urbanized dwellings, making him physically, ethically and academically sturdy.

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

Position about Students and Faculty during 2018-19:

Students Intake – 2018-19																	
Course/ Category	Total Sanctioned Intake of Students at UG & PG level* (Category-wise)						Total actual admission of Students at UG & PG level (Category-wise)**										
	Gen	SC	ST	OBC	PH	Total	Gen	SC	ST	OBC	PH	Total	Female Gen	Female SC	Female ST	Female PH#	Total
ICD Programme*	318	86	42	153	31	630	385	38	07	197	10	637	85	09	02	06	102
ICD Lateral Entry	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
B.E. Lateral entry*#	385	25	12	45	09	476	262	30	16	128	00	436	62	09	04	00	75
B.E. 4 Years*	130	35	16	61	07	249	59	26	08	80	00	173	06	01	02	00	09
M.Tech. Programme	79	23	11	43	06	162	63	15	00	23	00	101	17	03	00	00	20
M.Sc.	36	16	06	19	04	81	36	09	00	11	00	56	18	06	00	00	04
MBA Programme	25	07	04	13	11	60	07	01	00	05	00	13	04	00	00	00	04
Total	973	192	91	334	68	1658	812	119	31	444	10	1416	192	28	08	06	214

Note: *Include 5% seats under Tuition Fee Waiver

#The seats for vertical entry are open in nature

25 seats are available under PWD Scheme for ICD Programmes and 10 Male and 06 Female candidates admitted.

Faculty position – 2018-19															
Post/ Category	Total Sanctioned strength of Faculty (Category-wise)						Faculty in position (Category-wise)**								
	Gen.	SC	ST	OBC	PH	Total	Gen.	SC	ST	OBC	PH	Female Gen.	Female SC	Female ST	Female OBC	Total
Director	01	-	-	-	-	01	01	-	-	-	-	-	-	-	-	01
Professor	22	-	-	-	-	22	8	-	-	-	-	-	-	-	-	8
Associate Professor	43	-	-	-	-	43	30**	-	-	-	01**	04	-	-	-	34
Assistant Professor	55	17	08	31	04	115	50**	13	02	08	01**	15	03	-	-	91
Grand Total	121	17	08	31	04	181	89	13	02	08	02**	19	03	-		134

** Please also indicate position of faculty belonging to PWD/Women against each category i.e. General/SC/ST/OBC.

Conferences/Workshops/Training Programmes by Faculty and Staff 2018-19:-

Under	International Conferences (Abroad)	International Conferences (In India)	National Conference	Workshop/ STC etc.
PDA (01.01.18 to 30.09.18)	41	09	01	03
TEQIP-III/GIA	------	------	------	Teaching = 29 Non-Teaching = 02 Total = 31

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31st March, 2019)

A sum of ₹ 5833.47 lakh has been released to SLIET, Longowal till March, 2019 against the budgetary allocation of ₹ 5844.20 lakh.

Central Institute of Technology (CIT), Kokrajhar, Assam

Central Institute of Technology (CIT), Kokrajhar is a centrally funded Institute under Ministry of Human Resource Development, Government of India which is situated at a serene landscape near the Head Quarter of Kokrajhar District of Bodoland Territorial Council (BTC) in Assam. The Institute was established on the 6th day of December, 2006. The genesis of this Institute was the memorandum of Settlement on Bodoland Territorial Council (BTC) signed between the Union Government, the Govt. of Assam and the Bodo Liberation Tigers, on February 10, 2003. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under a Board of Governors (BOG).

CIT is mandated to impart Technical and Vocational Education such as Information Technology, Bio-Technology, Food Processing, Rural Industries, Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfil the aspirations of the Local people of Assam.

CIT offers the following programs:

1. Electronics and Communication Engineering

2. Computer Science and Engineering

3. Food Processing Technology

4. Instrumentation Engineering

5. Civil Engineering

6. Information Technology

7. Animation and Multimedia Technology

8. Allied Engineering

    i.   Mechanical Engineering

    ii. Electrical Engineering

9. Basic Sciences

    i.   Physics

    ii.   Chemistry

    iii. Mathematics

10. Humanities and Social Science.

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31st March, 2019)

A sum of ₹ 5048.55 lakh has been released to CIT, Kokrajhar till March, 2019 against the budgetary allocation of ₹ 5048.55 lakh.

Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal

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

(i) Modular programs (2 year certificate +2 year diploma +2 year degree) since 2010

(ii)   4-year B. Tech programs in EE, FPT & ME from session of 2018-19 under MAKAUT, WB

(iii) 3-year Diploma programs in CE, CST, EE, FPT & ME from session of 2018-19 under WBSCT&VE&SD, Kolkata

(iv)   Skill development programs under the PMKVY-TI scheme and initiation for introducing AICTE approved D.VOC and B.VOC programs.

Following are the academic achievements/ progress of different academic activities of GKCIET, Malda.

(I)   +2+2+2 Modular pattern of Technical Education:

• **Admission/Registration of the Diploma students session of 2016-18 to their 2nd, 3rd & 4th Semesters of Diploma Module/ 2nd Level of Modular Programme**

These students (diploma of session of 2016-18) were vertically promoted to their respective 2-year diploma programs after successful completion of the Certificate courses in the year 2017. However, the admission to diploma programs for the students of Ch. T and S.T.T was pending due to non-availability of AICTE approval. After joining of the Director of GKCIET, Malda; the students of Ch. T & STT after successful completion of their Certificate programs were vertically promoted to diploma program in Computer Science & Technology. Course-wise students' strength is provided below.

Name of Diploma Courses	No. of Students Registered
Civil Engineering	22
Computer Science & Technology	18 + 27 = 45
Electrical Engineering	22
Food Processing Technology	21
Mechanical Engineering	20

The above students have been registered/ admitted for their 2nd, 3rd & 4th semesters of their diploma programs/ 2nd Level of Modular Programme in the year of 2018-2019 and appeared in the End Term Examinations of each semester. Accordingly, following results were published in the academic year of 2018-19:

(i)   Published 1st Semester Results on 03/05.07.2018

(ii)   Published 2nd Semester Results on 09.07.2018

(iii) Publication of Results for 3rd & 4th Semesters is under consideration of West Bengal State Council of Technical & Vocational Education & Skill Development, Kolkata.

• **Admission/Registration of the Diploma students session of 2017-19 to their 1st & 2nd Semesters of Diploma Module/ 2nd Level of Modular Programme**

These students (diploma of session of 2017-19) were vertically promoted to their respective 2-year diploma programs after successful completion of the Certificate courses in the year 2018. The certificate students of Ch. T & S.T.T were vertically promoted to diploma program in Computer Science & Technology. The course-wise students' strength is provided below.

Name of Diploma Courses	No. of Students Registered
Civil Engineering	18
Computer Science & Technology	22
Electrical Engineering	15
Food Processing Technology	10
Mechanical Engineering	14

The results of 1st Semester of their diploma programs/ 2nd Level of Modular Programme were published on 12.07.2018. Thereafter, these

students have been registered/admitted for their 2nd semester of diploma programs/2nd Level of Modular Programme in the year of 2018-2019.

(II) *Academic Achievements/Success in introducing the 4-Year B. Tech Programs at GKCIET, Malda under MAKAUT, West Bengal*

As per decisions of the competent authorities (BoG/Society) after joining the regular Director of GKCIET, Malda in August, 2017; the Institute has approached continuously to the Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal for affiliation of B. Tech programs in (i) Electrical Engineering, (ii) Food Processing Technology and (iii) Mechanical Engineering for the Session of 2018-19, each of courses is of 60 intake capacity. The MAKAUT, WB has accorded academic affiliation to the above B. Tech programs of GKCIET, Malda **after obtaining AICTE approval to the courses for the session of 2018-19 with a change in the Institute's address to Narayanpur, Malda** vide no. 355/B.TECH/ Affiliation /2018-19 dated 14.05.2018. However, as per Government decision, 50% of the total seats of GKCIET are reserved for the candidates of West Bengal on merit and rest 50% will be filled on all India basis. Of the seats to be filled on all India basis, half (25%) will be filled by the candidates belonging to North-East (NE) states on merit and rest (25%) will be filled by the candidates from other states excluding states of NE & West Bengal. Accordingly, the following activities are performed by the Institute for admitting students/ candidates in the 4-year B. Tech programs of GKCIET under MAKAUT for the session of 2018-19.

- **Conducted Admission to 4-year B. Tech Programs of GKCIET, Malda through WBJEE- 2018 Counselling**

The Institute considered admission to the 50% of total seats of its B. Tech programs under MAKAUT, WB for the candidates of West Bengal through WBJEE-2018 counselling. Accordingly, the Institute arrange all facilities & staff for smooth conduction of the counselling/ admission-2018 of 4-year B. Tech programs under MAKAUT for the candidates appeared/ allotted at the Institute.

- **Conducted Direct Counselling/ Admission to 4-year B. Tech Programs of GKCIET, Malda for the candidates from states of NE & other states excluding West Bengal and qualified in JEE (Mains)- 2018**

As 50% of the total seats would be filled on merit basis all India entrance test, the direct counselling/admission to the B. Tech programs of GKCIET, Malda was considered for the session of 2018-19 for the candidates from states of NE & other states excluding West Bengal those having valid rank/score in JEE (Mains)- 2018. Accordingly, direct counselling was arranged/ conducted on 11.07.2018 at Siliguri, West Bengal for facilitating to the candidates from states of NE and other states.

The details of students/candidates for the B. Tech programs of GKCIET, Malda in the session of 2018-19 are furnished below.

Total no. of candidates appeared	Through WBJEE-2018	77
	Through Direct Counselling/JEE (Main)	01
Total no. of candidates admitted	Through WBJEE	65
	Through Direct Counselling/JEE (Main)	01

No. of Students Finally Registered under the MAKAUT, WB	
Name of the Courses	No. of Students
Electrical Engineering	16 (01 candidate through JEE/Main)
Food Processing Technology	09
Mechanical Engineering	19
Total	**44**

(III) *Academic Achievements/Success in introducing the 3-Year Diploma Programs at GKCIET, Malda under WBSCT&VE&SD, Kolkata*

As per decisions of the competent authorities (BoG/Society) the Institute approached to the West Bengal State Council of Technical & Vocational Education & Skill Development (WBSCT&VE&SD), Kolkata for affiliation of 3-year diploma programs in (i) Civil Engineering (60 intake), (ii) Computer Science & Technology (60 intake), (iii) Electrical Engineering (30 intake), (iv) Food Processing Technology (30 intake) and (v) Mechanical Engineering (30 intake) for the session of 2018-19. The WBSCT&VE&SD, Kolkata has accorded academic affiliation to the above 3-year diploma programs of GKCIET, Malda subjected to the AICTE approval to the courses for the session of 2018-19 vide memo no. 135-TET (Poly)/14A - 4/2011 dated 05.02.2018. However, 50% of the total seats of GKCIET are reserved for the candidates of West Bengal shall be filled up through JEXPO and rest 50% of the total seats shall be filled up by the candidates of other states excluding West Bengal through an entrance test to be conducted by GKCIET, Malda. Accordingly, the following activities are performed by the Institute for admitting students/candidates in the 3-year diploma programs of GKCIET under the WBSCT&VE&SD for the session of 2018-19.

• **Conducted Admission to 3-year Diploma Programs of GKCIET, Malda through JEXPO- 2018 Counselling**

Subjected to the affiliation order of the WBSCT&VE&SD, Kolkata; the Institute performed/conducted admission to the 50% of total seats of its diploma programs under the State Council for the candidates of West Bengal through JEXPO-2018 counselling. Accordingly, the Institute arranged all facilities & staff for smooth conduction of the counselling/admission-2018 of 3-year diploma programs under the State Council for the candidates appeared/allotted at the Institute.

• **Conducted a Separate all India Basis Entrance Test (GKCIET Entrance Test/ GET-2018) for admission to 3-year Diploma Programs of GKCIET, Malda for the candidates of other states excluding West Bengal**

As 50% of the total seats would be filled by the candidates of other states through a separate entrance test, this Institute has conducted an all India basis entrance test: GKCIET Entrance Test/ GET-2018 on 20.05.2018 for admitting candidates/students of other states excluding WB to the diploma programs of GKCIET, Malda for the session of 2018-19. Accordingly, this Institute arranged all facilities & staff for smooth conduction of the examination, counselling & admission through GET-2018.

The details of students/candidates for the Diploma programs of GKCIET, Malda in the session of 2018-19 are furnished below.

Total no. of candidates appeared/ admitted	Through JEXPO-2018 counselling	74
	Through GET-2018 counselling	07

No. of Students Finally Registered under the WBSCT&VE&SD, Kolkata	
Name of the Courses	**No. of Students**
Civil Engineering	22
Computer Science & Technology	20
Electrical Engineering	14
Food Processing Technology	03
Mechanical Engineering	10
Total	**69**

(IV) Gazette Notification on Modular Pattern of Education

In order to address and resolve different issues related to the modular pattern of education followed since 2010-2011 session, Ministry of H. R. D., Govt of India has brought out a **Gazette Notification (Extraordinary, Part-I &Section-1) dated August 29, 2018/BHADRA 7, 1940**; According to this, (i) the Certificate Programme/1st Level of Modular Programme is equivalent to 10+2 (Vocational) level programme, (ii) Diploma/ 2nd Level of Modular Programme is equivalent to 3-year diploma program in engineering and (iii) Degree module/ 3rd Level of Modular Programme is equivalent to 4-year B. Tech programme. Thosewho have successfully completedthese above courses are eligible for all employment and higher education as per the levels.

• **Admission/Registration of the pending 2nd Batch of Degree Module (session of 2015-17) to their 3rd Semester of Degree Module/ 3rd Level of Modular Programme**

Based on the above Gazette Notification and subsequent notice (memo no. GKCIET/1328 dated 07.09.2018) issued by the GKCIET, Malda; following students were registered for 3rd Semester of their Degree Module/3rd Level of

Modular Programme, as their 2nd year study of the 3rd level has been pending since 2016;

Name of Degree Courses	**No. of Students Registered**
Electrical Engineering	24
Food Processing Technology	20
Mechanical Engineering	20

• **Evaluation &Publication of the pending Results of Degree Module/ 3rd Level of Modular Programme of 2014-16 & 2015-17 batches**

Evaluation and publication of the results for degree batches of 2014-16 and 2015-17 of 3rd level of modular programme was pending since 2016. After the Gazette Notification (Extraordinary, Part-I& Section-1) by the MHRD on 29th August, 2018; the evaluation and subsequent publication of 4th Semester of 2014-16 batch was published on 20thNovember, 2018.

• **Provision for providing mark-sheets with marks and grades for the students of degree module/ 3rd Level of Modular Programme**

As per Academic Rules & Regulation -2014, the grade cards were issued to the students of degree module/ 3rd Level of Modular Programme of 2014-16 (for 1st to 3rd semesters) & 2015-17 (only for 1st semester) batches. As theMHRD notified in the Gazette of India (Extraordinary, Part-I& Section-1) on 29th August, 2018 that the degree module/ 3rd Level of Modular Programmeis equivalent to 4 year B. Tech programs. In comparing with the conventional B. Tech programs of other Universities/ Institutes, the competent authorities of GKCIET passed the decision of issuing mark-sheets with marks and grades for the students of degree module/ 3rd Level of Modular Programme.

- **Issue of certificates by GKCIET, Malda for Degree module/3rd Level of Modular Programme**

The MHRD notified in the Gazette of India (Extraordinary, Part-I& Section-1) on 29th August, 2018 that the degree module/ 3rd Level of Modular Programme is equivalent to 4 year B. Tech programs.Students who have successfully completed the 3rd Level of Modular Programme of GKCIET are eligible for all employment and higher education avenues where B. Tech (4 year) in engineering is the eligibility requirement. Accordingly, the competent authorities of GKCIET (AC, BoG & GKCIET Society) passed the decision of issuing degree/ 3rd Level of Modular Programme certificates tothe pass out students of degree module/ 3rd Level of Modular Programme.

(V) **Academic Achievements in Skill Development Programs at GKCIET, Malda**

In the academic session of 2018-19, GKCIET has offered 4 courses (each of 25 intakes) in (i) Assistant Electrician, (ii) Field Technician-Computing and Peripherals, (iii) Automotive Service, and (iv) Jam, Jelly & Ketchup Processing Technician under the PMKVY-TI scheme. The details of the students' admitted in these courses are given below.

Name of the Courses	No. of Students Admitted
Assistant Electrician	25
Field Technician-Computing and Peripherals	24
Automotive Service	25
Jam, Jelly & Ketchup Processing Technician	25

AICTE, New Delhi has also accorded approval to two D. VOC programs of 3-year duration (NSQF label 3 to 5 after passing 10thstandard/equivalent examination) in (i) Food Processing and (ii) Electronic Manufacturing Services and two B. VOC programs of 3-year duration (NSQF label 5 to 7 after passing 10th +2standard/equivalent examination) in (i) Software Development and (ii) Automobile Servicing for session of 2018-19, each of 25 intakes. However, due to non-availability of academic affiliation to both D. VOC and B. VOC courses, GKCIET was unable to offer these courses in the session of 2018-19.

Budget Estimates/Revised Estimates and release position for the year 2018-19 (upto 31st March, 2019)

A sum of ₹ 787.16 lakh has been released to GKCIET, Malda till March, 2019 against the budgetary allocation of ₹ 801.21 lakh.

Assistance to Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical educational need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok is a member of the Board of Trustees of AIT, Bangkok. The Institute is an autonomous International Post-graduate Institute which provides advanced education in engineering, science and allied fields. The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimbursement is made to the seconded faculty every year. The Ministry has deputed 6 candidates for August, 2018 semester and 2 candidates

for January, 2019 semester. The Government of India also provides annual financial support to AIT to the tune of ₹ 50 lakh which includes ₹ 3 lakh for purchase of Indian equipment, books and journals.

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

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

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TECHNICAL EDUCATION QUALITY
IMPROVEMENT PROGRAMME

Technical Education Quality Improvement Programme

Technical Education Quality Improvement Programme (TEQIP) Phase-III

To improve the quality of technical education the Technical Education Quality Improvement Programme (TEQIP) commenced in 2003 with World Bank assistance as a long term programme to be implemented in 3 phases. The first phase of TEQIP commenced in 2003 and ended on March 31st, 2009. It covered 127 institutes across 13 States including 18 Centrally Funded Technical Institutions (CFTIs). The second phase commenced in August 2010, covering 23 States/Union Territories (UTs) and 191 Institutes (including 26 CFTIs). TEQIP-II had concluded in March, 2017. Both projects have had a positive impact on the infrastructure and educational standards in the technical institutions where they were taken up. Institutions in the central, eastern and north-eastern region and hill States are at present in need of similar and specific interventions. To bridge this gap project TEQIP-III initiated as a Central Sector Scheme Under this (19) States/ Union Territory (UT), with approximately (100) institutions/affiliating technical universities (ATUs) are covered, along with (100) other institutions/ATUs from other states for twinning purposes.

TEQIP-III is the third phase of World Bank assisted project of Government of India, designed to improve the quality of the engineering education system in India and is 100% funded by Union Government. The World Bank will finance the credit equal to 50% of expenditure through disbursement mode based on achievement of indicators, called Disbursement Linked Indicators (DLIs). On 12th September, 2016 the Government approved TEQIP-III as a 'Central Sector Scheme'. The duration of the Project is from F.Y. 2017-18 to F.Y. 2019-20 co-terminous with Fourteenth Finance Committee cycle. TEQIP-III officially initiated from 1st April 2017.

Objective of the Project is to enhance quality and equity in selected engineering education institutes and improve the efficiency of the engineering education system in Focus States (7 Low Income States (LIS), 3 Hilly States, 8 North Eastern States and UT of Andaman & Nicobar Islands). The Project is composed of the following Components and Sub- components:

Component 1: Improving quality and equity in participating States:

i) Institutional Development Grants to all institutes in focus States/UTs

ii) Widening Impact through Affiliating Technical Universities (ATUs) in focus States/UTs

iii) Twinning Arrangements to Improve Performance of participating institutes and ATUs of focus States/UTs

Component 2 : System-level initiatives to strengthen sector governance and performance.

All AICTE approved State Govt. funded/aided engineering institutions/technical Universities in Focus States and new National Institutes of Technology (NITs) in North-eastern States and Jammu & Kashmir

- Affiliating Technical Universities (ATUs) of Focus States

- High-performing TEQIP-I/TEQIP-II State Government Funded/Aided institutions/ non-affiliating technical universities/ Centrally Funded Technical Institutions and ATUs across the country for twinning arrangements

Salient features:

1. For improvement in quality of technical education in Focus States

2. Participation of ATUs to improve the quality of education of unaided institutes affiliated to ATU

3. Mentoring of institutes in focus states through Twinning arrangement
   - Well performing TEQIP-I & TEQIP-II institutes selected as mentor
   - Through challenge method
   - One mentor for each mentee institute of focus state
   - Twinning agreement to decide the areas of guidance

4. Student Learning Assessment (SLA) by Stanford University

5. Direct Fund Transfer System (DFTS) based on EAT module of Public Financial Management System (PFMS)
   - One bank account (designated as Central Pool Account) for utilization of funds by all participating institutes
   - Virtual budget (allocation) to all institutes
   - Component-wise allocation and booking of expenditure
   - Initiation of e-payment directly from Central Pool Account by all institutes
   - Approval of payments using Digital Signature Certificates (DSC)
   - Direct payment/credit to the vendor/ beneficiary of institutes

- Just-in-time credit of payments
- Quick and Transparent system
- In alignment to Government of India initiative of Digital India

6. Disbursement Linked Indicators (DLIs) as defined to assess the progress of the project implementation. World Bank will reimburse the funds on the basis of achievement of DLIs by participating institutes. The DLIs for TEQIP-III are as under:-
   - NBA Accreditation
   - Autonomy
   - Training final year engineering students to take exit examination (e.g. GATE)
   - Establishing Board of Governor (BoG) in each institute as per prescribed structure and regular meetings.
   - Timely allocations, and utilization of funds

Notable Gains:

- 173 institutes including 13 ATUs have already been selected and orientation workshops conducted for better understanding of project activities and preparation of action plan

- All Institutes/ATUs are twinned with one mentor institute/ATU for better guidance. Mentor institutions made responsible for adequate improvement in quality of education at mentee institution, based on which continuation of mentor institution in project will depend.

- State Project Implementation Units (SPIUs) established for all focus states

- All agencies registered/mapped under PFMS for direct receipt of funds

- DFTS initiated successfully and implemented by all participating agencies

- 1713 contract faculty (Assistant Professors for the Project duration) recruited in 72 participating engineering colleges. Induction Workshops for earlier recruited 1225 faculty were conducted at different IITs participating under scheme as per details given below:
  - o Total workshops conducted: 26
  - o Total number of institutes covered: 53
  - o Total number of faculty who attended training: 1200

- 10-Point AICTE mandate incorporated in Project Implementation Plan (PIP) of TEQIP-III and same incorporated by institutions/ATUs in their Institutional Development Plan (IDP) and made part of action plan

- Sensitization workshop for heads of institutes and TEQIP Coordinators on induction programme for new students

- Workshops conducted for promoting start-ups activities and coordinators in each institute/ ATUs appointed
  - o Total workshops conducted: 6
  - o Total number of beneficiaries (Start-up Coordinators): 160
  - o Faculty Development Programmes (FDPs) conducted by ATUs: 99

- Workshops conducted in all focus state institutes on outcome-based education

- Good Governance summits conducted for BoG chairpersons and Directors / Principals

- IITs/IIMs Interventions: Knowledge Incubation for TEQIP (KIT) guidelines prepared, training calendar of IIMs prepared. So far 25 batches of Professional Development Trainings (PDTs) conducted by IIMs with 723 faculties trained. IITs imparted Pedagogical training for 5200 faculty.

- Outcome Based Education (OBE) Workshops – Accreditation Board for Engineering and Technology (ABET) Criteria for accreditation
  - o Total Workshops Conducted at institutes: 91
  - o Total number of institutes covered: 91
  - o Total number of OBE workshops at ATUs: 26
  - o Total number of Beneficiary Faculty: 5000

- **Coverage:** TEQIP-III covers 174 institutions (instead of 173 as mentioned) in total including 162 State Govt funded/ Aided Colleges and CFTIs (91 from Focus and 71 from non-Focus States) and 12 ATUs (9 from Focus States and 03 from non-Focus States).

- In 2018 under National Institutional Ranking Framework (NIRF), rankings of 37 TEQIP Institutions improved. In 2019, the same improved for 52 TEQIP institutions. Out of 1700 plus quality faculty selected, 1497 are currently working.

An amount of ₹ 431.75 crore has been released since inception of project (₹ 156.75 crore in FY 2017-18 & ₹ 275 crore in FY 2018-19).

Four DLIs out of five have been achieved for 2017-18 and claims made with the World Bank.

₹ 111.99 crore ($ 16.33 million) have been received from the World Bank as the disbursement claim.

37 participating institutes found place in NIRF 2018 among top 100 engineering colleges.

75 students from participating institutes visited the Canadian universities in coordination with MITACS Inc., Canada for 1-month training.

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**HIGHER EDUCATION
FINANCING AGENCY**

Higher Education Financing Agency

Higher Education Financing Agency (HEFA) has been set up as a part of RISE by 2022 wherein the financing of physical infrastructure and laboratories etc. of higher education institutions, school education institutions and medical education institutions will be financed through a ten-year loan from HEFA. The Government would undertake the loan servicing obligation in various bands, depending upon the financial capability of the Institution. This arrangement would enable the Government to fund the infrastructure needs of a larger number of institutions and overcome the shortage of budgetary grants. All institutions would obtain funds in project mode and not in grant mode. The mechanism of HEFA where the loan amount is released directly to the vendor executing the project ensures financial efficiency and prevents parking of funds with the institutions. This also eliminates cost and time overruns since funding is only after work is completed.

HEFA has been established as a Section 8 Company with NBFC license and Canara Bank has been appointed the Joint Venture partner to manage the financing agency. The authorized equity of HEFA is Rs. 10,000 crore of which the Government equity is Rs. 6,000 core and Canara Bank would contribute 10% of the Government stake. HEFA is also authorized to raise additional leverages through debt; either by floating bonds or direct borrowings.

HEFA is expected to fund projects to the tune of Rs. 100,000 crore by 2022. As on 31st March, 2019, projects worth Rs. 31,580.25 crore have been approved; for which Rs. 17,340.66 crore have been sanctioned and Rs. 2,534.46 crore have actually been disbursed The number of education institutions that have availed funding through HEFA stands at 56.

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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 the apex social science research body fully funded by the Government of India under the Ministry of Human Resource Development (MHRD). Considering the size and scale of higher education in India and also the needs of a diverse society, promoting and funding social sciences research is the most important responsibility of ICSSR. ICSSR funds research to the faculties/scholars in universities, research institutes, institutes of national importance and colleges. It provides National, Senior, Post-Doctoral and Doctoral fellowships to the faculties and researchers, financial assistance to organise seminars, conferences and workshops, publication assistance to social science research journals, and also encourages networking with social science research institutions in India and abroad through international collaborations.

To fulfil the above objectives, the ICSSR has a number of programmes and schemes which are as follows:

1. Research Fellowships
2. Research Programmes (Interdisciplinary / multidisciplinary / Inter-institutional)
3. Research Projects (Major and Minor)
4. International Collaborations for activities like Joint research projects, seminars/ workshops, publications etc.
5. National and International Seminars
6. Supporting Research Institutes
7. Regional Centres(research on issues of regional priorities)
8. Research Methodology and Capacity Building programmes
9. Publication and Research Surveys
10. Library and Documentation (NASSDOC)
11. IMPRESS Research Projects & Seminars/ Conferences/Workshops

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 scientist/scholars for participation in international seminars/ conferences and data collection abroad. ICSSR promotes and provides financial support to organize national and international conferences/seminars in India.

The ICSSR provides maintenances and development grants to Research Institutes and fully funds its Regional Centres located in different parts of the country. The Council is at present supporting 24 Research institutes, 6 Regional Centres& 5 Recognized Institutes.

The Council has already published, in addition to journals, a large number of books and monographs on issues of vital importance. ICSSR also supports publications of papers and books resulting from its research projects, programmes, seminars, conferences, joint projects etc. It

also publishes survey of research in different social science disciplines such as Economics, Political Science, Sociology, Psychology, Social Anthropology, and Geography.

National Social Science Documentation Centre (NASSDOC) provides library and information support services to researchers in social sciences, which includes faculty and other scholars in academic institutions and autonomous research organisations, policy makers, planning and research units of government departments, and industry.

Apart from the continuing fellowships and projects awarded in the previous year, the ICSSR has awarded 480 Doctoral Fellowship, 224 Post-Doctoral Fellowship, 49 Senior Fellowship, 7 National Fellowship, 72 Training and Capacity Building Programmes, 228 grants for data collection and seminar/conference participation abroad, 326 International/ National Seminars, and 273 research projects including the first phase of awards made under IMPRESS Programme during the financial year 2018-19. The set targets have been achieved as identified in the MoU with the Ministry.

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. About 20,000 to 25,000 social science scholars,

faculties, and researchers draw benefits (directly/ indirectly) from various programmes and schemes of ICSSR on an annual basis.

During F.Y. 2018-19, Rs. 124.58 Crore was released to ICSSR, Delhi as Grant-in-aid.

INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR), NEW DELHI

Indian Council of Historical of Research (ICHR) is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and scientific writing of history. The broad aims of the Council are to bring historian together, provide a forum for exchange of views between them, give a national direction to an objective and rational presentation interpretation of history, to sponsor historical research programmes and projects and to assist institutions and organizations engaged in historical research. It has a broad view of history so as to include in its fold the history of Science and Technology, Economy, Art, Literature, Philosophy, Epigraphy, Numismatics, Archaeology, Socio-Economic formation processes and allied subjects containing strong historical bias and contents.

Brief details of Programmes showing targets and achievements for the year 2018-2019 (as on 31st March 2019):-

S.No.	Programme	Targets	Targets Achieved
1.	Research Projects	NA	27
2.	Senior Academic Fellowship	10	11*
3.	Foreign Travel Grant	NA	27
4.	Publication Subsidy	NA	36
5.	Junior Research Fellowship	80	78
6.	Post –Doctoral Fellowship	10	11*
7.	Study-cum-Travel Grant	NA	68
8.	Seminar/Symposia/Conferences, etc. by professional organizations of historians.	NA	58
9.	National Fellowship	03	2

Including Backlog.

The Council is also executing various special projects of national and international importance such as (i) Dictionary of Social, Economic and Administrative Terms in Indian Inscriptions. (ii) History of Science and Technology in India. (iii) Historical Encyclopedia of Towns and Villages in India. (iv) Translation of Foreign Sources on India. (v) Modern India: Princely States. (vi) Modern India: Politics and Demography (vii) Environmental History of India. (viii) Documents on Economic History during British Rule in India, Northern and Western India in Late Nineteenth Century: Quality of Life. (ix) Survey, Collection, Documentation and Digitization of Archival Sources of North East India. (x) Comprehensive History of Bharat. (xi) Revisiting Jallianwala Bagh, 13 April 1919.

During F.Y. 2018-19, Rs. 18.75 Crore was released to ICHR, Delhi as Grant-in-aid.

INDIAN COUNCIL OF PHILOSOPHI-CAL 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; (8) to give grants for publication of digests, journals, periodicals and scholarly works devoted to research in Philosophy and also to undertake their publication; (9) To institute and administer fellowships, scholarships and awards for research in Philosophy by students, teachers and others; (10) to develop and support documentation services, including maintenance and supply of data, preparation of an inventory of current research in Philosophy and compilation of a national register of philosophers.

During the year 2018-19, the Council awarded 01 National Fellowship, 04 Senior Fellowship, 14 General Fellowship, 53 Junior Research Fellowship whereas 2 National Fellows, 2 Senior Fellows, 13 General Fellows and 35 Junior Research Fellows who joined during 2017-18 continued in their research work.

The Council organized/extended financial assistance for 56 Seminars/Conference/Symposia, 8 Philosophy Associations, 12 Workshops and 6 International conferences/seminar and 5 Teachers Meets.

The Council extended financial support for 18 research projects and 7 research Projects sanctioned in the previous year continued the research in the year 2018-19 also.

Under the Lecture Programme, the Council organized 3 lecture of ICPR Visiting Professors. Financial support was provided to 56 colleges for organizing periodic lectures for promoting philosophy at local level and also for the World

Philosophy Day celebration, the Council sanctioned grant to 29 Department of various Universities in the Country. For celebrating Indian Philosophers day also, the Council extended financial support to 22 universities/institutions during the year 2018-19.

The Council has proposed international academic collaboration with Dongkok University, Korea. The Council also deputed a strong delegation from India for the 24th World Philosophy Congress 2018 held at Beijing China. 10 scholars were financially supported under the scheme foreign Travel Grants of ICPR.

At its **Academic Centre** at Lucknow, the Council organized 11 different academic programmes. The exclusive philosophy reference library of the Council is having more than 36525 books.

The Council also organized Hindi Pakhawara, International Yoga Day at its Delhi and Lucknow Offices. ICPR prestigious Life Time Achievement Award was given to Professor Ramjee Singh, Patna. Council organized Fellow's Meet programmes.

Under the publication activities, the Council brought out 3 issues of its Journal of Indian Council of Philosophical Research and also published one book, 4 monographs under 'Dissemination of Knowledge" series and sanctioned 6 publication subsidy grants.

During F.Y. 2018-19, Rs. 1578.509 Lakh was released to ICPR, Delhi as Grant-in-aid.

INDIAN INSTITUTE OF ADVANCED STUDY (IIAS), SHIMLA

The Indian Institute of Advanced Study Society was established on 6th October 1964, under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act 1957. Located at the Rashtrapati Nivas, Shimla, the Institute is devoted to higher levels of research, primarily in the areas of Humanities and Social Sciences. The academic community at the Institute consists mainly of Fellows in residence, Visiting Professors, Visiting Scholars, and Associates etc. who pursue their individual research and interact with each other, both formally and informally. Rashtrapati Nivas itself, and the natural surroundings which constitute the estate, provides an ambience conducive to living a life of the mind and exploring the different facets of the human condition.

The Institute's Memorandum of Association offers following 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 thought.

(b) The areas of investigation should promote inter-disciplinary research;

(c) The areas identified should have deep human significance.

ACADEMIC PROGRAMMES

During F.Y. 2018-19, the following academic programmes were organized:

1. Rabindranath Tagore Memorial Lecture

2. Dr. Sarvepalli Radhakrishnan Memorial Lecture

3. Distinguished Lecture Series

4. Special Lectures by Visiting Scholars

5. Seminars, Conferences, Symposia and Round Tables

6. Weekly Seminars by fellows

7. Inter-University Centre for Humanities and Social Sciences.

During Financial Year 2018-19, IIAS, Shimla has received Rs. 15.05 Crore as Grant-in-Aid.

NATIONAL COUNCIL OF RURAL INSTITUTES (NCRI), HYDERABAD

The Council has resolved to change its name to Mahatma Gandhi National Council of Rural Education (MGNCRE) in view of the 150th birth Anniversary of Mahatma Gandhi and requested the Ministry of Human Resource Development to effect the change as per procedure. The Council is an autonomous organisation registered under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350F (Act No.1 of 1350F), established by the Department of Higher Education in the Government of India in the year 1995 as per the Programme of Action (PoA) on National Policy on Education (NPE)-1986 under the Ministry of Human Resource Development (MHRD).

The Council strives to promote resilient rural India through Higher Education interventions. MGNCRE designs, develops and promotes curriculum inputs for higher education programmes offered by Universities and Autonomous Institutions in India and seeks to usher in rural change and inclusive growth as a catalyst organization with the following main objectives:

(i) to promote Higher Education covering rural concerns (ii) to regulate the quality of education of universities in the area of rural higher education in India; (iii) to design a variety of courses at the tertiary level around emerging rural occupations; (iv) to encourage field-oriented courses of universities and (v) to promote action research as a tool for social and rural reconstruction and advise the Government on all such matters pertaining to higher education on rural aspects as may be referred from time to time.

During the year, the Council entered into partnership Memorandum of Understanding (MoU) with various Central / State Universities for promoting Rural Education and Curriculum Development.

The details of the programmes conducted by the Council during the year 2018-19 are as stated below:-

Sl. No.	Title of the Programme	No. of Programmes	No.of Participants/ Beneficiaries
1	Roundtable Conference	98	912
2	Workshops/ Seminars/ Orientation programmes (1 and 2 days)	118	2453
3	Faculty Development Programmes (FDPs)	71	2103
4	Master Trainers Development Programme (MTDP)	24	703
5	Rural Immersion Camps	21	623
6	Faculty Induction Programmes under PMMMNMTT Project	3	120

During F.Y. 2018-19, Rs. 477.81 Lakh was released to NCRI, Hyderabad as Grant-in-aid.

ASSOCIATION OF INDIAN UNIVERSITIES (AIU), NEW DELHI

Association of Indian Universities (AIU), established in 1925 as the Inter University Board (IUB), was registered as a society in 1967 under the Societies Registration Act 1860, and acquired its new name as Association of Indian Universities (AIU) in 1973.

The main objectives of AIU are (a) to serve as an Inter-University Organisation; (b) to act as a bureau

of information and to facilitate communication, coordination and mutual consultation amongst universities; (c) to act as a liaison between the universities and the Government (Central as well as the State Governments) and to co-operate with other universities or bodies (national or international) in matters of common interest; (d) to act as the representative of universities of India; (e) to facilitate both Indian and foreign students by issuing academic equivalence to foreign qualifications to enable them to pursue higher education/employment.

Equivalence and Recognition of Qualifications AIU is vested with the authority of according academic equivalence to the degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses and employment. During financial year 2018-19, 2303 Equivalence Certificates were issued to Indian and Foreign students during 1st April, 2018 to 15th February, 2019.

Membership: 730 universities are members of AIU. These include Central Universities, State Public Universities, State Private Universities, Deemed to be Universities and Institutions of National Importance. In addition, 16 international universities are also Associate members of AIU.

Annual and Zonal Meets of the Vice Chancellors/Directors: Continuing with its tradition, AIU organised five Zonal Meets and one Annual General Meet of the Vice Chancellors/Directors.

National Seminars/International Conferences/Roundtables: During the year, AIU organized 1 International Conference, 2 Round table of Vice Chancellors and 3 National Conferences.

Capacity Building Seminars/Workshops/Conferences: AIU organized 6 capacity building seminars/conferences/workshops for improving the quality and efficiency of the higher educational institutions.

International Collaborations: AIU has been playing a proactive role in promoting international collaboration in the field of higher education. AIU supports MHRD by providing input and comments on MOUs and educational exchange and development programmes with other countries at the bilateral as well as multilateral level.

Funding: Substantially financed by the annual subscription received from the member Universities, revenue generated through Publications and Equivalence of Qualifications, AIU receives grants from the Government of India, Ministry of Human Resource Development. During the F.Y. 2018-19, AIU received of Rs. 115.46 Lakh as Grant-in-aid.

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TECHNOLOGY ENABLED LEARNING

Technology Enabled Learning

NATONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY (ICT).

Department of Higher Education, Ministry of Human Resource Development is administering 'National Mission on Education through Information and Communication Technology' (NMEICT) Scheme *to leverage 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 could 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) On line 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 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, Open source software development, Robotics, appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners and launch of 32 Direct to Home (DTH) educational Channels on 24X7 basis for delivery of courses.*

How the projects sanctioned under NMEICT scheme have shaped:

Campus Connectivity: Establishment of 1 GBPS Connectivity to universities has been provisioned under NMEICT. This involves extending NKN connectivity to all the Universities/campus. This is ongoing scheme. The status of connectivity among the universities/institutions were as under:

	Central	**State**	**Deemed**	**Private**	**IIT**	**IIIT**	**NIT**	**IIM**	**SPA**	**IISER**	**Total**
No. of University/ Campus	49	377	129	240	23	20	30	19	3	6	896
Connected	49	312	109	54	17	8	29	14	3	6	601
Not Connected	0	65	20	186	6	12	1	5	0	0	295

Of these, **601 universities/ institutions are connected to NKN through 1 Gbps optical fibre.** 438 out of 601 connections were given under NMEICT scheme. Now NKN connectivity is to be extended to remaining 295 universities/ campus.

MHRD bears 75% of the total cost and the university/institute share is 25%. This ratio is 90:10 in case of North Eastern Region. Now MHRD has decided to extend 1 Gbps NKN connectivity to all the remaining centrally or state funded universities and Private & Deemed universities with NAAC accreditation. Feasibility study has been carried out for the 36 universities who have confirmed their willingness to bear their share.

On the lines of 'Digital India' initiative of the PMO, the MHRD had decided that the campus of Universities having NKN connectivity shall be 'Wi-Fi enabled' in a phased manner. Out of 41 Central Universities, 39 Central Universities are now Wi-Fi enabled. Remaining Central Universities will be Wi-Fi enabled soon.

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

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

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

The courses hosted on SWAYAM are in 4 quadrants - (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. In order to ensure best quality content are produced and delivered, 9 National Coordinators have been appointed. They are, UGC for Post-Graduation Education, CEC for Under-Graduate Education, NPTEL for Engineering, NCERT & NIOS for School Education, IGNOU for out of the School Students, IIM Bangalore for Management Studies, NITTTR for teachers training program and AICTE for Self-paced courses, ARPIT Courses& by Foreign Universities.

SWAYAM was formally launched on 09.07.2017 by the Hon'ble President of India. Till March 2019, a total of 1695 Courses have been listed on SWAYAM and about 483 courses were offered on offer in January 2019 Semester. A total of 41.26 lakhs students/learners enrolled till March, 2019 in various courses offered on SWAYAM platform. Out of this, about 26.09 lakh ere unique students/ learners. The framework for transfer of credits (upto a maximum of 20%) has been put in place by AICTE and UGC by bringing out necessary regulations. With this the students studying in a conventional Institutes / Colleges can transfer the credits earned through the SWAYAM Courses into their academic records. About 92 Institutions/Universities have recognized the SWAYAM Courses for credit transfer and many others are in the process of doing the same.

Swayam Examination in progress at Chennai

Recently registered students appeared in SWAYAM Exam held for 90 courses of UGC/CEC/IIMB on 1st - 2nd December, 2018 for credit transfer. Those who score 40% and above would be awarded credit certificate.

The Faculty Development Programmes (FDP) is also being developed through SWAYAM. Fifteen lakh untrained teachers are also getting trained under DElEd programme of NIOS delivered through SWAYAM. The Government has launched Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development of 15 lakh higher education faculty using the MOOCs platform of SWAYAM. More than 2500 Local Chapters have been created in Universities / Institutions for creating awareness on SWAYAM through Workshops and Seminars.

Under phase-II SWAYAM some of the MOOCs content, including Transcription of Video, shall be text translated into multiple regional languages, so that learners can select a language of their choice and learn the courses better in their local language.

The Online Courses delivered on SWAYAM, are going to reduce the digital divide. It shall, turn out to be a disruptive technology and change the present business model of higher education. Since the MOOCs on SWAYAM is integrated with conventional education, it shall bring-in tremendous learning opportunity in coming days and shall prove to be a game changer in the education sector.

National Digital Library (NDL):

Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology initiated the National Digital Library of India (NDL India) project to develop a framework of virtual repository of learning resources with a single-window search facility.

It was formally launched by the Shri Prakash Javadekar, Hon'ble Human Resource Development Minister in the august presence of Shri Mahesh Sharma, Hon'ble Culture Minister and Hon'ble Dr. Satya Pal Singh, Human Resource Development Minister of State on 19.06.2018 at Vigyan Bhawan, New Delhi.

NDL is developed by IIT Kharagpur and is a national asset. The objective of the project is to integrate all the existing digitized and digital contents across educational and cultural institutions/bodies to provide a single-window access to different groups of users ranging across the entire population. NDL will fetch metadata of the contents and store and index these metadata in the National Digital Library servers so that all the e-contents can be searched and accessed in the full-text by users through a single window. NDL does not store the actual (full-text) contents in its servers; instead it gives to users links of respective content hosting sites as part of search results. Users access contents from respective content hosting sites by clicking these links.

➢ NDL (https://ndl.iitkgp.ac.in) has a Mobile App and is integrated with UMANG (Unified Mobile Application for New-age Governance).

➢ It can help the school students, UG, PG students, Research scholars and Lifelong learners. It also has vernacular contents.

➢ It has a UNIQUE SEARCH Facility, where users will get the exact information of the availability of the relevant resources. It also facilitates access to differently abled users.

➢ 2.58 crore content, harvested from 208 sources; in 300 + languages

➢ Contents are available in different forms - Text/Audio/Video/Simulation/Animation.

➢ As of now, the platform supports 8 languages (English, Hindi, Bengali, Gujrati, Odiya, Marathi, Tamil, kannada).

➢ National licensed contents of two publishers, namely World E-book Library (40 + lakhs books) and South Asian Archives (Journals, Articles)

➢ 65 % of all the contents are Freely Downloadable. Rest are copyrighted which need subscription to respective publishers.

➢ 47 lakh+Registered users, 19 lakh + Active users

➢ NDLI also so far trained 1862 librarians and IT support persons covering 1009 institutions for setting up Institutions Digital Repository (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 a collection of links leading to content from Universities, Research Institutions, Journals and 170+ others relevant repositories, learners can locate multidisciplinary and interdisciplinary contents from premium educational sources using platform.

Virtual Labs:

The vision of the Virtual Labs Project is to develop a fully interactive simulation environment to perform experiments, collect data, and answer questions to assess the understanding of the knowledge acquired. In order to achieve the objectives of such an ambitious project, it is essential to develop virtual laboratories with state-of-the-art computer simulation technology to create real world environments and problem handling capabilities. IIT, Delhi as the Nodal institute with other 10 institutes is undertaking this initiative.

Physical distances and the lack of resources make it difficult to perform experiments, especially when they involve sophisticated instruments. Conducting joint experiments by two participating institutions and also sharing costly resources has always been a challenge. With the present-day internet and computer technologies the above limitations can no more hamper students and researchers in enhancing their skills and knowledge. The Virtual Labs Project, therefore, addresses this issue of lack of good lab facilities as well as trained teachers, by making remote experimentation possible free of cost. Virtual labs provide both the students and teachers the access to quality labs in a wide range of topics, spanning different branches of science and engineering; presently there are about 120 such labs are operational, with more than 900 experiments and benefitted more than 35 lakhs (approx) students. All the content is available at one common website www.vlab.co.in.

e-Yantra:

e-Yantra is a project undertaken by IIT Bombay for enabling effective education across engineering colleges in India on embedded systems and Robotics. The training for teachers and students is imparted through workshops where participants are taught basics of embedded systems and programming. Engagement of teachers and students in hands-on experiments with robots by way of competition-event is another innovative method of problem-solving with out-of-box solutions. e-Yantra also helps colleges to set-up Robotics labs/clubs to make it a part of their routine training curriculum. More than 330 colleges across India have benefited with this initiative. All the projects and code are available on the e-Yantra web-site www.e-yantra. org as open source content these e-Yantra Labs.

The various initiatives are - e-Yantra Robotics competition (eYRC), e-Yantra Summer Internship Program (eYSIP), e-Yantra Lab Setup Intiative (eLSI), e-Yantra Symposium (eYS) and e-Yantra Resource Development Centre (eYRDC).

2018, eYRC-2017 Finals

This year in the Robotics competition, there were 28692 registrations from 786 colleges. Labs have been set up in 331 colleges across India. Task based training are being regularly conducted. 374 colleges across India took part in the training. 32 students have undergone internship programs in IIT Bombay. The Symposium is an annual

event which serves as a platform for networking and showcasing achievements of students from colleges which has set up the Lab under eLSI and an opportunity for teachers and students to upgrade their knowledge.

The Free and Open Source Software for Education (FOSSEE) :

FOSSEE project sanctione do IIT Bombay has been promoting use of open source software in educational institutions (http://fossee.in). It does through instructional material, such as spoken tutorials, documentation, such as textbook companions, awareness programmes, such as conferences, training workshops, and Internships. Textbook Companion (TBC) is a collection of code for solved examples of standard textbooks.

About 2,000 college students and teachers have participated in this activity & close to 1,000 TBCs have been created in Scilab made them available for free download. Scilab and Python TBCs area lsoon the cloud, so that one needs only a browser to access/execute the codes of TBC. FOSSEE is promoting the well-established open source software: Open FOAM, an alternative tothe proprietary software Fluentfor computational fluid dynamics; DWSIM, an alternative to the proprietary software Aspen Plus,for chemical process simulation.

FOSSEE has also undertaken several new open source software activities aswell: raising Scilab tool boxes to that of Matlab; development of eSim, an electronic design automation software, an alternative to ORCAD; development of Sandhi, a software for data acquisition and control, an alternative to Lab VIEW. The FOSSEE teamwork so no pen source hardware projects, such as Open PLC and Arduino as well. Through all of these projects, alarge number of students across the country have been trained.

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 MHRD-funded Consortia;
- Develop a formidable collection of e-journals, e-journal archives and e-books on perpetual access basis;
- Monitor and promote usage of e-resources in member universities, colleges and technical institutions in India through awareness and training programmes;
- Provide access to subscription-based scholarly information (e-books and e-journals) to all educational institutions;
- Provide access to scholarly content available in open access through subject portals and subject gateways;
- Bridge digital divide and move towards an information-rich society;
- Provide access to selected e-resources to additional institutions including open universities and MHRD-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require collaborative platform and are not being performed by existing Consortia; and
- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

The INFLIBNET Centre has been assigned the responsibility for execution and operation of e-Shodh Sindhu. The e-Shodh Sindhu, would continue to serve more than 217 universities and 3,237+ colleges covered under 12(B) and 2(f) Sections of the UGC Act and 97 Centrally-funded Technical Institutions (CFTIs) including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. For the year 2019, the consortium subscribed to 17 resources (includes 7038+ 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 more than 130 resources collections from various publishers. The College component of the consortium, called N-LIST, continued to provide access to 6,500+ journals and 3150000+ e-books to more than 3237+ colleges under the N-LIST programme. The Consortium also provides access to four e-resources, namely, ASCE, ASME, IEEE-ASPP, Bentham Pharmacy to 75 institutions with the funding from the AICTE.

e-Shodh Sindhu (ESS) have further integrated additional features to facilitate seamless access to e-resources such as: a) The INFLIBNET Access Management Federation (INFED)– Shibboleth Authentication and authorization of users. b) InfiStats - COUNTER & SHUSHI - Data Service usages compliance. c) JGatePlus for Document Delivery Service (DDS), Meta Harvesting and Discovery Services (DS).

SWAYAM PRABHA - DTH Educational Channels

SWAYAM Prabha: SWAYAM Prabha is an initiative to provide 32 high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 bases. This would enable to deliver e-education in a most cost-effective manner. The Department of Space has allotted two Transponders of GSAT-15 for the same.Hon'ble President of India had formally launched the SWAYAM Prabha on 9-Jul-2017.

The subscribers of free DTH service of Doordarshan (Free dish) would be able to view these Educational channels using the same set Top Box and TV. No additional investment would be required.

The DTH channels of MHRD carry curriculum-based content and the programme is designed in such a way that educational content can be viewed on TV sets with no recurring cost. These educational programmes delivered over DTH are also being made available at YouTube as archival data. The information related to channel schedules, subject, archival link etc are available on SWAYAM Prabha portal (https://swayamprabha.gov.in/) which is developed by INFLIBNET Ghandinagar. Swayam Prabha has a mobile app and it has also been integrated with UMANG (Unified Mobile Application for New-age Governance).

The MHRD DTH programmes shall ensure (a) the e-education content reaches students Homes; besides the content reaching at Institutions, (b) the DTH channels shall deliver structured lectures in almost all the subjects/ disciplines taught in higher education.These channels are uplinked to GSAT-15 satellite through the Bhaskaracharya Space Application Centre at Gandhinagar (BISAG).

Among the channels are four most popular IIT-PAL channels on Physics, Chemistry, Mathematics and Biology which are designed to assist the students in the Classes 11 and 12 aspiring to join institutions like IITs by encouraging scientific thinking and conceptual understanding critical to answer the 'tough' questions of exams like JEE Advanced.

EdCIL (India) Limited

EdCIL (India) Limited is a Category - I, Mini-Ratna Central Public Sector Enterprise under the administrative control of the Ministry of Human Resource Development, Government of India. It is the only CPSE under Ministry of HRD. The Company offers Project Management and Consultancy Services in the entire education and human resource development value chain within India and overseas.

EdCIL is an ISO 9001–2015 & 14001-2015 Certified Company. The Company has in the past four years registered rapid growth with the turnover having reached to Rs 317 crores in FY 18-19. The PAT in the said period has increased to Rs 30 crores.

Clients of EDCIL include most State and Central Govt. Departments including MHRD, PSUs and Autonomous bodies including IITs, NITs, IIMs, IIITs, IISERs, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School Society. The company has also executed several projects overseas including the recently executed order for supply of 39680 Education Tablets for class-I, II & III children of Mauritius. The company is presently executing a Govt. of India's large scheme named "Study in India" to attract higher numbers of overseas students to study in quality higher education institutes in India.

Service Spectrum EdCIL undertakes end-to-end projects on turnkey basis from concept to commissioning in the Educational space and ensures effective management of activities from identification of objectives through continuous monitoring leading to optimal fulfillment of targets within the stipulated time frame.

The verticals have leveraged expertise gained over three decades, strong alliances and commitment of dedicated teams to ensure a strong national and global presence for the Company. These have strengthened our core competency in all areas of Education and human resource development. EDCIL presently has strong verticals in the following areas:

✦ Online Testing and Assessment Services (OTAS)

✦ Educational Infrastructure Services (EIS)

✦ Educational Procurement Services (EPS)

✦ Digital Education Services (DES)

✦ Advisory Services (AS)

✦ Overseas Education Services (OES)

✦ Technical Support Group (TSG).

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Book Promotion

NATIONAL BOOK TRUST INDIA (NBT)

The National Book Trust, India, an autonomous organization under the Ministry of Human Resource Development, Government of India, was established in 1957. The Trust is mandated by the Government of India to produce and encourage the publication of good books and to make them available at moderate prices to the public. The Trust is also mandated to arrange Book Fairs/Exhibitions and take all necessary steps to make the people book minded in the country.

Activities of the Trust

(a) Publishing

The Trust publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting edge technology for all segments of society and for all age-groups. The Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates. The NBT publications are moderately priced in English, Hindi and other regional languages and are moderately priced. The NBT publishes books under 21 series like (a) India- The Land and the People (b) Popular Science & Social Science (c) Folklore (d) National Biography and Autobiography of Indians who have made outstanding contribution towards the development of Indian society, culture, science, economy, polity etc. (e) Nehru Bal Pustakalaya (f) Creative Learning (g) Books for neo-literates (h) Aadan Pradan for forging national integration through exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k) General series (l) Braille books (m) Veergatha series (n) Women Pioneers and (o) Navalekhan Mala.

The publishing in India is presently undergoing rapid changes due to technology advancements and changes in the pattern of reading, particularly among the youth. To meet these challenges, the Trust has been trying to adapt to the changing environment by bringing innovation in its publishing and book promotional activities. The Trust has been able to provide a wide variety of books for all age groups on all subjects. While strengthening its ongoing activities, the Trust has also made special efforts towards publishing books in many minor languages like Dhurbi, Dorli, Gondi, etc. The Trust pays special attention to those genres of publishing, which, despite their importance, have not been adequately covered by other publishers in India. Under Rajiv Gandhi-Longowal Accord, the Trust publishes select books in Punjabi, to promote the language, its literature and culture. During the year 2018, the Trust has brought out the following 1172 titles in English, Hindi and other Indian languages:

Number of titles brought out by NBT

S. No.	Language	Original	Translation	Reprint	Revised	Total
1.	Asamiya	0	0	52	0	52
2.	Bangla	4	1	83	0	88
3.	Bodo	0	0	25	0	25
4.	English	16	2	264	7	289
5.	Garhwali	0	3	0	0	3
6.	Gujarati	0	0	34	3	37
7.	Hindi	62	9	448	1	520
8.	Kannada	1	4	2	1	8
9.	Kokborok	6	0	0	0	6
10.	Kumaoni	0	3	0	0	3
11.	Malayalam	0	0	26	0	26
12.	Marathi	0	0	26	0	26
13.	Odia	4	3	2	1	10
14.	Punjabi	0	0	19	0	19
15.	Sanskrit	1	0	1	0	2
16.	Tamil	0	9	37	1	47
17.	Telugu	0	1	0	6	7
18.	Urdu	1	0	2	1	4
	Total	**95**	**35**	**1021**	**21**	**1172**

Sale and Distribution of NBT Publications

The sale and distribution of NBT Publications are through agents, distributors, bulk supply to State Governments and also through direct selling. The publications are sold through NBT bookshops located in New Delhi, Mumbai, Kolkata and Bengaluru, and Book Promotion Centres at Chennai, Kochi, Hyderabad, Patna, Guwahati and Cuttack. Besides, by entering into an MoU with the Delhi Metro Rail Corporation (DMRC), NBT books are now available at Kashmere Gate and Vishwavidyalaya Metro Stations. During the period under review, gross sale of publications has amounted to Rs.24,60,56,037 (approx).

Organization of Book Fairs in India

During the period under review, the Trust organised 11 Book Fairs across the country including New Delhi World Book Fair (6–14 January 2018), Tirunelveli Book Fair (3–11 February 2018), Brahmaputra Literary Festival (10–12 February 2018), Gaya Book Fair (10–18 February 2018), Rashtriya Panchayat Book Fair, Srinagar, Uttarakhand (24–28 February 2018), Agra Book Fair (10–18 March 2018), Gwalior Book Fair (12–20 May 2018), Imphal Book Fair (26 May–3 June 2018), Kullu Book Fair (9–17 June 2018), Haldwani Book Fair (22 June–1 July 2018) and Silvassa Book fair (30 September–7 October 2018).

Book Promotional Activities in the North-East

The Trust also stepped-up its book promotional activities in the North-East through a number of Book Fairs, literary activities and special sales drive. During the year under review, the Trust organized Brahmaputra Literary Festival (9-11 February 2018), National Tribal Book Festival (17-20 March 2018), Bodo language translation workshop (24 March 2018), workshop on Read-a-thon for children at Merang near Shillong (24 March 2018), and Imphal Book Fair (26 May to 3 June 2018).

Special Book Promotional Activities in Jammu & Kashmir

Over the years, the Trust has been organizing activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people of valley. During the year under review the Trust organized a seminar on 'Status of Children's Literature in Kashmiri Language' and workshops on creative writing for children at Srinagar on 28 March 2018 and at Jammu on 31 October 2018.

Organizing of the New Delhi World Book Fair 2018

The Trust organised the annual New Delhi World Book Fair, 2018 from 6 to 14 January 2018 at Pragati Maidan, New Delhi. The Fair was organised in association with India Trade Promotion Organisation (ITPO). Shri Prakash Javadekar, Hon'ble Minister for Human Resource Development, Government of India inaugurated the Fair through a video address. H.E. Mr. Tomasz Kozlowski, Hon'ble Ambassador of the European Union to India was the Guest of Honour. Ms Sunita Narain, distinguished environmentalist and Ms Kallia Papadaki, well-known author from Greece and recipient of European Union Prize for Literature 2017, were the special guests on the occasion.

New Delhi World Book Fair 2018 focused on the theme of 'Environment and Climate Change.' The theme pavilion highlighted serious environment-related issues like climate change, global warming, water pollution, among others in the panel discussions, deliberations, interactions with environmentalists as well as cultural performances. The pavilion exhibited over 300 select books on environment in English, Hindi, Indian and foreign languages in various genres including autobiographies, memoirs, travelogues, creative literature, children's literature, etc. A special photo-exhibition, panels and posters on the theme were also put up at the pavilion. Nearly 800 publishers, booksellers and distributors participated in the Fair including foreign participants from 20 countries like, Belgium, Canada, China, Denmark, Egypt, France, Germany, Hungary, Iran, Italy, Mexico, Nepal, Pakistan, Poland, Slovenia, Spain, Sri Lanka, Sweden, UAE, and United Kingdom. Besides, international organizations like UNESCO and WHO were also at the Fair.

The other major features of the New Delhi World Book Fair were Authors' Corners, International Events Corner, Theme Pavilion, Foreign Pavilion, CEO Speak over Chairman's Breakfast, New Delhi Rights Table, Children's Pavilion, Cultural Performances, etc.

Promotion of Indian Books Abroad

In order to promote Indian books abroad, the Trust participates in various International Books Fairs by displaying a cross section of representative Indian publications brought out by various Indian publishers. Since 1970, the Trust has participated in more than 350 International Book Fairs. During the period under review, the Trust participated in 13 such International Book Fairs, Cairo International Book Fair (27 January–10 February 2018), Bologna Children's Book Fair (26–29 March 2018), London Book Fair (10–12

April 2018), Abu Dhabi International Book Fair (25 April–1 May 2018), Tehran International Book Fair (2–12 May 2018), Warsaw Book Fair (17–20 May 2018), Nepal International Book Fair (1–9 June 2018), Beijing International Book Fair (22–26 August 2018), Indonesia International Book Fair (12–16 September 2018), Colombo International Book Fair (21–30 September 2018), Frankfurt Book Fair (10–14 October 2018), Sharjah International Book Fair (31 October–10 November 2018) and Guadalajara International Book Fair (24 November–3 December 2018). The Trust also participated in World Hindi Conference held in Mauritius from 18 to 20 August 2018.

NBT FAP

To promote Indian books abroad, the Trust has initiated the Financial Assistance Programme for translations. Under the scheme, financial assistance is given by the Trust to the foreign publishers who are keen on translating Indian books into foreign languages. So far financial assistance has been extended for: *The Missing Queen* by Samhita Arni (originally published by Zubaan) published by Lit Edizioni SRL in Italian; *My Little India* by Manoj Das (originally published by NBT, India) published by Booksea Publishing in Korean; *Looking Back: India in 20th Century* (originally published by NBT, India) published by Booksea Publishing in Korean and *Stories by Ambai* by Ambai (originally published by Kalachuvadu) published by Editions Zulma in French.

As part of this programme, the Trust organized the sixth Rights Table Forum for publishers during the New Delhi World Book Fair, 2018, in which over 60 publishers from India and abroad participated. Besides, major publishers from across India, foreign participants included publishers from Egypt, Japan, Nepal, Saudi Arabia, Slovenia and United States of America.

Pustak Parikrama – Organizing Village level Mobile Exhibitions

The Trust has been organizing village level Mobile Book Exhibitions to make books available in remote areas across the country where sufficient bookshops are not available. So far it has organised more than 16000 Mobile Exhibitions throughout the country including the North-Eastern states. During the period under report, the Trust organised Mobile Book Exhibitions at about 120 places across the country including Karnataka, Kerala, Tamil Nadu and West Bengal.

National Centre for Children's Literature (NCCL)

The National Centre for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of children's books and for monitoring, coordinating, planning and aiding the publication of books for children in the country. The primary objective of setting up the NCCL is to collect and make available Indian and foreign material and expertise which are relevant to the promotion of a rapid and balanced development of children's literature. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners. With a view to promote and develop the reading habit of the children at the school level, the NCCL encourages setting up of Readers' Clubs at the schools throughout the country and also conducts surveys and takes up research work relating to children's literature.

So far, about 36,000 Readers' Clubs have been set up across the country. During the period under review, the NCCL established 164 Readers' Clubs, besides organizing meet-the-author programmes, storytelling sessions, workshops,

seminars, Readers' Club Orientation programmes and other children's activities in various parts of the country. In addition, four quarterly issues of *Readers' Club Bulletin*, a bilingual magazine for promotion of reading habit among children were also brought out. During the period, over 90 programmes for children were held at different places across the country.

Celebration of NBT's Foundation Day

"The world is complex than ever before and will become more complex," said Dr K Sreenivasarao, Secretary, Sahitya Akademi, while delivering the seventh NBT Foundation Day Lecture on 'Books and Reading in Today's India.' The lecture was organized to mark NBT's 61st Foundation Day celebrations in Vasant Kunj, New Delhi on 1 August 2018.

Dr Sreenivasarao said that today, we can see a discernible trend in the decline of reading habit. Observers say advances in technology, particularly in the field of entertainment like television, internet, video games, audio-visual contents, tend to draw the attention of children. At the same time, some of the products of the same technology like e-books, can be used as a tool for inculcating habit of reading in children.

On this occasion, the employees of the Trust who completed 25 years of their service were also felicitated.

World Book Day

To mark the World Book Day celebrations, National Book Trust, India in collaboration with Azim Premji Foundation organized a panel discussion on 'The Future of Printed Books in the Age of Internet' at PG College, Pithoragarh and a panel discussion on the topic 'Democratic Values in Children's Literature' in Indore. Besides, a storytelling session for children was organised at NCCL Library, New Delhi.

National Book Week

To mark the National Book Week celebration, National Book Trust, India organized a two-day literary programme at Sri Ganganagar, Rajasthan from 17 to 18 November 2018. The programme was organised in association with Nosegay Public School and Srijan Seva Sansthan, Sri Ganganagar. On this occasion a seminar on the 'Importance of Books in the Age of Internet,' poets' meet, seminar on children's literature and a skit on creating awareness about traffic rules were organized.

National Education Day

National Centre for Children's Literature organised an interactive session with Dr Divik Ramesh, well-known children's author at NBT Conference Room, New Delhi on 12 November 2018. Around 50 children from the NGO, Combined Action for Progress participated in the programme. During the session, Dr Ramesh narrated stories from his book, *Lulu Ki Sanak,* and talked about importance of books and the habit of reading.

National Integration Week Celebrations

On the occasion of National Integration Week, the Trust organised a lecture on national integration at NBT Conference Room, Vasant Kunj, New Delhi on 22 November 2018. Ms Kshama Sharma, well-known author and journalist was the special guest on the occasion. During the session, Ms Kshama Sharma talked about the need to create awareness among the different sections of the society in order to attain universal brotherhood, peace and harmony among the people.

Book Clubs

The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 3048 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.

Organizing of Literary Activities like Seminars, Workshops and Book Release Functions and Publishers and Authors' Meet

During the period under review, the Trust organized over 100 literary activities like seminars; meet-the-author programmes, advisory panel meetings, workshops for book promotion and book release functions including two-day translation workshop in Punjabi, discussions on 'Humour in Literature' and 'Culture of Reading and Internet'; the release of recently published NBT titles *Angadh Raste: Media Kshetra Mein Agam...Evam Alvida, Charaiveti Charaiveti, Mahamana Madan Mohan Malaviya: Vyaktitva Evam Vichar;* seminar on 'Ancient Indian Literature' and a lecture on 'My Vision-Corruption free India'.

Sardar Vallabhbhai Patel's Birth Anniversary

On the occasion of 143rd birth anniversary of Sardar Vallabhbhai Patel, a creative writing workshop for children was organised at Jammu on 31 October 2018. The topic of the workshop was 'Universal Values in Languages of Jammu & Kashmir.'

Financial Assistance Programme for Book Promotion Activities

The Ministry of Human Resource Development had entrusted the scheme of Financial Assistance to Voluntary/Private organizations for holding Seminars/Training Courses/Workshops/Annual Conventions/Book Fairs related to the Book Promotional Activities to the Trust. During the year under review, Grants were released to 12 organizations by the Trust to meet 75% of the approved expenditure of organizing Book Fairs/Exhibitions, Seminars, Workshops, etc. The total amount of Grant given is Rs.4,65,388/-.

Training Courses in Book Publishing

The Trust also organizes Training Courses in Book Publishing in various parts of the country with the objective to create a talent pool of trained professionals for the publishing industry. During the period under review, six publishing courses were held in Agra (20 – 27 February 2018), Dharamshala (8 – 15 May 2018), Imphal (28 May – 4 June 2018), New Delhi (10 July – 6 August 2018), Puducherry (28 September – 6 October 2018) and Patna (7 – 13 October 2018).

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 six are under various stages of production. Among which the book *Confucius Ke Chaar Granth*, translated by Prof. B R Deepak has since been published.

Brahmaputra Literary Festival

National Book Trust, India in collaboration with Publication Board, Assam organised the second edition of Brahmaputra Literary Festival at Srimanta Sankardeva Kalakshetra, Guwahati from 9 to 11 February 2018. Shri Sarbananda Sonowal, Hon'ble Chief Minister of Assam ianugurated the second edition of Brahmaputra Literary Festival. Shri Indranath Choudhuri well-known author and David Collin, noted French author were the special guests on the occasion. Shri Naba Kumar Doley, Minister of State for Cultural Affairs; Shri Hrishikesh Goswami, Media Advisor to the Hon'ble Chief Minister; Shri Santanu Bharali, Legal Advisor to the Hon'ble Chief Minister; Shri Vinod Kumar Pipersenia, Chief Secretary, Government of Assam; Shri V B Pyarelal, Additional Chief Secretary, Government of Assam; and Shri Ajay Tewari, Principal Secretary, Government of Assam were present on the occasion. Prof. Baldeo Bhai Sharma, Chairman, NBT; Dr Rita

Chowdhury, Director, NBT and Shri Pramod Kalita, Secretary, Publication Board, Assam also spoke on the occasion.

The three-day gala event saw a number of discussions, conversations and reading sessions being organised on various important issues of contemporary times like media, democracy, children's writings, literature from Northeast, Hindi literature, oral literature, Indian cinema among others. Well-known authors from India and abroad like Anant Vijay, Bee Rowlatt, Avanijesh Awasthi, Erode Tamilanban, Vani Tripathi, Yatindra Mishra, Oinam Doren, Malini Awasthi, Suresh Rituparna, Delphim Desilva, Charles Chasie, Ravi Tekchandani, Vayu Naidu, Jemimah Marak, Ashok Ferry, Kula Saikia, etc. participated in the Festival.

New Initiatives

National Book Trust, India and Akashvani entered into a Memorandum of Understanding on 27 February 2018. The MoU has been

signed under the project namely, *Akashvani Lok Sampada Sanrakhshan Mahapariyojana*. The project seeks to preserve and promote folk and cultural heritage of India. As per the MoU, several folk songs recorded by Akashvani on various occasions across the country would be published in the form of books by National Book Trust, India.

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 now 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

➢ Check digit

ISBNs have replaced the handling of long bibliographic descriptive records, thereby saving time and staff costs and reducing copying errors. The correct use of the ISBN allows different product forms and editions of a book, whether printed or digital, to be clearly differentiated, ensuring that customers receive the version that they require. The ISBN facilitates 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.

2.   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. To this end and to further streamline the process, the allotment of ISBN has been made completely online through the web portal http://isbn.gov.in. Thus, with effect from 30th April 2016, all the ISBN applications

are being processed through the online portal. During the period 1st January, 2018 to 31st December, 2018, over **7,908** new users have been registered on the portal, **12,210** applications have been received for issue of ISBN numbers and **1,94,918** 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, 2018 to 31st December, 2018, are:-

Category	Approximate number of registered users who were allotted ISBNs
Publishers issued Single ISBNs	23
Publishers issued 10 ISBNs	3425
Publishers issued 100 ISBNs	1063
Publishers issued 1000 ISBNs	57
Self publications by Authors including Seminars and Conferences	3638

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ANNEXURES

List of Institutions Deemed to be universities as on 31.3.2019

S. No.	Deemed University	Date of notification	Name of the organization which has management control
	ANDHRA PRADESH		
1	Gandhi Institute of Technology and Management (GITAM), Gandhi Nagar Campus, Rushikonda, Visakhapatnam – 530045, A.P.	13.08.2007	Privately controlled (Self-financing)
2	Koneru Lakshmaiah Education Foundation, Greenfields, Kunchanapalli Post, Vaddeswaram, Guntur District, Andhra Pradesh	20.02.2009	Privately controlled (Self-financing)
3	Rashtriya Sanskrit Vidyapeeth, Tirupati - 517507, A.P.	16.11.1987	Government of India, Ministry of HRD
4	Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam-515134, District-Ananthpur, A.P.	10.11.1981	Privately controlled (partially funded by UGC)
5	Vignan's Foundation for Science, Technology and Research, Chebrolu Mandal, Vadlamudi, Guntur District-522213 Andhra Pradesh.	19.12.2008	Privately controlled (Self-financing)
	ARUNACHAL PRADESH		
6	North Eastern Regional Institute of Science & Technology, Nirjuli, Itanagar, Dist – Papum Pare – 791109, Arunachal Pradesh.	31.05.2005	Government of India, Ministry of HRD
	ASSAM		
7	Central Institute of Technology (CIT), Balagaon, BTAD, Kokrajhar, Assam.	13.12.2018	Government of India, Ministry of HRD
	BIHAR		
8	Nava Nalanda Mahavihara, Nalanda – 803111. (Bihar)	13.11.2006	Government of India, Ministry of Culture
	CHANDIGARH		
9	Punjab Engineering College, Sector – 12, Chandigarh-160012.	16.10.2003	Union Territory of Chandigarh Administration, Government of India
	DELHI		
10	Indian Agricultural Research Institute, Pusa Institute, Pusa, New Delhi - 110012.	22.8.1958	Government of India, Ministry of Agriculture, Indian Council for Agricultural Research

S. No.	Deemed University	Date of notification	Name of the organization which has management control
11	Indian Institute of Foreign Trade, B-21, Qutub Institutional Area, New Delhi-110016.	20.05.2002	Government of India, Ministry of Commerce Industries.
12	Indian Law Institute, Bhagwandas Road, New Delhi - 110001.	29-10-2004	Government of India, Ministry of Law
13	Institute of Liver and Biliary Sciences (ILBS), D 1, Vasant Kunj, New Delhi-110070.	10.07.2009	Government of NCT Delhi
14	Jamia Hamdard, Hamdard Nagar, New Delhi-110062.	10.05.1989	Privately controlled (partially funded by UGC)
15	National Museum Institute of History of Art, Conservation and Musicology, National Museum, Janpath, New Delhi - 110011.	28.04.1989	Government of India, Ministry of Culture
16	National Institute of Educational Planning & Administration, 17-B, Sri Aurbindo Marg, New Delhi 110016.	11.08.2006	Government of India, Ministry of HRD
17	Rashtriya Sanskrit Sansthan, 56, 57, Institutional Area, Janakpuri, New Delhi-110058.	07.05.2002	Government of India, Ministry of HRD
18	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith, Qutub Institutional Area, New Delhi - 110016.	16.11.1987	Government of India, Ministry of HRD
19	TERI School of Advanced Studies, Plot No. 10 Institutional Area, Vasant Kunj, New Delhi - 110070.	5.10.1999	Privately controlled(self financing)
	GUJARAT		
20	Gujarat Vidyapith, PO Navjivan, Ashram Road, Ahmedabad-380014, Gujarat.	16.07.1963	Privately controlled (funded by UGC)
21	Sumandeep Vidyapeeth, Village - Piparia, Taluka Vaghodia, District - Vadodara, Gujarat.	17.01.2007	Privately controlled (self financing)
22	National Rail and Transportation Institute (NRTI), Nair Campus, Llalbaug, Vadodara, Gujarat	26.07.2018	Government of India, Ministry of Railways
	HARYANA		
23	Maharishi Markandeshwar University, Mullana, Ambala, Haryana.	12.06.2007	Privately controlled (self financing)
24	Lingaya's University, Nachaull, Old Faridabad-Jasana Road, Faridabad – 121002.	05.01.2009	Privately controlled (self financing)
25	National Brain Research Centre, S.C.O, 5, 6, 7, Sector 15 (2), NH 8, Gurgaon, Haryana-122 050.	20.05.2002	Government of india, Department of Bio-Technology
26	National Dairy Research Institute, Karnal-132001, Haryana.	28.03.1989	Government of India, Ministry of Agriculture, ICAR.

S. No.	Deemed University	Date of notification	Name of the organization which has management control
27	Manav Rachna International University, Sector-43, Delhi-Surajkund Road, Faridabad, Haryana	21.10.2008	Privately controlled (self financing)
28	National Institute of Food Technology Entrepreneurship & Management (NIFTEM), Plot No 97, Sector – 56, HSIIDC Industrial Estate, 131028, Dist., Kundli, Haryana	08.05.2012	Government of india, Ministry of Food Processing & Industries.
	JHARKHAND		
29	Birla Institute of Technology, Mesra, Ranchi-835 215, Jharkhand.	28.08.1986	Privately controlled (self financing)
	JAMMU & KASHMIR		
30	Central Institute of Buddhist Studies (CIBS), Choglamsar, Leh (Ladakh), Jammu & Kashmir.	15.01.2016	Government of India, Ministry of Culture
	KARNATAKA		
31	B.L.D.E., Smt. Bagaramma Campus, Bijapur-586103, Karnataka	29.02.2008	Privately controlled (self financing)
32	Christ, Hosur Road, Bangalore – 560029, Karnataka.	22.07.2008	Privately controlled (self financing)
33	Indian Institute of Science, Bangalore-560 012, Karnataka.	12.05.1958	Government of India, Ministry of HRD.
34	International Institute of Information Technology, 26/c, Opp. Infosys (Gate-1), Electronic City, Hosur Road, Bangalore–560100, Karnataka.	28.02.2005	PPP model
35	Jain, 91/2, Dr. A.N. Krishna Rao Road, V.V. Puram, Bangalore, Karnataka.	19.12.2008	Privately controlled (self financing)
36	Jagadguru Sri Shivarathreeswara University, Jagadguru Dr. Sri Shivarathri Rajendra Circle, Ramanuja Road, Mysore – 570004, Karnataka.	28.05.2008	Privately controlled (self financing)
37	Jawaharlal Nehru Centre for Advanced Scientific Research, Jakkur Campus, Jakkur, Bangalore-560064, Karnataka.	17.08.2002	Government of India, Deptt. Of Science & Technology
38	K.L.E. Academy of Higher Education and Research, J.N. Medical College Campus, Belgaum (Karnataka)	13.4.2006	Privately controlled (self financing)
39	Manipal Academy of Higher Education, Madhav Nagar, Udupi, Manipal-576104, Karnataka.	1.06.1993	Privately controlled (self financing)
40	NITTE, Mangalore 575003, Karnataka	04.06.2008	Privately controlled (self financing)
41	Sri Devraj Urs Academy of Higher Education and Research, B. H. Road, Tamaka, Kolar – 563101, Karnataka.	25.05.2007	Privately controlled (self financing)

S. No.	Deemed University	Date of notification	Name of the organization which has management control
42	Sri Siddhartha Academy of Higher Education, Tumkur District – 572 102, Karnataka.	30.05.2008	Privately controlled (self financing)
43	Swami Vivekananda Yoga Anusandhana Samsthana, No. 9, Appajappa Agrahara, Chamarajpet, Bangalore - 560 018, Karnataka.	08.05.2002	Privately controlled (self financing)
44	Yenepoya University, Mangalore, Karnataka	27.02.2008	Privately controlled (self financing)
	KERALA		
45	Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy - 679 531, via Thrissur, Kerala	14.03.2006	State Government of Kerala
46	Indian Institute of Space Science and Technology, Thiruvananthapuram, Kerala.	03.07.2008	Government of India, Department of Space
47	Chinmaya Viswavidyapeeth, Ernakulam, Kerala	16.01.2017	Privately controlled (self financing)
	MADHYA PRADESH		
48	Lakshmibai National Institute of Physical Education, Shakti Nagar, Gwalior-474 002, M.P.	21.09.1995	Government of India, Ministry of Youth Affairs & Sports
	MAHARASHTRA		
49	Bharati Vidyapeeth, Bharati Vidyapeeth Kadam Plaza, Bharati Vidyapeeth Campus, Katraj, Pune, Maharashtra 441046	26.04.1996	Privately controlled (self financing)
50	Central Institute of Fisheries Education, Fisheries University Road, 7 Bungalows, Andheri West, Mumbai-400 061, Maharashtra.	27.03.1989	Government of india, Ministry of Agriculture
51	D.Y. Patil Educational Society, Line Bazar, Kasaba, Bavada, Kolhapur – 416006, Maharashtra)	01.09.2005	Privately controlled (self financing)
52	Datta Meghe Institute of Medical Sciences, Atrey Layout, Pratap Nagar, Nagpur-440022 (Maharashtra).	24.05.2005	Privately controlled (self financing)
53	Deccan College Postgraduate & Research Institute, Yerwada, Pune-411 006, Maharashtra.	5.03.1990	Privately controlled (Partially funded by State Government of Maharashtra)
54	Dr. D.Y. Patil Vidyapeeth, Sant Tukaram Nagar, Pimpri, Pune-411 018, Maharashtra.	11.01.2003	Privately controlled (self financing)
55	Gokhale Institute of Politics & Economics, BMC College Road, Deccan Gymkhana, Pune-411004, Maharashtra.	07.05.1993	Privately controlled (Partially funded by State Government of Maharashtra)
56	Homi Bhabha National Institute, Regd. Office: Knowledge Management Group, Bhabha Atomic Research Centre, Central Complex, Mumbai-400085, Maharashtra.	03.06.2005	Government of India, Indian Department of Atomic Energy

S. No.	Deemed University	Date of notification	Name of the organization which has management control
57	Indira Gandhi Institute of Development Research, General Vaidya Marg, Santosh Nagar, Goregaon East, Mumbai - 400065, Maharashtra.	5.12.1995	Reserve Bank of India
58	Institute of Armament Technology, Girinagar, Pune - 411025, Maharashtra.	10.09.1999	Government of India, Ministry of Defence
59	International Institute for Population Sciences, Govandi Station Road, Deonar, Mumbai-400088, Maharashtra.	31.07.1985	Government of India, Ministry of Health & Family Welfare
60	Institute of Chemical Technology, Matunga, Mumbai, Maharashtra.	12.09.2008	State Government of Maharashtra
61	Krishna Institute of Medical Sciences, Malka Pur, Karad, Distt. Satara Maharashtra.	24.05.2005	Privately controlled (self financing)
62	MGM Institute of Health Sciences, MGM Campus, Sector – 18, Kamothe, Navi Mumbai–410209(M.S.)	30-08-2006	Privately controlled (self financing)
63	Narsee Monjee Institute of Management Studies, VL Mehta Road, Vile Parle West, Mumbai-400056, Maharashtra	13.01.2003	Privately controlled (self financing)
64	Padmashree Dr. D.Y. Patl Vidyapeeth, Vidya Nagar, Sector 7, Nerul, Navi Mumbai – 400706, Maharashtra.	20.06.2002	Privately controlled (self financing)
65	Pravara Institute of Medical Sciences, P.O.-Loni BK-413 736, District Ahmednagar, Maharashtra.	29.09.2003	Privately controlled (self financing)
66	SYMBIOSIS International University, Gram: Lavale, Tal: Mulshi, Dist: Pune- 412115, Maharashtra	6.05.2002	Privately controlled (self financing)
67	Tata Institute of Fundamental Research, Homi Bhabha Road, Mumbai – 400005, Maharashtra.	7.05.2002	Government of India, Department of Atomic Energy.
68	Tata Institute of Social Sciences, VN Purav Marg, Deonar, Mumbai-400 088, Maharashtra.	29.04.1964	Privately controlled (funded by UGC)
69	Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhawan, Gultekedi, Pune-411037, Maharashtra.	28.04.1987	Privately controlled (self financing)
	ORISSA		
70	Kalinga Insitute of Industrial Technology, AT/PO KIIT Patia, Khurda, Bhubaneshwar - 751024, Orissa.	16.02.2004	Privately controlled (self financing)
71	Kalinga Institute of Social Sciences, Bhubaneswar, Odisha.	25.8.2017	Privately controlled(self financing)
72	Shiksha 'O' Anusandhan, J – 15, Khandagiri, Bhubaneswar, Orissa – 751030	17.07.2007	Privately controlled (self financing)

S. No.	Deemed University	Date of notification	Name of the organization which has management control
	PUNJAB		
73	Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur 148106, Punjab	10.04.2007	Government of India, Ministry of HRD
74	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Bhadson Road, Patiala - 147004, Punjab.	30.12.1985	Privately controlled (self financing)
	PONDICHERRY		
75	Sri Balaji Vidyapeeth, Mahatma Gandhi Medical College Campus, Pondy-Cuddalore Main Road, Pillaiyarkuppam – 607402.Pondicherry.	04.08.2008	Privately controlled (self financing)
	RAJASTHAN		
76	Banasthali Vidyapith, Banasthali-304022, Rajasthan.	25.10.1983	Privately controlled (self financing)
77	Birla Institute of Technology & Science, Pilani-333031, Rajasthan.	27.06.1964	Privately controlled (self financing)
78	IIS, Gurukul Marg, Mansarovar, Jaipur, Rajasthan	02.02.2009	Privately controlled (self financing)
79	Institute of Advanced Studies in Education, Gandhi Vidya Mandir, Sardarshahr - 331401, Distt. Churu, Rajasthan.	25.06.2002	Privately controlled (self financing)
80	Jain Vishva Bharati Institute, Box No. 6, Ladnun, Nagaur-341306, Rajasthan.	20.03.1991	Privately controlled (partially funded by UGC)
81	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur–331401, Rajasthan.	12.01.1987	Privately controlled (self financing)
82	The LNM Institute of Information Technology, Gram - Rupa ki Nagal, Post – Sumel, Via Kanota, Dist. – Jaipur – 303012 (Rajasthan).	03.02.2006	Privately controlled (self financing)
	TAMILNADU		
83	Academy of Maritime Education and Training, 5107, H2, 2nd Avenue, 1st Floor, Anna Nagar, Chennai – 600 0 40.	21.08.2007	Privately controlled (self financing)
84	Amrita Vishwa Vidyapeetham, Ettimadai Post, Coimbatore-641 105, Tamilnadu.	13.01.2003	Privately controlled (self financing)
85	Avinashilingam Institute for Home Science & Higher Education for Women, Bharathi Park Road, Coimbatore-641 043, Tamilnadu.	8.06.1988	Privately controlled (Funded by UGC)
86	B.S. Abdur Rahman Institute of Science and Technology, Vandalur, Chennai, Tamil Nadu.	16.12.2008	Privately controlled (self financing)

S. No.	Deemed University	Date of notification	Name of the organization which has management control
87	Bharath Institute of Higher Education & Research, 173, Agharam Road, Selaiyur, Chennai-600 073, Tamilnadu.	4.07.2002	Privately controlled (self financing)
88	Chennai Mathematical Institute, Plot H1, SIPCOT IT Park, Padur Post, Siruseri- 603 103, Chennai (Tamilnadu)	15.12.2006	Privately controlled (partially funded by UGC)
89	Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District, Tamil Nadu.	04.08.2008	Privately controlled (self financing)
90	Gandhigram Rural Institute, Gandhigram, Dindigul-624302, TN.	03.08.1976	Government of India, Ministry of HRD
91	Hindustan Institute of Technology and Science (HITS), Padur, Old Mahabalipuram Road, Kelamballam, Kancheepuram District. (TN).	05.05.2008	Privately controlled (self financing)
92	Kalasalingam Academy of Research and Higher Education, Anand Nagar, Krishnankoil, Virudhunagar – 626190, via Srivilliputhrur, (TN).	1984	Privately controlled (self financing)
93	Karunya Institute of Technology and Sciences, Karunya Nagar, Coimbatore-641114 (Tamil Nadu).	23.06.2004	Privately controlled (self financing)
94	Karpagam Academy of Higher Education, Pollachi Main Road, Coimbatore, Tamilnadu.	25.08.2008	Privately controlled (self financing)
95	M.G.R. Educational and Research Institute, Periyar EVR Salai (NH 4 Highway), Maduravoyal, Chennai-600 095, Tamilnadu.	21.01.2003	Privately controlled (self financing)
96	Meenakshi Academy of Higher Education and Research, No. 12, Vembuli Amman Koil Street, West K.K. Nagar, Chennai-600 078, Tamilnadu.	31.03.2004	Privately controlled (self financing)
97	Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Kanyakumari District, Tamil Nadu – 629 175.	08.12.2008	Privately controlled (self financing)
98	Periyar Maniammai Institute of Science & Technology (PMIST), Periyar Nagar, Vallam, Thanjavur -613 403, Tamil Nadu	17.08.2007	Privately controlled (self financing)
99	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Yagappa Chavadi, Thanjavur – 614 904, Tamilnadu	04.01.2008	Privately controlled (self financing)
100	S.R.M Institute of Science and Technology, 2, Veerasamy Street, West Mambalam, Chennai-600 033, (TN).	2.08.2002	Privately controlled (self financing)

S. No.	Deemed University	Date of notification	Name of the organization which has management control
101	Sathyabama Institute of Science and Technology, Jappiaar Nagar, Old Mamallpuram Road, Chennai – 600119,(TN).	16.07.2001	Privately controlled (self financing)
102	Saveetha Institute of Medical and Technical Sciences, Post Box No. 6, No. 162, Poonamalle High Road, Velappanchavadi, Chennai-600077 (TN).	18.03.2005	Privately controlled (self financing)
103	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Tirumalai Samudram, Thanjavur – 613402, (TN).	26.04.2001	Privately controlled (self financing)
104	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Sri Jayendra Saraswathi Street, Enathur, Kancheepuram-631561, (TN).	26.05.1993	Privately controlled (Partially funded by UGC)
105	Sri Ramachandra Medical College and Research Institute, 1, Ramachandra Nagar, Chennai-600116.	29.09.1994	Privately controlled (self financing)
106	St. Peter's Institute of Higher Education and Research, Konicalla Camp Road, Avadi, Chennai, (TN).	26.05.2008	Privately controlled (self financing)
107	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, (TN).	04.06.2008	Privately controlled (self financing)
108	Vellore Institute of Technology, Vellore – 632 014 (TN).	19.06.2001	Privately controlled (self financing)
109	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, (TN).	15.10.2008	Privately controlled (self financing)
110	Vinayaka Mission's Research Foundation, Sankari Mani Road, NH 47, Ariyanoor, Salem-636 308, (TN).	1.03.2001	Privately controlled (self financing)
	TELANGANA		
111	International Institute of Information Technology, Survey No. 25, Gachibowli, Ranga Reddy District, Hyderabad-500 032, Telangana.	21.8.2001	PPP model
112	ICFAI Foundation for Higher Education, Plot No. 52, 2nd Floor, Nagarjuna Hills, Punjagutta, Hyderabad – 500 982, Telangana.	16.12.2008	Privately controlled (self financing)
	UTTAR PRADESH		
113	Sam Higginbottom institute of Agricultural, Technology and Sciences (formerly Allahabad Agricultural Institute, P.O. Agricultural Institute, Allahabad – 211007, Uttar Pradesh.	15.03.2000	Privately controlled (self financing)

S. No.	Deemed University	Date of notification	Name of the organization which has management control
114	Bhatkhande Music Institute, 1 Kaiser Bagh, Lucknow, Uttar Pradesh.	24.10.2000	State Government of utter Pradesh
115	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221 007, Uttar Pradesh.	05.04.1988	Government of India, Ministry of Culture
116	Dayalbagh Educational Institute, Dayalbagh, Agra-282 005, Uttar Pradesh.	16.05.1981	Privately controlled (funded by UGC)
117	Indian Veterinary Research Institute, Izatnagar - 243122, Uttar Pradesh.	16.11.1983	Government of India, Ministry of Agriculture
118	Jaypee Institute of Information Technology, A-10, Sector-62, Noida-201307, Uttar Pradesh.	1.11.2004	Privately controlled (Self-financing)
119	Nehru Gram Bharati Vishwavidyalaya, Kotwa – Jamunipur, Dubwali Distt., Allahabad, Uttar Pradesh	27.06.2008	Privately controlled (Self-financing)
120	Shobhit Institute of Engineering & Technology, Dulhera Marg, Roorkee Road, Meerut – 250010, Uttar Pradesh.	08.11.2006	Privately controlled (Self-financing)
121	Santosh University, Santosh Nagar, Ghaziabad, Uttar Pradesh..	13.06.2007	Privately controlled (Self-financing)
	UTTRAKHAND		
122	Forest Research Institute, P.O. I.P.E. Kaulagarh Road, Dehradun-248195, Uttarakhand.	28.11.1991	Government of India, Ministry of Environment & Forest
123	Gurukul Kangri Vishwavidyalaya, Haridwar-249404, Uttrakhand.	19.06.1962	Privately controlled (funded by UGC)
124	Graphic Era University, 566/6 Bell Road, Clement Town, Dehradun, Uttrakhand.	14.08.2008	Privately controlled (Self-financing)
	WEST BENGAL		
125	Ramakrishna Mission Vivekananda Educational and Research Institute, P.O. Belur Math, Distt Howrah – 711 202, West Bengal.	05.01.2005	Privately controlled (Partially funded by UGC)
126	Indian Association of Cultivation Sciences, Jadavpur, Kolkata, West Bengal.	08.05.2018	Government of India, Deptt. Of Science & Technology & Government of West Bengal.

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State wise list of private universities as on 31.03.2019

S.No	Name of Private University	Date of Notification
	ARUNACHAL PRADESH	
1	Apex Professional University, Pasighat, District East Siang, Arunachal Pradesh - 791102.	10.05.2013
2	Arunachal University of Studies, NH-52, Namsai, Distt – Namsai - 792103, Arunachal Pradesh.	26.05.2012
3	Arunodaya University, E-Sector, Nirjuli, Itanagar, Distt. Papum Pare, Arunachal Pradesh-791109	21.10.2014
4	Himalayan University, 401, Takar Complex, Naharlagun, Itanagar, Distt – Papumpare – 791110, Arunachal Pradesh.	03.05.2013
5	North East Frontier Technical University, Sibu-Puyi, Aalo (PO), West Siang (Distt.), Arunachal Pradesh –791001.	03.09.2014
6	The Global University, Hollongi, Itanagar, Arunachal Pradesh.	18.09.2017
7	The Indira Gandhi Technological & Medical Sciences University, Ziro, Arunachal Pradesh.	26.05.2012
8	Venkateshwara Open University, Itanagar, Arunachal Pradesh.	20.06.2012
	ANDHRA PRADESH	
9	Centurian University of Technology and Management, Gidijala Junction, Anandpuram Mandal, Visakhapatnam- 531173, Andhra Pradesh.	23.05.2017
10	KREA University, 5655, Central, Expressway, Sri City-517646, Andhra Pradesh	30.04.2018
11	Saveetha Amaravati University, 3rd Floor, Vaishnavi Complex, Opposite Executive Club, Vijayawada- 520008, Andhra Pradesh	30.04.2018
12	SRM University, Neerukonda-Kuragallu Village, mangalagiri Mandal, Guntur, Dist- 522502, Andhra Pradesh (Private University)	23.05.2017
13	VIT-AP University, Amaravati- 522237, Andhra Pradesh (Private University)	23.05.2017
	ASSAM	
14	Assam Don Bosco University, Azara, Guwahati	12.02.2009
15	Assam Down Town University, Sankar Madhab Path, Gandhi Nagar, Panikhaiti, Guwahati – 781 036.	29.04.2010
16	Krishnaguru Adhyatmik Vishwavidyalaya, Nasatra, Barpeta, Assam- 781307	11.04.2017
17	Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Srimanta Sankaradeva Sangha Complex, Haladhar Bhuyan Path, Kalongpar, Nagaon-782001, Assam	14.08.2013

S.No	Name of Private University	Date of Notification
18	The Assam Kaziranga University, Jorhat, Assam.	11.04.2012
19	The Assam Royal Global University, Betkuchi, Opp. Tirupati Balaji Temple, NH-37, Guwahati – 781035, Assam.	23.08.2013
	BIHAR	
20	Al-Karim University, Near Katihar-Purnea Road, Sirsa, Karim Bagh, Katihar- 854106, Bihar.	15.06.2018
21	Amity University, Rupaspur, Bailey Road, Patna- 801503, Bihar	18.08.2017
22	Dr. C.V.Raman University, Block- Bhagwanpur, NH- 77, (Patna- Muzaffarpur Highwary), District- Vaishali- 844114, Bihar	29.01.2018
23	Gopal Narayan Singh University, Jamuhar, PO- Jamuhar, Dist- Rohtas- 821305, Bihar	15.06.2018
24	Mata Gujri University, Purabpali Road, Kishanganj- 855107, Bihar	20.02.2019
25	Sandip University, Village–Sijoul, Dist.–Madhubani – 847235, Bihar.	08.06.2017
26	K.K. University, Berauti, Nepura, Biha rsharif, NalandaBihar – 803115.	08.06.2017
	CHHATTISGARH	
27	AAFT University of Media and Arts, Vill- Maath, Tehsil-Tilda, Dist-Raipur, Chhattisgarh	17.04.2018
28	Amity University, Village-Manth, Tehsil-Tilda, Distt-Raipur, Chhattisgarh.	21.08.2014
29	Dr. C.V. Raman University, Kargi Road, Kota, Bilaspur.	03.11.2006
30	ICFAI University, NH-6, Raipur-Bhilai Road, Gram-Chorha, RI Circle, Ahiwara, Dhamdha, Dist. – Durg, Chhattisgarh.	24.03.2011
31	ISBM University, Village – Nawapara (Kosmi) Block, tehsil – Chhura, Dist – Gariyaband – 493996, Chhattisgarh.	09.09.2016
32	ITM University, PH No. 137, Uparwara, Naya Raipur, Dt. Raipur – 493661, Chhattisgarh	03.02.2012
33	Kalinga University, Raipur-492101, Chhattisgarh	24.03.2011
34	Maharishi University of Management and Technology, Post: Mangla, Bilaspur – 495 001	18.04.2002
35	MATS University, Arang Kharora Highway, Gram Panchayat: Gullu, Village: Gullu, Tehsil : Arang, District: Raipur.	03.11.2006
36	O.P. Jindal University, Knowledge Park, Gharghoda Road, Punjipathra, Raigarh-496001, Chhattisgarh	21.08.2014
37	Shri Rawatpura Sarkar University, Near Shadani Darbar, Vill- Dhaneli, Post Office- Mana, Dhamtari Road, Raipur, Chhattisgarh	17.04.2018

S.No	Name of Private University	Date of Notification
	GUJARAT	
38	Ahmadabad University, AES Bungalow # 2, Navrangpura, Ahmedabad – 380 009.	07-07-2009
39	Anant Natinal University, Sanskardham Campus, Bhopal-Ghuma-Sanand Road, Ahmedabad, Gujarat – 382115. (Private University)	09.05.2016
40	Atmiya University, Yogidham Gurukul, Kalawad Road, Rajkokt- 360005, Gujarat	13.04.2018
41	AURO University of Hospitality and Management, Surat, Gujarat.	12.10.2011
42	Calorx Teacher's University, Ahmadabad.	07.07.2009
43	Centre for Environmental Planning and Technology University, University Road, Narvrangpura Ahemdabad-380 009 (Gujarat)	12.04.2005
44	Charotar University of Science & Technology, Changa – 388 421, Distt – Anand.	04.11.2009
45	C.U. Shah University, Surendranagar-Ahmedabad State Highway, Near Kothariya Village, Wadhwan City – 363030, Dt. Surendranagar, Gujarat.	22.04.2013
46	Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Post Box No. 4, Gandhinagar - 382 007.	06.03.2003
47	Ganpat University, Ganpat Vidyanagar, Mehsana, Goazaria Highway, District Mehsana – 382 711	23.03.2005
48	G.L.S. University, Gujarat Law Society Campus, Opp. Law Garden, Ellisbridge, Ahmedabad-380006, Gujarat.	15.04.2015
49	Gokul Global University, Gokul Educational Campus, Nr. G.R.S.L, Sujanpur, Patia, Sidhpur, Dist- Patan, Gujarat	23.03.2018
50	GSFC University, Vigyan Bhavan, PO Fertilizernagar – 391750, Dist. Vadodara, Gujarat.	19.12.2014
51	Indrashil University, Ratanpur, Dhandhuka, Ahmedabad– 382465, Gujarat.	31.03.2017
52	Indus University, Indus Campus, Rancharda, Via-Thaltej, Ahmedabad – 382115, Gujarat.	02.05.2012
53	Indian Institute of Public Health-Gandhinagar, Sardar Patel Institute of Economics and Social Research Campus, Drive-in-Road, Thaltej, Ahmedabad – 380054, Gujarat.	02.05.2015
54	Institute of Advanced Research, Institutional Area, Koba, Gandhinagar – 382007, Gujarat.	12.10.2011
55	ITM-Vocational University, Plot 6512, Ajwa Nimeta Road, Ravaal Taluka, Waghodia, Vadodara, Gujarat.	08.05.2014
56	Kadi Sarva Vishwavidyalaya, Sarva Vidyalaya Campus, Sector 15/23, Gandhinagar.	16.05.2007

S.No	Name of Private University	Date of Notification
57	Karnavati University, 907/A, Uvarsad – 382422, Dt. Gandhinagar, Gujarat.	31.03.2017
58	Lakulish Yoga University, "Lotus View" Opp. Nirma University, S.G. Highway, Chharodi, Ahmedabad-382481, Gujarat.	16.04.2013
59	Marwadi University, Rajkot-Morbi Highway, Rajkot – 360003, Gujarat.	09.05.2016
60	Navrachana University, Vasna-Bhayli Road, Vadodara – 391410, Gujarat	07.07.2009
61	Nirma University, Sarkhej, Gandhinagar Highway, Village-Chharodi, Ahmedabad.	12.3.2003
62	Pandit Deendayal Petroleum University, At Raisan, Dist. Gandhinagar – 382 009.	04.04.2007
63	Parul University, PO Limda, Tal – Waghodia, Dist. Vadodara-391760, Gujarat.	21.04.2015
64	Plastindia International University, Dungra, GIDC, VAPI, Dist. Valsad – 396195, Gujarat.	09.05.2016
65	P. P. Savani University, NH-8, GETCO, Near Biltech, Village – Dhamdod, Kosamba, Ta – Mangrol, Dist – Surat – 394125, Gujarat.	31.03.2017
66	R.K. University, Rajkot-Bhavnagar Highway, Kasturbadham, Rajkot, Gujarat.	14.10.2011
67	Rai University, Ahmedabad, Gujarat.	02.05.2012
68	Sankalchand Patel University, Sankalchand Patel Vidyadham, Visanagar-384315, Gujarat.	09.05.2016
69	Swarnim Startup & Innovation University, Bhoyan Rathod Rathod, Opp. IFFCO, Adalaj-Sertha Road, Gandhinagar – 382420, Gujarat.	31.03.2017
70	Team Lease Skills University, Tarsali-Vadodara Road, Tarsali Bypass, Vadodara – 390009, Gujarat.	22.04.2013
71	UKA Tarsadia University, Maliba Campus, Gopal vidyanagar, Baroli-Mahuva Road, Dist. Surat, Gujarat	14.10.2011
	HARYANA	
72	Al-Falah University, Faridabad, Haryana.	02.05.2014
73	Amity University, Amity Education Valley, Panchgaon, Manesar, Distt. – Gurgaon-122 413, Haryana.	26.04.2010
74	Ansal University, Gurgaon, Haryana.	10.02.2012
75	Apeejay Stya University, Palwal Road, Sohna, Gurgaon – 122 103, Haryana.	02.11.2010
76	Ashoka University, Plot No. 2, Rajiv Gandhi Education City, Kundli, NCR, Sonepat, Haryana. (Private University)	02.05.2014
77	Baba Mast Nath University, Rohtak, Haryana.	10.02.2012
78	BML Munjal University, 67th KM Stone, NH-8, Sidhrawali, Dist. Gurgaon – 123 413, Haryana.	02.05.2014

S.No	Name of Private University	Date of Notification
79	G.D. Goenka University, G.D. Goenka Education City, Gurgaon sohna Road, Gurgaon, Haryana – 122 103.	03.05.2013
80	IILM University, 1, Knowledge Centre, Golf Course Road, Sector- 53, Gurugram- 122003, Haryana	06.04.2018
81	Jagan Nath University, State Highway 22, Bahadurgarh-Jhajjar Road,Jhajjar – 124 507, Haryana.	03.05.2013
82	K.R. Mangalam University, Sohna Road, Gurgaon, Haryana – 122 103.	03.05.2013
83	Manav Rachna University, Sector – 43, Delhi-Surajkund Road, Faridabad, Haryana.	06.08.2014
84	M.V.N. University, Palwal, Haryana.	10.02.2012
85	Maharashi Markandeshwar University, Sadopur, Distt. Ambala, Haryana	29.10.2010
86	NIILM University, 9 KM Milestone, NH-65, Kaithal – 136 027, Haryana.	27.09.2011
87	O.P. Jindal Global University, Sonipat.	10.11.2006
88	PDM University, Post Box No. 15, Sector– 3A, Sarai Aurangabad, Bahadurgarh-124507, Haryana.	14.01.2016
89	Shree Guru Gobind Singh Tricentenary University, Farukh Nagar Road, Budhera, Distt. Gurgaon, Haryana.	03.05.2013
90	SRM University, Plot No. 39, Rajiv Gandhi Education City, Delhi-NCR, Sonepat-Kundli Urban Complex, Haryana – 131 029.	03.05.2013
91	Starex University, NH-8, Village – Binola, PO – Bhorakalan, Gurugram, Haryana.	25.08.2016
92	The Northcap University, HUDA Sector 23 A, Gurgoan-122107, Haryana.	21.10.2009
93	World University of Design, Plot No- 1, Rajiv Gandhi Education City, Rai, Delhi- NCR, Sonipat- 131029, Haryana	07.02.2018
	HIMACHAL PRADESH	
94	Abhilashi University, Chailchowk (Chachiot), Distt. Mandi, Himachal Pradesh.	23.01.2015
95	A.P.G. (Alakh Prakash Goyal) University, Shimla, Himachal Pradesh.	07.06.2012
96	Arni University, Kathgarh, Tehsil Indora, Distt. Kangra (H.P)	03.11.2009
97	Baddi University of Emerging Sciences & Technology, Makhnumajra, BADDI, District – Solan,	15.10.2009
98	Bahra University, VPO – Waknaghat, Tehsil – Kandaghat, Distt. – Solan, Himachal Pradesh	21.01.2011
99	Career Point University, Hamirpur, Himachal Pradesh.	03.05.2012
100	Chitkara University, HIMUDA Education Hub, Kallujhanda(Barotiwala), Distt.-Solan – 174 103.	21.01.2009

S.No	Name of Private University	Date of Notification
101	Eternal University, Baru Sahib Himachal.	22.10.2009
102	I.E.C. (India Education Centre) University, Baddi, Solan, Himachal Pradesh.	11.05.2012
103	ICFAI University, HIMUDA Education Hub, Kalujhinda, PO Mandhala, Via Barotiwala, Baddi, Solan Distt., Himachal Pradesh – 174 103.	20.10.2011
104	Indus International University, V.P.O. Bathu, Tehsil Haroli, Distt. – Una, Himachal Pradesh – 174 301.	01.02.2010
105	Jaypee University of Information Technology, Distt-Solan-173 215.	22.05.2002
106	Maharishi Markandeshwar University, Kumarhatti, Sultanpur Road, Solan – 173 229, Himachal Pradesh.	19.09.2010
107	Maharaja Agrasen University, Atal Shiksha Kunj, Distt – Solan – 174 103, Himachal Pradesh.	15.01.2013
108	Manav Bharti University, Solan, H.P.	22.09.2009
109	Shoolini University of Biotechnology and Management Sciences, Solan.	15.10.2009
110	Sri Sai University, Palampur, Himachal Pradesh.	27.01.2011
	JHARKHAND	
111	Amity University, Ranchi City Campus, Niwaranpur, Main Road, Ranchi, Jharkhand.	13.05.2016
112	AISECT University, Matwari Chowk, Infront of Gandhi Maidan, Hazaribagh, Jharkhand.	13.05.2016
113	ARKA Jain University, Opp. Kerala Public School, Mohanpur, Gamharia, Dist – Seraikela Kharsawan – 832108, Jharkhand.	04.07.2017
114	Capital University, Ranchi-Patna Main Road, District- Koderma, Jharkhand-825410	11.10.2018
115	Jharkhand Rai University, Kamre, Ratu Road, Ranchi- 835222, Jharkhand.	02.02.2012
116	Netaji Subhas University, Pokhari, PO- Bhilai Pahari, PS- MGM, Dist- East Singhbhum, Jamshedpur-831012, Jharkhand	19.09.2018
117	Pragyan International University, Bariatu Road, Booty More, PO – RMCH, Ranchi – 834009, Jharkhand.	16.05.2016
118	Radha Govind University, Radha Govind Nagar, Lalki Ghati, Ramgarh-829122, Jharkhand	11.10.2018
119	Ramchandra Chandravansi University, Nawadihkala, PO & PS Bishrampur, Palamu- 822132, Jharkhand (Private University)	19.09.2018
120	Sai Nath University, Ranchi, Jharkhand.	27.04.2012
121	Sarla Birla University, Birla Campus, Village – Ara, PO – Mahilong, Ranchi-Purulia Highway, Ranchi – 835103, Jharkhand.	20.07.2017

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122	The Institute of Chartered Financial Analysts of India University, Grand Emerald Building, Between Road No. 1 & 2, Ashok Nagar, Ranchi – 834 202, Jharkhand.	17.06.2008
123	Usha Martin University, 12 Mile, Ranchi Khunti Road, NH-75, Ranchi – 835221, Jharkhand.	20.01.2014
124	YBN University, Panchwati South Railway Colony, Ranchi – 834001, Jharkhand.	04.07.2017
	KARNATAKA	
125	Adichunchanagiri University, NH-75, Tq- Nagamangala, Dist- Mandya, B.G.Nagara- 571448, Karnataka	22.01.2018
126	Alliance University, Bangalore (Karnataka)	16.09.2010
127	Azim Premji University, 134, Doddakanneli, Next to Wipro Corporate Office, Sarjapur Road, Bangalore, Karnataka.	13.10.2010
128	CMR University, 2,3rd, 'C', 6th Main Road, 2nd Block, BRBR Layout, Kalyan Nagar, Bangalore – 560 043, Karnataka.	16.05.2013
129	Dayanand Sagar University, Shavige Malleshwara Hills, Kumaraswamy Layout, Bangalore-560078, Karnataka.	16.05.2014
130	Garden City University, GCC House, 340, 5th Main, Indira nagar Double Road, 1st Stage, Indiranagar, Bangalore – 560038, Karnataka.	24.06.2013
131	Institute of Trans-Disciplinary Health Sciences and Technology, 74/2, Jarakabande Kaval, Yelahanka, Via Attur Post, Bangalore-560064, Karnataka.	26.06.2013
132	JSS Science & Technology University, JSS Technical Institutions Campus, Mysuru – 570006. Karnataka.	16.01.2016
133	Khaja Bandanawaz University, Administrative Building, Khaja Bandanawaz University Campus, Rauza-i Buzurg, Kalaburagi- 585104, Karnataka	21.04.2018
134	KLE Technological University, B.V. Bhoomaraddi College Campus, Vidyanagar, Hubballi – 580031, Karnataka.	04.04.2015
135	M.S. Ramaiah University of Applied Sciences, Administrative Block, New BEL Road, MSRIT Post, Bangalore – 560 054, Karnataka.	09.07.2013
136	PES University, 100 Feet Ring Road , BSK III Stage, Bangalore – 560 085 (Karnataka)	16.05.2013
137	Presidency University (Karnataka), Dibbur & Igalpur Village, Hesaraghatta Hobli, Bangalore (Karnataka).	16.05.2013
138	Reva University, Kattigenhalli, Yelhanka, Bangalore – 560 064.	16.05.2013
139	Rai Technology University, Doddaballapur Nelmangala Road, SH-74, Off Highway 207, Doddaballapur Taluk, Bangalore-561204 (Karnataka)	17.09.2014
140	Sharnbasva University, Kalaburgi (Gulbagra) – 585103, Karnataka	29.07.2017

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141	Srinivas University, Srinivas Group of Colleges Campus, Srinivas Nagar, Mukka, Surathkal, Mangalore-574146.	20.02.2015
	MEGHALYA	
142	CMJ University, Shillong (Meghalaya)	20.07.2009
143	Mahatma Gandhi University, 13th Mile, G.S.Road, Khanapara, Dist- Ri-Bhoi, Meghalaya- 793101.	04.01.2011
144	Martin Luther Christian University, Dongktieh, Nongrah, Block-1, Shillong – 793006, Meghalaya.	13.07.2005
145	Techno Global University, Shillong Polytechnic Campus, Mawlai, Shillong – 793 022.	02.12.2008
146	The Institute of Chartered Financial Analysts of India University, 4th Floor, Near Sundari Hotel, Circular Raod, Tura Bazar, Tura – 794 001.	04.11.2009
147	University of Science & Technology, Meghalaya Techno City, Kling Road, Baridua, G.S.Road, 9th Mile, Dist- Ri-Bhoi, Meghalaya- 793101	02.12.2008
148	University of Technology & Management, Shillong, Meghalaya	27.05.2011
149	William Carey University, Zoram Villa, Bomfylde Road, Shillong – 793 001, Meghalaya.	13.07.2005
	MIZORAM	
150	The Institute of Chartered Financial Analysts of India University, Salem Veng, Chaltlang, Aizawal – 798 012, Mizoram.	21.03.2006
	MADHYA PRADESH	
151	A.K.S. University, Satna, Madhya Pradesh.	31.12.2011
152	Rabindranath Tagore University (Formerly AISECT University) Village-Mendua, Bhopal-Chiklod Road, Tehsil Goharganj, Dist Raisen, Madhya Pradesh	30.12.2010
153	Amity University, Maharajpura Dang, Gwalior, Madhya Pradesh.	30.12.2010
154	Avantika University, Vishwanathpuram, Lekoda Village, Ujjai – 456 006, Madhy Pradesh.	12.01.2017
155	Bhabha University, NH-12, Hoshangabad Road, Jatkhedi, Bhopal- 462026, Madhya Pradesh	11.01.2018
156	Dr. A.P.J. Abdul Kalam University, Indore-Devas Bypass Road, Village – Arandia, Post – Jhalaria, Madhya Pradesh – 452016.	04.01.2016
157	Dr. C. V. Raman University, Khandwa-Indore Road, Post- Chhaigaon Makhan, Khandwa- 450771, Madhya Pradesh	28.07.2018
158	G.H. Raisoni University, Village – Saikheda, Dhoda Borgaon, Tah – Saunsar, Dist – Chhindwara, Madhya Pradesh.	27.08.2016

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159	ITM University, ITM Campus, Opp. Sithouli Rly. Station, NH – 75, Jhansi Road, Gwalior-474 001, Madhya Pradesh.	04.05.2011
160	Jagran Lakecity University, Gram Panchayat Mugaliya Chhap, Tehsil Huzur, Bhopal – 462 044, Madhya Pradesh.	24.04.2013
161	Jaypee University of Engineering & Technology, AB Road, Raghogarh, Distt. Guna – 473 226 (M.P.)	13.08.2010
162	LNCT University, JK Town, Sarvadharam C Sector, Kolar Road, Bhopal – 462042, Madhya Pradesh.	08.01.2015
163	Madhyanchal Professional University, Patel Group of Institutions Campus, Ratibad, Bhopal- 462044, Madhya Pradesh	11.01.2018
164	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur-482 001	29.11.1995
165	Malwanchal University, Index City, NH – 59 A, Nemawar Road, Near Khudel, District – Indore-452016, Madhya Pradesh.	04.01.2016
166	Mandsaur University, Rewas Dewda Road, SH-31, Mandsaur – 458001, Madhya Pradesh.	19.08.2015
167	Mansarovar Global University, Village Gadia and Ratnakhedi, Block-Bilkisganj, Sehore, Madhya Pradesh	11.01.2018
168	Medi-Caps University, A.B. Road, Pigdamber, Rau, Indore-453331, Madhya Pradesh.	22.07.2015
169	Oriental University, Opp. Rewati Range Gate No. 1, Sanwer Road, PO Box No. 311, Vijay Nagar Post Office, Indore – 452 010, Madhya Pradesh.	04.05.2011
170	People's University, Bhanpur, Bhopal – 462 037.	04.05.2011
171	P.K. University, Village – Thanara, Tehsil – Karera, NH – 27, Shivpuri, Madhya Pradesh-473551.	19.08.2015
172	Renaissance University, Survey Number-34/2, 51/1/1 Gram Reoti, Sanwer Road, Behind Aurobindo Hospital, Indore- 452015, Madhya Pradesh	24.08.2017
173	RKDF University, By-Pass Road, Near RGPC Campus, Bhopal, Madhya Pradesh.	19.07.2011
174	Sage University, Kailod Kartal, Indore-Dewas Bypass Road, Rau, Indore-452020, Madhya Pradesh	24.08.2017
175	Sardar Patel University, Sardar Patel Knowledge City, Waraseoni Road, Dongariya, Balaghat, Madhya Pradesh	28.07.2018
176	Sarvepalli Radhakrishnan University, NH-12, Hoshangabad Road, Jatkhedi, Bhopal, Madhya Pradesh.	08.01.2015
177	Shri Krishna University, NH- 86, Village Chowka, Sagar Road, Chhatarpur-471001, Madhya Pradesh	28.07.2018

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178	Shri Vaishnav Vidyapeeth Vishwavidyalaya, Sanwer Road, Indore-453111, Madhya Pradesh.	08.01.2015
179	Sri Satya Sai University of Technology & Medical Sciences, Bhopal-Indore Road, Opposite Pachama Oil Fed Plant, Pachama, Sehore – 466001, Madhya Pradesh.	12.02.2014
180	Swami Vivekananda University, Sagar, Madhya Pradesh.	31.12.2011
181	Symbiosis University of Applied Sciences, Bada Bangadda, Super Corridor, Indore – 452001, Madhya Pradesh.	27.08.2016
182	Techno Global University, Lateri Road, Sironj (Near Gosala), Dist – Vidisha, Madhya Pradesh – 464 228.	09.01.2013
183	VIT Bhopal University, Bhopal-Indore National Highway, Kothrikalan, Sehore- 466114, Madhya Pradesh	24.08.2017
	MAHARASHTRA	
184	Ajeenkya D.Y. Patil University, Charholi Badruk, Via Lohegaon, Pune-412105, Maharashtra.	25.02.2015
185	Amity University, Mumbai - Pune Expressway, Bhatan, Post – Somathne, Panvel, Mumbai, Maharashtra – 410206.	25.07.2014
186	Chhatrapati Shivaji Maharaj University, Near Shedung Toll Plaza, Old Mumbai Pune Highway, Panvel, Navi Mumbai, Maharashtra	09.08.2018
187	Dr. Vishwanath Karad MIT World Peace University, S.No. 124, Paud Road, Kothrud, Pune – 411038, Maharashtra.	05.06.2017
188	D.Y.Patil International University, Sector-29, Pradhikaran, Akurdi, Pune 411044, Maharashtra	14.03.2018
189	Flame University, GAT No. 1270, Village Lavale, Taluka Mulshi, Pune-411042, Maharashtra.	13.02.2015
190	G.H.Raisoni University, Badnera, Anjangaon, Bari Road, Amravati-444701 Maharashtra	20.07.2018
191	MIT Art Design & Technology University, Rajbaug, Next to Hadapsar, Loni Kalbhor, Pune – 412201, Maharashtra.	13.10.2015
192	Sandip University, Trimbak Road, Mahiravani, Nashik, Maharashtra.	09.10.2015
193	Sanjay Ghodawat University, A/P – Atigre – 416118, Hatkanangale, Dt. Kolhapur, Maharashtra.	13.07.2017
194	Spicer Adventist University, Aundh Road, Gandshkhind Post, Pune-411004, Maharashtra.	25.07.2014
195	Symbiosis Skills and Open University, Village – Kiwale, Adjoining Pune Mumbai Expressway, Tal – Havely, Pune – 412101, Maharashtra.	05.05.2017

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196	Vishwarkarma University, Survey No. 2,3,4, Laxminagar, Kondhwa Budruk, Pune – 411048, Maharashtra.	05.05.2017
	MANIPUR	
197	Manipur International University, MIU Palace, Ghari, Airport Road, Imphal-795140, Manipur	14.02.2019
198	Sangai International University, Churachandpur, Manipur.	05.05.2015
	NAGALAND	
199	St. Joseph University, Virgin Town, Khekiho-zhimomi road, Ikishe Model Village, PS-Diphyupar, Dimapur – 797115, Nagaland.	16.12.2016
200	The Global Open University, Wokha – 797 111, Nagaland.	18.09.2006
201	ICFAI University, 6th Mile, Sovima Village, Kohima Road, Dimapur-797112, Nagaland..	04.11.2009
	ODISHA	
202	AIPH University, Pahala, On Bhubaneswar-Cuttack NH-5, Bhubaneswar-752101, Odisha	26.02.2018
203	Birla Global University, IDCO Plot No. 2, Institutional Area, Village – Gothapatna, PS – Chandaka, Bhubaneswar – 751029, Odisha.	17.02.2016
204	Centurion University of Technology and Management, Village Alluri Nagar, Via-Uppalada, Paralakhemundi – 761 211, Gajapati, Orissa	27.08.2010
205	Gandhi Institute of Engineering & Technology University, Gunupur- 765022, Dist Rayagada, Odisha	27.12.2018
206	Sri Sri University, Bhubaneswar, Orissa.	26.12.2009
207	Xavier University, Xavier Square, Bhubaneswar, Odisha.	13.05.2013
	PUNJAB	
208	Adesh University, NH-7, Barnala road, Bathinda, Punjab.	10.07.2012
209	Akal University, Talwandi Sabo – 151302, District Bathinda, Punjab.	04.06.2015
210	Chandigarh University, Gharuan, Mohali – 140413, Punjab.	10.07.2012
211	Chitkara University, Chandigarh-Patiala National Highway (NH-64), Village Jhansla, Tehsil Rajpura,Distt – Patiala, Panjab – 140 401.	07.12.2010
212	C.T University, Ferozepur Road, Ludhiana – 142024, Punjab.	23.12.2016
213	D.A.V. University, Jalandhar-Pathankot National Highway-44, Village-Sarmastpur, Jalandhar, Punjab.	18.02.2013
214	Desh Bhagat University, Amloh Road, Mandi Gobindgarh, Punjab.	18.02.2013
215	GNA University, Village-Sri Hargobindgrh, Phagwara, Distt Kapurthala-144401, Punjab.	21.08.2014

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216	Guru Kashi University, Talwandi Sabo, Dt. Bhatinda, Punjab.	26.12.2011
217	Lovely Professional University, Jalandhar – Ludhiyana, G.T. Road, Nar Chehru Railway Bridge, Phagwara, District – Kapurthala, Punjab–144 002	26.12.2005
218	Rayat Bahra University, VPO – Sahauran, Tehsil – Kharar, Distt. – Mohali, Punjab – 140105.	13.08.2014
219	RIMT University, Opposite Floating Restaurant, Sirhind Side, Mandi Gobindgarh-147301, Punjab.	08.12.2015
220	Sant Baba Bhag Singh University, Village-Khiala, PO-Padhiana, Dist-Jalandhar-144030, Punjab.	12.02.2015
221	Sri Guru Granth Sahib World University, Sri Lalgidhar Niwas, Fatehgarh Sahib – 140 406, Punjab.	15.05.2008
222	Sri Guru Ram Das University of Health Sciences, Mehta Road, Vallah, Sri Amritsar – 143001, Punjab.	17.11.2016
	RAJASTHAN	
223	Amity University, Rajasthan NH-11C, Kant Kalwar, Jaipur- 303 002.	29.03.2008
224	Apex University, Jaipur, Rajasthan- 303002	05.10.2018
225	Bhagwant University, Post Box No. 87, Sikar Road, Ajmer-305 001.	16.04.2008
226	Bhartiya Skill Development University, Plot No. SI/INST/001, Social Infrastructure Zone, Mahindra World City, Off Ajmer Road, Jaipur – 302037, Rajasthan.	30.03.2017
227	Bhupal Nobles University, Maharana Pratap Station Road, Sevashram Circle, Udaipur – 313001, Rajasthan.	05.10.2015
228	Career Point University, Kota, Rajasthan.	02.05.2012
229	Dr. K.N. Modi University, Plot-1, RIICO Industrial Area Ph-II, Newai, Distt. Tonk , Rajasthan – 304 021.	22.04.2010
230	Geetanjali University, Udaipur, Rajasthan.	25.01.2011
231	Homoeopathy University, Saipura, Sanganer, Jaipur – 302 029, Rajasthan.	03.04.2010
232	ICFAI University, Khasra No. 505/1, Village-Jamdoli, Agra Road, Jaipur – 302 031, Rajasthan.	23.08.2011
233	IIHMR University, 1, Prabhu Dayal Marg, Near Sanganer Airport, Jaipur -302 029, Rajasthan.	26.02.2014
234	J.E.C.R.C. University, Jaipur, Rajasthan.	02.05.2012
235	J.K. Lakshmipat University, Laliya Ka Vas, PO Mahapura, Ajmer Road, Jaipur – 302 026, Rajasthan.	15.09.2011
236	Jagannath University, Vill.-Rampura, Teshil – Chaksu, Jaipur.	16.04.2008
237	Jaipur National University, Jagatpura, Jaipur.	21.10..2007

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238	Jayoti Vidyapeeth Women's University, Vedant Gyan Valley Village, Jharna Mahala, Jabner, Link Road NH-8, Jaipur.	21.04.2008
239	Jodhpur National University, Narnadi Jhanwar Road, Jodhpur–342 001	11.08.2008
240	Lords University, Alwar-Tijara-Delhi Highway, Chikani, Alwar, Rajasthan	05.10.2018
241	Madhav University, Madhav University, "Madhav Hills", Opp. Banas Bridge Toll, NH-14, Village-Wada/Bhujela, Panchayat Samiti – Bharja, Tehsil – Pindwara, Abu Road, District-Sirohi, Rajasthan – 307026.	04.03.2014
242	Maharaj Vinayak Global University, Jaipur, Rajasthan.	21.03.2012
243	Maharishi Arvind University, Mundiaramsar, Near Bindayaka Industrial Area, Jaipur-302012, Rajasthan.	05.10.2015
244	Mahatma Gandhi University of Medical Sciences & Technology, RIICO Institutional Area, Sitapur, Tonk Road, Jaipur – 302 022.	15.09.2011
245	Mahatma Jyoti Rao Phoole University, SP-2 &3, Kant Kalwar, RIICO Industrial Area, Tala Mod, NH-I, Achrol, Jaipur	03.02.2009
246	Manipal University, Vatika Infotech City, Near GVK Toll Plaza, Jaipur ajmer Experss Way, Post – Thikaria, Jaipur – 302 026, Rajasthan.	15.09.2011
247	Maulana Azad University, Village-Buzawad, Tehsil–Luni, Jodhpur – 342802, Rajasthan.	16.09.2013
248	Mewar University, Chittorgarh, Rajasthan	22.09.2008
249	Mody University of Science and Technology, Lakshmangarh, District Sikar Rajasthan.	16.09.2013
250	NIIT University, Neemrana, Rajasthan.	03.04.2010
251	NIMS University, Shobha Nagar, Jaipur – 303 001.	29.03.2008
252	OPJS University, Rawatsar, Kunjila, Tehsil-Rajgarh, Distt. – Churu, Rajasthan.	16.09.2013
253	Pacific Academic of Higher Education & Research University, (PAHER) Pacific Hills, Airport Road, Pratap Nagar Extension, Udaipur – 313 003.	29.04.2010
254	Pacific Medical University, Bhilo Ka Bedla, Bye Pass, National Highway 27, Udaipur, Rajasthan.	04.03.2014
255	Poornima University, Ramchandrapura, Sitapura Extension, Jaipur, Rajasthan.	16.05.2012
256	Pratap University, Sunderpura (Chandwaji), Amer, Delhi-Mumbai Highway, Jaipur, Rajasthan.	15.09.2011
257	Raffles University, Japanese Zone, National Highway 8, Neemrana-201 705, Rajasthan.	27.03.2011
258	R.N.B. Global University, RNB Global City, Ganganagar Road, Bikaner-334601, Rajasthan.	27.04.2015

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259	Sai Tirupati University, Ambua Road, Village – Umarda, Girwa, Udaipur – 313015, Rajasthan.	21.04.2016
260	Sangam University, Bhilwara, Rajasthan.	02.05.2012
261	Shri Jagdish Prasad Jhabarmal Tibrewala University, Chudela, District – Jhunjhunu.	03.02.2009
262	Shri Kallaji Vedic Vishvavidyalaya, Kamdhaj Nagar, Nimbahera (Chittorgarh), Rajasthan	28.03.2018
263	Shri Khushal Das University, Suratgarh Road, Near Toll Plaza, Dablirathan, Hanumangarh- 335801, Rajasthan	05.10.2018
264	Shridhar University, Pilani Chirawa Road, Pilani Rajasthan - 333 031	03.04.2010
265	Shyam University, Lalsot, Dist- Dausa, Rajasthan- 303511	05.10.2018
266	Singhania University, Pacheribari, Jhunjunu, Rajasthan.	29.03.2008
267	Sir Padmapat Singhania University, Bhatewar, Udaipur – 313 601.	29.03.2008
268	Sunrise University, Bagad Rajput, Tech. Ramgarh, Alwar, Rajasthan	22.09.2011
269	Suresh Gyan Vihar University, Mahal Jagatpura, Jaipur, Rajasthan.	21.04.2008
270	Tantia University, Hanumangarh Road, Sri Ganganagar – 335 002, Rajasthan.	16.09.2013
271	University of Engineering & Management, Jaipur, Rajasthan.	21.03.2012
272	University of Technology, Vatika, Tehsil – Sanganer, Jaipur, Rajasthan.	18.05.2017
273	Vivekananda Global University, Sector-36, NRI Road, Sisyawas, Jagatpura, Jaipur – 303012, Rajasthan.	02.05.2012
	SIKKIM	
274	Shri Ramasamy Memorial University, 5th Mile, Tadong, Ranipool PO, Gangtok, Sikkim – 737 102.	16.01.2014
275	Sikkim Manipal University, Gangtok-737 101	11.10.1995
276	The Institute of Chartered Financial Analysts of India University, (ICFAI) Ranka Road, Lower Sichey, Gangtok, Sikkim - 737101.	04.10.2004
277	Vinayaka Missions Sikkim University, Plot No. 438, N-312 Sang Phatak Road, Middle Tadong, PO Daragaorn, Tadong, East Sikkim – 237 102.	30.07.2008
	TRIPURA	
278	Institute of Chartered Financial Analysts of India Agartala, Tripura – 799 001.	31.03.2004
	UTTAR PRADESH	
279	Amity University, Sector-125, Noida - 201303 (U.P.)	24.03.2005
280	Babu Banarasi Das University, 55, Babu Banarasi Das Nagar, Lucknow, Uttar Pradesh.	12.10.2010

S.No	Name of Private University	Date of Notification
281	Bareilly International University, Rohilkhand Medical College Campus, Pilibhit Bypass Road, Bareilly – 243006, Uttar Pradesh.	16.09.2016
282	Bennett University, Plot No. 8-11, Tech Zone II, Greater Noida – 201301, Uttar Pradesh.	16.09.2016
283	Era University, Sarfarazganj, Hardoi road, Lucknow-226003, Uttar Pradesh.	16.09.2016
284	G.L.A. University, Mathura (Uttar Pradesh)	01.09.2010
285	Galgotias University, 1, Knowledge Park, Phase-II Greater Noida – 201306, Uttar Pradesh.	07.04.2011
286	IIMT University, O Pocket, Ganga Nagar, Mawana Road, Meerut – 250001, Uttar Pradesh.	16.09.2016
287	IFTM University, Lodhipur Rajput, Delhi Road, Moradabad – 244 102, Uttar Pradesh.	12.10.2010
288	Integral University, Kursi Road, Lucknow-226 026 (U.P)	26.02.2004
289	Invertis University, Invertis Village, Bareilly-Lucknow National Highway-24, Bareilly-243 123 (U.P,)	01.09.2010
290	Jagadguru Rambhadracharya Handicapped University, Chitrakoot Dham-210 204.	06.10.2001
291	Jaypee University, Aligarh Road, Anoopshahar, Dist. Bulandshahar – 203 390, Uttar Pradesh.	04.03.2014
292	J.S. University, Shikohabad, Firozabad, Uttar Pradesh.	24.06.2015
293	Mangalayatan University, Aligarh, UP.	30.10.2006
294	Maharishi University of Information Technology, Maharishi Bal Vidya Mandir & University Campus, Sitapur Road, Post-Diburia, Lucknow – 226 020, Uttar Pradesh.	24.09.2013
295	Mohammad Ali Jauhar University, Rampur, UP.	19.06.2006
296	Monad University, Kasmabad, PO-Pilkhua, Dt. Hapur, Uttar Pradesh.	12.10.2010
297	Noida International University Plot No. 1, Sector-17A, Yamuna Expressway, Gautam Budh Nagar, (U.P)	12.10.2010
298	Rama University, Rama City, G.T. Road, Mandhana, Kanpur – 209217, Uttar Pradesh.	10.01.2014
299	Sanskriti University, 28 KM Stone, Mathura-Delhi Highway, Chhata, Mathura, Uttar Pradesh.	16.09.2016
300	Sharda University, Gautam Budh Nagar, Uttar Pradesh	24.03.2009
301	Shiv Nadar University, Dadri, Gautham Budh Nagar, Uttar Pradesh	06.04.2011
302	Shobhit University, Adarsh Institutional Area, Babu Vijendra Marg, Gangoh, Distt. – Saharanpur – 247 341, (Uttar Pradesh)	05.07.2012

S.No	Name of Private University	Date of Notification
303	Shri Ramswaroop Memorial University, Hadauri, Deva-Lucknow Road, Dt. Barabanki, Uttar Pradesh.	04.07.2012
304	Shri Venkateshwara University, NH-24, Rajabpur, Gajraula, J.P. Nagar, Uttar Pradesh.	12.10.2010
305	Swami Vivekanand Subharti University, Delhi-Haridwar Byepass Road, Meerut, U.P.	05.09.2008
306	Teerthanker Mahaveer University, Delhi Road, Moradabad.	05.09.2008
307	The Glocal University, Ali Akbarpur, Mizapur Pole, Tehsil – Behat, Saharanpur – 247001, Uttar Pradesh.	05.07.2012
	UTTRAKHAND	
308	Bhagwant Global University, Village & Post – Uttari Jhandi Chaur, Tehsil – Kotdwar, Dist. – Pauri Garhwal, Uttarakhand – 246149.	19.12.2016
309	Dev Sanskrit Vishwavidyalaya, Gayatrikunj, Shantikunj, Hardwar-249 411.	22.01.2002
310	DIT University, Mussoorie Diversion Road, Dehradun – 248 009, Uttarakhand.	15.02.2013
311	Graphic Era Parvatiya Vishwavidyalaya, 600, Bell Road, Clement Town, Dehradun – 248 002, Uttarakhand.	28.04.2011
312	Himalayan Garhwal University, Dhaid Gaon, Pokhra, Pauri Garhwal, Uttarakhand.	07.12.2016
313	Himgiri Zee University, Sheeshambada, PO-Sherpur, Via-Sahaspur, Dehradun-248197, Uttarakhand	11.07.2003
314	IMS Unison University, Makkawala Greens, Mussoorie Diversion Road, Dehradun – 248 009, Uttarakhand.	15.02.2013
315	Institute of Chartered Financial Analysts of India (ICFAI), C-1/103, Indira Nagar, Dehradun-248 006 (Uttarakhand).	10.07.2003
316	Motherhood University, Village – Karondi, Post – Bhagwanpur, Roorkee, Distt. Hardwar, Uttarakhand.	19.01.2015
317	Quantum University, Mandawar (22 Km Milestone), Roorkee-Dehradun Highway (NH-73), Roorkee- 247167, Uttarakhand	07.04.2017
318	Ras Bihari Bose Subharti University, Subhartipuram Kotda Santaur, Aamwala Road, PO – Chandanwadi, Nanda Ki Chowki, Prem Nagar, Dehradun-248007, Uttarakhand.	08.12.2016
319	Sardar Bhagwan Singh University, Balawala, Dehradun- 248161, Uttarakhand.	03.08.2018
320	Shri Guru Ram Rai University, Patel Nagar, Dehradun, Uttarakhand.	
321	Swmi Rama Himalayan University, Swami Ram Nagar, Jolly Grant, PO – Doiwala, Dehradun, Uttarakhand.	12.03.2013

S.No	Name of Private University	Date of Notification
322	University of Patanjali, Patanjali Yogpeeth, Haridwar.	05.04.2006
323	University of Petroleum and Energy Studies, Building No. 7, Street No. 1, Vasant Vihar Enclave, Dehradun-284 006 (Uttarakhand).	10.07.2003
324	Uttaranchal University, Arcadia Grant, PO Chandanwari, Premnagar, Dehradun – 248 007, Uttarakhand	15.02.2013
	WEST BENGAL	
325	Adamas University, Barasat, Barrackpore Road, Barberia, PO Jagannathpur, PS Barasat, Kolkata – 700126, West Bengal.	11.04.2014
326	Amity University, Rajarhat, New Town, Dist. North 24 Parganas, West Bengal.	21.01.2015
327	Brainware University, 398, Ramkrishnapur Road, Barasat, Kolkata – 700 124, North 24 Pgs., West Bengal.	24.02.2016
328	JIS University, Agarpara, District North 24 Parganas, West Bengal.	03.02.2015
329	Seacom Skills University, Village – Kendradanga, PO – Sattore, PS – Panrui, Dist. – Birbhum-731236, West Bengal.	11.04.2014
330	Sister Nivedita University, DG-1/2, New Town, Rajarhat, Kolkata- 700156, West Bengal	22.02.2018
331	St. Xavier's University, Premises No. IIIB-1, Plot No. IIIB/1, Action Area IIIB, PS New Town, Kolkata – 700156.	16.01.2017
332	Techno India University, EM – 4, Sector-V, Salt Lake, Kolkata – 700091, West Bengal.	16.08.2012
333	The Neotia University, Jhinga, Sarisa, D.H. Road, 24 Parganas (S), West Bengal-743368.	03.02.2015
334	University of Engineering and Management, University Area, Plot No. III-B/5, Main Arterial Road (East-West), New Town, Action Area-III, Kolkata-700156, West Bengal.	03.02.2015

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Scholarship (Fresh/Renewal) disbursed under the Central Sector Scheme of Scholarship for College and University Students (01.01.2018 to 31.03.2019)

S.No.	State	No. of Scholarships	Amount
1	Andhra Pradesh	12193	138340000
2	Assam	1749	21020000
3	Bihar	241	2410000
4	CBSE	14298	167080000
5	Chhattisgarh	3827	43480000
6	CISCE	112	1140000
7	Goa	344	5350000
8	Gujarat	6026	72410000
9	Haryana	6070	72020000
10	Himachal Pradesh	65	1240000
11	Jammu and Kashmir	1532	17730000
12	Jharkhand	1	10000
13	Karnataka	15335	191670000
14	Kerala	7558	83380000
15	Madhya Pradesh	15090	167140000
16	Maharashtra	18328	196700000
17	Manipur	469	4760000
18	Meghalaya	11	110000
19	Mizoram	1	10000
20	Nagaland	183	1830000
21	Odisha	6002	65580000
22	Puducherry	329	4330000
23	Punjab	4525	64820000
24	Rajasthan	4863	63090000
25	Tamil Nadu	10121	109440000
26	Telangana	10249	124180000
27	Tripura	613	6670000
28	Uttar Pradesh	8352	85350000
29	Uttarakhand	986	11540000
30	West Bengal	10728	113930000
	Grand Total	**160201**	**1836760000**

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PART - III

Common Activities of

Department of School Education & Literacy

and

Department of Higher Education

1

EDUCATION OF SCHEDULE CASTES & SCHEDULE TRIBES

Education of Schedule Castes & Schedule Tribes

Educational development plays a vital role for the socio-economic betterment of the weaker sections of the society which includes Scheduled Castes, Scheduled Tribes and Persons with Disabilities. The Government of India has taken several measures to promote the interests of the weaker sections of the society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

1. National Policy on Education

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that 'Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women.. ..This will be an act of faith and social engineering.... The removal of women's literacy and obstacles inhibiting their services, setting time targets and effective monitoring...''

New Education Policy

(i) The National Policy on Education (NPE), 1986, which was modified in 1992 has stood the test of time. But in the last twenty years, the education scenario has seen monumental changes. Hence, the Government proposes to review the current policy and formulate a New Education Policy aimed at meeting the current requirements of the time. The Government has initiated the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research with a view to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academies and industry.

(ii) Consultation for formulating New Education Policy of India has started from 26.01.2015 at www.MyGov.in. suggestions have also been invited on 33 themes identified for School and Higher Education. The details of these 33 themes are accessible on Govt. of India's portal www.mygov.in and Ministry's website-link www.mhrd.gov.in/nep. Consultations have been carried out at Village, Block, District, State and National levels.

(iii) Two themes under New Education Policy are directly related to the educational development of Women/Girls. Theme X of School Education is focused on 'Enabling Inclusive Education - Education of Girls, SCs, STs, Minorities and Children with Special Needs'. Similarly, Theme X of Higher Education is titled 'Bridging Gender and Social Gaps'.

(iv) The Ministry had carried out wide ranging thematic consultations through several institutions and autonomous bodies, Zonal Meetings with State Governments and National level consultations and also discussed it in

CABE. Thereafter, the Ministry had constituted a Committee for Evolution of the New Education Policy on 31st October 2015 under the chairmanship of Late Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India which submitted its report on the 27th May, 2016. The Report States that the interventions which are currently being made to bridge these gender and social gaps need to be stepped up, and more focused strategies need to be worked out for effective inclusion and participation of girls and other special category children. Further, it has been suggested in the Report that DIETs in hilly, tribal and inaccessible areas can run 5-year courses (or 10+3) exclusively for girls after Std. VIII, with full financial support and job assurance, to address the problem of teacher shortages in these areas.

(v) After perusal of the report of the Committee and the recommendations from various consultations as well as other views and comments received, 'Some Inputs for the Draft National Education Policy, 2016' was formulated, wherein it has been stated that it needs to be ensured that social, regional and gender gaps in education are eliminated and gender equality and girls' and women's empowerment are promoted throughout the education System. It has also been recommended therein that Schools will engage trained counsellors to confidentially advise parents and teachers on adolescence problems faced by growing boys and girls.

(vi) However, the report of the Committee for Evolution of the New Education Policy and 'Some Inputs for the Draft National Education Policy, 2016' are treated as inputs for policy formulation.

(vii) The Government has constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan on 24th June 2017. The Committee has submitted its report to the Ministry.

2. Scheduled Caste Sub Plan and Tribal Sub Plan (SCSP & TSP)

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 SCSP and TSP for MHRD is given below:

Department	SCSP	TSP
School Education and Literacy	20%	10.7%
Higher Education	16.60%	8.60%

"The percentage allocation for SC and ST i.e. 16.60% and 8.60% respectively as prescribed by NITI Aayog is being followed by the D/o Higher Education under the Scheme Component. The Equity Support is exempted from SC/ST allocation. Similarly, under the Department of School Education and Literacy, the percentage allocation for SC and ST has been kept as 20% and 10.7% respectively, under the Scheme Component. The SC/ST allocation has also been made in Non-Scheme Components of both the Departments, to maintain the overall allocation of SC/ST at the level of last year's allocation."

Table: Funds Earmarked under SCSP and TSP (2018-19)

(Amount in crore)

Department of Higher Education	Total		SCSP		TSP	
	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates
Scheme Component	9462.12	8757.46	1115.00	923.20	577.00	471.00
Percentage*			16.61%	15.37%	8.60%	7.84%
Other than Scheme Component	25548.17	24754.65	1845.00	1905.13	903.00	932.91
Percentage			7.22%	7.70%	3.53%	3.77%
Total Higher Education	**35010.29**	**33512.11**	**2960.00**	**2828.33**	**1480.00**	**1403.91**

Percentage has been calculated after deducting the Equity component of Rs.2750.00 crore from the total Scheme allocation.

Funds Earmarked under SCSP and TSP (2018-19)

Department of School Education and Literacy	Total		SCSP		TSP	
	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates
Scheme Component	42391.06	41460.46	8478.21	8672.71	4535.83	4756.71
Percentage			20.00%	20.92%	10.70%	11.47%
Other than Scheme Component	7608.94	8653.29	697.70	787.20	372.48	410.68
Percentage			9.17%	9.10%	4.90%	4.75%
Total School Education and Literacy	**50000.00**	**50113.75**	**9175.91**	**9459.91**	**4908.31**	**5167.39**

3. SCHOOL EDUCATION

Literacy rate at the national level has increased from 64.9% (Census 2001) to 73% (Census 2011). While the literacy rate at the national level has improved 10 percentage points; the literacy rate for SC and ST communities has increased by 12 percentage points. At the national level, the enrolment share of SC children (20.24%) is more than their share in the population (16.60%) as per census 2011 and an increasing trend can be seen over the years. The enrolment share of ST children (8.60%) at national level is more than their share in the population (10.85%) as per census 2011 and an increasing trend can be seen over the years.

As per U-DISE report Gross Enrolment Ratio of SCs/STs in School Education is given below:

Year	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2014-15	96.39	107.5	103.19	76.91	81.95	71.35	52.54	53.83	38.53
2015-16	96.42	107.38	102.42	79.30	84.56	73.71	55.73	56.70	42.83
2016-17	93.55	102.43	99.57	79.35	84.19	73.48	55.40	55.93	42.67

3.1 Samagra Shiksha:

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides for free and compulsory education for children of the age 6-14 years for classes I to VIII. SSA was designated as a vehicle programme for universalization of elementary education up-to 2017-18, which was implemented in consultation and coordination of States/UTs throughout the country. Now, SSA along-with other two centrally sponsored schemes of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) have been subsumed under a new scheme-Samagra Shiksha, which has been launched in the country from 2018-19.

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. Now, the provisions of RTE Act 2009 are implemented through the Samagra Shiksha.

The States/UTs are assisted by the central government to implement the SSA/Samagra Shiksha as a programme for universalizing elementary education for all children. Its overall goals include, inter-alia, universal access and retention, bridging of gender and social category gaps in education and enhancement of learning level of children. Further, Section 6 of the RTE Act mandates that the appropriate governments and local authorities shall establish, within the area or limits of a neighbourhood, a school, where it is not already established, within a period of three years from the commencement of the Act.

Preference for opening of new school is given to tribal areas, and areas with high concentration of Scheduled Caste (SC), Scheduled Tribe (ST) and minority population. The districts with high concentration of population of SCs, STs and Muslims have been identified as Special Focus Districts (SFDs) for ensuring equity and inclusion at all levels of school education. Since the inception of SSA in 2001, sanction has been given for opening of 3.64 lakh new elementary schools and for construction of 3,12,747 school buildings, 18,89,689 additional classrooms, 2,40,564 drinking water facilities and 10,63,164 school toilets. States and UTs have reported opening up of 3.59 lakh new elementary schools and construction of 2,95,382 school buildings, 18,08,452 additional classrooms, 2,33,956 drinking water facilities and 10,11,518 toilets as on 30.09.2018. Besides, Kasturba Gandhi Balika Vidyalayas (KGBVs) for girls belonging predominantly to the SC, ST, Other Backward Caste and minorities, have played an important role in furthering the goal of girls' education in educationally backward blocks of the country.

Accordingly, 3703 KGBVs have been sanctioned under SSA upto 2017-18. Under Samagra Shiksha provision has been made for upgradation of KGBVs upto senior secondary level. KGBVs are residential schools, where the boarding and lodging facilities are provided to girl students. 1232 KGBVs have been upgraded to secondary and senior secondary level as per proposal/requirement of States and UTs during 2018-19. Provisions have also been made for 1020 residential schools/hostels for children living in sparsely populated areas, children living in areas where schools cannot be opened due to unavailability of land and children in need of care and protection.

The financial assistance is provided to States and UTs for implementation of the interventions including for KGBVs, residential schools/hostels etc., under SSA/Samagra Shiksha. Accordingly, the annual plans under SSA/Samagra Shiksha are prepared by the States and UTs based on their requirements and priority and this is reflected in their respective Annual Work Plan and Budget (AWP&B). These plans are then appraised and approved/estimated in consultation with the

States and UTs as per the programmatic and financial norms of the scheme and availability of budgetary resources. The central share is released to State/UTs as per the funding pattern in 2-3 installments in the lump-sum and the intervention-wise releases are not made.

3.2   Kendriya Vidyalayas (Central Schools) :

The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI of 1860) on 15th December 1965. The primary aim of the Sangathan is to provide, establish, endow, maintain, control and manage the Central Schools (Kendriya Vidyalayas) located all over India and abroad. The Government of India wholly finances the Sangathan.

15% seats for Scheduled Caste and 7.5% seats for Scheduled Tribes are reserved in all fresh admissions in all Kendriya Vidyalayas. Those SC/ST students who are admitted under RTE quota are exempted from payment of fee and also are provided with free books, uniform and transportation. All the SC/ST students are exempted from payment of tuition fee up to class XII.

3.3   National Council of Educational Research and Training (NCERT):

Since its inception, NCERT is working in the area of education of children belonging to socially disadvantaged groups, such as SCs, STs and minorities. The Council hosts a cell called Minority Cell with a view to focus on promotion of education and welfare of minorities. The Council conducts researches to review the existing activities and suggest new initiatives in the field of education of those belonging to Scheduled Castes, Scheduled Tribes and the Minorities, organize training programmes, both face-to-face and through EDUSAT, for teachers, teacher educators and policy makers for sensitizing and

training them in strategies for providing quality education in SC/ST and Minority concentrated areas.

3.4   National Council for Teacher Education:

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.EI.Ed (Special Education) for teachers to be appointed for class I to V and B.Ed (Special Education) in these notification making it one of the qualification for appointment of upper primary teach classes VI to VIII.

As per the above said notification, a teacher with B.Ed (Special Education) qualification for appointment as a teacher to teach classes I to V shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

As per the above notification Reservation Policy has been also determined. As per the Reservation Policy, relaxation up to 5% in the qualification marks shall be allowed to the candidates belonging to reserved categories, such as ST/SC/OBC/PH.

Similarly as per NCTE regulation 2014 (Recognition Norms and Procedure) there is provision for reservation and relaxation in marks for admission to various teacher education programmes for ST/SC/OBC/PwD and other categories as per the rules of the Central Govt./State Govt. Whichever is applicable.

As per the NCTE Amendment Regulation 2017 notified dated 29.5.2017 there is provision of reservation for scheduled caste/scheduled tribes/other backward caste/differently abled persons and other categories as per the extent policy of the Central Govt. or State Govt. as applicable to all other categories of service in Govt.

4.   HIGHER EDUCATION

As far as the percentage representation of SCs and STs in higher education is concerned, the Gross Enrolment Ratio of SCs has shown an increase of approximately 3.32 percent from 2016-17 to 2017-18. The Gross Enrolment Ratio of STs has shown an increase of approximately 3.25 percent from 2016-17 to 2017-18. This indicates that there is an increase in representation of each of them in higher educational institutes.

GER in Higher Education (18-23 Years)

Year	GER of All Category Students	GER of SC Students	GER of ST Students
2014-15	24.3	19.1	13.7
2015-16	24.5	19.9	14.2
2016-17	25.2	21.1	15.4
2017-18	25.8	21.8	15.9

The Central Education Institutions Act, 2006, 15% and 7.5% reservation in admission is reserved for SCs, and STs respectively, which encourage SC and ST students to continue Higher Education and make it mandatory on the part of the Institutions to enroll a certain percentage of SC and ST students in their intake. Efforts are taken for continued implementation of the act.

The University Grants Commission is making continuous and special efforts for ensuring facilities for Scheduled Castes and Scheduled Tribes at the level of higher education in the light of suggestions made by the Government of India and the Commission for Scheduled Castes/ Tribes from time to time. These measures include reservation of seats in various courses offered by the Universities & Colleges, reservation in recruitment to teaching and Non-teaching post, provision of seats in Hostels, Scholarships, fellowships, remedial courses, special assistance to colleges in Tribal areas etc.

The UGC has forwarded the central Educational Institutions (Reservations in Admission) Amendment Act, 2012 to all Universities vide letter No.F.1-5/2006 (SCT) dated 19.12.2012 for compliance and necessary action as per the Gazette Notification no. 31 of 2012.

The AICTE has also undertaken measures for grievance redressal. These regulations help the organizations to promote equity in higher education and to deal with grievances of non compliance with the established equity standards for the same. Moreover, these regulations and legislations will directly play a role in improving the rate of enrolment of the weaker sections of the society in higher education.

To improve the access of the higher education institutes, centrally funded higher educational institutions are established in the unserved areas. The Rashtriya Ucchattar Shiksha Abhiyan and other schemes such as Community College, Development Assistant to universities/colleges by UGC and opening of IGNOU's study centers in educationally backward districts are all creating an impact on the socio-economic development of the weaker sections of the society.

Apart from these, several other programmes/ schemes have also been launched which also equally lay emphasis on education development of students belonging to SCs/STs and PwDs, which includes various students support initiatives such as Scholarships, Remedial coaching classes, opening of Equal Opportunity Cells in the Universities, Rajiv Gandhi Fellowships, Post Graduate Scholarship for Professional Courses, Post doctoral Fellowship, Remedial coaching for NET/SLET, Preparatory classes for IITs, Interest subsidy on Education Loan, hostel facilities for students especially for girls etc.

Several schemes for skill development have also been formulated to directly address the problem of unemployment. The National Skill

Qualification Framework is set up to enable easy movement of the student between technical education, vocational courses and the job field. Other schemes such as National Scheme for Apprenticeship Training, Scheme of Community Colleges focus on practical training and creating a synergy between community, colleges and the job field.

5.   Programmes / Schemes for SCs/STs

5.1.   Programmes/Schemes implemented by Department of Higher Education

5.1.1 Scheme of Scholarship for College and University Students:

Scholarship is provided to those eligible Class XII pass out students, who are above 80th percentile, from a particular Board of Examination and having family income of less than Rs. 8 lakh per annum.

The annual target is 82000 scholarships (41000 for boys and 41000 for girls) which is divided amongst the State Education Boards based on the State's population in the age group of 18-25 years. The rate of scholarship is Rs. 10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year.

Central Reservation policy is followed under the scheme i.e 15% is earmarked for SCs, 7.5.% for STs and 27% for OBCs and 5% horizontal reservation for Persons with Disabilities (PwDs) in all the categories.

New Initiatives:

- 'Central Sector Scheme of Scholarship for College and University Students' has on boarded the National Scholarship Portal www.scholarships.gov.in.

- Parental income ceiling criterion has been raised to Rs. 8 lakh per annum from Rs. 6 lakh per annum.

The budget is divisible for 'General Category including OBC (Minor Head 107), SCSP (Minor Head 789) and TSP (Minor Head 796) respectively.

Year	Beneficiaries								
	SC			ST			PwD		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2017-18	6400	6419	12819	2283	2150	4433	102	60	162
2018-19	5428	5640	11068	1715	1464	3179	102	60	162

5.1.2 Special Scholarship Scheme for Jammu & Kashmir:

The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the state, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream.

Under the scheme, 5000 fresh scholarship to the meritorious students of Jammu & Kashmir having family income of less than Rs. 8 lakh per annum, who are studying outside the State are provided per year, which is further divided to 2070 for General Degree courses, 2830 for Professional courses and 100 for Medical courses. The rate of scholarship towards tuition fee for General Degree course if Rs. 30,000 per annum, for Engineering course is Rs. 1.25 lakh per annum

and for Medical studies is Rs. 3 lakh per annum. Fixed maintenance allowance of Rs. 1.0 lakh is provided to all students.

The scholarship towards tuition fees is disbursed directly to the Institution and scholarship towards maintenance allowance is credited directly into the beneficiaries' bank account.

The Scheme is implemented by All India Council for Technical Education (AICTE). Students are required to apply on the AICTE web portal – http://aicte-jk-scholarship.in/ Under the scheme, supernumerary quota seats have been created for Engineering, Pharmacy, Architecture, Nursing and General Degree Courses.

New initiatives:

• Online allotment of seats based on students' merit and choice of institution in order of preference.

• One faculty member in each beneficiary institute has been appointed as the Nodal Officer for resolving the grievances and smooth disbursement of scholarship.

• Parental income ceiling criterion has been raised to Rs. 8 lakh per annum from Rs. 6 lakh per annum.

In the current financial year (1.4.2018 to 31.12.2018) an amount of Rs. 124.18 crore has been released to the AICTE for disbursement of fresh and renewal scholarships.

J&K State Reservation Policy is adopted under the scheme i.e. 8% earmarked for Scheduled Castes, 11% for Scheduled Tribes and 25% for Socially and Economically Backward Classes (SEBC).

Year	Beneficiaries									Amount Disbursed (in cr)
	SC			ST			PwD			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2017-18	163	80	243	180	61	241	37	3	40	10.21
2018-19 (till 31.12.2018)	56	17	73	72	18	90	30	4	34	1.68

5.1.3 Interest Subsidy on Educational Loans:

There is a Central Sector Scheme called Central Sector Scheme of Interest Subsidy (CSISS), a Plan Scheme which is in operation since 01.04.2009. Under the Scheme, Interest Subsidy is given to economically weaker sections of the society i.e. to the students whose parental income is up to Rs.4.5 lakhs per annum for undergoing professional courses duly recognized and approved by the concerned bodies of higher education in India (and not abroad). The benefit is allowed only once. The amount is disbursed to the Canara Bank i.e. Nodal Bank. Canara Bank has a dedicated portal for this. Everything is done online. Under the scheme, besides Canara Bank, the following organizations also participate:-

i. National Safai Karamcharis Finance and Development Corporation (NSKFDC)

ii. National Scheduled Castes Finance and Development Corporation (NSCFDC)

iii. National Scheduled Tribes Finance and Development Corporation (NSTFDC)

iv. National Backward Classes Finance Development Corporation (NBCFDC)

v. National Handicapped Finance Development Corporation (NHFDC)

vi. National Minority Development and Finance Corporation (NMDFC)

The disbursement is done directly to these bodies by MHRD. Interest Subsidy is given during moratorium period i.e. Course Period plus one year after getting job, whichever is earlier.

All Scheduled Banks besides the aforesaid bodies are eligible to participate. The Co-operative Banks under Schedule/Regional Rural Banks (RRBs) also participate. Since the inception of the scheme, an amount of Rs.8131.95 crores so far has been disbursed benefitting 2489718 students, out of which 2265108 are General, 168617 are SC and 55993 are ST.

Rs. 2510 crores is allocated for the year 2018-19 and for Interest Subsidy and Credit Guarantee Fund under the scheme.

Besides the Interest Subsidy Scheme, there is another Scheme "Credit Guarantee Fund for Education Loans" which has been notified on 17th September, 2015. The advantages of the Scheme are:-

i. 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.

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

iii. The interest subsidy in educational loan is meant only for studies in India but the credit guarantee approved in corporates educational loan for pursuing of higher education abroad.

iv. The amount transferred to the Trustee Company is as follows:-

Financial Year	General	SC	ST	Total
2014-15	-	63,59,13,327	37,50,00,000	101,09,13,327
2015-16	250,00,00,000	75,00,00,000	40,77,03,288	365,77,03,288
2016-17	--	181,97,52,718	97,89,44,092	279,86,96,810
2017-18	--	75,00,00,000	37,50,00,000	112,50,00,000
2018-19	No funds are released till 31.12.2018			

Details of SC/ ST/ PwD for Central Sector Interest Subsidy Scheme (CSIS)

Fin year	No of unique beneficiaries (in Actuals)								
	SC			ST			PWD		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2014-15	13184	8081	21265	3122	1913	5035	1210	596	1806
2015-16	6061	4040	10101	1814	1065	2879	121	57	178
2016-17	4681	3390	8071	1758	1242	3000	3393	1491	4884
2017-18	4191	3263	7454	1191	936	2127	2570	1206	3776

5.1.4 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. The objective of the Scheme is to improve access of higher education in States, especially by focusing on Aspirational Districts, unserved and underserved districts. RUSA supports infrastructural development which focus on creation of capital assets in nature of non-divisible infrastructure/resources and are not direct beneficiary oriented. Hence, in these cases, the benefits accrued to SC/ST population tend to be in the same proportion as the total population, 70 Model Degree Colleges have been approved in the aspirational districts, out of which many are tribal dominated districts. There are in place the monitoring mechanisms such as geo-tagging app 'Bhuvan-RUSA', Reform Tracker, Fund Tracker and PFMS to monitor the performance of States and Institutions against funds released under RUSA Scheme as a whole which includes funds released under STC. The list of Modern Colleges is at **Annexure I**.

5.1.5 Tribal Universities:

To encourage Education in Tribal dominated areas, the Government of India, Ministry of Human Resource Development has established a Central Tribal University in the State of Madhya Pradesh in the name of Indira Gandhi National Tribal University, Amarkantak in 2007.

The Andhra Pradesh Reorganization Act, 2014 provides the establishment of one Tribal University each in the State of Andhra Pradesh and Telangana.

Central Tribal University of Andhra Pradesh, Vijayanagram is operationalising from a transit campus by a mentor University i.e.

Andhra University from the financial year 2018-19.

5.1.6 Babasaheb Bhimrao Ambedkar University:

A Central University in Lucknow was established on 10th Jan 1996. In essence, all the academic, research, and out-reach programmes of BBAU, including the University's Act and Statutes, are informed by Dr Ambedkar's basic philosophy of making education the tool for a holistic socio-cultural transformation that first addresses the aspirations of the most deprived section of our society. The reservation policy to be followed for admission in Academic Session 2019-20 "for the purposes of admission to all courses of study in the university, 50% of the seats shall be reserved for SC/ ST students" and 10% seats shall be reserved for Economically Weaker Sections (EWSs) in the University.

5.2 Programmes/Schemes implemented by University Grants Commission (UGC)

5.2.1 UGC's Post –Doctoral Fellowships/ Research Fellowships / Post Graduate Scholarships / Under graduate Scholarships for SCs/STs (NE Region)

(i) **Rajiv Gandhi National Fellowships for SC/ST (Now renamed as National Fellowship for Higher Education of SC/ ST students)**: This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ ST to pursue higher studies leading to M.Phil and Ph. D. Degree (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities / Institutions / Colleges. The UGC has been providing 2000 slots per

year to SC candidates and 750 slots per year for ST Candidates.

(ii) **Post-Graduate Scholarships for Students belonging to SCs/STs** : The objective of this scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/Institutions/Colleges.

(iii) **Post-Doctoral Fellowships for SC/ST:** The objective of this scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering & Technology, Humanities and Social Sciences in recognized Indian Universities/Institutions/Colleges. UGC has been providing 100 slots every year to them.

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

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

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

Financial assistance for the above scheme is as under:

Ceiling of the grant for university

Non-Recurring   Rs. 5.00 lakh
                     (One time)

Recurring   Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring   Rs. 5.00 lakh
                     (One time)

Recurring   Rs.2.00 per annum

(ii) **Coaching for NET/SET for SC / ST/ OBC (non-creamy layer) & Minorities**: Coaching for NET/SET with the objective to prepare SC/ST/OBC and Minority Community candidates for National eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.

Financial assistance for each of the above scheme is as under :

Ceiling of the grant for university

Non-Recurring   Rs. 5.00 lakh
                     (One time)

Recurring   Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring   Rs.3.50 lakhs
                     (one time)

Recurring   Rs.1.50 per annum

(iii) **Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students:** In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students. The Centres are provided due assistance to undertake the academic activities.

Financial assistance for the above scheme is as under :

Ceiling of the grant for university

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs. 7.00 per annum

Ceiling of the grant for college

Non-Recurring	Rs. 5.00 lakh (One time)
Recurring	Rs.2.00 per annum

5.2.3 Residential Coaching Academics of SC/ST/Minorities:

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

The main objective of the Residential Academy for Minorities/ SC/ST and Women is to provide equal opportunities to all section of society for equitable growth which entails affirmative action for Minorities, SC/STs and women by providing Coaching programme to the student, with Hostel facilities with free of cost/nominal fee, without tuition fee of the above category for coaching for entry into Central/State Governments private sector Jobs and entry into IIITs/Medical Colleges.

5.2.4. Equal Opportunity Cells in Universities/ Colleges:

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

Eligibility: Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University:

Rs.2.00 lakh per plan

Ceiling of the grant for College:

Post Graduate	Rs.75,000/- per annum
Under Graduate	Rs.55,000/- per annum

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

Social exclusion not only generates tension, violence and disruption, but also perpetuates inequality and deprivation in society. In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of getting advantages of development. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. The consequences of macroeconomic factors such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities. The primary space where 'exclusion' can be studied, understood, and first transcended, are our universities, which can and must act as a beacon for society. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teachings-cum-research Centers in Universities to pursue these themes.

Objectives:

✓ Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity/religion;

✓ Developing understanding of the nature and dynamics of discrimination and exclusion;

✓ Contextualizing and problematizing discrimination, exclusion and inclusion;

✓ Developing an understanding of discrimination at an empirical level;

✓ Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions:

✓ Teaching Courses at the M.A and M.Phil levels, leading eventuality to full-fledged M.A and even M.Phil programmes in Social Exclusion Studies.

✓ Undertaking M.Phil and Ph. D. supervision.

✓ Undertaking empirical studies with theoretical perspective and build time series data bank for comparative studies and policy/programmes evaluation.

✓ Carrying out detailed rigorous analyses based on the socio-economic data generated by government agencies.

✓ Organizing conferences, seminars and symposia on the theme of Social Exclusion.

✓ Publishing regularly the research findings of the faculty and students.

✓ Organizing public lectures on the subject by eminent scholars,

✓ Reaching out to scholars, especially young scholars, in other universities and colleges through an active programme of inviting Visiting Faculty.

✓ Establishing links with Civil Society Organizations engaged in combating Social Exclusion.

✓ Conducting short-term Orientation courses for political leaders, Parliamentarians, government officials, trade unionists and media personalities.

The UGC provides financial assistance on 100% basis to the selected universities for proper functioning of the Centres for recurring & non-recurring items.

UGC has established 33 centers in different universities to support research on the issue of social exclusion, which has a theoretical as well as policy importance. An amount of Rs. 5.42 Crore has been released to Five Centers during 2018-19.

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

Establishment of SC/ST Cell in each of the institution is mandated as per instructions of the Govt. of India vide letter no. 43011/153/2010-Est.(Res) dated 04.01.2013. Further, UGC vide its D.O. letter No. F.1-5/2006(SCT) dated 8th June, 2015 requested all Central Universities and UGC funded deemed to be Universities to comply the instructions of DoPT for setting up of special Reservation Cell for enforcement of orders of reservations in Posts and services and other related works. The Commission in its 535th meeting held on 27th September, 2018 resolved to establish a SC/ST cell in newly established centrally funded universities where the SC/ST cell does not exist. For establishment of Cell, the Commission has approved the non-teaching positions.

5.2.7 Guidelines for implementation of Tribal Sub Plan (TSP) and Scheduled Caste Sub Plan (SCSP) in University Grants

Commission released after approval by 529th Commission meeting of UGC dated 8th February, 2018. Ministry of HRD allocates earmarked funds for SCSP and TSP to the extent of 15% and 7.5%, as a consequential step UGC should monitor that funds to the extent earmarked for SCSP and TSP are not diverted elsewhere. For this purpose, separate sanction letter are issued for SCSP and TSP funds. UGC obtains utilization certificate in respect of each of the three component viz general category, SCSP and TSP indicating inter alia the funds utilized during the year and unspent balance is carried forward in the next financial year.

5.2.8 Prevention in Caste discrimination :

UGC has advised all the Universities/Colleges that

1. The official/faculty members should desist from any act of discrimination against SC/ST students on ground of their social origin.

2. The University/Institute/College may develop page on their website for lodging such complaints of caste discrimination by SC/ST students and also place complaint register in the Registrar/Principal office for the purpose. If any such incident comes to the notice of the authorities, action should be taken against the erring officials/faculty member promptly.

3. The University/College should ensure that no official/faculty member indulge in any kind of discrimination against any community or category.

4. The University may constitute a committee to look into the discrimination complaint received from SC/ST/OBC students/ Teachers and Non- teaching staff.

5.2.9 Reservation for Scheduled Castes/ Scheduled Tribes in the matter of appointment to teaching posts in Universities/Colleges:

With Reference the Allahabad High court in its order CMWP No. 43260 of 16 dated 07.04.2017 and later upheld by the Supreme Court in its judgment dated 21.07.2017 passed in SLP(C) No. 16515/2017, the UGC examine the issue relating to all aspects referred to in the 10 judgments on the matter of reservation in teaching positions and submitted its recommendations to MHRD for its consideration and appropriate action. The issue is mainly the practice of treating the entire University as a unit of reservation.

Inter Ministerial Committee unanimously recommended that (1) in case of reservation for SC/ST, all the Universities, Deemed to be Universities, Colleges and other Grants-in-Aid institutions and centers shall prepare the roster system keeping the Department /subject as a unit for all level of teachers as applicable (ii) the roster department wise/subject wise, shall be applied to the total number of posts in each of the categories (e.g. professor, Associate professor, Assistant Professor) within the Department/Subject.

M/HRD vide. its OM No. 1-7/2017-CU.V dated 22.02.2018 has conveyed its concurrence to amend the UGC guidelines of 2006 with a request to intimate all the Universities accordingly and prepare a fresh roster within one month. Accordingly, the UGC vide its letter F.1-5/2006(SCT) dated 5th March, 2018 circulated the above decision to all the Universities.

The matter of switch over from "University as a unit" to "Department as a unit" may reduce the representation of reserved category candidates considerably was discussed by the Honorable Chairman of the Parliamentary committee on the welfare of SCs and STs and M/HRD constituted Inter-ministerial committee and decided to file SLP before the Hon'ble Supreme Court of India

by UGC and MHRD separately. Accordingly UGC and M/HRD filled SLP, before the Hon'ble Supreme Court of India. On January 22nd, 2019 the Hon'ble Supreme Court dismissed SLP.

The Central Educational Institutions (Reservation in Teachers' Cadre) Ordinance, 2019 dt. 7th March, 2019 Published by the Govt. of India, Ministry of Law and Justice and Ministry of HRD (Department of Higher Education) Notification published dated 7.03.2019.

As per direction of Ministry of HRD, Department of Higher Education, the UGC forwarded a copy of the Ministry Letter No. F 38-11/2018-CU.V dated 07.03.2019 along with notification No. 1013 dated 07.03.2019 regarding 'The Central Educational Institutions (Reservation in Teachers' Cadre) Ordinance, 2019 vide UGC letter no. F.1-5/2006(SCT) dated 07.03.2019 and 8.03.2019 which is also posted on UGC Website.

The Central Government hereby specifies that there shall be reservation of posts in direct recruitment out of the sanctioned strength in teachers' cadre in a Central Educational Institution in the manner specified in the Office Memorandum, No. 36012/2/96-Est.(res) of the Department of Personnel and Training , Ministry of Personnel, Public Grievances and Pensions, dated 2nd July, 1997 to the extent as follows, namely **:-**

(a)   Fifteen percent for Scheduled Castes

(b)   Seven and one half percent for Scheduled Tribes, and

(c)   Twenty –Seven percent for socially and educationally Backward classes

5.2.10 Procedure and Criteria for declaration of (Net Examination) result

The following steps are followed:

Step I: The number of candidates to be qualified (total slots or Eligibility for Assistant Professor) are equal to 6% of the candidates appeared in both the papers of NET.

Step II: The total slots are allocated to different categories as per the reservation policy of Government of India.

Step III: In order to be considered for 'JRF and Eligibility for Assistant Professor' and for 'Assistant Professor', the candidate must have appeared in both the papers and secured at least 40% aggregate marks in both the papers taken together for General (Unreserved) category candidates and *at least 35% aggregate marks in both the papers taken together for all candidates belonging to the reserved categories (viz., SC, ST, OBC (belonging to Non-Creamy Layer, PwD and Transgender).*

Step IV: The number of candidates to be declared qualified in any subject for a particular category is derived as per the methodology illustrated below Example: *Number of candidates to be declared qualified for Eligibility for Assistant Professor in the subject 'Economics' for the Scheduled Caste (SC) category= Number of candidates belonging to SC category who secure at least 35% aggregate marks in both the papers taken together for SC category for 'Economics' (x) Total slots derived for SC category as per Step II (÷) Total number of candidates belonging to SC category over all subjects who secure at least 35% aggregate marks in both the papers taken together.* The aggregate percentage of the two papers corresponding to the number of slots arrived at, shall determine the qualifying cut-off for Eligibility for Assistant Professor 'in 'Economics' for the SC category. Similar yardstick is be employed for deriving the subject-wise qualifying cut-offs for all categories.

Step V: All candidates who apply for 'Eligibility for JRF & Eligibility for Assistant Professor both' out of the total number of qualified candidates derived as per Step IV, constitutes the consideration zone for JRF.

Step VI: The total number of slots available for awarding JRF is allocated among different categories as per the reservation policy of Government of India. The procedure for subject wise cum category-wise allocation of JRF slots is illustrated below: Example: *Number of candidates to be declared qualified for JRF & Eligibility for Assistant Professor both in the subject 'Economics' for the Scheduled Tribe (ST) category = Number of candidates belonging to ST category who have opted for JRF and have qualified for Eligibility for Assistant Professor both in the subject 'Economics' (x) Total JRF slots available for ST category (÷) Total number of candidates belonging to ST category over all subjects who have opted for JRF and have qualified for Eligibility for Assistant Professor.* The aggregate percentage of the two paper scores corresponding to the number of JRF slots arrived at, shall determine the qualifying cut-off for JRF in 'Economics' for the ST category.

5.2.11 Colleges with relatively higher proportion of SC/ST & Minorities:

The Scheme aims to encourage access of students belonging to SC/ST/Minority/OBCs. Financial assistance to 3028 institutes has been provided.

5.2.12 Community College Scheme:

In order to increase employability of the students pursuing higher education on recommendations of a committee of Conference of the State Education Minister held in February, 2012 a scheme of opertaionalisation of 200 Community Colleges on pilot basis form the academic year 2013-14 from the existing colleges/polytechnics, on the patterns of community colleges working in various parts of the world was launched. These Colleges give preference for admission to the local community, particularly, the marginalized sections of the population. UGC has accorded sanction to 199 community colleges entailing a financial outlay of 109.90 crore which would lying direct benefit to students studying in vocational programme in these institutions.

5.2.13 Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences:

The UGC has launched a new scheme, Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences including Languages. Under this scheme 300 fellowships would be awarded at the rate of Rs. 25,000 per month + HRA etc. for a period of 3 years to the selected Fellows. Reservations: SC 15% and ST 7.5%.

5.2.14 Ishaan Uday:

The UGC launched scheme of "Ishaan Uday" Special Scholarship Scheme for North Eastern Region from the academic session 2014-15. The Scheme envisages grant has launched a Special Scholarship Scheme for Students of North East Region of 10,000 scholarships to students from North East Region whose parental income is below 4.5 lakh per annum and would be provided scholarship ranging from 5,400 to 7,800 per month for studying at under graduate level in Colleges/Universities of the country. Number of Scholarship during last 2 years is given as below:

Year	SC Students	ST Students
2017-18	1066	2703
2018-19	1240	2702

5.3 Programmes/Schemes implemented by All India Council for Technical Education (AICTE)

5.3.1 AICTE scheme for constructing hostel for SC/ ST scheme:

The scheme aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/ researchers belonging to SC/ST category.

Government/Government-aided engineering colleges/University Departments existing for last five years and have more than 150 SC/ST students on roll for the last three years are eligible for the grant. The maximum limit of Rs.3.00 crores to be disbursed in 03 instalments. Since 2012-13, grants were released for construction of Hostels, Rs.144.09 Crores to 94 Institutes. 32 Hostels have already been completed.

5.3.2 AICTE scheme for Skill and Personality Development Programme Centre for SC/ST Students:

The broad objective of the centre is to provide opportunity to SC/ST students in the Institutes to reorient themselves in the light of emerging employment opportunities in Engineering undergraduate/Diploma students at all level. It is to empower the SC and ST students by providing special skill trainings apart from regular study. To enhance the skills of Scheduled Caste (SC)/ Scheduled Tribe (ST) candidates with the help of modules on communication, personality development and proficiency in English language.

It will boost the confidence of SC and ST students and provide them with better career opportunities so that their employability in the industry increases. Maximum funding is limited to 25 lakh and duration of the project is three years. This Scheme was introduced during the year 2014-15 for which the funds were released during the year 2016-17.

5.3.3 AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech students:

Post Graduate Scholarship is offered for GATE qualified ME/M.Tech students and GPAT qualified M. Pharma. Students irrespective of the gender. For a batch of 18 students in PG programme, 2 scholarships are reserved for SC and 1 scholarship is reserved for ST boys and girls.

5.3.4 Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI) - AICTE:

Aim is to provide assistance for Advancement of Girls to pursue Technical Education. Two Girls Child per family are eligible, who's family income is not more than 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). Reservation for SC is 15%, ST is 7.5% and for OBC is 27%. Selected candidates are awarded Scholarship of Rs. 50,000/- (Rs. 20000 Contingency amount for 10 months and Rs.30,000 for Tuition fee). 5142 students have been benefitted under Pragati Scheme during the 2018-19 at Degree and Diploma level.

5.3.5 AICTE's Tuition Fee Waiver Scheme:

This scheme is mandatory applicable to all AICTE approved technical institutions offering Bachelor Programme, Diplomas and Post Graduate programme of 3/4 years. Seats upto maximum 5% of sanctioned intake per course is available for these admissions. These seats are supernumerary in nature. The sons and daughters of parents whose annual income is less than Rs. 6.0 lakh from all sources are only eligible under this Scheme.

5.3.6 AICTE Scholarships to pursue Ph.D in CSIR/DRDO:

AICTE has announced 1000 scholarships per annum to eligible candidates to pursue Ph D in CSIR / DRDO labs or other reputed institutions: Payment of scholarship is as per the Government norms for the purpose. Reservations: SC 15 % and ST 7.5%.

5.3.7 SAKSHAM Scholarship of AICTE for differently abled students:

The aim is to provide encouragement and support

to differently-abled children having more than 40% disability and whose family income is not more than Rs. 8 lakhs per annum to pursue Technical Education. Reservation for SC is 15%, ST is 7.5% and for OBC is 27%. Selected candidates are awarded Scholarship of Rs. 50,000/-(Rs.20000 Contingency amount for 10 months and Rs. 30,000 for Tuition fee). The selection of candidate will be made on merit on the basis of qualifying examination to peruse the respective Technical Degree/Diploma course from any of the AICTE approved institution. 513 students have availed the benefit under this Scheme during the year 2018-19.

5.3.8 PRERNA (New Scheme of AICTE):

This scheme aims at providing financial support to institutes for encouraging and training to pre-final and final year aspiring SC/ST students seeking higher education through admission test like GATE/GPAT/CAT/CMAT/TOEFL/IELTS and GRE. The Institute must have minimum of 50 SC/ST students on an average on roll during last 3 years. The maximum limit is Rs.10 Lakh for providing support to Technical Institutions for the program. 2000 students from 49 institutions benefitted from this scheme during 2018-19.

5.3.9 SAMRIDHI (New Scheme of AICTE)

The objective of this scheme is to help SC/ST students in planning, launching & running their own business/startup through entrepreneurship development programme after their formal education is over or during their education as per AICTE's startup policy. Total funding of Rs.20 Lakh(of which Rs. 1 lakh / year shall be recurring grant) is provided under the scheme. 99 students from 11 institutions availed the benefits of this scheme.

5.3.10 Quality Improvement Programme (QIP):

The main objective of the programme is to upgrade the expertise and capabilities of the faculty members of the degree level institutions in the country. The aim is to enable the teachers to acquire Master's/Doctoral degrees and imbibe in them a culture of research and better teaching educational capabilities by exposing them to the environment of the institutes of study. During 2018-19, Rs. 21.71 Crore has been released for pursuing M.Tech & Ph.D by Faculty of AICTE Approved Institutions.

5.3.11 National Doctoral Fellowship (NDF):

AICTE launched a scheme of National Doctoral Fellowship (NDF) from the academic year 2018-19 for admitting full time meritorious students for Ph.D. program in the 28 identified research institutes of AICTE. Selected candidates are entitled to receive a fellowship of Rs. 28,000/- month and house rent allowance as per Government norms. In addition to it an amount of Rs.15000/-per annum as contingency grant is also available to scholars. The duration of the scheme is for a period of 3 Years. However, extendable by 6 months in 2 spells in special cases. Reservation policy of the Government is followed. An amount of Rs. 3.26 crore has been released as Fellowship/House Rent Allowance and Contingency grant to scholars admitted under the scheme up to February 2019.

5.4 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.

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

5.5 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.

5.6 Benefits for SC/ST Students provided by National Institute of Educational Planning and Administration (NUEPA)

i. Reservation in admission as per the Government of India norms are followed for admission to M.Phil and Ph.D Programmes.

ii. Relaxation of upper age limit upto 5 years is granted to SC/ST candidate for admission in M.Phil and Ph.D. Programme.

iii. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, allowed for those belonging to SC/ST scholars.

iv. Fellowship of Rs. 16000/- JRF and 18000/-SRF provided by NUEPA to all scholars, including SC/ST Scholars.

v. Hostel facility for all female scholars belonging to outside station Delhi/NCR

5.7 Benefits for SC/ST Students provided by IIITs:

i. Reservation of seats as per the Government of India norms are followed for admission to various courses.

ii. All SC/ST students are exempted from payment of tuition fee in Centrally Funded IIITs whereas Governing Board of IIIT PPPs are empowered to take a decision in this respect.

iii. Eligible Students are also granted scholarship of Ministries of Social Justice and Empowerment, Tribal Affairs and Minority Affairs and Department of disabilities.

5.8 Benefits for SC/ST Students provided by IGNOU:

The Regional Services Division (RSD) was established in February 1986 to operationalise the Regional centres, study centres and student support services of the university across the length and breadth of the country. At present 65 study Centres are running/activated for SC/ST students in all over India.

The IGNOU has established Regional Centres in each State of the North East Region of the Nation as these states are highly populated with ST population.

The Regional Centres also participate in local melas, festivals and visit schools and colleges for helping students in selecting suitable courses/programmes as per their academic, profession and vocational requirements. The University has proposed Remedial Academic Counselling Sessions for students belong to SC/ST under SCSP and TSP Plan Proposal. The University has been giving fee exemption under Social Component Plan (SCP) and Tribal Sub Plan (TSP) grants from the Government. It remained in force till July 2018 session.

IGNOU is implementing the Scheme for Fee Exemption /Financial Assistance lo students belonging to Scheduled castes, Scheduled Tribes, Other Backward Classes, Minorities, women and Persons with disabilities. The reimbursement plan for SC/ST has been implemented since January 2019.

5.9 Scholarship Schemes by other Ministries:

The Government is implementing various scholarship schemes for Scheduled Caste and Scheduled Tribes Students. The details of the some of the scholarship schemes are given as below:

Schemes by Ministry of Social Justice & Empowerment:

(i) **Pre-Matric Scholarship to SC Student**: The objective of the pre-matric Scheme is to support the parents of SC children for educating their wards, so that the incidence of drop outs at this stage is minimized.

(ii) **Pre-Matric Scholarship to the Children of those engaged in occupations involving cleaning and prone to health hazards**: This is also a centrally sponsored scheme, which is implemented by the State Governments and Union Territory Administrations, which receive 100% central assistance from the Government of India for the total expenditure under the scheme, over and above their respective Committed Liability.

(iii) **Post Matric Scholarship for Scheduled Caste Students (PMS-SC)**: Under the scheme, scholarship towards tuition & compulsory non-refundable fees and maintenance allowance, is provided to the eligible Scheduled Castes students, for pursuing higher education. The Scheduled Castes students having family income up to Rs. 2.5 lakh per annum are eligible for scholarship.

(iv) **Top Class Education for Scheduled Caste Students**: The objective of the Scheme is to promote qualitative education amongst students belonging to Scheduled Castes, by providing full financial support for pursuing studies beyond 12th class, in notified institutes of excellence like IITs, NITs, IIMs, reputed Medical/Law and other institutions. Scholarship is awarded to the eligible SC students on securing admission in any of the institutions notified by the Ministry. The Scheduled Castes students having family income up to Rs. 6.0 lakh per annum are eligible for scholarship.

(v) **Central Sector Scheme of National Fellowship for Scheduled Caste Students**: The Scheme provides financial assistance to Scheduled Caste students for pursuing research studies leading to M.Phil., Ph.D. and equivalent research degree in universities, research institutions and scientific institutions. Under the scheme, 2000 Research Fellowships per year is provided to the Scheduled Caste Students.

(vi) **National Overseas Scholarship**: Under the scheme, assistance is provided to the selected Scheduled Caste, Denotified, Nomadic, semi-nomadic tribes, landless agricultural labourers and traditional artisan's students, for pursuing Master level courses and Ph.D programmes from abroad in specified fields of study. The Scheme is operated through Indian Missions abroad. The Scheduled Castes students having family income up to Rs. 6.0 lakh per annum are eligible for scholarship.

Schemes by Ministry of Tribal Affairs:

(vii) **Pre-matric scholarship for needy scheduled tribe students studying in classes ix & x**: Objectives of the scheme are: (a) To support parents of ST children for education of their wards studying in classes IX and X so that the incidence of drop-out, especially in the transition from the elementary to the secondary stage is minimized, and (b) To improve participation of ST children in classes IX and X of the prematric stage, so that they perform better and have a better chance of progressing to the post-matric stage of education.

(viii) **Post Matric Scholarship for Scheduled Tribe Students:** The Scheme provides financial assistance to the Scheduled Tribe students studying at post matriculation or post-secondary stage. Scholarships are paid to students whose parents'/guardians' income from all sources does not exceed Rs. 2.50 lakh per annum.

(ix) **National Fellowship and Scholarship for Higher Education of ST Students**.: The erstwhile two Central Sector Schemes namely Rajiv Gandhi National Fellowship (RGNF) for ST students and Top Class Education for ST Students earlier implemented by this Ministry of Tribal Affairs to provide financial assistance for pursuing higher education of ST students were merged into a single Central Sector Scheme called "National Fellowship and Scholarship for Higher Education of ST Students". Under this merged scheme, Fellowships are provided to ST students to take up higher studies after completing Post Graduation, such as M.Phil and Ph.D courses, Fellowship is awarded on the lines of UGC Fellowships for research

students pursuing such courses on regular and full time basis. Similarly, Scholarships is provided to ST Students to encourage meritorious ST students to pursue courses at Graduate/Post Graduate level in identified Institutions of excellence, Government and Private, in professional fields such as Management, Medicine, Engineering, Information Technology, Law etc.

(x) **National Overseas Scholarships for Scheduled Tribe candidates**: the scheme provide financial assistance to students selected for pursuing higher studies abroad in certain subjects at the Master level, and for Ph.D. and Post Doctoral research programme.

Kasturba Gandhi Balika Vidyalaya (KGBV)

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

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

The scheme is being implemented in 29 States namely; Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, D & N Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Manipur, Maharashtra, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

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

i) Type I for class VI to VIII @ upto Rs.60 lakh per annum;

ii) Type II for class VI to X @ upto Rs.80 lakh per annum;

iii) Type III for class VI to XII @ upto Rs.1 crore per annum &

iv) Type IV existing Stand-alone Girls' Hostels for classes IX to XII @ upto Rs.25 lakh per annum.

A total of 5970 KGBVs with a capacity of 725700 girls have been sanctioned to States under Samagra Shiksha till 2018-19. Out of it, 4841 are operational (81.09%) with 590963 girls (81.34% of the capacity). Out of the 590963 girls enrolment, 163220 are from SC community (27.62%), 156087 are ST (26.41%), 195925 are OBC (33.15%), 31171 are Muslims (5.27%) and 44560 are BPL category (7.54%). 1,232 KGBVs have been upgraded to Class X/XII in 2018-19 under Samagra Shiksha.

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2

EDUCATION OF MINORITIES

Education of Minorities

A.   Department of Higher Education:

1.   National Commission for Minority Educational Institutions (NCMEI):

National Commission for Minority Educational Institutions (NCMEI) was established on the 11th November 2004 to advise the Central Government or any State Government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minority Educational Institutions (Amendment) Act, 2006 and 2010. The Commission is a quasi- judicial body and has been endowed with the powers of a Civil Court.

During 2018-19 (from 1.4.2018 to 31.1.2019) a total number of 1030 petitions were received in the Commission. Out of 1030 cases, 491 cases were disposed of in the court which included old cases.

The Commission has issued Minority Status Certificate to 156 Minority Educational Institutions. Total Minority Status Certificates issued by the Commission are 13551.

2.   National Monitoring Committee on Minorities' Education (NMCME):

The National Monitoring Committee on Minorities' Education (NMCME) was reconstituted on 3rd August, 2017 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee included eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stake-holders.

3.   Establishment of the Model Degree Colleges:

During the 1st phase of RUSA Scheme, a total of 60 Model Degree Colleges were established in the 60 Educationally Backward Districts (EBDs). The total no. of Model Degree Colleges in Minority Concentrated Districts where funds have been released is 25. Out of these colleges, 14 MDCs were approved before the launch of RUSA under the erstwhile scheme of Model Degree Colleges implemented by UGC.

During the 2nd phase of RUSA Scheme for period 2018-20, 70 Model Degree Colleges (MDCs) have been approved in Aspirational Districts, Un-served and Under-served areas.

4.   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 University Grants Commission (U.G.C.) is implementing the Scheme of construction of Women Hostels.

2291 Nos. hostels were sanctioned at National Level out of which 378 Nos. (16.49%) Women's Hostel have been sanctioned in minority concentrated area under the Prime Ministers New 15 Point and the recommendation of the Sachar Committee.

5. Equal Opportunity Cells

Since higher education is a tool for social and economic equality, UGC has been addressing national concerns of access, equity, equality, by implementing policies of Government of India and promoting several schemes and programmes for the disadvantaged groups and the elimination of social disparities. To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters.

Eligibility

Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University

Rs.2.00 lakh per plan

Ceiling of the grant for College

Post Graduate Rs.75,000/- per annum

Under Graduate Rs.55,000/- per annum

Tenure 5 years

Grant released by UGC during XII Plan (2012-17) of Rs. 5.55 crores only

6. Greater Resources for Teaching Urdu:

Academies for Professional Development of Urdu Medium Teachers were started during XI Plan. These Academies have been set up in three Central Universities viz; Aligarh Muslim University (AMU), Aligarh, Jamia Milia Islamia (JMI), New Delhi and Maulana Azad National Urdu University (MANUU), Hyderabad.

AMU had Urdu Academy established (vide letter No.F-49-3/2004 (CV) dated October 30, 2006 by the University Grants Commission at AMU Campus. Recently, AMU has appointed eminent faculties to improve its functioning and teaching. Academy trains Urdu School teachers for the professional development of Urdu language. The thrust areas of the Academy assigned by the UGC are to impart training to the teachers of Uttar Pradesh, Uttrakhand, Bihar, West Bengal and Odisha. The following programmes are proposed for promotion of Urdu Language and to achieve the target of the Academy.

- Refresher Course of seven days in which 25 participants comprising teachers of AMU schools on "Teaching Methodology of Language and Literature" from 18.1.2018 to 24.1.2018.

- Orientation Programme for in which 24 participants comprising teachers of AMU Schools on "Teaching Methodology of Language and Literature" from 11.2.2018 to 17.2.2018.

- Three Days National Seminar on 'Sir Syed Ahmad Khan and his vision' organized by CPDUT Urdu Academy with collaboration National Council for promotion of Urdu Language (NCPUL) Ministry of HRD, New Delhi from 08.01.2018 to 10.01.2018.

- Participation the Faculty in of Conference/Seminar/Workshops : 13

The AMU also has a Residential Coaching Academy which was established after merging it with the erstwhile Coaching & Guidance Centre through a notification of Registrar, AMU in 2010, in accordance with the sanction of a scheme of the University Grants Commission entitled "Establishment of Residential Coaching

Academy for Minorities, SC, ST and Women" which conducted the following programmes:

I.   For Minorities, SC, ST and Women:

- Civil Services Coaching Programme for 87 Students;

  (Selection is based on All India Test Held on September 8, 2018)

- Judicial Services Coaching Programme for 75 Students;

  (Selection is based on All India Test held on September 25, 2018)

- Accommodation: 64 Boys in Sherwani Hall and 18 Girls in RCA Girls Hostel.

- SSC-CGL/Bank P.O. Coaching Programme for 109 students

  (Selection is based on All India Test held on September 25, 2018)

II.   For AMU Students only:

- UGC-NET (Paper-I) classes for Arts & Humanities for 125 students from various Departments.

  Madarsa Teachers' Training, School of Education (SOE), Department of Education, AMU, Aligarh (U.P.)

  Target: 1200 Madarsa Teachers' Training in a year

Achievement:

06 days Training Programmes for Madarsa Techers from different states of India (as per details)

- 2018-19 (July 18 – January 19) Number of Programmes – 16 Number of Beneficiaries – 751

- 2017-18 (January 18 – March 18) Number of Programmes – 08 Number of Beneficiaries – 330

- 2018-19 (April-18 March 15) Number of Programmes – 26 Number of Beneficiaries – 942

Budget Proposed	Recurring	Rs.03.87 Crores (03 years)
	Non-Recurring	Rs.49.00 lakhs (03 years)
Budget Approved	Recurring	Rs.01.269 Crores (per annum)
	Non-Recurring	Rs.49.00 lakhs (03 years)
Grant Sanctioned and Released by the MHRD	Recurring	Rs.01.29 Crores per annum)
	Non-Recurring	Rs.24.00 lakhs (03 years)
Actual Expenditure	Recurring	Rs.105.59 lakhs
	Non-Recurring	Rs.24.47 lakhs
Committed Expenditure	Recurring	Rs.23.00 Lakhs (up to March -2019)
	Non Recurring	Rs.24.43 Lakhs (up to March - 2020)
Activity	Two Training Programmes for Madarsa Teacher organized from 10.3.2019 to 15.3.2019	

S. No.	Sessions	Programme	No. of Beneficiaries from different states
1.	2017-18	8	330
2.	2018-19	16	751
Total		**24**	**1081**
04 Training Programmes conducted from 28.02.2019 to 05.03.2019 & 10.03.2019 to 15.03.2019		04	191
Grand Total		**28**	**1272**

Academy of Professional Development of Urdu Medium Teachers, Jamia Millia Islamia, New Delhi started during XI Plan (vide letter No F-49-3/2004(CU) dated 30th October 2006. It has responsibility of Urdu medium schools including Madarsas and those schools where Urdu is taught as first, second & third language, in Delhi, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir, Chhatisgarh and Madhya Pradesh.

The Academy was given mandate to conduct short term training programmes for in-service Urdu teachers of different states. From its very inception, Academy has been engaged to impart Urdu school teachers training of Delhi, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir, Chhatisgarh and Madhya Pradesh successfully.

Apart from above mentioned in-service Urdu teachers training programme, four major thrust areas of Academy were Material production, Motivation Programme, Guidance and Information and Other Courses. In accordance with its objectives, it has been carrying out multi fold academic activities over the years. As of now, Academy has conducted following programmes:

(A)   Academic Programmes

Sr. No	Programme	Number	No. of Participants
1.	Convention	01	550
2.	Orientation Programme	39	1452
3.	Workshop	28	322
4.	Motivational Programme	02	86
5.	National Seminar	03	67
6.	Teacher Mushaerah (Teacher's Day)	01	20

Total Participants: 2497

(B)   Material Produced

Sr. No	Material	Number
1.	**"Rahnuma-e- Talaffuz" (**Pronunciation drills) in manuscript form	01
2.	**"Rahnuma-e- Talaffuz" (**Pronunciation drills) in recorded form	01
3.	Urdu study Material for the aspirants of Civil Services Paper I	01
4.	Urdu study Material for the aspirants of Civil Services Paper II	01
5.	Manual and Course design for T.G.T.Urdu in Collaboration with SCERT, New Delhi	01
6.	Manual and Course design for P. G. T. Urdu in Collaboration with SCERT, New Delhi	01
7.	Manual and Course design on Continuous and Comprehensive Evaluation (CCE) for Urdu Class VI, VII, VIII in Collaboration with SCERT, New Delhi	01
8.	Preparation of "Basic Literary Terms in Urdu" in manuscript form	01
9.	**Rahnuma-e-Motarjim,** in collaboration with National Translation Mission, (CIIL Mysore)	01
10.	**"Pronunciation Drills"** for Teachers trainees of UTRC Solon in collaboration with UTRC, Lucknow	01
11.	Format of **Tadrees Nama,**(Quarterly educational Journal)	01
12.	**"Farhang-e-Morakkabat-e-Ghalib"** in collaboration with UTRC, Lucknow	01
13.	Tadrees Nama	08

This is noteworthy that Urdu Academy, JMI has prepared **12 teaching and reading material** (In Manuscript form and audio form etc) for in-service Urdu teachers to improve their teaching abilities as well as to enhance their teaching skills as well as for Urdu scholars.

Publication of literary and educational magazine 'Tadrees Nama' is also an important component of material production of Urdu Academy. Seven **(07) issues** of Tadrees Nama have been published so far. Academy has been actively involved in activities assigned to it over the period.

Maulana Azad National Urdu University (MANUU) was established by an Act of the Parliament in January 1998, with an All India jurisdiction. The University has a unique distinction of offering courses and programs from Elementary to Higher Education in General, Professional, Technical and Vocational Streams through Urdu as the medium of instruction. Urdu being the mother tongue of large section of Muslim community, it addresses the educational aspirations of majority minority population in the country and delivers education through teaching, research, training and outreach with well-established schools, centers, institutes and satellite campuses.

The University is operating two centers for empowerment of minorities funded by MHRD through UGC viz.

1. **Center for Professional Development of Urdu Medium Teachers (CPDUMT)**

   Centre for Professional Development of Urdu Medium Teachers (CPDUMT) was established in October 2006 to enable in-service Urdu language teachers, teachers of Urdu medium schools and *madrasas* to acquire and improve the art of effective teaching and to keep them abreast of the latest developments in pedagogy. The CPDUMT conducts various activities aiming at professional development of Urdu medium teachers of schools and *madrasas*.

The Centre has following objectives:

1. To keep teachers abreast of the latest developments and innovations in the field of pedagogy, educational psychology and philosophy;

2. To offer training to the madrasa teachers on par with the main stream teachers;

3. To organize refresher courses for teachers in their concerned subjects to update their knowledge as per new researches and techniques;

4. To create awareness of democracy, secularism, environment, computer, internet etc. in Urdu medium schools;

5. To provide a forum for the Urdu medium teaching community, academicians, educationists and intellectuals for mutual interaction to sort out the problems of Urdu medium education; and

6. To liaise with Urdu academies, SCERTs, NCERT and other public and private agencies to fulfill the objectives of the Centre.

The centre has so far conducted **sixty one (61)** short term training programmes across the country, out of which **forty two (42)** training programmes have been conducted for Primary, Upper Primary, Secondary and Senior Secondary school teachers and **nineteen (19)** programmes for madrasa teachers.

CPDUMT has conducted in-service training programmes in more than **thirty** cities in **six** states. Training programmes have been conducted at Hyderabad and other districts of Telangana, Andhra Pradesh, Maharashtra, Karnataka, Kerala and Odisha. In all, **three thousand sixty (3,060)** teachers from hundreds of schools and Madrasas have benefitted so far from CPDUMT. The Centre also conducts surveys to identify problems of Urdu medium teachers to adopt measures for their solution. The Centre introduced modern subjects like Science, Mathematics, Social Science, Information Technology, etc. Further, it is involved in organizing seminars, symposia, conferences and workshops in association with Center for Urdu Culture Studies, Center for Promotion of Knowledge in Urdu and the activities assigned by the NCPUL for the benefit of Urdu speaking population in general and Muslim minorities in specific.

2. **CSE - Residential Coaching Academy (CSE - RCA)**

    a) **Background:** The UGC has considered the proposal for establishment of Residential Coaching Academy (RCA) for Minorities/SC/ST/ and Women at MANUU, Hyderabad Campus and conveyed the approval for an amount of Rs. 828.78 Lakhs for period of 3 years up to September, 2012 vide letter D.O No. F.56-1/2009(CU) dated 09th September, 2009. So, The Residential Coaching Academy (RCA) scheme was introduced by the University Grants Commission (UGC), New Delhi in the year 2009 at the initiation of Ministry of Human Resources Development (MHRD), Government of India to nourish the requirement of the aspirants among Minorities/ SC/ST/ and Women for various competitive exams. Only 5 RCA's were sanctioned by the UGC. One such academy has been established in Maulana Azad National Urdu University and named it as Civil Services Examination – Residential Coaching Academy (CSE-RCA).

    b) **Scope:** The Residential Coaching Academy in Universities was established with a motto of nurturing the Under Graduate/Post Graduate level aspirants belonging to Minorities / SC / ST and Women with residential facilities during their coaching period to succeed in various competitive exams (UPSC, SPSC, RRB, SSC etc.).

    c) **Objective:** To provide proper coaching to train the candidates belonging to the socially and economically weaker section of the country to prestigious professional posts like Indian Civil Services, and Other exams for entering into various services.

    d) **Target Group:** The Residential Coaching Academy established at MANUU in 2009 was focused on imparting coaching and providing counselling and guidance among the Minorities/ SC/ ST and Women. It catered to the needs of the aspirants from these segments who cannot afford qualitative coaching

and counselling from private institutions. Many of these aspirants are first generation graduates in their family who could not have mentors to groom them for the various services. Further majority of them hail from remote villages and lower status of the society, who are less accessible to proper library access in addition to ICT enabled facilities and guidance services.

e) **Facilities Created:** The RCA has a separate building with a state of the art facility in the MANUU, Hyderabad campus with audio-visual class rooms, seminar hall, centralized computer facilities, library with the access to round the clock etc. The Library has procured around 3000 Books consists of Text and Reference books, and has also subscribed various Journals, Magazines and Newspapers (English, Telugu and Urdu) are stocked in accordance with needs of the aspirants. The Auditorium has a Public Address System and an LCD Projector and Class Rooms with air condition and other necessary furniture supported by teaching aids.

f) **Performance:** The Academy has conducted 15 coaching programs under which around 882 candidates have been benefited. The candidates who have availed coaching from the Academy have been successful in seeking employment through Banking Recruitment, State Public Commissions, Teachers Recruitment and in other Multinational Companies (MNCs).

The details of the Coaching Programs for Civil Services are as follows:

S. No.	Name of the Coaching Program	No. of Participants
1	UPSC Civil Services Prelims 2010	62
2	UPSC Civil Services Main 2010	17
3	UPSC Civil Services Prelims 2011	46
4	UPSC Civil Services Main 2011	20
5	UPSC Civil Services Prelims 2012	75
6	UPSC Civil Services Main 2012	45
7	UPSC Civil Services Prelims 2013	75
8	UPSC Civil Services Mains 2013	74
9	UPSC Civil Services Prelims 2014	79
10	UPSC Civil Services Mains 2014	04
11	UPSC Civil Services Prelims 2015	72
12	UPSC Civil Services Mains 2015	04
13	UPSC Civil Services Prelims 2016	82
14	UPSC Civil Services Prelims 2017	100
15	UPSC Civil Services Prelims 2018	127 (24 day scholar students)
	Total	**882**

During the year 2016-17, eighty two candidates took coaching for Civil Services Preliminary Examination from the Academy, out of which 06 candidates qualified in the Civil Services Preliminary

Examination conducted by UPSC. The Academy has engaged eminent Resource Persons to impart coaching to the aspirants of various Competitive Examinations for the benefit of minority students.

The University constituted a high level advisory committee with a number of serving Civil Servants, academicians and trainers for valuable inputs and suggestions to reinvigorate competitive spirit among the admitted students and also for effective functioning of the CSE-RCA. The MANUU – CSE- RCA initiated the process of coaching activities with a new batch of students for the year 2017-18 through an admission test where more than 6000 aspirants applied for admission, 2400 students appeared for the online examination and 499 were shortlisted for the interview and 100 of them were selected. Out of which two candidates qualified in the Civil Services Preliminary Examination 2017 and one candidate has appeared for the interview after qualifying the main examination March-2018 and qualified UPSC with **693 rank**. Two more candidates have qualified states public service group I officers' examination and written mains examinations. The University has provided hostel facility to the 100 students from the available infrastructure.

The CSE-RCA in association with Equal Opportunity Cell is facilitating the various coaching programs covered under UGC also benefited many of the minority students to qualify UGC-NET Examination, 24 batches were given coaching covering 1379 students and 47 students qualified in NET-JRF examination so far in addition to equal number qualifying for Lectureship. The coaching for Entry into Services

benefited few minorities to qualify in Group-I, Banking and other State services. The coaching for remedial education enabled the enhancement of passing rate by 18% and benefited the 1661 minority students of the University of Various Academic Programs.

The Residential Coaching Academy was reviewed by the UGC in the year 2017 by an expert committee constituted for the purpose of extension of its tenure. The expert committee after physical inspection and review of the functioning and progress made by the University recommended for a further period of one year (2017-18) up to 31st March, 2018 and the same was communicated vide UGC letter No. F.56-1/2009 (CU), Dated 31.03.2017. Accordingly, the University created the ambience and environment for civil service aspirants for necessary motivation to crack the competitive examinations. A specialized and dedicated computer lab has been set up at the MANUU - RCA with 24 hour access to a high speed network and audio visual content, in addition to a well equipped library. The students are connected both on an intranet and on social media to help continuous faculty review and peer interaction. Then the MANUU - RCA initiated the process of coaching activities with a new batch of students for the year 2017-18 under the advise and monitoring of a high level advisory committee with a number of serving civil servants, academicians and trainers for valuable inputs and suggestions to reinvigorate competitive spirit among the admitted students and also for effective impact of coaching activities and also to monitor the functioning of MANUU - RCA.

7. National Council for Promotion of Urdu Language (NCPUL):

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Human Resource Development looks after the promotion of Urdu, Arabic and Persian Languages in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Establishment of Computer Application and Multilingual DTP Centres:

During the year 2018-19 (upto 31.1.2019), NCPUL is running 531 centres with the registered NGO for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology in which 30696 students including 12149 girls got admission so as to give technical education to Urdu speaking boys and girls for making them an employable technological workforce. About 1476 faculties got employment to teach 30696 students through implementing agency NIELIT.

Calligraphy and Graphic Design Centres:

So as to preserve and promote traditional Calligraphy, 69 Calligraphy and Graphic Design Centres continued wherein 207 (faculties + attendant) got employment to teach about 3400 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 159 NGOs/institutions/agencies for holding seminars, 56 lecture series, 168 manuscripts and 41 projects of writers and 435 Urdu books/journals of bonafide writers under bulk purchase scheme.

Urdu Press Promotion:

NCPUL provided financial assistance to 390 small and medium Urdu newspapers for availing Urdu service of the United News of India. About 1335 newspapers also provided advertisement on DAVP rate.

Publishing Activities:

NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisted 29 new titles, 37 course books, 08 issues of monthly magazine Urdu Duniya, 08 issues of monthly magazine Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehqeeq, 08 Khawateen Duniya published.

Book Promotion:

Promoting Urdu Books through sale and exhibition is done by holding annual Urdu Book Fairs. The book fair for the year 2018-19 held at Kishanganj (Bihar) from 07-15th April, 2018. NCPUL participated 04 Book Fairs organized by other agencies in Lucknow, Delhi, Gurugram & Varanasi 03 trips of exhibition on wheel covering Maharashtra, Haryana, Punjab & UP.

Academic Project/Collaboration:

NCPUL continued various academic projects of production consisting of 02 dictionaries, encyclopedias completed 03 under progress, 02 Terminology completed 01 under Progress, 41 projects/manuscripts published and 09 under progress, 03 monograph published 04 under process. Development of website & E-pub under progress, 06 meetings/workshop held, project under Unani Medicine, Legal Studies, Social Science, Life Science, Persian, Arabic, Islamic Studies and Creative Writing panels are under progress.

National / International Seminars / Conferences / Workshops/ Cultural events:

• 03 National Seminar organized which includes celebration of the birth anniversary of Munshi Permchand, a great fiction writer of Urdu as well as of Hindi on 31.07.2018 at Delhi, Gandhi and the Vision for National Language jointly with Gandhi Bhavan, Delhi University from 23-24th October, 2018 & Nazeer Banarsi: Life and Work from 28-29th November, 2018 at BHU, Varanasi. The World Urdu Conference held in the month of February, 2019 at New Delhi.

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 ETV (Urdu) for production & telecast weekly episodes of half an hour.

• 32 episodes produced and telecast by ETV.

Distance Education (Urdu): NCPUL runs Urdu correspondence course through accredited centres and direct learners. 1360 study centres including 531 CABA-MDTP centres wherein Urdu Diploma is compulsory for learners pursuing computer Course. About 1962 part-time Urdu teachers got employment through 1360 study centres teach 87996 students which consists 40994 girls students. The Urdu Online learning course launched in which total 29236 learners consisting 26588 Indian and 2648 foreigners online registered themselves from different 28 countries.

Promotion of Arabic and Persian: In addition to the above, NCPUL has been assigned the additional responsibility to promote classical language Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 735 study centres of Arabic wherein 1745 part time teachers got employment to teach 47233 learners including 21246 girls admitted in both the courses. 57 centres for One Year Certificate course in Persian are also running in which 54 part time Persian teacher got employment to teach 2079 students including 909 girls students.

Grant-in-Aid (Arabic/Persian): Financial assistance to NGOs/institutions/agencies to support selected Arabic/Persian promotion activities for 18 manuscripts, 05 projects of writers for providing printing assistance and 13 Arabic/Persian books of bonafide writers approved.

Vocational Course: Six month Certificate course in Paper Machie started at 03 centres in collaboration with University of Kashmir in J&K State state to train 120 trainees.

B. Department of School Education & Literacy:

1. Scheme for Providing Quality Education in Madarsas (SPQEM):

Evaluation of scheme SPEMM (SPQEM & IDMI):

• The Schemes (SPQEM and IDMI) were evaluated in 2013 by K. R. Narayanan Institute, Jamia Millia Islamia (2013)

• In 2017 NIEPA (National Institute of Educational Planning and Administration) was entrusted with the task of conducting a third party evaluation of SPQEM and IDMI.

• SPEMM has been revised in 2018-19 taking into consideration the recommendations of these evaluations.

• Out of the SPEMM budget grant of Rs.120 cr. For 2017-18, Rs.107.89 cr. (89.90%)

has been released in the year 2017-18.

- 156 Minority institutions, 6204 Madarsas and 15909 teachers have benefited under the scheme during the year 2017-18.

- Out of the SPEMM budget grant of Rs.120 cr. For 2018-19, Rs. 18.25 Crores has been released in the year 2019-18 benefitting 38 Minority Institution and 8562 Madrasas.

Revised SPEMM Scheme (w.e.f 2018-19):

- SPEMM comprising of SPQEM and IDMI will be a Centrally Sponsored Scheme, rather than be continued as 100% grant scheme.

- The funding pattern under SPEMM (comprising of SPQEM and IDMI) would be similar to other centrally sponsored schemes i.e., 90:10 for NE States, Himachal Peradesh, Jammu & Kashmir and Uttarakhand, 100% for UTs without legislature and 60:40 for remaining States as far as SPQEM Component is concerned.

- For IDMI Component, funding pattern will be the same i.e. 75% Central Share and 25% by the Institution concerned.

- All the proposals under both the schemes will be submitted by the State Government which will be considered and approved by a PAB (Project Approval Board) chaired by Secretary (SE&L). A suitable web application is being developed by the Department of School Education & Literacy in this regard.

- The funds available under SPQEM will be focused on the enhancing 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 Samagra Sikhsha.

2. Kasturba Gandhi Balika Vidyalayas (KGBVs):

Department of School Education and Literacy, Ministry of Human Resource Development has implemented Integrated Scheme for School Education (ISSE) namely **Samagra Shiksha.** The Scheme envisages the 'school' as a continuum from Pre-school, primary, upper primary, secondary to Senior Secondary levels.

Under Samagra Shiksha, effective from 2018-19, there is a provision of Kasturba Gandhi Balika Vidyalaya (KGBV) scheme especially for girls' education.

Kasturba Gandhi Balika Vidyalayas, were sanctioned under the erstwhile Sarva Shikha Abhiyan (SSA) as residential schools at upper primary level for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The Girls Hostel Component of erstwhile Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which was operational till the year 2017-18 provided hostel facility for girl students in the age group of 14-18 years, studying in classes IX to XII and ablonging to SC, ST, OBC or Minority Communities and Below Poverty Line families. The KGBVs are set

up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average.

Under Samagra Shiksha, provision has been made to upgrade the existing KGBVs at upper primary level upto senior secondary level. The scheme envisages to provide access and quality education to girls from disadvantaged groups by setting up residential schools from upper primary to senior secondary level and to ensure smooth transition of girls from elementary to secondary and up to class XII wherever possible.

Out of 5970 KGBVs sanctioned in the country upto 31.03.2019, at present, 836 KGBVs have been sanctioned in 88 Muslim Special Focus Districts (SFDs) having more than 20% Muslim population, out of which, 577 KGBVs are operational enrolling 21.71% Muslim girls in them.

3. Jawahar Navodaya Vidyalaya Scheme (JNV):

The Navodaya Vidyalaya Scheme envisages setting up of residential co-educational school, one in each district country called as Jawahar Navodaya Vidyalaya (JNV), to provide good quality modern education to the rural talented children in irrespective of socio-economic background. Keeping in view the aforesaid policy, JNVs have been opened in all the States/UTs except Tamil Nadu State covering Minority Concentration Districts (MCDs). As per the details obtained from the website of Ministry of Minority Affairs, there are total 90 district with minority concentration. JNVs are functional in 86 districts out of 90 districts. Out of the rest 4 districts, Kolkata is entirely urban populated and therefore, as per the policy of NVS, no JNV is to be opened there. As regards the rest of the 3 districts (given below), opening of JNV has already been sanctioned and status is as under:

1. Tripura, Arunachal Pradesh - No offer received - Non functional.

2. Malda, West Bengal - No offer received / Non functional.

3. North East, Delhi - No offer received / Non functional.

JNVs sanctioned in last 5 years:

62 JNVs have been sanctioned during November, 2016 and one additional sanctioned at Ratlam, Madhya Pradesh in August 2018.

4. Teacher Education:

As per the guideline of the Samagra Shiksha Abhiyan, 81 Block Institute of Teacher Education (BITEs) have been sanctioned to be established in the Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BTE shall be a pre-service elementary teacher education institution.

Out of the 81 BITEs approved 30 BITEs are in Minority Concentrated Districts (MCDs).

At present, 19 BITEs are functional, out of which only two BITEs viz: Rangia, Kamrup in Assam and Nagina Mewat in Haryana are functional in Minority Concentrated Districts with total intake capacity of 50 students each and 100% enrolment.

5. Initiatives taken by National Institute of Opening Schooling (NIOS) for Minorities:

National Institute of Open Schooling (NIOS) is an autonomous institution under MHRD, Govt. of India. NIOS provides learner centric quality school education through Open and Distance Learning (ODL) mode to all with special concern for girls and women, rural youth, working people, Scheduled Cast/Scheduled Tribe, Minorities and other disadvantaged groups. With international

recognition and presence, NIOS is also endeavoring for promotion of Quality School Education amongst Minority Communities. As per the directions of MHRD, NIOS has established a Minority Cell in the year 2006 to pay special attention to educational needs of Minority communities. At present total six persons (One Section Officer, One Superintendent, One Assistant, One Junior Assistant, One Executive Assistant and One Peon) are working in Minority Cell. The Cell is running under the overall supervision of Joint Director (Student Support Services) and Director (SSS).

Special Relaxations for Minority Community by NIOS

With a view to provide quality modern education to the Muslim Minority, several exemptions have been granted by NIOS by providing accreditation to the Madrasas o function as Study Centres of NIOS. The Madrasas have been exempted from paying accreditation fee of Rs. 20,000/- and are having relaxed norms for accreditation. During the year 100 additional Madarsas were accredited to function as study centre of NIOS with the relaxed norms and exempted accreditation fee all over India.

In order to operationalize the Scheme for Providing Quality Education in Madrasas (SPQEM), full exemption of fees is granted to Muslim learners enrolled through Madrasas to the NIOS courses. Under the SPQEM scheme, Madrassas/Maktabs/Darul-uloom can opt to be the accredited Study Centre with the NIOS for offering Secondary/Senior 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 would be eligible to apply for assistance under this programme. NIOS courses have been made available in Urdu medium both at Secondary and Sr. Secondary level for the benefit of such learners who are having Urdu background. Arabic and Persian subjects has been introduced at Senior Secondary School Curriculum from the next academic session in addition to the existing eight subjects in the language category.

Implementation of online admission process

The admission process in NIOS is 100% online. The 100% On-line admission has also been implemented for Madarsa through NIOS official portal www.nios.ac.in. This has enabled the Madarsa to enroll their learners through online mode. Under SPQEM, the admission and examination fees are ecxempted for the learners of Minority registered through accredited Madarsa in On-Line admission. As present total 145 Madarsa covered under SPQEM are functioning as study centre of NIOS. During the year a total of 7932 minority students have taken admission out of which 4122 have been certified in all over India.

Advocacy & Equivalency

Advocacy programmes are being organized to offer the courses under SPQEM all over India through NIOS Regional Centres. Equivalency to the courses of five Madrasa Boards (Madhya Pradesh, Uttar Pradesh, Bihar, Chhatisgarh and West Bengal) have already been granted. The Secondary pass out from of these Madarsa Boards are now eligible to take admission in Senior Secondary Certificate course of NIOS.

In addition to that NIOS has also considered the 49 applications of Accreditation for Open Basic Education related to the state of Jammu and Kashmir relaxing the processing fee of Rs.20,000/- for each case. Out of 49 cases total 45 Madarsa have been accredited for Open Basic Education programme of NIOS as a special provision to the State of Jammu & Kashmir. The learners are being admitted in these Madarsa during the current year.

3

NORTH EAST AND HILL STATES

North East and Hill States

At present there are 11 States that enjoy Special Category Status: Arunachal Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand. These states have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-economic developmental parameters. These States have also geographical disadvantages in their effort for infrastructural development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants in plan assistance to the States in special category.

Education in Special Category States at a glance

Sl. No.	State	Enrolment in Higher Educational Institutions 2017-18	Gross Enrolment Ratio Higher Education (18-23 yrs) 2017-18	Gender Parity Index Higher Education (18-23 yrs) 2017-18
1	Arunachal Pradesh	47464	29.7	0.88
2	Assam	678344	18.2	0.96
3	Manipur	104680	31.8	1.03
4	Meghalaya	83822	24.7	1.04
5	Mizoram	29495	22.9	0.85
6	Nagaland	43557	17.8	1.00
7	Sikkim	29000	37.4	1.21
8	Tripura	91681	21.2	0.79
9	Jammu &Kashmir	359230	26.4	1.10
10	Himachal Pradesh	275708	34.0	1.24
11	Uttarakhand	437150	36.3	1.00

Source: All India Survey on Higher Education 2017-18

Improvement of higher education prospect in the special category states has been one of the key concerns of the Government of India for some time. It is candidly believed that overall development of the north east has strong relation with expansion of educational network. The Hon'ble Minister of HRD has also in the meeting of National Monitoring Committee for Educational Development of SCs, STs, &PwDs, held on 21st December, 2014 highlighted the need for drawing the road-map to realize the long-awaited aspiration of the people of north-east to be active partners in mainstream national programmes of development.

Centrally Funded Higher Educational Institutions in Special Category States

State	Central Universities	IIM	IIT	NIT	IIIT	NRIEST
Arunachal Pradesh	01			01		01
Assam	02		01	01	01	
Manipur	01			01	01	
Meghalaya	01	01		01		
Mizoram	01			01		
Nagaland	01			01		
Sikkim	01			01		
Tripura	01			01		
Himachal Pradesh	01			01	01	
Jammu & Kashmir	02	01	01	01		
Uttarakhand	01					

Rashtriva Uchchatar Shiksha Abhivan (RUSA)

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) of the Department of Higher Education, Ministry of Human Resource Development to strategically address the felt needs of the State higher educational institutions to achieve the objectives of equity, access and excellence alongwith academic and administrative reforms. lt seeks to improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework; correct regional imbalances by facilitating access to high quality institutions in rural & semi-urban areas; provide adequate opportunities of higher education to socially deprived communities; and promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons to ensure equity. Transformative reforms such as governance, academic, affiliation and accreditation reforms are pre-requisites in the implementation of the scheme in State higher educational institutions.

OBJECTIVES OF RUSA

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.

Under RUSA, the following activities have been undertaken in NER States during 2018-19:

Central Grants released for the Financial Year 2018-19 (NER States)

In crores

Sl. No.	Name of the State	Name of the component	Central Grants
1.	Arunachal Pradesh	New Model Degree College	10.8
		New College (Professional)	11.7
		Upgradation of an existing Degree college to Model Degree College	0.9
		Infrastructure grants to colleges	1.8
2.	Assam	Infrastructure grants to universities	18
		New Model Degree College	27
		Erst while New Model Degree College	7.5
		Upgradation of an existing Degree college to Model Degree College	22.5
		Infrastructure grants to colleges	82.8
		Equity initiatives	3.375
3.	Manipur	Upgradation of an existing Degree college to Model Degree College	9
		Infrastructure grants to colleges	1.8
		Equity initiatives	2.25
4.	Mizoram	Upgradation of an existing Degree college to Model Degree College	7.2
		Infrastructure grants to colleges	11.7
		Equity initiatives	1.125
		New Colleges (Professional)	1.04
5.	Meghalaya	New Model Degree College	10.8
		Upgradation of an existing Degree college to Model Degree College	1.8
		Infrastructure grants to colleges	6.75
		Equity initiatives	0.75
6.	Nagaland	New Model Degree College	5.4
7.	Sikkim	New Model Degree College	10.8
		New Colleges (Professional)	11.7
8.	Tripura	New Model Degree College	2.11
		Infrastructure grants to colleges	6.4
		Total	**276.99**

State-wise details of the colleges approved under RUSA

S. No.	Name of the State	Model Degree Colleges (General)	New Colleges (Professional & Technical)
1.	Arunachal Pradesh	2	2
2.	Assam	5	3
3.	Himachal Pradesh	2	1
4.	Jammu & Kashmir	3	2
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.	Uttarakhand	3	1

IGNOU's Initiatives for Educational Development in Special Category States

IGNOU has taken special initiatives for the development of higher education to make it easily accessible to students of the underdeveloped, difficult, remote and minority dominated special category states including, the north eastern states, Himachal Pradesh, Uttarakhand and Jammu and Kashmir. The initiatives began with the establishment of IGNOU Regional Centres in all these states. Since then, the University has contributed significantly to the establishment of a network of open and distance learning centres in the mentioned special category states supplementing the conventional forms of education.

Educational development of North East Region

The Government of India (GOI) has allocated 10% of the plan grant for educational development of the North-East Region (NER). IGNOU facilitates expansion of educational development in NER by providing opportunities of higher education, training, skill development and other initiatives through Educational Development of North East region Unit (EDNERU). The unit was initially established under the North-East Project (NEP) in the year 2000, by MHRD with a grant of Rs 8 crores, under the Prime Minister's non-lapsable funds. NEP was envisioned to enhance access and equalize educational opportunities in the NER. Since then EDNERU has made significant contribution for educational development through its network of 9 Regional Centres (RC) and 525 study centres across 8 states in the NER. Presently, about 6.8 percent of the University's enrolment comes from the North-East Region. The EDNERU functions as a distinct unit, within the overall supervision of the Regional Services Division (RSD). The North-East Council for IGNOU Regional Centres (NECIRC) focuses on the development of the North-East Region having mandated to evolve strategies for overall educational development of the North-East Region. A Nodal Office for NECIRC is at RC Shillong and the Regional Director of RC Shillong coordinates operations of the NECIRC as Convener. Five days training programme in Skill development for unemployed women and youth was organized by RC Aizawl from 27th

August to 31st August 2018 which trained 50 participants in the area of food/fruit processing.

Book Promotional Activities in the North-East

The Trust also stepped-up its book promotional activities in the North-East through a number of Book Fairs, literary activities and special sales drive. During the year under review, the Trust organized Brahmaputra Literary Festival (9-11 February 2018), National Tribal Book Festival (17-20 March 2018), Bodo language translation workshop (24 March 2018), workshop on Read-a-thon for children at Merang near Shillong (24 March 2018), and Imphal Book Fair (26 May to 3 June 2018).

Special Book Promotional Activities in Jammu & Kashmir

Over the years, the Trust has been organizing activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people of valley. During the year under review the Trust organized a seminar on 'Status of Children's Literature in Kashmiri Language' and workshops on creative writing for children at Srinagar on 28 March 2018 and   at Jammu on 31 October 2018.

University Grants Commission

ISHAN UDAY Special Scholarship Scheme for North Eastern Region:

With regard to promotion of Higher Education in North Eastern Region (NER), the University Grants Commission (UGC) had launched "IshanUday" Special Scholarship Scheme for North Eastern Region from academic session 2014-15. The rate of scholarship is Rs.5,400/- p.m. for General Degree Courses and Rs.7,800/- p.m. for Technical and Professional Degree courses. 10,000 candidates are selected under the scheme for North Eastern Region. The process of payment is made directly by Canara Bank as per an agreement (MoU) made between UGC and Canara

Bank. An expenditure of Rs.8.13 Crore has been incurred till 31st August, 2017 (during 2017-18) to 17901 Scholarship holders. In the year 2018-19, the total number of scholarships provided under IshanUday is 19970. IshanUday special Scholarship for NER students has been on boarded on National scholarship portal (http://scholarships.gov.in).

IshanVikas: Ishan Vikas is coordinated by IIT, Guwahati and under the programme, selected school children from North Eastern States are brought in close contact with the Indian Institute of Technology (IITs), Indian Institutes of Science Education and Research (IISERs) and National Institute of Advanced Studies (NIAS) during the vacation period to motivate them to pursue science, technology, engineering and mathematics and to facilitate internship opportunities for the engineering college students in various institutes of national importance. Annual target is to provide visit of 96 school children to premier institutes and summer internships to 250 engineering students. Rs. 605.45 lakhs has been approved for the programme. Since inception of the programme in 2014-15, 1637 school children and 372 Engineering students have benefited.

AICTE

AICTE-NISTADS-SPECIAL SCHEME FOR TECHNICAL INSTITUTES OF NORTH EAST REGION

Objectives:

(a) Considering the day to day problems being faced by the students in taking admissions in good engineering colleges, AICTE has launched a scheme for providing logistics support to the technical institutes by extending financial assistance to solve water problem in general and providing alternative power support and internet connection. These projects shall enhance the functional efficiency of the technical

institutes located in far-flung areas of North East India. The scheme shall be implemented through CSIR-National Institute of Science & Technology and Development Studies (NISTADS).

(b) Provision of water will help the institute to meet the acute shortage of water supply during dry season. The North East India mainly comprises of hilly regions and the supply of water is not regular throughout the year and during dry season, the water supply in the institutes are almost nil. Such water harvesting project shall help the institute and the student to have water even during dry season.

(c) Most of the Urban & Rural areas in North Eastern India are deprived of continuous and regular electricity supply, which not only affects the daily life but also for imparting Higher Technical Education. In order to make the technical institutes more functional and to meet the shortage of conventional electricity supply, provision may be provided for captive solar power energy. In case, places, where the solar energy is not effective, procurement of generator can be considered.

(d) The availability/connection of internet facility is also not upto the desired level in North Eastern Region. To mitigate this problem, funding for internet connection can also be considered for initial connection. Recurring expenditure for future shall have to be shown by the Institute.

(e) These schemes launched by AICTE is unique in the sense that it will enhance the enrolment of North East students in technical institute of the region as well as improving the quality of education.

Limit of funding

(a) For solving water problem per institute is Rs. 15.00 lakhs

(b) For procurement of solar energy plant or generator per institute is Rs. 20.00 lakhs.

(c) For facilitating proper internet connection maximum of Rs. 5.00 lakhs

AICTE- ICT Academy: AICTE signed an MoU with ICT Academy on 22nd February, 2017 to facilitate Technical Institutions to respond to the need of providing state of art IT/ITES and Telecom Skills to the students of AICTE approved Colleges of North-East Region.

Research Promotion Scheme for North-East and NDF Centers

Two new schemes under Research Promotion Scheme has been extended for North-East Region and for NDF Centers during the current Financial Year. For each of the scheme, a total of 50 projects with a grant-in-aid of Rs.1250.00 lakh @ Rs.25.00 lakh per project have been sanctioned. Since the target groups were limited, off line applications were invited from the faculties/PIs in AICTE approved Institutes. A total of 130 and 80 applications under RPS-NER and RPS-NDF were received on or before closing date. The respective faculties were invited to AICTE Head Office for making their presentation of project before the Evaluation Committees on 27th& 28th February, 2019.

Employability Enhancement Training Programme (EETP)

AICTE revamped its Finish School scheme by the name Employability Enhancement Training Programme (EETP) in 2013, with a vision of enhancing employment amongst fresh engineering graduates imparting business and soft skills for sustained performance career success and to meet growing industry demand.

For implementation and enhancement of employment opportunities under skill initiatives, Council has signed MoU with ICT Academy to facilitate Technical Institutions to respond to the need of providing state of art IT/ITES and Telecom Skills to the students of AICTE approved Colleges of North-East Region.

In this year ICT Academy has enrolled 6557 number of North east students under EETP program.

Scheme of Reservation of seats at Degree/ Diploma level technical courses for States/UTs lacking in such facilities :

1. Government of India has an ongoing scheme of reservation of seats in Engineering/Technology/Architecture/ Pharmacy courses conducted at Degree level Technical Institutions approved by AICTE for states and UTs which do not have engineering colleges or lack of facilities for education in specific fields of technical education and for certain categories including foreign students.

2. The reservation of supernumerary seats allocated under the scheme are, inter-alia, for the following 8 North Eastern States including Sikkim.

3. Under the Scheme, the number of seats allocated to States/UTs and foreign and other categories of students are 1087. Allocation of the seats for NER States are as follows:

(For Degree Level)

S. No.	Name of the State/UT	Allocation during 2017-18	Allocation during 2018-19
1.	Tripura	50	50
2.	Mizoram	121	121
3.	Manipur	113	113
4.	Nagaland	150	150

S. No.	Name of the State/UT	Allocation during 2017-18	Allocation during 2018-19
5.	Arunachal Pradesh	150	150
6.	Assam	19	19
7.	Meghalaya	100	100
8.	Sikkim	40	40

(For Diploma Level)

S. No.	Name of the State/UT	Allocation made during 2018-19	Proposed allocation for 2019-20
1.	Tripura	25	25
2.	Mizoram	18	18
3.	Manipur	35	35
4.	Nagaland	50	50
5.	Arunachal Pradesh	162	162
6.	Assam	30	30
7.	Meghalaya	27	27
8.	Sikkim	30	30
9.	Daman & Diu	25	25
10.	Dadra & Nagar Haveli	30	30
11.	Lakshadweep	50	50
12.	Andaman & Nicobar	30	30
13.	Central Tibetan Schools Admin (CTSA)	5	5
14.	Indian Council for Child Welfare (ICCW)	3	3
15.	M/o External Affairs (Welfare)	10	10
16.	M/o External Affairs (Education)	60	0
	Total	**590**	**530**

4. To bring transparency into the system of allotment of seats, w.e.f 2014-15, every year, these seats are allotted by Central Seat Allocation Board (CSAB-NEUT) on the basis of All India Rank in JEE (Main) examination. MNIT - Jaipur was entrusted the responsibility of CSAB – 2017 and CSAB-2018. These seats are supernumerary in nature and are over and above the sanctioned strength of the Institution. No supernumerary seat can be filled directly by the institute / College/ States/UT administration under this scheme.

North Eastern Regional Institute of Science and Technology (NERIST)

North Eastern Regional Institute of Science and Technology (or NERIST) is a science and technology oriented higher education institute in Nirjuli, Itanagar, in the Indian state of Arunachal Pradesh. Established in 1984, it is a deemed-to-be-university, autonomous, fully funded and controlled by the Ministry of Human Resource Development, Government of India. The institute is managed by a Board of Management, comprising representatives of MHRD, the eight beneficiary states of the North Eastern region, AICTE and educationists. The state governor of Arunachal Pradesh is the de facto head of the highest body, NERIST Society, which consists of education ministers of all North Eastern States. The Board of Management is headed by the Chairman, Prof. Umesh Chandra Ray.

The under graduate programmes of Engineering are accredited by the National Board of Accreditation (NBA).

Objectives:-

1. To develop human resources at three levels, i.e., Technician, Supervisory and Executive levels for the development of the North Eastern Region in particular and the country in general.

2. To impart quality education with flexible multi-entry/exit systems to cater to the needs of the region.

3. To develop entrepreneurship base in the region.

4. To facilitate competency building in the North Eastern Region.

5. To strengthen R & D activities in the region.

6. To play an advisory role for the overall development of the North Eastern region.

National Book Trust (NBT):- The Trust stepped-up its book promotional activities in the Northeast through a number of Book Fairs, literary activities and special sales drive. Besides, the Trust also opened its Book Promotion Centre in Agartala and Guwahati. The Trust broadened its activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people in the valley during the year under review. As part of its efforts to promote books and reading particularly at schools in tribal and rural areas, the Trust has been organizing Shiksha Shivirs for children.

Jammu & Kashmir

Concession for the wards of Kashmiri Migrants: Certain concessions were allowed for the wards of Kashmiri migrants 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.

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.

SPECIAL SCHOLARSHIP SCHEME FOR JAMMU & KASHMIR

The Special Scholarship Scheme for Jammu & Kashmir aims at encouraging the youth from Jammu & Kashmir to take advantage of the educational institutions outside the state, which would provide them an opportunity, to interact with their counterparts from the rest of the country, thereby helping them become part of the mainstream.

It is envisaged to provide 5000 fresh scholarships per annum. Out of these, 2070 scholarships are for General Degree Courses, 2830 for Professional/ Technical courses and 100 for Medical Courses. There is a provision of inter-changeability of slots among General, Medical and Professional/ Technical streams, subject to the savings accruing from any shortfall in the number of students opting for General Degree Courses.

Stream	Academic Fee Limits	Maintenance Charge Limits	Number of Scholarship
General Degree	Upto Rupees 30000/-	Uniformly Rs. 1.00 Lakh for all	2070
Professional/Engineering/Nursing/Pharmacy/ Architecture/HMCT Degree	UptoRs. 1.25 Lakh		2830
Medical Degree - MBBS/ BDS/ BAMS/BHMS	UptoRs. 3.00 lakh		100
Total No. of Scholarships			5000

STATUS OF JAWAHAR NAVODAYA VIDYALAYAS IN JAMMU & KASHMIR

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
20	15+1*	05	21	00	03	15	03	-

Jammu-II SC Concentrated

STATUS OF JAWAHAR NAVODAYA VIDYALAYAS IN ARUNACHAL PRADESH

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration on account of newly created districts as on 31.03.2018	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
18	16	02	18	05	06	10	02	-

Status of Jawahar Navodaya Vidyalayas in Arunachal Pradesh

S.No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1	Anjaw	2004-05	Temporary Site	Functional	
2	Changlang	1997-98	Permanent Site	Functional	
3	Capital Complex	2016-17		Non-Functional	Offer of land is awaited
4	Dibang Valley (Annani)	2004-05	Temporary Site	Functional	
5	East Kameng	1987-88	Permanent Site	Functional	
6	East Siang	2003-04	Temporary Site	Functional	
7	K. Khumey	2005-06	Temporary Site	Functional	
8	Lohit (Now Namsai)	1987-88	Permanent Site	Functional	
9	Lower Dibang Valley	1986-87	Permanent Site	Functional	
10	Lower Subansiri	1995-96	Permanent Site	Functional	
11	Papumpare	2001-02	Permanent Site	Functional	
12	Tawang	1993-94	Permanent Site	Functional	
13	Longding	1987-88	Permanent Site	Functional	
14	Tirap	2016-17		Non-Functional	1. Land not found suitable and alternate site awaited for inspection. 2. The Site is being inspected by a team of officers of NVS Hqrs.
15	Upper Siang	2003-04	Temporary Site	Functional	
16	Upper Subansiri (New name Kamle)	1987-88	Permanent Site	Functional	
17	West Kameng	2003-04	Temporary Site	Functional	
18	West Siang	1999-00	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas In Assam

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration on account of newly created districts as on 31.03.2018	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
27	27+1*	00	28	06	01	26	01	As mentioned below.

* *JNV Karbianglong ST Concentrated*

1. **JNV Kamrup (Metro)-** The offered temporary site has not been provided by State Govt.. The construction work at the allotted permanent site has been stopped by the Forest Department on the plea that the site is a forest land. The State Govt. has been requested to allot alternate land.

Status of Jawahar Navodaya Vidyalayas in Assam

S. No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1	Baithalangso (Karbianglong I)	1994-95	Permanent Site	Functional	
2	Baksa	2005-06	Temporary Site	Functional	
3	Barpeta	1994-95	Permanent Site	Functional	
4	Bongaigaon	2005-06	Permanent Site	Functional	
5	Cachar	1993-94	Permanent Site	Functional	
6	Chirang	1999-00	Permanent Site	Functional	
7	Darrang	1994-95	Permanent Site	Functional	
8	Dhemaji	1999-00	Permanent Site	Functional	
9	Dhubri	2005-06	Permanent Site	Functional	
10	Dibrugarh	1994-95	Permanent Site	Functional	
11	Goalpara	1996-97	Permanent Site	Functional	
12	Golaghat	1994-95	Permanent Site	Functional	
13	Hailakandi	1997-98	Permanent Site	Functional	
14	Jorhat	1994-95	Permanent Site	Functional	
15	Kamrup	1993-94	Permanent Site	Functional	
16	Kamrup-(Metro)	2007-08	--	Non-Functional	As mentioned above.
17	Karbianglong II	2008-09	Permanent Site	Functional	ST Concentrated
18	Karimganj	1992-93	Permanent Site	Functional	
19	Kokrajhar	1994-95	Permanent Site	Functional	
20	Lakhimpur	1996-97	Permanent Site	Functional	
21	Morigaon	1994-95	Permanent Site	Functional	
22	N. C. Hills	2005-06	Permanent Site	Functional	
23	Nagaon	2005-06	Permanent Site	Functional	
24	Nalbari	1993-94	Permanent Site	Functional	
25	Sivasagar	1993-94	Permanent Site	Functional	
26	Sonitpur (Now Biswanath)	1992-93	Permanent Site	Functional	
27	Tinsukia	1994-95	Permanent Site	Functional	
28	Udalguri	2006-07	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas in Manipur

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
09	09+2**	00	11	07	02	09	00	-

*** JNV Senapati-II and JNV Ukhrul II Special JNV*

Status of Jawahar Navodaya Vidyalayas in Manipur

S.No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1	Bishnupur	1987-88	Permanent Site	Functional	
2	C. C. Pur	1987-88	Permanent Site	Functional	
3	Chandel	1988-89	Permanent Site	Functional	
4	East Imphal	2001-02	Permanent Site	Functional	
5	Senapati - I	1987-88	Permanent Site	Functional	
6	Senapati - II	2013-14	Temporary Site	Functional	**Special JNV
7	Tamenglong	1989-90	Permanent Site	Functional	
8	Thoubal	1987-88	Permanent Site	Functional	
9	Ukhrul - I	1988-89	Permanent Site	Functional	
10	Ukhrul - II	2013-14	Temporary Site	Functional	**Special JNV
11	W. Imphal	1988-89	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas in Meghalaya

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
11	07+1*	04	12	00	02	07	03	As mentioned below

** JNV East Khasi Hills ST Concentrated*

Status of Jawahar Navodaya Vidyalayas in Meghalaya

S. No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1	East Garo Hills	1987-88	Permanent Site	Functional	
2	East Jantia Hills	2016-17	Temporary Site	Functional	
3	East Khasi Hills	2008-09	Permanent Site	Functional	ST Concentrated
4	Jaintia Hills	1991-92	Permanent Site	Functional	
5	Mawsynram (East Khasi Hills II)	2009-10	Temporary Site	Functional	
6	Ri-Bhoi	1986-87	Permanent Site	Functional	
7	South Garo Hills	1986-87	Permanent Site	Functional	
8	North Garo Hills	2016-17		Non-Functional	Proposal not received
9	West Garo Hills	2016-17		Non-Functional	Site proposed is not sufficient.
10	South West Khasi Hills	2016-17		Non-Functional	Temporary accommodation not provided.
11	South West Garo Hills	1994-95	Permanent Site	Functional	
12	West Khasi Hills	1993-94	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas in Mizoram

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
08	08	00	08	00	02	06	00	-

Status of Jawahar Navodaya Vidyalayas in Mizoram

S. No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1	Aizawl	2002-03	Permanent Site	Functional	
2	Champhai	2006-07	Permanent Site	Functional	
3	Kolasib	1992-93	Permanent Site	Functional	
4	Lawngtlai	1992-93	Permanent Site	Functional	
5	Lunglei	1987-88	Permanent Site	Functional	
6	Mamit	2003-04	Temporary Site	Functional	
7	Saiha	2006-07	Temporary Site	Functional	
8	Serchhip	1987-88	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas in Nagaland

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total	Tem. Site	Per. site		
11	11	00	11	01	10	00	-

Status of Jawahar Navodaya Vidyalayas in Nagaland

S.No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1	Dimapur	2005-06	Permanent Site	Functional	
2	Kohima	1986-87	Permanent Site	Functional	
3	Longleng	2006-07	Permanent Site	Functional	
4	Kiphre	2005-06	Temporary Site	Functional	The school was closed during the academic session 2016-17 due to a fire incident which took place at its temporary site and was reopened in March, 2018. The construction of permanent site is under process
5	Mokokchung	2001-02	Permanent Site	Functional	
6	Mon	2001-02	Permanent Site	Functional	
7	Peren	2005-06	Permanent Site	Functional	
8	Phek	1994-95	Permanent Site	Functional	
9	Tuensang	1993-94	Permanent Site	Functional	
10	Wokha	1991-92	Permanent Site	Functional	
11	Zunheboto	2005-06	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas in Sikkim

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
04	04	00	04	00	00	04	00	-

Status of Jawahar Navodaya Vidyalayas in Sikkim

S.No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/ Non-functional	Remarks
1.	East Sikkim	2003-04	Permanent Site	Functional	
2.	North Sikkim	1993-94	Permanent Site	Functional	
3.	South Sikkim	1997-98	Permanent Site	Functional	
4.	West Sikkim	1987-88	Permanent Site	Functional	

Status of Jawahar Navodaya Vidyalayas in Tripura

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration on account of newly created districts as on 31.03.2018	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
08	04	04	08	Nil	02	04	02	As mentioned below.

1. **JNV Unakoti** proposal rejected since site not found suitable for construction as it is totally a forest land which is quite isolated and the maximum area of the land surrounded by open water pond and just behind the land there are some inhabitants who have settled there last 28 to 30 years. Alternate proposal of land from State Government awaited.

2. **JNV West Tripura** the land has recently been allotted. Transfer of land in favour of NVS is awaited.

Status of JNVs in Tripura

Sl. No.	District	Year of sanction	Permanent/ temporary site	Functional/Non functional	Remarks
1	Khowai	1988-89	Permanent	Functional	
2	Gomati	1991-92	Permanent	Functional	
3	Dhalai	1994-95	Permanent	Functional	
4	North Tripura	2002-03	Permanent	Functional	
5	Sepahijala	2016-17	Temporary	Functional	
6	South Tripura	2016-17	Temporary	Functional	
7	West Tripura	2016-17	--	Non-functional	As mentioned above
8	Unakoti	2016-17	--	Non-Functional	

Status of Jawahar Navodaya Vidyalayas in Ladakh

Total Number of districts as on 31.05.2014	Total number of JNVs sanctioned			proposal for uncovered districts under consideration	Number of functional JNVs		Number of non-functional JNVs	Details of non-functional JNVs
	Up to Oct. 2016	In Nov. 2016	Total		Tem. Site	Per. site		
02	02	00	02	00	00	02	00	-

Status of Jawahar Navodaya Vidyalayas in Ladakh

S. No.	Name of JNV (Dist)	Year of Sanction	Temp./Permt. Site	Functional/Non-functional	Remarks
1.	Kargil	1987-88	Permanent Site	Functional	
2.	Leh	1986-87	Permanent Site	Functional	

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4

EDUCATIONAL DEVELOPMENT OF WOMEN

Educational Development of Women

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women….This will be an act of faith and social engineering…. The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring…"

It has always been a constant endeavor of the 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. The Gender gap in GER has also decreased during the period 2010 to 2017.

a) Gross Enrolment Ratio (GER)

The tables below indicate the time-series changes over the last 4 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

(Source: AISHE 2012-13 to AISHE 2017-18)

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

(Source: AISHE 2012-13 to AISHE 2017-18)

In so far as GER (Female) is concerned, states such as Gujarat, Himachal Pradesh, Andhra Pradesh, Maharashtra, Rajasthan, Telangana, Uttar Pradesh, Uttarkhand and North eastern states have made impressive progress.

Gender Budgeting Cell: Gender Budgeting cell is reconstituted and Renamed as Gender and Child Budget Cell (G&CBC) with the intention of implementation and committing to various Gender Responsive Budgeting (GRB) initiatives with the objective of influencing and effecting

a change in Ministry's policies, programmes in a way that could tackle gender imbalances, promote gender equality and development and ensure that public resources through the Ministry budget./ The Gender Budget Cell in the Ministry has been re-constituted on 27th May, 2019 with EA (HE) as Chairperson.

Universities exclusively for Women: 15 Universities are exclusively for women with 4 in Rajasthan, 2 in Tamil Nadu, 1each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.

Gender Distribution: According to the AISHE report -2017-18, Student enrolment at Under Graduate level has 51.9% male and 48.1%female. Diploma has a skewed distribution with 68% males and 32% females. Ph.D. level has 57.4% male and 42.6% female. Integrated levels have 58.4% male and 41.6% female. PG Diplomastudent enrolment is 54% for male students and 46% for female students.

Uttar Pradesh, with its highest student enrolment in India, has 51.2% male and 48.8% female students. Maharashtra has the second highest student enrolment with approx. 55% male and approximately 45% females. Thereafter, Tamil Nadu has 50.5% male and 49.5% female, West Bengal with52.1% male and 47.9% female students. In Karnataka, percentage of females enrolled is 50% whereas in Rajasthan more male students are enrolled as compared to female students.

Rashriya Uchhtar Shiksha Abhiyan (RUSA)

Progress on components - Various components of RUSA allow scope for benefitting women and women's universities and colleges. The following has been the progress made on each of these components:

Up-gradation of existing autonomous colleges to Universities– overall 11 autonomous colleges have been approved to be converted into universities (2016-19). Significantly, the University which will be created in odisha by conversion of an Autonomous College will be a Women's University.

Conversion of colleges to Cluster Universities– 10 Cluster Universities have been approved to be created by identifying some of the high performing colleges within the radius of 20 km (2016-19). These colleges will offer 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.

Infrastructure grants to Universities – 142 State Universities are being supported under this component out of a target of 200 to be achieved. Mother Teresa University in Tamil Nadu and BPSM University in Haryana are two women's universities being supported under the component.

New Model Degree Colleges (General) – The purpose of creating model degree colleges in educationally backward districts (EBDs) is to improve access and reasonable quality consciousness in higher education. The objective has been to also address issues of backwardness by empowering youth and making higher education opportunities closer to them. 130 MDCs have already been created under this component. In Madhya Pradesh, one women's college in Sheopur district is being supported under the component.

Upgradation of existing degree colleges to model colleges: The upgradation of existing Degree College to Model College component of RUSA envisages covering institutions in

non-EBDs. A total of 125 such colleges have been approved so far. There are women colleges spread over in the states of Bihar, Punjab, Odisha and Telangana. Both these above mentioned components will address issues of access, equity in very difficult parts of the country and also provide reasonable quality education hitherto missing. In Telangana, three following existing Women Degree Colleges were upgraded to Model Colleges with RUSA funding at Rs. 4 Cr each - Govt. Degree College (W), Karimnagar, Pingle, Govt. Degree College (W), Waranagal and Govt. Degree College (W), Hussainialam, Hyderabad.

Infrastructure grants to colleges: 1977 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.

Vocationalisation of Higher Education – Given the Central Government's' emphasis on improving skilling and creating opportunities for gainful employment, this is a very important component. In order to ensure that meaningful activities are supported within the larger framework of the Government's skill priority, about 7 states have

been supported under this initiative (2016), out of a target of 20 for the 12th Plan. In the two states of Jammu and Kashmir and Tamil Nadu as many as 3 and 7 women colleges respectively are being supported under the component

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 Maftial Afts is being supported. In Telangana the Government has taken a decision to start at least one Model Residential Degree College for women in each District. In this direction 22 women's hostels are already functioning in Govt. Colleges.

Summary of support to women's institutions under RUSA

Name of the component	Number of women colleges/institutions	Number /Names of states
Up-Gradation of Existing Autonomous College to Universities	2	Jharkhand, Odisha
Conversion of College to Cluster Universities	10	Andhra Pradesh, Karnataka, Manipur, Odisha, Jammu & Kashmir
Infrastructure Grants to Universities	5	Andhra Pradesh, Haryana, Karnataka, Maharashtra, Tamil Nadu
New Model Degree College (General)	5	Jharkhand, Madhya Pradesh
Upgradation of Existing Degree Colleges to Model College	16	Assam, Bihar, Jharkhand, Madhya Pradesh, Punjab, Odisha, Telegana

Name of the component	Number of women colleges/institutions	Number /Names of states
Infrastructure Grants to Colleges	293	Andhra Pradesh, Assam, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Manipur, Madhya Pradesh, Punjab, Odisha, Puducherry, Rajasthan, Tamil Nadu, Uttar Pradesh, Tripura, Telangana, West Bengal, Uttarakhand, Chandigarh, Kerala, Jammu & Kashmir, Karnataka
Vocationalisation of Higher Education	16	Gujarat, Manipur, Punjab, Tamil Nadu, Jammu & Kashmir
Equity Initiatives	26	Arunachal Pradesh, Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Karnataka, Manipur, Meghalaya, Maharashtra, Punjab, Puducerry, Tamil Nadu
Research Innovation and Quality Improvement	1	Maharashtra
Enhancing Quality & Excellence in Select Autonomous Colleges	5	Andhra Pradesh, Bihar, Karnataka, Maharashtra
Grand Total	379	Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Odisha, Puducherry, Punjab, Rajasthan, Telangana, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal

University Grants Commission (UGC)

The women education has been the priority area for the University Grants Commission (UGC), a premier apex body governing university education. For this purpose, the Commission has launched a number of schemes to encourage the enrolment and promotion of girls in Higher Education. Such schemes being run by UGC are briefly as under:

Day Care Centres in Universities and Colleges: The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university/ college employees/students/ scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.

Swami Vivekananda Single Girl Child Scholarship for Research in Social Sciences (http://www.ugc.ac.in/svsgc/) : The scheme was initiated during 2014-15. The objectives of the proposed scheme are:

(i) To support higher education of single girl child in Social Sciences.

(ii) To recognize the value of observance of small family norm.

(iiI) To recognize the norm of single child in the society.

(iv) To propagate the concept of single child norm.

(v)   Promoting single girls in the society

During 2018-19 an expenditure of Rs. 4.74 crore was made under the scheme. The number of beneficiaries under this scheme is 142.

Scholarship for Single Girl Child:

The Central board of Secondary Education (CBSE) is implementing Merit Scholarship Schemes for single girl child to provide scholarships to the meritorious Single Girl Students, who are the only child of their parents. It provide Rupees Five Hundred (Rs.500/) per month to Single Girl Child who is pursuing further studies for class XI & XII and have passed the CBSE class X exam with 60% / 6.2 CGPA or more marks/grades.

Scheme of Capacity Building of Women Managers in Higher Education: This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions. The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a gender friendly environment and to remove the glass ceiling.

The programme encompasses training and skills development Workshops as follows:

- Sensitisation, Awareness, Motivation Workshops Residential workshop.

- Sensitisation, Awareness, Motivation Workshops Non-Residential workshop.

- Training of Trainers/Master Trainers Workshops of the duration of six days not inclusive of travel.

- Management Skills Training Workshops

- Refresher Workshops courses for the duration of five days not inclusive of travel.

Construction of Women's Hostels for Colleges: The UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. According to the AISHE reports, the number of hostels for girls has increased from 2025 in 2013-14 to 2651 in 2017-18, which marks an increase by 15.9% (from 518455 in 2013-14 to 600928 in 2017-18). The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff.

Development of Women's Studies in Universities and Colleges: The scheme envisages assistance to universities for setting up new women study centres as well as to strengthen and sustain the university women study centres, set up till the Xth Plan by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to make knowledge simulation and knowledge transmission through teaching and research till action and documentation.

Post-Doctoral Fellowships for Women: The scheme is implemented for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 1000 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for applicants is 55 years for the candidates belonging to general/

open category and 60 years for SC/ST/OBC/PH/Minority communities, as on 1st July on the year of application. During 2018-19 an expenditure of Rs. 32.72 crore was made under the scheme. The number of beneficiaries under this scheme is 591.

Post Graduate Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education: The purpose of the scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @Rs.3100/- per month. During 2018-19, an expenditure of amount Rs.9.96 crore was made under the scheme. The number of beneficiaries under this scheme is 2,289.

Sexual Harassment: University grants Commission through a gazette notification dated 2nd May, 2016 notified Prevention, Prohibition and Redressal of Sexual harassment of Women employees and students in Higher Education institution regulations, 2015 (SAKSHAM guidelines).It is mandatory for all the central universities to ensure that the Internal Complaints Committee (ICC) is constituted for the benefit of women employees and students.

All the technical, Management and Professional institute are required to implement the SAKSHAM guidelines and submit the steps taken in this regard to Ministry of Human Resource Development.

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/ steps to reach out to women learners especially in remote and rural areas by establishing special study centres for women. At present, the university has 34 study centres exclusively for women. The School of Gender and Development Studies aims at achieving gender justice and equity through the academic programmes and training in the area of women's and gender studies and gender and development studies. Gender and Development Studies examines the existing gender gap and addresses the issue of gender disparity. Women's and Gender Studies analyses the status of women and other genders in society with the objective of promoting deeper conceptual understandings of the factors which determine their position in society and ways to redress these through theory, critical analysis, praxis, research and practicum. The University offers two research programmes (Ph.D.) in "Women Studies" and "Gender and Development Studies" apart from five academic programmes at Masters, PG Diploma, Diploma and Certificate levels to achieve gender justice and equity. Six academic programmes at PG Certificate level in this area are under development.

The School envisages the launch of technology-enabled learning/training initiatives through innovative online (blended) programmes/packages/ modules derived from existing programmes and new skilled based (praxis) modules/ initiatives in Gender sensitization. Expansion of learning/ training initiatives, digitization of learning materials and provision of interactive learning materials would constitute major thrust areas. The University introduced Web based additional academic supports to learners in academic programmes in the discipline of Gender and Development especially in areas with limited enrollment a strategy was developed to provide web based academic support in addition to counseling at Learner Support Centres. The university introduced the online interactive forum to accomplish this aim.

The University has created a Women's and Gender Resources (WiNGS) Space to access

books, documents, e-resources, monographs, reports and audio-visual material in the area of women's and gender studies which will be open to anyone in the University. There is provision of organizing training sessions, seminar and workshops on gender related issues. The University has established a network of Special Study Centres for women under the aegis of the Regional Services Division.

All India Council for Technical Education (AICTE)

In order to increase the enrolment of women in technical education, AICTE has special concessions in the regulations for setting up of new women technical institutions. These include relaxations in the norms for land availability, concession in processing fees, deposits etc. Implementation of the tuition fee waiver scheme for weaker sections has been made mandatory in all AICTE approved institutions.

Pragati (Scholarship for Girl Students) (http://www.aicte-india.org/pragathiSaksham.php)– Pragati is a scheme of AICTE aimed at providing assistance for Advancement of Girls participation in Technical Education. Education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. This is an attempt to give every young women the opportunity to further her education and prepare for a successful future by "Empowering Women Through Technical Education".

Salient Features of the Scheme:

1. Number of scholarships per annum: 4000

2. 'One Girl' per family, where the family income is less than Rs. 6 Lakh /annum

3. The candidates will be selected on Merit at the qualifying examination to pursue

technical education from amongst such candidates.

The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute during the academic year 2015-16 through centralized admission process of the State/ Centre Government Amount of scholarship: Tuition Fee of Rs. 30000/- or at actual, whichever is less and Rs. 2000/- per month for 10 months as incidentals each year Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant Out of the total number of scholarship in each scheme, 50% scholarships are available at each Degree / Diploma level and also transferable in the event of non availability of eligible applicant in any of the of Degree/ Diploma level Programme.

Pragati (Degree) NOs of Scholarships – 2000 (2018-19)

S. No.	Categories	Merit No.	Number of Students
1.	Open	0001-1010	1010
2.	OBC	1020-2091	540
3.	SC	1019-4474	300
4.	ST	1304-6148	150

Female enrolment in IITs to be increased to 20% by 2020-21 by creating supernumerary seats

The low representation of female enrollment in Indian Institutes of Technology (IITs) was reviewed by a Committee constituted by the Joint Admission Board (JAB) and on the recommendations of the Committee, it has been decided to increase female enrollment in IITs from 8% in 2016 to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats.

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

The centrally sponsored "National Scheme of Incentive to Girls for Secondary Education (NSIGSE)" was launched in May 2008. The objective of the scheme is to establish an enabling environment to reduce the drop outs and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention up to the 18 years of age. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ ST) and enroll in class IX in State Government, Government-aided and Local Body schools. The NSIGSE Scheme is being re-designed for effective implementation and impart.

According to the scheme, a sum of Rs.3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX. They are entitled to withdraw it along with interest thereon upon reaching on 18 years of age and passing class 10th class examination. The Indian Bank and Union Bank of India are the implementing agency for the scheme. The scheme is covered under the Direct Benefit Transfer (DBT) Scheme. The scheme is boarded-on National Scholarship Portal. During 2018-19 an amount of Rs.20.79 crore was sanctioned covering 69091 girl students.

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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.

1. **National Policy on Education**, 1986 (as modified in 1992) lays special emphasis on education of Persons with Disabilities. The policy states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare with normal growth and to enable them to face life with courage and confidence.

2. **School Education**

   The Right to Education Act, 2009 provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special needs. Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. The RTE (Amendment) Act, 2012, which has come into effect from 1st August, 2012, contains the following provisions relating to children with disabilities:

   (i) Inclusion of children with disabilities in the definition of 'child belonging to disadvantaged group' in clause (d) of section 2 of the RTE Act.

   (ii) To provide that children with disabilities, including children with cerebral palsy, mental retardation, autism and multiple disabilities shall have the right to pursue free and compulsory education in accordance with Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

   (iii) Children with "multiple disabilities" and Severe disability" may also have the right to opt for home-based education.

The Enrollment of Child with Special Needs as per U-DISE report:

Year	Elementary (I-VIII)		Secondary (IX-X)		Higher Secondary (XI-XII)	
	All	**CWSN**	**All**	**CWSN**	**All**	**CWSN**
2014-15	197666909	2317863	38301599	219571	23501798	61046
2015-16	196716511	2285531	39145052	218455	24735397	60869
2016-17	189887015	2097315	38823854	218261	24397536	62649

2.1 Samagra Shiksha :

In the year 2018-19, the Department of School Education & Literacy, MHRD has launched– an integrated scheme for School Education covering children from classes I to XII which subsumes the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) & Teacher Education (TE). The Scheme covers all CWSN with one or more disabilities as mentioned in the Scheduled of Disabilities of the Rights of the Persons with Disabilities (RPwD Act, 2016. The scheme emphasizes the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 as well. Section 3 (2) of the RTE Act lays impetus on the education of all children with disabilities within the age group of 6-14 years. As per the Amendment of 2012, the RTE Act also mandates that, a child with multiple and/or severe disabilities have the right to opt for home based education. The scheme has provisions for ramps, handrails and disabled friendly toilets for barrier free access to schools for all children. 22.44% toilets are disabled friendly and 61.31% schools have ramp facilities (prov. UDISE 2016-17).

The National Curriculum Framework (NCF) 2005, developed by National Council of Educational Research and Training (NCERT), states that, "Inclusive education is about embracing all" and emphasizes that children with special needs (CwSN) need to included within the school system. Furthermore, Samagra Shiksha adopts an inclusive pedagogy wherein, children regardless of their abilities/disabilities, participate and learn together in the same class, thus creating an enabling educational environment for all students.

Similar to the erstwhile Centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA-RTE) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), there is a dedicated inclusive education component for the education of children with special needs as part of Samagra Shiksha as well. Support has been enhanced from Rs. 3000/- per child per annum to Rs. 3500/- per child per annum under the scheme. Support is provided through specific student oriented interventions like aids and appliances, assistive devices, teaching-learning materials, Braille & large print books, and ICT resources like JAWS and SAFTA etc. in order to appropriately address their educational requirements. Additionally, stipend for girls with special needs has been expanded to classes I to XII in order to encourage girls to enroll and complete their schooling. Resource support through special educators is separate to appropriately address the learning needs of CwSN from elementary to the senior secondary level.

For the year 2018-19, various interventions for the schooling of CwSN have been approved like provision of aids and appliances for 1, 98,741 CwSN and 44,777 CwSN at the elementary and secondary levels respectively, transport and escort support for 2, 75,572 and 2, 44,868 CwSN (from classes I to XII) respectively. Furthermore, 43,340 Braille books for children with visual impairment, and 1,15,065 large print books for children with low vision at elementary level and 1, 29,191 large print books, Braille books & stationery for children with low vision and visual impairment respectively are approved. Additionally, there is a provision of stipend for girls with special needs at Rs. 200/- per month (for 10 months), approved for 6, 51,595 girls with special needs from classes I to XII Above interventions are provided to address their educational requirements in general schools.

Under Inclusive Education **2100918 CwSN** has been approved in the year 2018-19 against which **Rs. 102350.91** lakh is the estimated approved outlay. The details of the covered CwSN and their approved interventions are as per **Annexure II** and **III** respectively.

Furthermore, resource persons are engaged exclusively for CwSN at the elementary and secondary level as well and various modules have been developed for the orientation and capacity building of teachers and special educators. The NCERT has developed exemplar material on curricular adaptations for facilitating the teaching-learning process of children with special needs. In addition, the NCERT has developed *Barkhaa*- a supplementary reading series with an inclusive design approach. MHRD also developed a series of training modules on various disabilities for special educators, teachers and resource persons aimed to prepare teachers to work with children of all abilities.

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

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

Addressing the Needs of CwSN - Other Components under Samagra Shiksha

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

2.2 Central Board of Secondary Education (CBSE):

An Inclusive Cell has been setup in the Board with the objective of developing vocational based courses and appoint special educators in schools.

Board has also constituted a committee to formulate policy of the Board for Children with Special Needs (CwSN) and Schools are also invited to send their suggestions. The committee will formulate policy on:

- ➤ Inclusive Education of Children with Special Needs (CwSN)

- ➤ Level of inclusion (Inclusion vs Integration) for CwSN

- ➤ Examination of CwSN

- ➤ Guidelines for 'slow Learners'

Inclusive Education

CBSE, works in a focused manner towards the cause of inclusive education. Besides addressing the day to day grievances of schools and parents of students with disabilities, Inclusive Education Cell actively supports the CBSE Centres of Excellence to create awareness about various disabilities and inclusion through trainings. Policy Document of the Board for the Students with Disabilities (Divyangjan) has been prepared while an online course on inclusive education proposed to be launched on SWAYAM portal is under way.

CBSE being sensitive to the needs of disabled students is extending several exemptions/concessions to candidates with disabilities as defined in The Rights of Persons with Disabilities Act-2016 and Guidelines for conducting written examination for persons with benchmark disabilities 2018 issued by Ministry of Social Justice and Empowerment as per Office Memorandum dated 29th August, 2018.

2.3 National Institute of Open Schooling

2.3.1 The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), Govt. of India with International recognition and presence, provides access to sustainable and learner centric quality education, skill up-gradation and training through Open and Distance Learning (ODL) mode up to pre-degree level. The NIOS offers both academic and vocational courses up to pre-degree to its prioritized target groups, who otherwise cannot avail the education through face-to-face mode. The NIOS is offering need based, demand driven vocational courses leading to certification and thereby upgrading the skills and also creating opportunity to provide gainful employment to a large number of students at various levels.

2.3.2 The NIOS has prioritized target groups mostly drop outs from the formal system and from the disadvantaged segment of the population, who otherwise have not been able to avail the formal education system due to various socio-economic and emotional reasons. One of such prioritized target groups are differently-abled learners, who are termed as children with special needs. Annually it admits about more than 10,000 learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED), which is located in different States throughout India in Special Schools and premises of NGOs working in the field. The learners are given fee relaxation as per Govt. of India rule. For making the education relevant to their livelihood, children are strongly supported to take a vocational subject while doing their Xth and XIIth. Since the system is in-built with flexibility to pace their study as per the ability of the learners, the subject chosen by them are also in consonance with their interest and aptitude.

2.3.3 Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a 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.

2.3.4 Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/cerebral palsy), if they need them. Even in some extreme cases examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

2.3.5 Enhancing inclusion of Persons with Disabilities are one of the prioritized groups for NIOS. Proactive steps towards facilitating their education resulted in introducing DAISY enabled talking books. The NIOS has developed talking books for secondary course in DAISY (Digital Accessible Information System) format specially designed for use of people with "print disabilities" including blindness, impaired vision and dyslexia.

2.3.6 With a vision to emerge as the most preferred institution for the persons with disabilities, NIOS has developed an **Indian Sign Language** (ISL) Dictionary to facilitate communication and education of the hearing impaired learners. The 7 subjects of Secondary have been translated in Indian Sign Language. 120 videos in sign language in 7 subjects at secondary level have been developed. Gyanamrit (DTH Channel 30) has been launched by NIOS to broadcast videos in Sign language in subjects at secondary level.

Arohan programme was organised at Kochi for sensitising deaf community about educational programme of NIOS.

2.4 National Council of Educational Research and Training:

NCERT strives to implement an inclusive system of education for all children which assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the persons with disability.

The Council carry out researches to review the existing activities and suggest new initiatives in the field of education of persons with disabilities, organize training programmes, both face-to-face and through EDUSAT, for teachers, teacher educators and policy makers for sensitizing and training them, supports the development of inclusive curriculum at the national and state levels, provide inputs for development of UDL based readings material for inclusive classrooms, inclusive textbooks, appropriate pedagogy and suggest reforms in the examination procedures from the perspective of groups with special needs promoting Continuous and Comprehensive Evaluation (CCE), develops teaching learning materials, teachers' guides, manuals, index for inclusion, training guidelines and literacy curriculum (Braille and others) and resource support to the Centre, States, NGOs and international and national level agencies for inclusion of CWSN in education and for the realization of their basic fundamental right to education, advice and support the centre, States, NGOs and international and national level agencies for effective implementation of inclusion and Network and draw linkages between various departments, organizations and people involved in the education of special focus groups and provide resource support for activities under the SSA and RMSA for CWSN.

The Council has also undertook researches in the different areas of inclusive education viz., the effect of aural reading (ICT based) on language comprehension of students with visual impairments, status of science teaching with reference to Children with Special Needs (CWSN) studying at secondary schools, accessibility of chemistry laboratory environment for the students

with disability and impact of training in inclusive education at secondary school level. In order to empower the regular science teachers and also provide opportunities for children with visual impairment in science laboratory activities, the Council is in the process of developing guidelines for inclusion of children with Visual Impairments (VI) in science laboratory activities. Keeping in view the role of school management committee in strengthening implementation of inclusion in elementary schools, the council has developed a manual on 'inclusive education'. Also, a manual on key indicators to analyze teaching learning materials at primary level from inclusive education perspective guidelines for inclusive pre-service teacher training degree programmes. Tactile books in science and mathematics at upper primary stage and resource book on skill-based education for CWSN at elementary level are also being developed.

2.5 National Council for Teacher Education:

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.EI.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.

3. 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

Enrollment of PwD students in Higher Education:

Year	All Categories	PwD Students
2014-15	34211637	64298
2015-16	34584781	74435
2016-17	35705905	70967
2017-18	36642378	74317

Source: All India Survey on Higher Education, MHRD

3.1 University Grants Commission (UGC):

The UGC, from time to time, has been conveying to the Universities and Deemed Universities the policy decisions, including reservations in admissions and employment in the Government of India pertaining to the persons with disabilities. In addition, the decisions taken and the guidelines framed at the level of the Commission in this regard have also been circulated to all universities for implementation. The Commission had also circulated the Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 2016 to the universities requesting them to strictly follow the provisions contained therein.

The UGC has issued the letter to all Universities regarding Gazette Notification of the Rights of Persons with Disabilities Act, 2016 vide this office letter number F.6-5/2017(SCT) dated 19.01.2018 with a request to provide the action taken report on the following recommendations:- (i) To issue appropriate instructions for implementation of reservation of 5% of seats in every Government and Government aided higher educational institutions in terms of section 32 of the Act. (ii) To work out mechanism for orientation and sensitization at college and university level regarding rights of PwDs in terms of section 39 (2) (d) and also to include rights of persons with disabilities in the curriculum in the colleges and universities in terms of Section 39 (2) (f) of the Act (iii) To issue general instructions to all

the establishments under its control regarding implementation of other provisions of the Act.

UGC has also issued following letters to the Universities:

✓ to provide facility of cassette recorders for Blind Students in universities,

✓ to make barrier free environment within a reasonable time-frame of, say, two years for Universities and three years for college and schools,

✓ to provide facilities of Braile books and talking Books,

✓ to provide sign language and interpreter in institution shaving hearing impaired students.

3.1.1 The University Grants Commission (UGC) is also implementing schemes for the benefits of persons with disabilities. **(a) Higher Education for Persons with Special Needs (HEPSN**)- The scheme is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences for differently-able persons. Creating awareness about the capabilities of differently –able person, construction aimed at improving accessibility, purchase of equipment to enrich learning etc. are the broad categories of assistance under this scheme. **(b) Teacher Preparation in Special Education (TEPSE) –** The Scheme is meant for assisting Departments of Education to launch special education teachers' preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed and M.Ed Degree courses with specialization in one of the disability areas. The UGC has approved two centres at Banaras Hindu University and Jamia Millia Islamia University under the scheme of Teacher preparation in Special Education. **(c)**

Financial Assistance to Visually-handicapped Teachers – The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of Reader and by using teaching and learning aids by way of providing Reader's Allowance and funds for purchase of Braille books, recorded materials etc. and help such teachers achieve self-dependence by using various aids for teaching, learning and research,. Allowance to visually challenged permanent teachers is Rs. 36000/- p.a.

3.1.2 Relaxation provided by the UGC to persons with Disabilities in the NET Examination:

(i) In compliance of the "Guidelines for Conducting Written Examination for Persons with Benchmark Disabilities" issued by the Ministry of Social Justice & Empowerment vide Office Memorandum No. F.No. 34-02/2015-DD-III dated 29 August, 2018, the following provisions would be available to the Candidates with Benchmark Disabilities, as defined in Section 2(r) of the Rights of Persons with Disabilities (RPwD) Act, 2016.

(ii) A person with benchmark disability, as defined in Section 2 (r) of the RPwD Act, means a person with not less than 40 percent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority.

(iii) A specified disability, as defined in Section 2 (zc) of the RPwD Act, means the disabilities as specified in the Schedule of the said Act, which includes: (a) Locomotor Disabilities: Leprosy, Cerebral Palsy, Dwarfism, Muscular Dystrophy, Acid Attack Victims; (b) Visual Impairment: Blindness & Low Vision; (c) Hearing Impairment: Deaf & Hard of Hearing; (d) Speech & Language Disability; (e) Intellectual Disability: specific learning disability (dyslexia, dysgraphia, dyscalculia, dyspraxia & developmental aphasia), autism spectrum disorder; (f) Mental illness; (g) Chronic Neurological Conditions: multiple sclerosis, Parkinson's diseases; (h) Blood Disorder: Haemophilia, 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.

3.2 Saksham Scholarship Scheme

The aim is to provide encouragement and support to differently-abled children having more than 40% disability and whose family income is not more than Rs. 8 lakhs per annum to pursue Technical Education. Selected candidates are awarded Scholarship of Rs. 50,000/- (Rs.20000 Contingency amount for 10 months and Rs. 30,000 for Tuition fee). The selection of candidate will be made on merit on the basis of qualifying examination to peruse the respective Technical Degree/Diploma course from any of the AICTE approved institution. 513 students have availed the benefit under this Scheme during the year 2018-19.

3.3. Indira Gandhi National Open University (IGNOU):

IGNOU 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. At present approximately 6,700 students with disabilities are enrolled and studying in various academic programmes on offer by the University. The type of disabilities of the enrolled students includes visual impairment, speech and hearing impairment, low vision and locomotor impairment. All sorts of support is provided to these students by IGNOU headquarter and its Regional Centres for completing their studies with the help the nearest Study Centres.

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ADMINISTRATION

Administration

1. The Ministry of Human Resource Development is under the overall charge of the Human Resource Development Minister who is assisted by a Minister of State. There are two Departments in the Ministry of Human Resource Development namely the Department of School Education & Literacy and the Department of Higher Education.

2. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 5 Joint Secretaries & 1 Economic Adviser & 1 Deputy Director General (Statistics). Similarly, The Secretary, Department of Higher Education is assisted by 1 Additional Secretary, 5 Joint Secretaries, 1 Economic Adviser & 1 Deputy Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser who is common to both the Departments.

3. The Departments are organized into Bureau, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary assisted by Divisional Heads at the level of Director/ Deputy Secretary/ Deputy Educational Adviser.

4. The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended at **Annexure-IV** and **Annexure-V** respectively.

5. Establishment and service matters in respect of the Officers/ Staff deployed at Secretariat proper of both the Departments are handled in Administration Bureau of the Department of Higher Education. The activities in the year 2018 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 2018 (as on 01.01.2019) to concerned cadre controlling authorities.

c) Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.

d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on e-Office [File Tracking System, e-Leave, e-Tour], Legal/ Court Cases Monitoring System and Employee Payment System through Comp DDO. e-Filing system is also under active consideration and process along with conversion to e-service books. 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.

e) Updating of database of Annual Performance Appraisal Reports [APARs] on their receipt in the Branch. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

Training Cell

1. The E.IV Section (erstwhile Training Cell) under Establishment Division process the training needs of the officers/staff members of both the Departments i.e. Department of School Education and Literacy and the Department of Higher Education of the Ministry. The matter is liaised with Institutions like Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), Institute of Secretarial Training and Management (ISTM), New Delhi and National Institute of Financial Management (NIFM), Faridabad, etc. for imparting training to the staff/ officers of the two Departments in the areas of Management, Public Administration, Vigilance, Cash and Accounts, Personnel etc. based on request received through different quarters.

2. Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training, Department of Economic Affairs, etc. for short term and long term training courses abroad under the Domestic Funding of Foreign Training, the Colombo Plan, the Bilateral Technical Assistance Programmes etc.

3. During the year 2018-19 (01.04.2018 to 31.03.2019), Officers/Officials of different grade attended the various training/nomination forwarded, which is briefed in tabular form as below:

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officials sent/Nominated
I.	Short term training under Domestic Funding of Foreign Training Scheme of DoP&T/Group 'A' Officer.	LSE Summer School, Londo, UK, JFK School, Harvard University, LKY School of Public Policy, Singapore, University of Chicago, USA.	4
II.	Customized Training Programme under Domestic Funding of Foreign Training Scheme of DoP&T/Group 'A' Officer	Cambridge University, USA.	1
III.	Mandatory Mid Carrier Training Programme for IAS/ IES Officers/Other category of Group 'A' Officers.	LBSNAA, Mussoorie,	2
IV.	Management Development Programme	University of Berkeley, California	1
V.	Training Programme for retiring officers	ISTM, New Delhi	17
VI.	Different Level Training Programmes (B, D, E, Level II, Level III, etc.) conducted by DoP&T	ISTM, New Delhi	80
VII.	Orientation Programmes on different aspects for various level Officers, viz. 3 Days orientation programme for Directors/ DS level joining CSS for first time, orientation programme on Pensions matter, etc.	ISTM, New Delhi.	8

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officials sent/Nominated
VIII.	Post Graduate Diploma in Financial Management.	NIFM, Faridabad	1
IX.	1 Week In-Service Training Programme for AIS Officers, Officers working under CSS/CSSS.	IC Centre for Governance, Panchagani.	1
X.	Training Programme on e.Office for various Level Officers in the Ministry of Human Resource Development.	NIC, Shastri Park, New Delhi.	25
XI.	Training Programmes and workshop on Capacity Building/Advanced Management	ISTM, New Delhi and NIFM, Faridabad	5

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 Additional Secretary, Under Secretary and other support staff.

During the period under report, a total of 663 references were received from various sources in the Vigilance Wing including the references from the Central Vigilance Commission and the Central Bureau of Investigation. Thirteen (13) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 56 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.

Part time Chief Vigilance Officers have been appointed in various Autonomous Organizations under the administrative control of the Ministry.

Vigilance Awareness week was observed from 29th October 2018 to 3rd November, 2018 with the theme "Eradicate Corruption – Build a New India". Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings.

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear and address the complaints from women employees in the Ministry as per the guidelines of the Hon'ble Supreme Court.

INFORMATION & FACILITATION CENTRE (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of HRD. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.mhrd.gov.in.

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced on 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005.

The Department has been overseeing the implementation of the RTI Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. Online facility has been extended to autonomous organizations under the Ministries. For meeting the purpose, Passwords to all Organizations have been assigned and intimated to them to upload the information on the site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is as under:

Year	Total No. of RTI of applications & appeals received and action taken thereon
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11028
2014	17681
2015	16643
2016	16336
2017	13645
2018-19	16311 (status upto 31.03.2019 including offline & online applications & appeals)

PUBLIC GRIEVANCES

A grievance redress machinery is in place in the Department of Higher Education and the Department of School Education and Literacy, under the Director of Public Grievances, who is of the rank of Sr. Economic Adviser(HE), Ministry of Human Resource Development. **During the period under report, a total of 37,368 grievance petitions were received in physical form and through pg.portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) from various sources, including Prime Minister's Office, Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare and also through the Integrated Grievance Redress Mechanism (INGRAM) portal developed by Department of Consumer Affairs which were dealt with and necessary action was taken to ensure timely redress of the grievances.**

The Director of Grievances in the Ministry has been notified for being accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 a.m. to 1 p.m. Further, anyone can meet the Director (PG) during working hours on all working days. In order to ensure the implementation of the policy of the Government regarding redress of public grievances in its totality, autonomous/ subordinate organizations and PSUs under the Department of Higher Education and Department of School Education and Literacy have also designated their officers as Director of Grievances.

CITIZEN's/CLIENT's CHARTER

With the objective to empower the citizen in relation to services deliverable as well as commitments by their Ministry for each of such services towards them, and to build bridges between citizens and Government functionaries through the delivery of Charters as live instruments of citizen – administration interface, both the Departments [i.e Department of School Education & Literacy and Department of Higher Education] of Ministry of Human Resource Development have brought out their Citizen's/Client's Charters (CCC) to emphasize good governance. The CCC has been updated on 13.02.2019 and uploaded on 19.02.2019 on the website of the Ministry.

NEW EDUCATION POLICY (NEP)

1. The Government is in the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

2. Consultation process was three pronged as follows: (i) Online consultations (ii) Consultation from village/ grassroots level up to State level, and (iii) Thematic Consultations including Zonal and National level Consultations. The online consultation process was undertaken on www.MyGov.in portal from 26th January, 2015 to 31st October, 2015 and nearly 29,000 suggestions have been received on the 33 identified (13 themes on School Education and 20 themes on Higher Education). Brief details on these 33 themes are accessible on www.MyGov.in portal. Further, an extensive, time-bound, participative, bottom-up consultative process across nearly 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/ Union Territories was carried out between May to October, 2015.

3. A number of in-person consultations were held by the Government with stakeholder Ministries in the Government of India (GoI) and also with the State Governments on NEP. A High Level meeting was taken by Minister for Human Resource Development on 14.02.2015 to discuss the consultative process for formulation of New Education Policy and invite suggestions of other Ministries and Departments. A meeting was held by the Minister of Human Resource Development on 21st March, 2015 with Education Ministers, Secretaries and other senior officials of the State Governments in which the consultation process, including the process of uploading the recommendations on MyGov, was explained in detail and suggestions of States on the process as well as the themes were also invited.

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

July-October, 2015. Further, the Ministry held thematic consultations in which experts having domain expertise were invited for deliberations.

5. The consultation process was one of the agenda points in the meeting of Central Advisory Board on Education (CABE) held on 19th August 2015. Views of all States and members of CABE were invited on the consultation process and the themes. Six Zonal Meetings were held by the Minister of Human Resource Development in Eastern, Central, North-Eastern, Western, Southern and Northern Zones covering all States and UTs in September-October 2015 which was attended by Education Ministers and officials of the respective States/UTs. New Education Policy was also discussed in the 64th CABE meeting held in October, 2016.

6. The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31st October 2015 under the Chairmanship of Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India, with the National University of Education Planning and Administration (NUEPA) serving as its secretariat. The Committee submitted its report on the 27th May, 2016. After perusal of the report of the Committee and the recommendations from various consultations as well as other views and comments received, MHRD has formulated 'Some Inputs for the Draft National Education Policy, 2016'. Both these documents are treated as inputs for policy. The Minister for HRD has written to all the Members of Parliament and the Ministry has also written to the relevant Government of India Ministries and the State Governments inviting comments/views/ suggestions on the Draft National Education Policy (NEP) by 31st October, 2016. Thereafter, an 'Education Dialogue' was also organized on 10th November, 2016 with the Hon'ble MPs to discuss the suggestions and to elicit their views on.

7. The Government has constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan on 24th June 2017. The Committee has submitted its report to the Ministry.

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS & TEACHING (PMMMNMTT)

1. With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focused on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development. Hence, with the above background, Hon'ble Prime Minister of India launched the Central Sector Scheme of **Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching** having All India coverage, on 25th December, 2014 with an outlay of Rs. 900 crores.

2. The Mission aims at addressing comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, and developing assessment & evaluation methodology, research in developing effective Pedagogy. This is one of the major thrust areas of action of the Government. The Mission addresses, on one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other, the Mission will pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

3. A total of 95 proposals from various Universities/Institutes from all over the country

have been approved till now for setting up institutional arrangements under various components of the Scheme. The Mission consists of the following components:-

Sl. No.	Name of the Component	Total Number to be set up	Number set up till now
1.	Schools of Education (in Central Universities)	30	25
2.	Centres of Excellence for Curriculum and Pedagogy	50	50
2.1	Centres of Excellence in Science and Mathematics Education	5	5
2.2	Teaching Learning Centres	25	25
2.3	Faculty Development Centres	20	20
3.	Inter-University Centres for Teachers' Education	2	2
4.	National Resource Centre for Education	1	1
5.	Centres for Academic Leadership and Education Management	5	4
6.	Innovations, Awards, Teaching Resource Grant, Including Workshop & Seminar	No Specific Number	9
7.	Subject Networks For Curricular Renewal And Reforms	No Specific Number	4
8.	Induction Training Programmes Of Newly Recruited Faculty In Higher Education	62 Centres	All
9.	ARPIT Through – National Resource Centres (NRCs) I) 2018 II) 2019	75 52	All
10.	Academic Leadership Development Programme For Senior Academic And Administrative Functionaries I) Without Foreign Component II) With Foreign Component	10 15	- All
	Total		**95**

4. Vide Twelve PAB meetings held till now, 95 proposals have been sanctioned and a total of Rs. 306.63 crores has been released till end of FY 2018-19; under the scheme. The Budget Estimates (BE), Revised Estimates (RE) and actual expenditure of the Scheme as of now are as given below:

(Rs. in crores)

Year	2014-15*	2015-16	2016-17	2017-18	2018-19
Budget Estimates (BE)	100	100	120	120	120
Revised Estimates (RE)	15	63	110	110	120
Actual Expenditure	1.25	59.95	70.06	72.69	102.68

The Scheme was launched in December, 2014

After attaining a number of gainful outcomes under the Scheme and to address comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, and developing assessment & evaluation methodology, research in developing effective Pedagogy, new initiatives have been launched under the Scheme. This helps the Mission to pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers."

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C&AG AUDIT

C&AG Audit

Summary of Important Audit Observations made by C&AG

S.No	Name of the Institution	Brief gist of the Para
1.	Indian Institute of Management, Kozhikode	**Irregular payment of pensionary benefits** Extension of the GPF-cum Pension Scheme to employees without approval of the Government of India resulted in expenditure of Rs. 61.20 lakh being incurred towards pensionary benefits without proper sanction. (Para No. 13.8) *Report No. 12 of 2017*
2.	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*
3.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha	**Construction works executed through UPSCIDCL** Entrustment of 49 works valuing Rs. 138.41 crore by MGAHV to Uttar Pradesh State Construction and Infrastructure Development Corporation Limited (UPSCIDCL) without prioritizing construction activities and availability of funds resulted in funds of Rs. 22.65 crore spent on six uncompleted works remaining idle as on March 2017**.** (Para No. 12.1) *Report No. 4 of 2018*
4.	Central University of Tamil Nadu	**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*

S.No	Name of the Institution	Brief gist of the Para
5.	University Grants Commission	**Implementation of Scheme for Construction of Women's Hostel Eastern Regional Office, Kolkata, of the University Grants Commission** The University Grants Commission is implementing a scheme to provide hostel facilities to women to achieve the goal of enhancing the status of women and gender equity. Financial assistance of Rs. 9.91 crore was released without ensuring compliance with the extant scheme guidelines and there was excess approval of grant of Rs. 56.11 lakh on inflated estimates. Further, 31 projects involving payment of grant of Rs. 26.16 crore remained incomplete even after periods ranging between two months and over nine years beyond the stipulated completion while two hostels created at a cost of Rs. 2.30 crore remained unutilised for more than three years. *(Para no. 12.3)* *Report No. 4 of 2018*
6.	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*
7.	Indira Gandhi National Tribal University, Amarkantak	**Non-utilisation of funds and irregular payments** Grants sanctioned for specific projects/ schemes/ programmes to the extent of Rs. 3.30 crore were lying unutilized with the University defeating the purpose for which they were sanctioned. There was also irregular payment of Tribal Area Allowance of Rs. 35.39 lakh and irregular reimbursement of Service Tax amounting to Rs. 22.09 lakh. *(Para no. 12.5)* *Report No. 4 of 2018*
8.	IIT, Mumbai .	**Irregular payment of special allowance/honorarium** Payment of special allowance/honorarium in violation of provisions of GFR resulted in irregular payment of Rs. 9.76 crore. *(Para no. 12.8)* *Report No. 4 of 2018*
9.	IIT, Mumbai	**Irregular payment of Service Tax** The Indian Institute of Technology, Mumbai failed to exercise due diligence and made irregular payment of service tax amounting Rs. 2.56 crore on construction activities under taken by them which was exempted from payment of service tax. *(Para no. 12.9)* *Report No. 4 of 2018*

S.No	Name of the Institution	Brief gist of the Para
10.	IIT (ISM), Dhanbad, NIFFT, Ranchi NIT, Jamshedpur	**Irregular re-imbursement of LTC claims** Three Central Autonomous Bodies irregularly reimbursed air fares of Rs. 1.28 crore during 2011-16 against air tickets purchased by their employees from unauthorized agents in violation of guidelines for availing Leave Travel Concession. *(Para no. 12.10)* *Report No. 4 of 2018*
11.	IIT, Chennai	**Avoidable expenditure due to non-recovery of service tax** Failure of Indian Institute of Technology Chennai to collect service tax from the service receiver resulted in payment of arrears of service tax and interest from their own resources resulting in an avoidable expenditure of Rs. 1.19 crore**.** *(Para no. 12.11)* *Report No. 4 of 2018*
12.	NIT, Tiruchirappalli	**School building not utilized for intended purpose** National Institute of Technology, Tiruchirappalli constructed a school building for Kendriya Vidyalaya without obtaining approval and financial sanction of Ministry resulting in non-utilisation of the building constructed at a cost of Rs. 6.64 crore for the intended purpose. *(Para no. 12.12)* *Report No. 4 of 2018*
13.	Central University of Gujarat, Gandhinagar	**Non-functional equipment** Poor contracting practices and lack of effective follow-up to enforce terms of supply order resulted in equipment worth Rs. 2.22 crore remaining non-functional. *(Para no. 12.13)* *Report No. 4 of 2018*
14.	Visva-Bharati, Shantiniketan	**Irregular payment of honorarium** Payment of honorarium in violation of provisions of Financial Rules resulted in irregular payment of Rs. 1.07 crore. *(Para no. 12.14)* *Report No. 4 of 2018*
15.	Tezpur University, Assam	**Undue benefit to teachers** Tezpur University, Assam allowed promotion/re-designation for higher post and granted higher pay to 10 teachers in contravention of extant regulations resulting in excess payment of pay and allowances of Rs. 99.25 lakh. *(Para no. 12.15)* *Report No. 4 of 2018*

S.No	Name of the Institution	Brief gist of the Para
16.	IIIT, Allahabad	**Irregular expenditure in procurement of books and journals** The Indian Institute of Information Technology, Allahabad incurred an expenditure of Rs. 1.50 crore towards purchase of 1,830 books/journals from a non-empanelled publisher in violation of its own laid down procedure and the provisions of GFR. Out of these 1,830 books/journals, there is no receipt nor entry in Library Accession Register pertaining to 801 books and 180 journals worth Rs. 81.45 lakh which renders the expenditure doubtful. (Para no. 12.16) Report No. 4 of 2018
17.	ABVIIITM, Gwalior, IIITDM, Jabalpur NITTTR, Bhopal	**Irregular payment of Service Tax** ABV-IIITM, Gwalior, IIITDM Jabalpur and NITTTR Bhopal paid Rs. 82 lakh as service tax on outsourced services though these Institutes were exempted from payment of such tax. (Para no. 12.17) *Report No. 4 of 2018*
18.	Motilal Nehru National Institute of Technology, Allahabad	**Non-realization of lease rent** Motilal Nehru National Institute of Technology, Allahabad failed to initiate effective action for collection of rent or eviction of premises in respect of 23 lessees who were in default resulting in non-realisation of lease rent of Rs. 66.10 lakh as well as unauthorized occupation of sheds belonging to the Institute. (Para no. 12.18) *Report No. 4 of 2018*
19.	NIT, Patna	**Avoidable payment of Central Excise and Custom Duty** Failure of the Institute to apply for exemption from Central Excise and Custom duty for ten years resulted in avoidable payment of Rs. 60.36 lakh in procurement of equipment. (Para no. 12.19) *Report No. 4 of 2018*
20.	NIT, Goa	**Loss of interest** National Institute of Technology, Goa kept surplus funds in savings account and lost the opportunity to generate additional interest of at least Rs. 51.87 lakh. (Para no. 12.20) *Report No. 4 of 2018*
21.	Indira Gandhi National Open University (IGNOU)	**Delay in construction of Regional Centre in Karnal** IGNOU acquired land measuring 7,235.4 sqm. for construction of Regional Central at Karnal from HUDA in November 2007 for Rs. 5.29 crore. As per the terms and conditions of allotment, the construction work was to be completed within two years from taking over possession of land. However, IGNOU failed to ensure timely action at various stages and construction of the building is yet to begin. This also resulted in avoidable cost of Rs. 46.41 lakh as well as non-realisation of intended objective of the project. (Para no. 12.21) *Report No. 4 of 2018*

Department of School Education & Literacy
Summary of Important Audit Observations made by C&AG

S. No	Name of the Institution	Brief gist of the Para.
1.	Mid Day Meal Scheme	**Performance Audit on National Programme of Nutritional Support to Primary Education** Comptroller and Auditor General of India (C&AG) conducted the Performance Audit of Mid Day Meal Scheme in 113 districts and 3376 schools across 34 States/UTs expect Mizoram and Telangana. The Performance Audit covers the period of 2009-10 to 2013-14. The C&AG laid down the report as Report No. 36 of 2015 in both the Houses of the Parliament on 18th December, 2015. PA 36 of 2015
2.	Right to Education Act, 2009	Implementation of right of children to free and compulsory Education Act, 2009 for the year ended March,2016 *Report No. 23 of 2017*
3.	Kendriya Vidyalaya, Sidhi	**Unfruitful expenditure on construction of school hostels** Construction of hostel building, kitchen and dining block for the Kendriya Vidyalaya, Sidhi, M.P. by the Kendriya Vidyalaya Sangathan without assessing its requirement resulted in unfruitful expenditure of Rs. 1.70 crore as the building remained unutilized since its completion in May 2012. (Para no. 12.6) *Report No. 4 of 2018*
4.	Central Board of Secondary Education	**Affiliation of private unaided schools** The Affiliation Bye-Laws of Central Board of Secondary Education were not adhered to with reference to grant of approval of affiliations. Delays in grant of affiliations and deficiencies in constitution of Inspection Committees and conduct of inspection undermined their very purpose. Schools were granted affiliation without the conduct of inspection and there were instances of improper grant of affiliation and improper processing of applications. (Para no. 12.7) *Report No. 4 of 2018*

Over all position of Audit paras during 2017 and 2018

Higher Education

	Audit paras as per CAG Report	Settled during	Pending
2017	19	17	2
2018	19	6	13
Total	**38**	**23**	**15**

School Education

	Audit paras as per CAG Report	Settled during	Pending
2017	2	1	1
2018	2	-	2
Total	**4**	**1**	**3+ 1***

Relates to 2015

OFFICIAL LANGUAGE

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 as well as Annual Programme issued by that Department.

Offices notified during the year

During the said period 41 more offices/regional offices and schools under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976. It should be noted that 54 offices/regional offices and schools have already been notified during the last year.

Monitoring on implementation of Official Language Policy

a)   During the said period the official language inspections of 25 offices have been done by the Ministry till date. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of the subordinate offices from time to time.

b)   Departmental Official Language Implementation Committee has been reconstituted in the Ministry under the Chairmanship of **Joint Secretary (Languages)**. Meetings of this committee are being held regularly. Appropriate action is taken on the compliance of decisions taken in the meetings.

c)   In order to monitor the position of use of official language Hindi in its Subordinates offices, Universities, Organizations etc. Quarterly progress reports and minutes of the meetings of their Official Language Implementation Committees are obtained and reviewed by the Ministry and remedial measures are suggested by the Ministry.

Hindi Salahkar Samiti

The meeting of the Hindi Salahkar Samiti of the Ministry was chaired by Hon' ble Minister of Human Resource Development on 14th May, 2018.

Training

In pursuance of the Official Language Policy of the Government remaining employees of the Ministry, who are yet to be trained in Hindi Language, Hindi typing and stenography, are nominated in the training programmes conducted by the Department of Official Language.

Workshop

With an objective to promote the progressive use of Official Language—Hindi in the offices and for resolving issues faced by the employees while working in Hindi in day-to-day official work,

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 by the Ministry.

Hindi Fortnight in the Ministry

From 10th to 24th September, 2018 'Hindi Fortnight' was celebrated. On the occasion of Hindi Diwas, Honourable Minister of Human Resource Development gave an inspiring video message to increasingly use of Hindi for official purposes and urged all to vow to promote the country's official language across the globe. On this occasion, competitions on Hindi Noting/ Drafting, Hindi Typing, Hindi Debate, Self-composed Poem Recitation, and Hindi Quiz were organized. 123 participants participated in these competitions. In these competitions 50 winner participants were awarded a total number of 69 cash awards.

Akhil Bhartiya Rajbhasha Sangosthi (Symposium)

With the view to provide a platform to Official Language Officers, Hindi Translators of this ministry and its offices, an **Akhil Bhartiya Rajbhasha Sangosthi** was organized by the Ministry of HRD. This year, a two day Sangosthi was organized from 31st January to 1st February, 2019 in *Port Blair, Andaman and Nicobar Islands. VCs, Directors and Senior Officers of Higher Education Institutes also participated in this. Discussions were held with* Official Language Officers, Hindi Translators working in the subordinate offices of this Ministry and measures for increasing the progressive use of official language as well as on the problems being faced in its implementation work were also discussed. In this Sangosthi, Honourable Minister of HRD's video message for increasingly use of Hindi for official purposes had also been displayed.

Website

Website of both the Departments of the Ministry has been made bilingually i.e. in Hindi and English. It is being updated from time to time.

Directions have been issued to all the offices under the Ministry to make their website bilingual.

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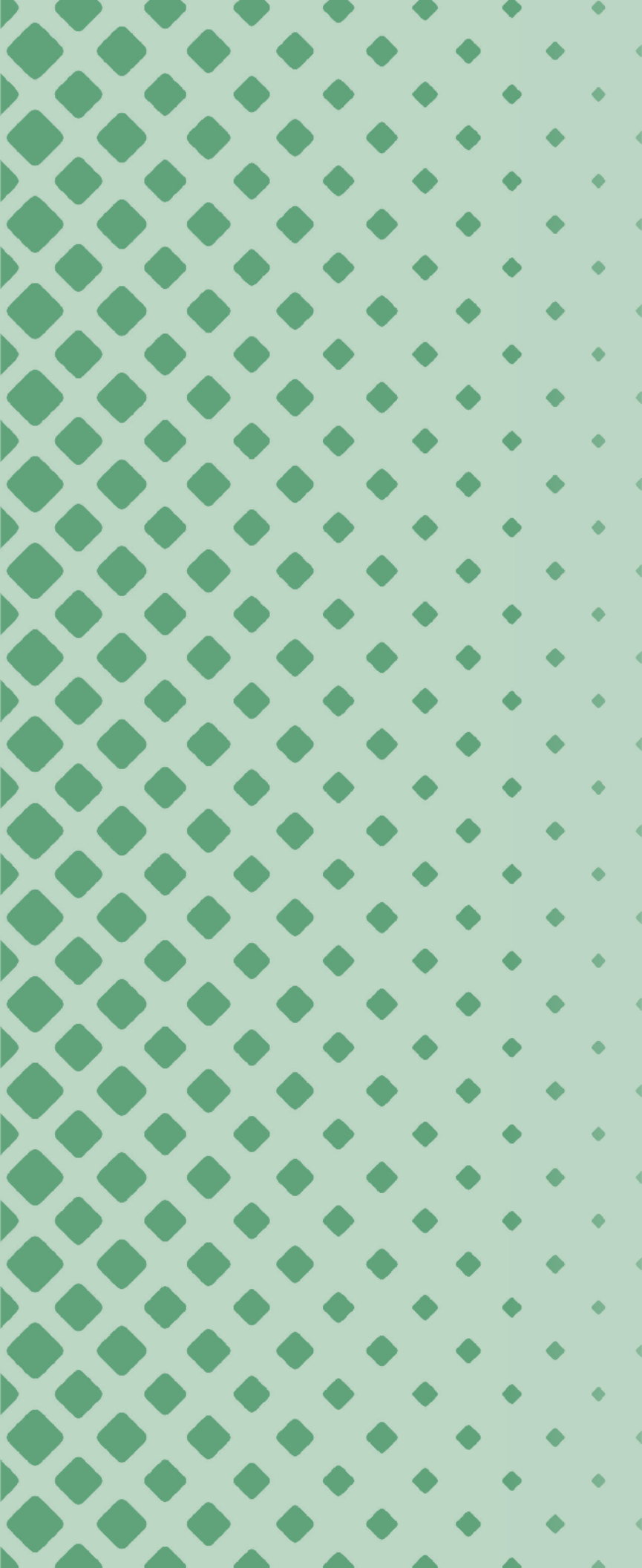
Budget

BUDGET ANNOUNCEMENT

Status of Implementation of Announcements made in Budget Speech 2018-19 pertaining to Department of Higher Education

S. No.	Para No.	Announcement made	Status
1.	51	To set up investments in research and related infrastructure in premier educational institutions, including health institutions. I propose to launch a major initiative named "Revitalizing Infrastructure and Systems in Education (RISE) by 2022" with a total investment of Rs.1,00,000 crore in next four years. Higher Education Financing Agency (HEFA) would be suitably structured for funding this initiative.	The proposal has been approved by CCEA in its meeting held on 04.07.2018. Higher Education Financing Agency (HEFA) has so far approved proposals of Rs. 31498.47 crore and out of this amount Rs. 17340.66 crore was sanctioned in first tranche. **Action taken but under implementation**
2.	52	Our Government has taken major initiative of setting up Institutes of Eminence. There has been tremendous response to this initiative by institutions both in public and private sectors. We have received more than 100 applications. We have also taken steps to set up a specialized Railways University at Vadodara.	The government /UGC approved the scheme of providing Regulatory Architecture for setting up/ upgrading of 20 Institutions (10 from public sector & 10 from private sector) as world class teaching and research institutions called as 'Institutions of Eminence'. The Regulatory Architecture has been provided in the form of UGC (Declaration of Government Institutions as Institutions of Eminence) Guidelines, 2017 for public Institutions and UGC (Institutions of Eminence Deemed to be Universities) regulations, 2017 for private Institutions. Under this Scheme, 114 applications (74 from public sector & 40 from private sector) received in the Ministry for selection of IoEs. These applications were entrusted to Empowered Expert Committee (EEC) constituted for this purpose. The EEC submitted its report to UGC, UGC approved the report and recommended selection of only 6 institutions (3 from public sector and 3 from private sector) as Institutions of Eminence.

S. No.	Para No.	Announcement made	Status
			The Central Government, taking into consideration the recommendations of Empowered Expert Committee (EEC) and advice of UGC on the report of EEC, issued Orders to 3 Public Institution (IIT Delhi, IIT Bombay and IISc Bangalore) for selection of Institutions of Eminence. Further, the Ministry of HRD signed Memorandum of Understanding with these three public Institutions. After signing of MoUs with them, the MHRD issued Notifications separately for these three public Institutions declaring them as institutions of Eminence. In private sector, the Ministry of HRD issued Letters of Intent to 3 private Institutions (Manipal Academy of Higher Education, Manipal, Karnataka; Jio Institute (Reliance Foundation), Karjat, Pune; and BITS Pilani, Rajasthan) for submitting their readiness report to this Ministry for commencing the academic programmes under the banner of institutions of Eminence, within three years of issuance of Letter of Intent.

Each public Institution selected as Institution of Eminence will get financial assistance upto Rs. 1000 Crore over the period of five years under the scheme. The first instalment of grants in aid has already been released to the above mentioned three public Institutions.

Action taken but under implementation |
| 3. | 53 | We propose to set up two new full-fledged Schools of Planning and Architecture, to be selected on challenge mode. Additionally, 18 new SPAs would be established in the IITs and NITs as autonomous Schools on challenge mode. | The Competent Authority had desired to redraft the EFC proposal to establish 18 SPAs as Departments of Architecture and Planning in NITs/IITs. The CEE Memo was submitted to the IFD for its views/comments. IFD had suggested some modifications which were carried out in the CEE memo and the same were put up for the approval of the Hon'ble HRM. The revised CEE Memo was uploaded on the EFC portal on 16th August, 2018 for seeking comments of various Ministries/Departments after the same was approved by Hon'ble HRM. The comments were received from Ministry of Housing and Urban Affairs, NITI Aayog, Dept. of Expenditure and Department of Economic affairs. The same were examined and CEE Memo was revised |

S. No.	Para No.	Announcement made	Status
			accordingly. The revised CEE Memo was uploaded on EFC portal for seeking date of convening CEE Meeting. The meeting of CEE-EFC was held on 16th November, 2018 at 03.00 PM wherein the proposal was discussed and CEE advised the Ministry to recast the proposal to reduce the overall cost of the proposal. The draft minutes of the Meeting were forwarded to Ministry of Finance, Department of Expenditure for approval. The minutes of the meeting, as approved by Secretary (Expenditure) were received on 03.12.2018. Directors of IITs/NITs and Chief Secretaries of States/UTs were requested to submit the proposal. Proposals from 09 IITs, eleven NITs and Seven State governments were received which were examined in the Ministry. In the first stage 2 SPAs and 14 DPAs have been shortlisted. The UT Puducherry and Government of Maharashtra along with IITs and NITs have been requested to submit detailed Project report. The same is awaited. **Action taken but under implementation**
4.	54	The Government would launch the "Prime Minister's Research Fellows (PMRF)" Scheme this year. Under this, we would identify 1000 best B.Tech students each year from premier institutions and provide them facilities to do Ph.D in IITs and IISc, with a handsome fellowship. It is expected that these bright young fellows would voluntarily commit few hours every week for teaching in higher educational institutions.	The Union Cabinet in its meeting held on 7.2.2018 has approved implementation of "Prime Minister's Research Fellows (PMRF) scheme at a total cost of Rs.1650 crore for a period of seven years beginning 2018-19. Accordingly, the National Coordination Committee (NCC) for implementation of the scheme was constituted. In the first batch, 119 fellows were admitted, out of 1887 applications received. Revised Guidelines for making the scheme open to all recognized institutions have been issued. IISERs have been included as host institution. These revised guidelines will take effect from May, 2019 admissions. In second call in December, 2018, 57 fellows have been selected. **Action taken but under implementation**

BUDGET PROVISION

Budget Provision
Department of Higher Education

Rs in Crore

S. No.	Name of the Scheme/Autonomous Body	BE 2018-19	RE 2018-19	BE 2019-20
	Centre's Expenditure			
	Establishment Expenditure of the centre			
1	Secretariat- Social Services	103.23	105.00	128.82
2	Directorate of Hindi	46.30	41.67	46.30
3	Commission for Scientific and Technical Terminology	12.10	10.89	12.10
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	40.07	38.06	45.07
5	Educational Institutions Abroad*	7.27	7.27	7.30
	Total- Establishment Expenditure of the centre	**208.97**	**202.89**	**239.59**
	Central Sector Schemes/ Projects			
	Higher Education			
6	National Initiative on Sports and Wellness	1.00	0.00	1.00
7	National Initiative on Inclusion of Persons with Disabilities in Higher Education	2.00	2.00	0.00
8	National Initiative to Foster Social Responsibility	1.00	0.00	1.00
9	National Research Professors	1.30	1.30	1.30
10	Establishment of Multi- Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for Excellence in Humanities	10.00	0.00	9.00
11	Higher Education Financing Agency (HEFA)	2750.00	2750.00	2100.00
12	World Class Institutions	250.00	128.90	400.00
13	Prime Minister's Girls' Hostel	30.00	27.00	13.00
	Total-Higher Education	**3045.30**	**2909.20**	**2525.30**
	Student Financial Aid			
14	Interest Subsidy and Contribution for Guarantee Fund	2150.00	1800.00	1900.00
15	Scholarship for College and University Students	339.00	339.00	355.00
16	Indian Scholars Going aborad against Scholarships offered by foreign Govt.	1.00	1.00	1.00
17	PM Research Fellowship	75.00	15.00	50.00
18	M.Tech Programme Teaching Assistantship	35.00	0.00	0.00
	Total-Student Financial Aid	**2600.00**	**2155.00**	**2306.00**
	Digital India- e-Learning			
19	National Mission in Education through ICT	150.00	150.00	170.00

S. No.	Name of the Scheme/Autonomous Body	BE 2018-19	RE 2018-19	BE 2019-20
20	Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)	90.00	130.00	130.00
21	e-Shodh Sindhu	180.00	200.00	242.00
22	Higher Education Statistics And Public Information System (HESPIS)	16.00	16.00	17.00
23	National Digital Library	10.00	7.80	10.00
24	National Academic Depository	10.00	7.50	10.00
	Total-Digital India- e-Learning	456.00	511.30	579.00
	Research & Innovation			
25	Training & Research in Frontier Areas	15.00	6.20	15.00
26	Setting up of Inter-Institutional Centres, Creation of Excellence Clusters & Network, Establishing Alliances across Institutions	2.00	0.00	1.00
27	National Initiative for Design Innovation	32.00	30.00	35.00
28	Startup India Initiative for Higher Educational Institutions /National Initiative for Technology Transfer (NITT)	84.23	75.00	95.47
29	Unnat Bharat Abhiyan	17.60	20.00	30.00
	Swachhata Action Plan	2.40	2.40	2.40
30	Uchhatar Avishkar Abhiyan	95.00	0.00	95.00
31	Implementation of the IMPRINT Research Initiative (IMPacting Research INnovation & Technology)	102.00	50.00	80.00
32	Impactful Policy Research in Social Science (IMPRESS)	0.00	25.00	75.00
33	Scheme for Promotion of Academic and Research Collaboration(SPARC)	0.00	30.00	130.00
34	*Scheme for transformational and advanced research in Sciences (STARS)*		5.00	50.00
	Total-Research & Innovation	**350.23**	**243.60**	**608.87**
	Champion Services Sector			
35	Education Services-Internationalization of Higher education			0.20
	Total-Champion Services Sector	0.00	0.00	0.20
36	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)	120.00	120.00	130.00
37	National Institutional Ranking Framework	3.00	2.70	2.00
38	Global Initiative for Academic Network Plus	30.00	30.00	30.00
39	Technical Education- Quality Improvement Programme of Government of India (EAP)	275.00	500.00	950.00
40	Support for Skill -Based Higher Education including Community Colleges	40.00	75.00	0.00

S. No.	Name of the Scheme/Autonomous Body	BE 2018-19	RE 2018-19	BE 2019-20
41	Programme for Apprenticeship Training- Scholarships & Stipends	125.00	125.00	175.00
42	Study in India	0.00	50.00	65.00
43	Education Quality Upgradation and Inclusion Programme (EQUIP)			0.01
44	Planning, Administration & Global Engagement	67.59	66.48	66.48
	Total- Central Sector Schemes/ Projects	**7112.12**	**6788.28**	**7437.86**
	Other Central Sector Expenditure			
	Statutory and Regulatory Bodies			
45	Support to University Grants Commission (UGC)	4722.75	4687.23	4600.66
46	All India Council for Technical Education (AICTE)	485.00	450.00	456.00
	Innovation Cell		2.00	2.00
	Total-Statutory and Regulatory Bodies	**5207.75**	**5139.23**	**5058.66**
	Autonomus Bodies			
47	Grants to Central Universities (CUs)	6398.55	6323.55	6713.40
	Grants to IMS (BHU), CU	46.68	175.00	130.00
48	Central University, Andhra Pradesh	10.00	8.00	13.00
49	Andhra Pradesh & Telangana Tribal Universities	20.00	1.00	8.00
50	Deemed Universities Promoted by Central Government	60.00	54.00	350.00
	Total- University Grants Commission, Central Universities and Deemed Universities	**11742.98**	**11700.78**	**12273.06**
	Indian Institutes of Technology			
51	Support to Indian Institutes of Technology	5613.00	5070.70	6329.95
52	IIT, Andhra Pradesh	50.00	86.00	
53	Indian School of Mines, Dhanbad	240.00	238.00	
54	Setting up New IITs	338.00	310.00	
55	National Testing Agency (NTA)	10.00	10.00	
56	IIT, Hyderabad (EAP)	75.00	0.00	80.00
	Total-Indian Institutes of Technology	**6326.00**	**5714.70**	**6409.95**
	Indian Institutes of Management			
57	Support to Indian Institutes of Management	828.00	200.00	445.53
58	IIM, Andhra Pradesh	42.00	36.00	
59	Setting up New IIMs	166.00	136.00	
	Total-Indian Institutes of Management	**1036.00**	**372.00**	**445.53**
	National Institutes of Technology			
60	Support to National Institutes of Technology & IIEST	3019.40	3493.01	3787.05
61	NIT, Andhra Pradesh	54.00	98.00	
62	Upgradation of Indian Institute of Engineering, Science & Technology (IIEST) (BESU & CUSAT)	130.00	130.00	
	Total-National Institutes of Technology	3203.40	3721.01	3787.05

S. No.	Name of the Scheme/Autonomous Body	BE 2018-19	RE 2018-19	BE 2019-20
	Indian Institutes of Science, Education & Research (IISERs)			
63	Support to Indian Institutes of Science for Education & Research (IISERs)	640.00	580.00	899.22
64	IISER, Andhra Pradesh	49.00	70.40	
	Total-Indian Institute of Science (IISc) & Indian Institutes of Science, Education & Research (IISERs)	**689.00**	**650.40**	**899.22**
65	Support to Indian Institute of Science (IISc)	447.00	480.45	552.10
	Centre for Nano- Science and Engineering (CeNSE)	8.00	15.21	20.91
	Indian Institutes of Information Technology (IIITs)			
66	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	214.47	236.03	208.16
67	Setting up Indian Institutes of Information Technology in PPP mode	119.45	177.38	166.60
68	IIIT, Andhra Pradesh	30.00	27.00	
	Total-Indian Institutes of Information Technology (IIITs)	**363.92**	**440.41**	**374.76**
69	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	285.00	200.00	242.00
	Grants to Institutes for Promotion of Indian Languages	351.00	420.60	425.70
70	National initiative for quality higher education in Indian languages	1.00	0.00	1.00
71	National Institute of Industrial Engineering, Mumbai	37.25	33.50	46.46
72	Schools of Planning & Architecture	202.00	182.00	287.00
73	National Institutes of Technical Teachers Training & Research	130.00	130.00	150.15
74	Board of Apprenticeship Training, Bombay, Calcutta , Madras and Kanpur	20.00	20.00	20.30
75	Indira Gandhi National Open University (IGNOU)	100.00	90.00	136.00
76	Assistance to Other Institutions	396.65	380.70	468.37
	Total- Other Central Sector Expenditure	**25339.20**	**24551.76**	**26539.56**
	Transfers to States/UTs			
	Centrally Sponsored Schemes			
77	National Education Mission: Rashtriya Uchhatar Shiksha Abhiyan (RUSA)	1400.00	1500.00	2100.00
	Other Grants/Loans/Transfers			
78	Improvement in Salary Scale of University & College Teachers	950.00	469.18	2000.00
	Total-Schemes	**9462.12**	**8757.46**	**11537.86**
	Grand Total	**35010.29**	**33512.11**	**38317.01**

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ANNEXURES

LIST OF MODEL DEGREE COLLEGES ESTABLISHED IN ASPIRATIONAL DISTRICT/UNSERVED AND UNDER-SERVED AREAS

S.No.	State	Institution Name	District
1	Andhra Pradesh	New Model Colleges	YSR Kapada
2	Andhra Pradesh	New Model Colleges	Visakhapatnam
3	Arunachal Pradesh	Govt. New Model College	Namsai
4	Arunachal Pradesh	Govt. New Model College	Longding
5	Assam	New Model Colleges, Baksa	Baksa
6	Assam	New Model Colleges, Barpeta	Barpeta
7	Assam	New Model Colleges, Dhubri	Dhubri
8	Assam	New Model Colleges, Dima Hasao	Dima Hasao
9	Assam	New Model Colleges, Udalguri	Udalguri
10	Bihar	Govt. New Model Colleges	Gaya
11	Bihar	Govt. New Model College	Araria
12	Bihar	Govt. New Model College	Katihar
13	Bihar	Govt. New Model College	Purnia (Purnea)
14	Chhattisgarh	New Model College, Korba	Korba
15	Chhattisgarh	New Model College, Mahasamundh	Mahasamundh
16	Chhattisgarh	New Model College, Dantewada	Dantewada
17	Chhattisgarh	New Model College, Bijapur	Bijapur
18	Chhattisgarh	New Model College, Sukuma	Sukuma
19	Chhattisgarh	New Model College, Narayanpur	Narayanpur
20	Chhattisgarh	New Model College, Kondagaon	Kondagaonm
21	Haryana	Mewat	Nuh
22	Himachal Pradesh	Model Degree College, Chamba	Chamba
23	Jammu & Kashmir	New Model Degree College, Baramulla	Baramulla
24	Jammu & Kashmir	New Model Degree College, Kishtwar	Kishtwar
25	Jammu & Kashmir	New Model Degree College, Kupwara	Kupwara
26	Jharkhand	New Model Degree College, Chatra	Chatra
27	Jharkhand	New Model Degree College, Dumka	Dumka
28	Jharkhand	New Model Degree College, Giridh	Giridh
29	Jharkhand	New Model Degree College, Gumla	Gumla
30	Jharkhand	New Model Degree College, Garhwa	Garhwa
31	Jharkhand	New Model Degree College, Latehar	Latehar
32	Jharkhand	New Model Degree College, Pakur	Pakur
33	Jharkhand	New Model Degree College, Sahibganj	Sahibganj

S.No.	State	Institution Name	District
34	Jharkhand	New Model Degree College, Ramgarh	Ramgarh
35	Jharkhand	New Model Degree College, Simdega	Simdega
36	Karnataka	Govt. New Model College	Raichur
37	Karnataka	Govt. New Model College	Yadgir
38	Kerala	New Model Degree College, Wayanad	Wayanad
39	Madhya Pradesh	New Model Degree College, Barwani	Barwani
40	Madhya Pradesh	New Model Degree College, Khandwa	Khandwa
41	Madhya Pradesh	New Model Degree College	Chhatarpur
42	Madhya Pradesh	New Model Degree College	Damoh
43	Madhya Pradesh	New Model Degree College	Guna
44	Madhya Pradesh	New Model Degree College	Singrauli
45	Madhya Pradesh	New Model Degree College	Vidisha
46	Madhya Pradesh	New Model Degree College	Rajgarh
47	Maharashtra	New Model Degree College	Nandurbar
48	Maharashtra	New Model Degree College	Washim
49	Meghalaya	New Model Degree College, Patharkhamah	Ri Boi
50	Meghalaya	New Model Degree College, Rongjeng	East Garo Hills
51	Nagaland	New Model Degree College, Tzupaksa, Mangkolemba sub division	Mokokchung
52	Odisha	MDC, Bolangir	Bolangir
53	Odisha	MDC, Dhenkanal	Dhenkanal
54	Odisha	MDC, Gajapati	Gajapati
55	Odisha	MDC, Kalanhandi	Kalanhandi
56	Odisha	MDC, Kandhamal	Kandhamal
57	Odisha	MDC, Koraput	Koraput
58	Punjab	Govt. New Model College	Moga
59	Rajasthan	Govt. New Model College	Dholpur
60	Rajasthan	Govt. New Model College	Karauli
61	Rajasthan	Govt. New Model College	Baran
62	Rajasthan	Govt. New Model College	Jaisalmer
63	Rajasthan	Govt. New Model College	Sirohi
64	Sikkim	Govt. New Model College	West Sikkim
65	Sikkim	Govt. New Model College	North Sikkim
66	Telangana	New Model Colleges	Jayashankar Bhoopalpally
67	Telangana	New Model Colleges	Komaram Bheem Asifabad
68	Telangana	New Model Colleges	Khammam
69	Uttarakhand	Govt. Model Degree College, U.S. Nagar	Udham Singh Nagar
70	Uttarakhand	Govt. Model Degree College, Haridwar	Haridwar

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Children with Special Needs covered under Samagra Shiksha 2018-19

S.No	States/UT Name	No. of CWSN Approved 2018-19 (Elementary + Secondary) in PAB
1	Andaman & Nicobar Islands	496
2	Andhra Pradesh	86730
3	Arunachal Pradesh	3493
4	Assam	62432
5	Bihar	183036
6	Chandigarh	4303
7	Chhattisgarh	62475
8	Dadra & Nagar Haveli	571
9	Daman & Diu	231
10	Delhi	18307
11	Goa	2082
12	Gujarat	120144
13	Haryana	27862
14	Himachal Pradesh	10800
15	Jammu & Kashmir	26809
16	Jharkhand	64789
17	Karnataka	79082
18	Kerala	131698
19	Lakshadweep	215
20	Madhya Pradesh	103236
21	Maharashtra	307519
22	Manipur	4029
23	Meghalaya	3946
24	Mizoram	4568
25	Nagaland	1276
26	Orissa	106615
27	Pondicherry	1443
28	Punjab	63611
29	Rajasthan	114423
30	Sikkim	1134
31	Tamil Nadu	149140
32	Telangana	45882
33	Tripura	3537
34	Uttaranchal	6345
35	Uttar Pradesh	181909
36	West Bengal	116750
	Total	**2100918**

Source: Project Approval Board (PAB) Minutes 2018-19

Samgra Shiksha 2018-19
Inclusive Education
Provision for Children with Special Needs 2018-19

Sr.No	Inclusive Education (up to Highest Class VIII)	Physical (In No.)	Financial (Rs in lakh)
1	Sports Events	5803	1104.48
2	Social Inclusion Programme	1385	346.25
3	Parental Education Programme	1667	34.18
4	Training for CWSN	1050	34.07
5	Braille Books	4909	69.21
6	Audio visual and printing materials	22	2.2
7	World Disability Day	95	88.3
8	Teacher Training on Curriculum Adoption	2700	67.5
9	Physiotherapy/ Speech Therapy	216	21.6
10	Exposure Visit	27	27
11	Salary of Resource Teacher	1	2.4
12	Aids & Appliances for Resource Center Activities	150	225
13	Cochlear Implant (Screening,Testing, Surgery, Followup and Speech therapy)	43	258
14	Sight Restoration Surgeries	80	8
15	Exposure Visit (Anjali Festival)	20	4
16	Anjali Children Festival	300	6
17	Parental / Community Counselling	3000	30
18	Identification and Profiling of CWSN	6391	3.2
19	Accelerated Learning Camp (ALC)	78	1383.64
20	Purchase/Development of instructional materials	121348	840.94
21	Vocational/life skills training	45	14.25
22	Extra curricular skills training workshops	22	4.4
23	Hostel Allowance	3360	1756.5
24	Therapeutic Services	47689	1926.22
25	Helper/Ayas/Attendant	2030	756.6
26	Braille Stationary Material (Inc. Embossed Charts, globes etc)	58070	804.18
27	Providing Aids & Appliances	198741	8136.38
28	Identification and Assessment (Medical Assessment Camps)	107530	1871.73
29	Reader Allowance	9404	158.7

Sr.No	Inclusive Education (up to Highest Class VIII)	Physical (In No.)	Financial (Rs in lakh)
30	Assistive Devices,Equipments and TLM	46286	1805.01
31	Transportation allowance	203984	7025.8
32	Stipend for Girls	536536	10654.42
33	In-service Training of Special Educators	21760	308.66
34	Environment Building programme	4820	427.82
35	Orientation of Principals, Educational administrators, parents / guardians etc.	572610	3437.68
36	Salary (Previous Spl. Educators)	7509	15299.57
37	Salary (New Spl. Educators)	309	368.1
38	Development of Training Material	19654	149.48
39	Escort Allowance	201752	6814.11
40	Home Base Education	43236	898.72
41	Changathykootam / Padanam madhuram	1385	27.7
42	Surgical Correction	818	137.16
43	Corrective Surgeries	1040	133.2
	Total of Inclusive Education (up to Highest Class VIII)		**67472.36**
Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)			
1	Purchase/Development of instructional materials	62722	154.1
2	Hostel Allowance	360	36.17
3	Therapeutic Services	3490	90.82
4	Helper/Ayas/Attendant	716	236.89
5	Braille Stationary Material (Inc. Embossed Charts, globes etc)	117969	777.44
6	Providing Aids & Appliances	44777	1064.43
7	Identification and Assessment (Medical Assessment Camps)	12868	242.9
8	Reader Allowance	8932	135.61
9	Uniform	88143	431.97
10	Assistive Devices,Equipments and TLM	26555	436.8
11	Escort Allowance	43116	795.36
12	Sports & Exposure Visit	5999	314.02
13	Stipend for Girls	115059	2301.18
14	Transportation allowance	71588	1072.09
15	Home Base Education (Highest Class XII)	760	23.7
16	Orientation Camp	46	3.22
17	Talent Search at District & State Level	1	0.12
	Total of Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)		**8116.82**

Sr.No	Inclusive Education (up to Highest Class VIII)	Physical (In No.)	Financial (Rs in lakh)
Inclusive Education (Recurring) (Upto Highest Class - XII)			
1	Development of Training Material	4574	53.59
2	Books & Stationery (Inc. Braille Books for Blind and Large Print Books for Low Vision)	11222	89.89
3	Impact study	1	5
4	Equipment for Children (Hearing Impairment)	75	15
5	Parent Teacher and Students counselling	5804	31
6	Curriculum Adaptation	1	10
7	Learning material for Resource Room/Learning Centers	500	50
8	In-service Training of Special Educators	6466	150.19
9	Environment Building programme	3911	366.87
10	Orientation of Principals, Educational administrators, parents / guardians etc.	44661	186.65
11	Special Pay for Gen. Trained Teach.	150	7.2
12	Salary (Previous Spl. Educators)	5193	18921.01
13	Salary (New Spl. Educators))	2597	6438.03
14	Therapeutic Services	23	16.1
15	Project on Horticulture Therapy	14	21
16	Skill Development Programme	5	25
17	Sports Meet - District Level	14	9.8
18	Exposure Visits	700	3.5
19	Sports Meet - State Level	1	3
20	Inclusing Kaloutsav	41	30.75
21	World Disability Day	64	11.1
22	Open Schooling for children with Intellectual Disability	30	1.38
23	Reimbursement	3	4.73
24	Surgical Correction	68	13.6
25	Vocational for CWSN	336	13.05
26	World Disability Day at District level	13	9.1
27	Scribe facility	850	8.5
28	Pre-vocational /Self-Management Skills Training	816	7.34
29	Assessment of Children with Intellectual Disabilities	29	21.75
30	Awareness Campaign	29	11.6
31	National Level Olympic	1	1
32	Special Educators Not in Position	300	225
	Total of Inclusive Education (Recurring) (Upto Highest Class - XII)		**26761.73**
	Grand Total		**102350.91**

Source : Project Monitoring System

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ORGANISATION CHART

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(Shri Prakash Javadekar)

→

Minister of State for HRD (Dr. Satya Pal Singh)

→

Department of Higher Education

→

Shri R. Subrahmanyam,
IAS (AP:85), Secretary (HE)

Dr. N. Saravana Kumar, IAS (BH:2000), JS (P&ICC)

ICC, TEL, SWAYAM, SII, Unnat Bharat Abhiyan, PMMMNMTT, UNESCO, National Digital Library

Ms. Ishita Roy, IAS(KL:91) JS (HE & ICR)

UGC, RUSA HE-Policy, ICR, Institutes of Eminence, Deemed /Pvt. Universities, Research Council.

Shri Sanjay Kumar Sinha, IFoS(JK:93) JS (Mgt & L)

Management and IIM, Languages Rajbhasha,

Shri Girish C. Hosur, IFoS (HP:1996), JS(CU)

Central Universities, Book Promotion

Shri Madan Mohan, ICAS, Pr. CCA

Accounts Organization

Ms. Darshana Momaya Dabral, IP & TA & FS (1990), JS & FA

Finance & Accounts

Shri Madan Mohan, DDG (Statistics,)

Statistics, CMIS, NIRF, International Rankings. NITs

Shri V.I.V.S.S. Subba Rao, IES(85) Sr. Economic Adviser

IISERs, IISc, GIAN, HEFA, Skill Development, Ek Bharat Shrestha Bharat, SBA, NER, PWD, SC/ ST Cell, Technical Coordination.

Shri Madhu Ranjan Kumar, IRSS (1985), JS (DL & A)

Admn., Parliament, Coordination, Minorities, BOAT, CFTIs, DL, SPA, All Scholarships, Interest Subsidy Scheme

ORGANISATION CHART

MINISTER OF HUMAN RESOURCE DEVELOPMENT

(Shri Prakash Javadekar)

Minister of State for HRD

Department of School Education & Literacy

Smt. Rina Ray, IAS (AGMUT:1984), Secretary (SE&L)

Shri Maneesh Garg, IAS(HP:96), JS (SS-2)

All matters under the Samagra Shiksha pertaining to :Policy & Planning, Finance, Budget, Learning Assessment,Teachers & Principals,NCTE,Vocational Education, Model Schools,Work relating to DBT and Aadhaar,RTE, Appointment of Language Teachers (ALT) scheme , Infrastructure,Access, Swachh Vidyalaya including Puraskar, World Bank, UNICEF, Coordination, PISA ,NIEPA, Implementation of Samagra Shiksha, Scheme in assigned States & UTs.

Shri Sanjay Kumar, IAS (NL:92), JS (Inst.)

Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), National Council of Educational Research and Training (NCERT), Central Tibetan School Administration (CTSA), National Institute Of Open Schooling (NIOS), all School Boards, matters relating to UTs, matters relating to Private Schools, Indo Mongolian School.

Shri Sachin Sinha, IAS(MP:1995), JS(AE&Coord) Adult Education and Literacy.

Saakshar Bharat Mission, Scheme for Assistance to Voluntary Agencies for Adult Education and Skill Development, Directorate of Adult Education (DAE) Coordination & Parliamentary work of Dept. of School Education & Literacy including PRAGATI, UT Portal of NITI Aayog, e-office, National Component, all reviews by PM, Group of Secretaries, etc. Administration & International Cooperation relating to D/o SE&L, e-Samiksha, LIMBS.

Ms. Lamchonghoi Sweety Changsan, (IAS: 1994), JS (SS-I)

All matters under Samagra Shiksha pertaining to: Early Childhood Education (ECE)/ Pre- Primary, Promotion of Sports/ Games/Play, Promotion of Reading/Libraries ,Yoga in schools, Life skills, Inclusive Education (Girls, Differently Abled, SC/ST, etc. including KGBV), Equity, Experiential Learning including Rangotsav, Language Festival, etc.,Adolescent Education, Mahila Samakhya, and also, SPQEM, IDMI,National Means-cum-Merit Scholarship Scheme, National Scheme for Incentive to the Girl Child for Secondary Education, Implementation of Samagra Shiksha Scheme in assigned States.

Shri Ramchandra Meena, IRS (IT) (1992), JS (MDM)

Mid Day Meal Scheme, National Awards to Teachers (NAT), National Bal Bhawan (NBB), National Foundation for Teacher Welfare (NFTW), Health and Nutrition component of Samagra Shiksha, Media, Vice-Chairperson KVS. Implementation of MDM in all States and UTs.

Shri Rajib Kumar Sen, (IES:1993) JS&EA

All Plans, Economic analysis & monitoring of resource allocation & expenditure on Education, Operation Digital Board, All Digital Initiatives and ICT component of Samagra Shiksha, Coordination of all Portals in the Department, Performance Grading Index, Unified District Information on School Education (UDISE+), DIKSHA, Big Data in School Education, UNESCO, NIC.

Ms. R. Savithri, (ISS:1986), DDG (Stats)

Statistics relating to School Education, Supply of data to UNESCO Institute of Statistics (UIS) and other International Agencies, Sustainable Development Goals (SDGs), Publications "Examination Results", "Educational Statistics at a Glance", "Selected Information on School Education", Index of Service (Education),Production, Population Projection, Coordination work with Ministries concerning data convergence, Millennium Development Goals (MDGs), Concurrent analysis of UDISE+ data and PGI data, Analysis of Major Reports, Content of SHAGUN Repository, Aspirational Districts, Education For All (EFA).

ANNEXURES

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