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Azadi Ka
Amrit Mahotsav



सत्यमेव जयते

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

ANNUAL REPORT

2020-21

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*Common Chapters-
Department of Higher Education and
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PART - I

**Department
of
Higher Education**





01

INTRODUCTION



Introduction

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

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

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

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

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

9. Teachers training with reference to the items in the list.
10. National Council for Teacher Education.
11. Charities and Charitable Institutions, Charities and Religious Endowments pertaining to subjects dealt within this Department.
12. Secondary Education and Vocational Guidance.
13. National Council for Educational Research and Training.

B. Department of Higher Education (Uchchatar Shiksha Vibhag)

1. University education; Central Universities; Rural Higher Education Foreign Aid Programme relating to Higher Education, Technical Education Planning and Development of School Education.
2. Institutions of higher learning (other than Universities).
3. Books [other than the books with which the Ministry of Information and Broadcasting is concerned] and Book Development (excluding stationery paper and news print

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

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



02

POLICY



Policy

National Education Policy (NEP), 2020

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the growing developmental imperatives of our country. The Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including Sustainable Development Goal 4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-

quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

With the approval of Cabinet, National Education Policy 2020 was announced on 29.07.2020. As per National Education Policy 2020, implementation of the Policy requires multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. The salient features of NEP 2020 include:

- (i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- (ii) Ensuring quality early childhood care and education for all children between 3-6 years;
- (iii) New Curricular and Pedagogical Structure (5+3+3+4);
- (iv) No hard separations between arts and sciences, between curricular and extra-

- curricular activities, between vocational and academic streams;
- (v) Establishing National Mission on Foundational Literacy and Numeracy;
- (vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/ local language/regional language.
- (vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- (x) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- (xi) Robust and transparent processes for recruitment of teachers and merit based performance;
- (xii) Ensuring availability of all resources through school complexes and clusters;
- (xiii) Setting up of State School Standards Authority (SSSA);
- (xiv) Exposure of vocational education in school and higher education system;
- (xv) Increasing GER in higher education to 50%;
- (xvi) Holistic Multidisciplinary Education with multiple entry/exit options;
- (xvii) NTA to offer Common Entrance Exam for Admission to HEIs;
- (xviii) Establishment of Academic Bank of Credit;
- (xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);
- (xx) Setting up of National Research Foundation (NRF);
- (xxi) 'Light but Tight' regulation;
- (xxii) Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
- (xxiii) Expansion of open and distance learning to increase GER.
- (xxiv) Internationalization of Education
- (xxv) Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
- (xxvi) Teacher Education - 4-year integrated stage-specific, subject-specific Bachelor of Education
- (xxvii) Establishing a National Mission for Mentoring.
- (xxviii) Creation of an autonomous body, the National Educational Technology

Forum (NETF) to provide a platform for free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

- (xxix) Achieving 100% youth and adult literacy.
- (xxx) Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- (xxxi) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
- (xxxii) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- (xxxiii) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

Ministry of Education has communicated to all States/UT Governments for implementation of NEP 2020 in letter and spirit. Ministry of Education organised 'ShikshakParv' from 8th September to 25th September, 2020 to deliberate on various themes and implementation of NEP 2020 aimed at eliciting suggestions. Ministry has also organised a Conference of Governors, Lt. Governors and Education Ministers on "Role of National Education Policy in Transforming Higher Education" on 07.09.2020. Governors and Lt. Governors of State and Union Territories, Education Minister of State and UTs, Vice Chancellors of State Universities and other dignitaries participated in the conference. A Visitor's Conference on 'Implementation of NEP 2020: Higher Education' presided over by Hon'ble President of India has also been organized with Vice Chancellors of Central Universities, Directors of Institutions of National Importance (IITs, NITs, SPAs etc.) of Ministry of Education and other Ministries on 19.09.2020. Currently, Implementation Plan of National Education Policy 2020 is under formulation.



Images from Video Conference of Governors, Lt. Governors and Education Ministers on "Role of National Education Policy in Transforming Higher Education" held on 07.09.2020.

Overview of Higher Education

Enrolment in Higher Education – A comparative Study

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

Fig.1.1 Faculty-wise Students Enrolment : Universities and Colleges: 2011-12

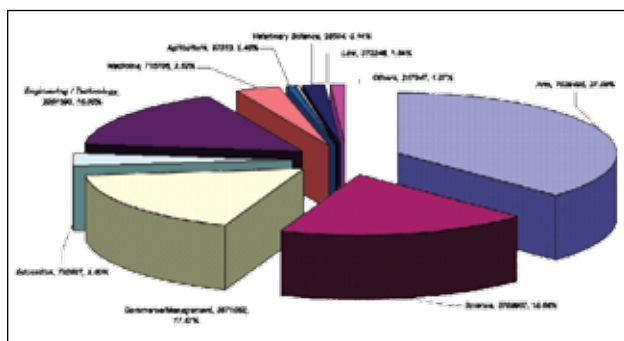
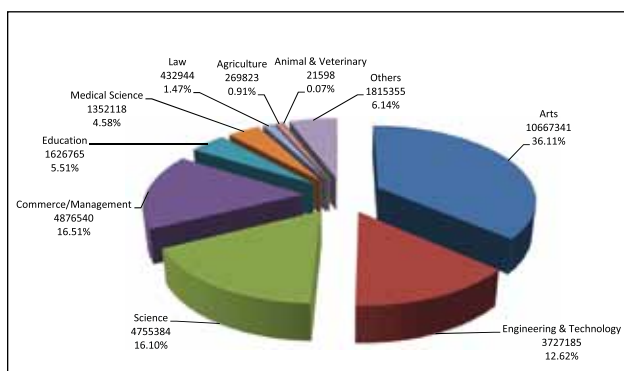


Fig.1.2 Faculty-wise Students Enrolment in Under Graduate: Universities and Colleges: 2019-20



*Source: AISHE

Faculty wise enrolment of Higher Education for the year 2011-12 & 2019-20 (figure 1.1 and 1.2) shows that there is significant increase of students' enrolment in all the faculties during the year 2019-20 vis-à-vis 2011-12.

Fig. 2.1 Level wise Students enrolment: University Teaching Departments/University Colleges & Affiliated Colleges: 2011-12

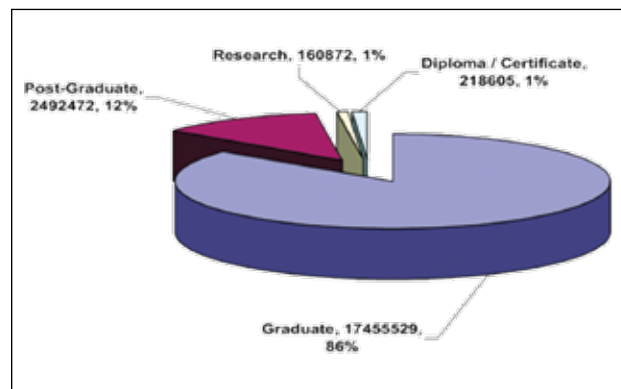
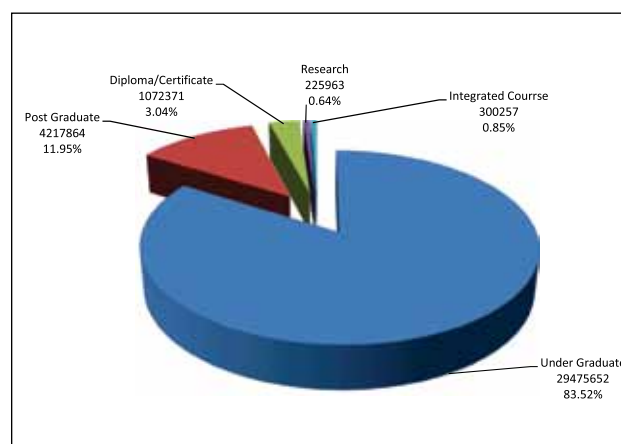


Fig. 2.2 Level wise Students enrolment: University Teaching Departments/University Colleges & Affiliated Colleges: 2019-20



A comparative Study of Level wise Enrolment of Higher Education for the year 2011-12 & 2019-20 (figure 2.1 and 2.2) shows that enrolment of Graduate, Post-Graduate, students has increased by 63.50% & 58.32% respectively. The overall increase in enrolment has been 28.15% during this period.

All India Survey on Higher Education (AISHE)

All India Survey on Higher Education (AISHE) initiated in 2011 in which data for the year 2010-11 was collected. The survey was utmost necessary as none of the source of data on Higher education gave complete picture of higher education in the country. Also, there were many important parameters on which data is required for policy making but either no data was available or incomplete data was available. For the first time all the major stakeholders in Higher Education such as Medical Council of India, University Grants Commissions, All India Council for Technical Education as well as State Governments have participated in for the data collection exercise. The entire survey was conducted through electronic mode and a dedicated portal www.aishe.gov.in was developed for this purpose, thus making the exercise completely paperless. The survey covers all the Institutions in the country engaged in imparting the higher education. Data is being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance, infrastructure etc. Indicators of educational development such as Institution Density, Gross Enrolment Ratio, Pupil-teacher ratio, Gender Parity Index etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for development of education sector.

Key Results of the AISHE 2019-20

➤ **AISHE 2010-11 to 2019-20:** Since the starting of AISHE for collecting the data for the year 2010-11, there has been considerable improvement in response of the Institutions of Higher Education. During AISHE 2019-20, 97.7% University, 94.4% Colleges and 81.5% Stand-Alone Institutions uploaded the data on the

portal. Final report for the AISHE 2010-11 to 2018-19 are available on MoE website. Survey for the year 2019-20 has been completed and the registration for survey for the year 2020-21 has been started on 7th December 2020.

- Survey covers all institutions of Higher Education in the country, registered with AISHE code in AISHE portal www.aishe.gov.in. Institutions are categorized in 3 broad Categories; University, College and Stand-alone Institutions.
- There are **1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions** listed on AISHE web portal and out of them 1019 Universities, 39955 Colleges and 9599 Stand Alone Institutions have responded during the survey. 307 Universities are affiliating i.e. having Colleges.
- 396 Universities are privately managed. 420 Universities are located in rural area.
- 17 Universities are exclusively for women, 3 in Rajasthan, 2 in Karnataka and Tamil Nadu & 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Maharashtra, Odisha, Uttarakhand and West Bengal.
- In addition to one Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum 13 of them are located in Tamil Nadu.
- There are 522 General, 177 Technical, 63 Agriculture & Allied, 66 Medical, 23 Law, 12 Sanskrit and 11 Language Universities and rest 145 Universities are of other Categories.

- The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh and Gujarat.
- Bangalore Urban district tops in terms of number of colleges with 1009 colleges followed by Jaipur with 606 colleges. Top 50 districts have about 32% of colleges.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 59 in Karnataka as compared to All India average of 30.
- 60.56% Colleges are located in Rural Area. 10.75% Colleges are exclusively for Female.
- Only 2.7% Colleges run Ph.D. programme and 35.04% Colleges run Post Graduate Level programmes.
- There are 32.6% Colleges, which run only single programme, out of which 84.1% are privately managed. Among these privately managed colleges, 37.4% colleges run B.Ed. Courses only.
- 78.6% Colleges are privately managed; 65.2% Private-unaided and 13.4% Private-aided. Andhra Pradesh & Telangana have about 80% Private-unaided colleges and Uttar Pradesh has 78.5% Private-unaided colleges, whereas, Chandigarh has 8.0% .
- 16.6% of the Colleges are having enrolment less than 100 and only 4% Colleges have enrolment more than 3000.
- Total enrolment in higher education has been estimated to be 38.5 million with 19.6 million boys and 18.8 million female. Female constitute 49% of the total enrolment.
- Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for females, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1.
- Distance enrolment constitutes about 11.1% of the total enrolment in higher education, of which 44.5% are female students.
- About 79.5% of the students are enrolled in Undergraduate level programme. 2,02,550 students are enrolled in Ph.D. which is about 0.5% of the total student enrolment.
- Maximum numbers of Students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. 10 Programmes out of approximately 196 covers 79% of the total students enrolled in higher education.
- At Undergraduate level the highest number 32.7% of students are enrolled in Arts/Humanities/Social Sciences courses followed by Science 16%, Commerce 14.9% and Engineering and Technology 12.6%.
- At Ph.D. level, maximum numbers of students are enrolled in Engineering and Technology stream followed by Science. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Science comes at number two.
- Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.
- Scheduled Caste students constitute 14.7% and Scheduled Tribes students 5.6% of the total enrolment. 37% students belong to

Other Backward Classes. 5.5% students belong to Muslim Minority and 2.3% from other Minority Communities.

- The total number of foreign students enrolled in higher education is 49,348.
- The foreign students come from 168 different countries from across the globe. The top 10 countries constitute 63.9% of the total foreign students enrolled.
- Highest share of foreign students come from the neighboring countries of which Nepal is 28.1% of the total, followed by, Afghanistan 9.1%, Bangladesh 4.6%, Bhutan constitutes 3.8% and Sudan 3.6%.
- There are more than 78.6% colleges running in Private sector; aided and unaided taken together, but it caters to only 66.3% of the total enrolment.
- The total number of teachers are 15,03,156, out of which about 57.5% are male teachers and 42.5% are female teachers. At All-India level, there are 74 female teachers per 100 male teachers.
- Pupil Teacher Ratio (PTR) in Universities and Colleges is 28 if regular mode enrolment is considered whereas PTR for Universities and its Constituent Units is 18 for regular mode.
- Among non-teaching staff, the share of Group-C is the highest with 40.1%, followed by Group-D with 27.7%. Group-A and Group-B comprise of 15.1% and 17.2% non-teaching posts respectively.
- The average number of females per 100 male non-teaching staff is 51.
- 38,986 students were awarded Ph.D. level degree during 2019 with 21,577 males and 17,409 females.
- B.A. (20.3) Lakh degree has been awarded to maximum number of students. B.Sc. (10.6 Lakh) is the second highest followed by B.Com. (9.3 Lakh).
- At Post Graduate level, M.A. pass number of students is maximum followed by M.Sc. and M.B.A
- The highest numbers of students (20.7 Lakh) have graduated in Arts courses.
- At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Engineering and Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Science stream comes at number two.
- The share of Ph.D. student is highest in State Public University 29.8% followed by Institute of National Importance 23.2%, Deemed University-Private 13.9% and Central University 13.6%.
- Share of female students is lowest in Institutions of National Importance followed by Deemed University-Government, State Private University.



Regulatory and Advisory Bodies

University Grants Commission

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

Regulatory reforms undertaken by the University Grants Commission

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

- i) University Grants Commission (Institutions of Eminence Deemed to be

Universities) (Amendments) Regulations, 2021;

- ii) University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020;
- iii) University Grants Commission (Online Courses or Programmes) Amendment Regulations, 2020.

Financial Assistance to Higher Educational Institutions

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

Statement of Grants released to Central Universities, State Universities, Deemed to be Universities and Colleges during the year 2019-2020 (01.04.2020 to 31.12.2020), is as follows:

(Rs in crore.)

Name of Schemes/Object Heads	Allocation 2020-21	Funds Received upto 31-12-2020	Expenditure upto 31.12.2020
Central Universities/Colleges	8501.17	5456.82	5450.57
Deemed to Universities	371.00	208.80	208.68
State Universities/Colleges/ IUCs/ Online Payments for Scholarship & Fellowships/ Regional Centres/ Non-University Institutions and Administrative Charges (HO & RO)	4448.20	3242.80	2794.40
Total	13320.37	8908.42	8453.65

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

Quality Mandate of the University Grants Commission

To ensure improvement of quality and standards in Higher Education, the University Grants Commission approved its Quality Mandate to be implemented in Universities and affiliated Colleges. Under the Quality Mandate of UGC, the following objectives are proposed to be fulfilled by 2022:

- i) Improve the graduate outcomes for the students, so that at least 50% of them secure access to employment/self-employment or engage themselves in pursuit of higher education.
- ii) Promote link of the students with the society/industry such that at least 2/3rd of the students engages in socially productive activities during their period of study in the institutions.
- iii) Train the students in essential professional and soft skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human values and professional ethics, and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.

- iv) Ensure that teacher vacancies at any point of time does not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented regarding the latest and emerging trends in their respective domains of knowledge, and the pedagogies that translate their knowledge to the students.
- v) Every institution shall get NAAC accreditation with a minimum score of 2.5, by 2022.

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

- i) **Students Induction Programme:** UGC has formulated “Deeksharambh - A Guide to Student Induction Programme” which is designed to make the transition from secondary to College/University naturally effortless by aiding the student to develop a sense of belongingness and an awareness of their rights and responsibilities, help them acclimatize with the ethos of the new Institution.
- ii) **Learning Outcome based Curriculum Framework (LOCF):** The basic premise of Learning Outcomes based Approach is to align the attributes to be attained by a graduate, with Programme Learning Outcomes and Academic Standards. It is a student centric learning approach. LOCF aims to equip students with knowledge, skill, value and attitude. New curriculum in 26 subjects which is based on LOCF has been developed and uploaded on UGC website to facilitate Universities to revise the curriculum.
- iii) **Evaluation Reforms:** UGC has initiated evaluation reforms to revamp the current evaluation system in a way that assessment driven learning with continuous evaluation may be promoted.

- iv) **Life Skills:** A curriculum on Life Skills (Jeevan Kaushal) has been prepared to empower graduates with the vital skills requisite for global employment and for leading a successful life, by making them realize ‘What they can do to make the system work for them’.
- v) **Promoting quality research by faculty and creation of new knowledge:** The UGC has introduced Scheme for Trans-disciplinary Research for India’s Developing Economy (STRIDE), to strengthen research culture and innovation in higher educational institutions. It will help students and faculty to contribute significantly to the national growth and development with the help of collaborative research.
- vi) **Consortium for Academic and Research Ethics (CARE):** For suggesting a list of credible quality journals in the disciplines such as the Social Sciences, Humanities, Languages, Arts, Culture, Indian knowledge systems etc, the UGC has established a Consortium for Academic and Research Ethics.
- vii) **Faculty Induction Programme (FIP):** UGC has developed Faculty Induction Programme for all the newly recruited teachers. The objectives of the FIP is to familiarize the teachers with the structure, functioning, rules, regulations etc; understand their roles and responsibilities; explore pedagogical processes and recognize the importance of self-development and nurturing ethics and values in higher education.
- viii) **Paramarsh:** UGC has developed the scheme of “Paramarsh”- a new initiative for mentoring NAAC Accreditation Aspirant Institutions to promote quality assurance in higher education. UGC has approved 167 mentor institutions which shall provide mentoring to 936 identified mentee institutions.
- ix) **Inculcation of Values & Professional Ethics:** UGC has developed a policy framework- “MulyaPravah – Guidelines for Incultation of Human values and Professionals Ethics in Higher Educational Institutions”.
- x) **Guidelines for Eco –friendly and Sustainable Campus:** A Frame work for Eco-Friendly and Sustainable University Campuses of India has been designed in line with the global goals to promote and ensure contribution of Higher Educational Institutes (HEIs) towards the sustainable development.
- xi) **Enabling and Enhancing University and Industry linkage:** With a view to realize the University and industry bond, UGC constituted a Working Group to study the subject in depth and evolve a strategy as well as road map for implementation towards enhancing the linkages. UGC prepared the draft report on “Enabling and Enhancing University Linkage Programme” and has placed the same for stake holder consultation.
- xii) **Students Career Progression and Alumni Network:** UGC constituted a Task Force to formulate a policy document on “Student career Progression and Alumni Network” in order to track the students career progress after completion of the course.
- xiii) **Good Academic Research Practices’ (GARP):** To promote quality of research and to ensure prevention of academic misconduct including plagiarism in academic writing among student, faculty,

researcher and staff, a guidance document entitled 'Good Academic Research Practices' (GARP) has been launched on 29.09.2020.

Scholarship / Fellowship schemes/ programmes of the UGC:

- i) **Junior Research Fellowships (JRF) In Science, Humanities and Social Sciences:** To provide an opportunity to the scholars to undertake advanced studies and research leading to M. Phil/Ph.D. Degrees in Science, Humanities and Social Sciences including languages, the UGC provides JRF to the candidates who qualify National Eligibility Testing (NET/JRF) of the UGC and the UGC-CSIR Joint Test. This fellowship is provided for a period of five years. With effect from 01.01.2019 the rate of JRF / SRF fellowship has been enhanced from Rs. 25,000/- to Rs. 31,000/- and Rs. 28,000/- to Rs. 35,000/- respectively. An expenditure of Rs. 865.81 crore has been incurred during the year 2020 under JRF in Sciences, Humanities and Social Sciences. There are 9400 slots per annum under JRF. At present, 23671 (Approx.) beneficiaries are pursuing M. Phil/Ph.D. under JRF.
- ii) **Post Doctoral Fellowship for Women:** The objective of the scheme is to provide an opportunity to unemployed women candidates holding Ph.D. degree and intending to pursue post-doctoral research in Science, Engineering and Technology, Humanities and Social Sciences. At present, UGC has been providing 100 fellowships per annum. During the period 01.01.2020 to 31.12.2020 an amount of Rs. 20.95 crore was disbursed to 437 beneficiaries.
- iii) **Post Doctoral Fellowship For SC/ST Candidates:** The objective of the fellowship scheme is to provide fellowships to SC/ST candidates, who have obtained a doctorate degree and have published research work to their credit for doing advanced research in their chosen areas. For this purpose, the UGC has been providing 100 slots every year. During the period 01.01.2020 to 31.12.2020, an amount of Rs. 19.73 crore was disbursed to 334 beneficiaries.
- iv) **Dr. S. Radhakrishnan Post Doctoral Fellowship in Humanities & Social Sciences including languages:** The objective of the scheme is to provide an opportunity to carry out the advanced studies and research in Humanities and Social Sciences including languages to the candidates having Ph.D degree in the relevant subject. The total number of slots available under this scheme is 200 per year. During the period 01.01.2020 to 31.12.2020 an amount of Rs. 9.05 crore was disbursed to 202 beneficiaries.
- v) **Emeritus Fellowship:** The objective of the scheme is to provide an opportunity to superannuated teachers upto the age of 70 years, of all recognized Universities and Colleges under UGC. The number of slots available under this scheme is 100 for science stream and 100 for Humanities, Social Sciences and Languages (total 200 slots) at any one given time basis. During the period 01.01.2020 to 31.12.2020 an amount of Rs. 0.31 crore was disbursed to 47 beneficiaries.
- vi) **Research Award:** The main objective of the scheme is to provide an opportunity to permanent teachers of Universities/ Institutions having doctorate degree

to pursue research in their area(s) of specialization without undertaking any research guidance for a period of two years, extendable by one year on the recommendation of the expert committee in exceptional cases. Selections are made for 100 slots in alternate years for all the disciplines of Sciences, Humanities, Social Sciences and Engineering & Technology based on the recommendations of an expert Committee constituted by the UGC. During the period, 01.01.2020 to 31.12.2020 an amount of Rs.0.19 crore was disbursed to 4 beneficiaries.

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

- Research Scientist 'A' (Lecturer)
- Research Scientist 'B' (Reader)
- Research Scientist 'C' (Professor)

During the period 01.01.2020 to 31.12.2020 an amount of Rs.0.40 crore was disbursed to 2 beneficiaries.

- viii) **Free Education for Sports Medal Winners/Participants of National/International Events:** Free Education for Sports Medal Winners/Participants of National/ International Events has been introduced under XII Plan in UGC. The objective of the scheme is to provide financial assistance to the medal winners in national games or participants in recognized international sporting events recognized by World University Service, International Olympic Committee and Olympic Committee of Asia (OCA)/

elite sports persons who are studying in Universities/Colleges leading to all the full time regular courses including PG Diploma and other professional courses.

- ix) **Swami Vivekananda Single Girl Child Fellowship for Research In Social Sciences:** The scheme, which was launched in 2014-15, is applicable to a single girl child who has taken admission in regular, full -time Ph. D. program in Social Sciences in any recognized University/ Institute. The objective of the scheme is to promote single girl child in society, increase sex ratio in favour of women and promotion of small family norm in the society. As of now, there is no cap on the number of fellowships to be awarded every year. An amount of Rs. 15.25 crore was disbursed to 273 beneficiaries during the period 01.01.2020 to 31.12.2020.

- x) **Post-Graduate Scholarships for Professional courses to SC, ST Students:** Keeping in view the social background of the candidates from deprived sections of the society, the scheme is being implemented since 2011-12 to provide them an opportunity to undertake post-graduate level studies in professional courses. The tenure of the scholarship is for two/three years, depending upon the duration of Degree course. The numbers of slots are 1000 every year. The students pursuing M.Tech programmes are given scholarship @ Rs.78,000/- per year and students pursuing other professional programmes are given scholarship @ Rs.45,000/- per annum. An amount of Rs. 1.64 crore has been disbursed to 225 beneficiaries during the period 01.01.2020 to 31.12.2020.

- xi) **Post-Graduate Indira Gandhi Scholarships for Single Girl Child:** The objectives of the scheme are to support

Post-graduate education of single girl child with a view to promote single girl child in society, increase sex ratio in favour of women and promotion of small family norm in the society. Only single girl child of her parents and who has taken admission in regular, full time first year Masters degree course (Non-professional course) in any recognized university or a postgraduate college is eligible for the scholarship. The Girl students upto the age of 30 years, at the time of admission in PG courses, are eligible. Since this is an incentive scheme, there is no cap on the number of scholarships to be awarded every year, all the eligible applicant girl children get the scholarship. The selected students are given scholarship @ Rs.36,200/- per year. An amount of Rs. 12.60 crore has been disbursed to 3480 beneficiaries during the period 01.01.2020 to 31.12.2020.

- xii) **Post-Graduate Scholarships for University Rank Holders:** The scholarship was started in 2006-07 with broad objective to promote and nurture talent and to reward meritorious students with outstanding performance at Under-graduate level for pursuing Post-graduate studies. The first and second rank holders at Under-graduate level and admitted in any Post-graduate course are eligible for this scholarship. The scheme is applicable to such students who have taken admission in regular, full-time Master's degree course in any recognized State/Deemed University and Autonomous or PG college and are below the age of 30 years at the time of admission in PG course. There is provision for scholarship to 3000 students every year. The selected students are given fellowship @ Rs.37,200/- per annum. During the period 01.01.2020 to

31.12.2020 an amount of Rs. 5.49 crore was disbursed to 1630 students.

- xiii) **Post Graduate Scholarship for M.E/M. Tech/M.Pharma to GATE/GPAT Qualified Students:** The objective of the scheme is to help and attract young talented graduate students to pursue technical education at Post Graduate level in Higher Education Institutions. Financial assistance in the form of scholarship is provided to GATE/GPAT qualified students for pursuing M.E./ M.Tech/ M. Pharma through full time/regular mode in Universities/ Institutes/ Colleges in India. The scholarship was launched in 2016-17 with provision of 1200 scholarships every year. The scholarship @ Rs.12,400/- per month is given to students who score above 60% marks in GATE/GPAT. During the period 01.01.2020 to 31.12.2020, an amount of Rs.12.48 crore was disbursed to 1613 beneficiaries.
- xiv) **'Ishan Uday' Special Scholarship Scheme for North Eastern Region(NER):** The Ministry and the UGC have taken special interest with regard to promotion of higher education in the NER. For improving the GER, promoting higher education and for encouraging children belonging to economically weaker section of the NE region, the scheme was launched from academic session 2014-15. Under the scheme, there is provision of providing financial assistance in the form of scholarship to 10000 students every year. The students with domicile of NER, who have passed Class XII or equivalent exam from a school situated within NER through any recognized Board of Education and have secured admission in general degree course, technical and professional courses including medical and para-medical

courses (Integrated courses included) in Universities/Colleges/Institutions recognized by UGC, Institutions of National Importance/ Institutions recognized by other Statutory councils within as well as outside the States of NER are eligible for this Scholarship. For availing scholarship under this scheme, the income of the parents of the student should not exceed Rs.4.5 lakh per annum.

Pattern of financial assistance:-

S. No.	Particulars	Rate of Scholarship w.e.f. 01.12.2014	Tenure of Scholarship
1.	General Degree courses	@ Rs.54,000/- per year	Full duration of the Undergraduate programme
2.	Technical & Professional courses (including Medical & Para medical courses)	@ Rs.78,000/- per year	

During the period 01.01.2020 to 31.12.2020, an amount of Rs. 221.24 crore has been disbursed to 24185 beneficiaries.

Development of Human Resource for Teaching and Research

National Eligibility Test (UGC-NET) is conducted to determine eligibility for Assistant Professor and Junior Research Fellowships (JRF) in order to ensure minimum standards for the entrants in the teaching profession and research in several subjects of Humanities (including Indian and some foreign languages), Yoga, Social Sciences, Computer Science and Applications, Electronic Science, Forensic Science and Environmental Sciences.

The Joint CSIR-UGC Test is being conducted under the aegis of CSIR in 5 core science subjects, viz., Chemical Sciences; Earth, Atmospheric, Ocean and Planetary Sciences; Life Sciences; Mathematical Sciences and Physical Sciences in the months of June and December.

The candidates, who desire to pursue research and avail fellowship from UGC, can opt to appear for Junior Research Fellowship (JRF) either under the UGC-NET or under the Joint CSIR-UGC Test. The candidates with higher merit who qualify for JRF, can pursue research in the UGC recognized Universities and institutions. They are also eligible for being considered for the post of Assistant Professor in the Universities and Colleges throughout the country. Over 3200 JRFs are awarded by UGC under each UGC-NET and 1500 JRFs (including 300 fellowships of Basic Science Research Bureau of UGC) are awarded through each Joint CSIR-UGC Test. Fellowship is available for a maximum period of five years.

In the UGC-NET conducted in June 2020, 47157 Candidates qualified the Test, out of which 6171 candidates qualified for JRF & Assistant Professorship both and 40986 candidates qualified for Assistant Professorship only.

International Cooperation

The UGC has been implementing various collaborative academic programmes between India and foreign countries. UGC has been running Joint Research Programmes with countries like UK, Israel, Norway and Germany, and has also facilitated Indian scholars to realize their research potential through scholarship, fellowship and research programmes, such as Stipendium Hungaricum scholarships, Project-based Personnel Exchange Programme with Germany, UGC–UKIERI Thematic Partnership etc.

Skill Development Initiatives

UGC has implemented three schemes for skill development in the country viz. i) Community colleges, ii) B.Voc Degree, iii) DeenDayal Upadhyay Centres. Now all three schemes have been merged under National Skills Qualification Framework (NSQF). NSQF is a competency – based framework that organizes qualifications according to a series of knowledge, skills and aptitude.

Consortium for Academic Research and Ethics (CARE)

The “Quality Mandate” of the University Grants Commission (UGC) emphasizes importance of promoting high quality research and creation of new knowledge by faculty members. For this purpose, Consortium for Academic Research and Ethics (CARE) was set up by the UGC. The main task of the CARE is to improve the quality of research in Indian universities and to promote academic and research integrity as well as publication ethics.

Tasks of CARE

- To promote the quality research by the faculty members and creating credible research
- To promote academic and research integrity as well as publication ethics.
- To promote high quality publications in reputed journals that would help in achieving higher global ranks and overall improvement of the quality of research and education.
- To Develop an approach and methodology for identification of good quality journals.
- To prevent publications in dubious / sub-standard journals which reflect adversely and tarnish the image of research work and

thus lead to a long term academic damage.

- To create and maintain a “CARE Reference List of Quality Journals” for various academic evaluations.

Milestones

- University Grants Commission established the Consortium for Academic and Research Ethics (CARE) on 28th of November 2018 to carry out the Quality Mandate of UGC
- UGC-Cell for Journal Analysis was established in the month of January 2019 at Savitribai Phule Pune University and inaugurate by Prof. D.P.Singh, Chairman, UGC and Prof. BhushanPatwardhan, Vice Chairman UGC.
- Online portal for UGC-CARE universities and UGC-CARE council members was created in January 2019. Login and passwords were circulated to 30 UGC-CARE members
- Google group was created in the month of January 2019
- UGC-CARE website was launched in the month of January 2019 (<http://ugccare.unipune.ac.in>)
- Four public notices regarding UGC-CARE were released by UGC

Research journals from all disciplines indexed in Scopus (Source list) or Web of Science (Arts and Humanities Citation Index Source Publication, Science Citation Index Expanded Source Publication, Social Science Citation Index Source Publication) are globally accepted as quality journals and considered for all academic purposes.

CARE List, therefore, includes journals indexed in Scopus and / or Web of Science. Apart from these, a list of journals especially from disciplines of Arts, Humanities, Languages, Culture and

Indian Knowledge Systems needs to be prepared. For this purpose, the UGC CARE has established an Empowered Committee (EC) to create and maintain *CARE List* which also refined and strengthened the UGC approved list of journals.

EC comprises of Statutory Councils/ Academies/ Government bodies in Social Sciences, Humanities, Arts and Fine Arts, Science, Medical, Agriculture, Engineering and the Association of Indian Universities (henceforth named as CARE members) and Regional Universities identified by the UGC (henceforth named as CARE Universities). The UGC has entrusted the responsibility of journal analysis for the *CARE List* to Centre for Publication Ethics, Savitribai Phule Pune University, Pune.

CARE Councils

CARE councils include relevant Government Statutory Councils and Academic Bodies from multiple disciplines.

CARE Universities

- Jawaharlal Nehru University, New Delhi, (Northern Region)
- The M. S. University of Baroda Vadodara, (Western Region)
- University of Hyderabad, Hyderabad (Southern Region)
- Tezpur University, Assam (Eastern Region)

UGC Cell for Journal Analysis

Savitribai Phule Pune University (SPPU) has been entrusted the responsibility of journal analysis and the UGC has established a “Cell for Journals Analysis” at SPPU, Pune (UGC cell, SPPU). INFLIBNET Centre, Gandhinagar, will serve as supporting agency. UGC Cell at SPPU shall function under the supervision of CARE Empowered Committee (CARE-EC).

CARE List

The journals submitted by CARE Members and CARE Universities will be analysed by the UGC Cell, SPPU as per the analysis protocols. The CARE List will comprise of four groups.

Group A: Research journals from all disciplines indexed in Scopus (Source list) or Web of Science (Arts and Humanities Citation Index Source Publication, Science Citation Index Expanded Source Publication, Social Science Citation Index Source Publication). No further analysis of these journals will be done by the UGC Cell and all such journals are included in the *CARE List*

Group B: Journals from the existing UGC Approved List qualifying as per analysis protocols.

Group C: Journals from all disciplines recommended by CARE members which are qualified as per the analysis protocols.

Group D: Journals from all disciplines and languages submitted by CARE universities which are qualified as per the analysis protocols.

UGC-CARE List: Release and Updation

UGC-CARE List for the year 2019-20 was published quarterly on the following days:

- 14th June 2019 - First quarter
- 3rd September 2020 - Second quarter
- 1st January 2020 - Third quarter
- 1st April 2020 - Fourth quarter
- 1st July 2020 - Fifth quarter
- 1st January, 2021 – Sixth quarter

Inclusion of journals in Group II

The highlight of this quarter UGC-Care List is the addition of 163 journals from the Modern Languages Association (MLA). MLA Directory covers areas of research in the arts and humanities such as literature, literary theory, drama art, folklore, language, linguistics, pedagogy, rhetoric and composition, and the history of print and publishing, etc. Many journals from MLA Directory are indexed in the Web of Science and Scopus databases. More information about the MLA directory is available at <https://www.mla.org/Publications/MLA-International-Bibliography> MLA provides access to 1000 full text journals. Analysis of journals from MLA directory was carried out with the help of expertise from the UGC-CARE Center, South Zone at University of Hyderabad, Hyderabad.

Removal of Journals

After receiving several complaints from researchers, UGC has taken an important step, in eliminating 77 questionable journals indexed in Scopus database. These 77 journals which are removed will not be considered for any academic purposes. For more details visit to <http://ugccare.unipune.ac.in>

Display of Cloned journals: Total 28 cloned journals information is displayed on the UGC-CARE website.

Financial grant

Financial grant of Rs.25.00 lakhs for UGC Journal Cell at SPPU, Pune and Rs.5.00 lakhs each for four CARE Universities (Regional Centres) was sanctioned and released for the financial year 2019-20.

UGC-CARE Reference List of Quality Journals Current Statistics

UGC-CARE (Group - I)

1. Total journals in Group I

Description	No. of Journals	Discontinued	Indexed in Scopus/WOS	Total journals
Journals rechecked from 6 th Quarter	929	-	14	915
Journals received after 1st October 2020 from UGC – CARE Universities and UGC-CARE Council members	263	219	-	49
Total				964

Note:

70 new journals (From UGC-CARE members, by Post/E-mail) have been received after 1st January 2021, which are under process.

Language Journals added = 210 (out of 964)

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

UGC-CARE: Group - II

Internationally recognized databases

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

Group - II has Journals from following three globally recognized databases.

1. Web of Science
2. Scopus
3. Modern Language Association Directory (MLA)

The journals which are discontinued/ inactive from above databases will not find a place in Group II of the UGC-CARE List.

Cloned journals :

Total cloned journals found and displayed on the UGC-CARE website: 26

(<https://ugccare.unipune.ac.in/Apps1/User/Web/CloneJournals>)

Central Advisory Board of Education (CABE)

The CABE is the highest advisory body to advise the Central and State Government in the field of education.

Functions of CABE:

- (i) To review the progress of education from time to time;
- (ii) To appraise the extent and manner in which the National Policy on Education has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter
- (iii) To advise regarding coordination between the Central and State Governments/ UT Administrations, State Governments and Non-Governmental Agencies for development of education in accordance with the National Policy on Education
- (iv) To advise, suo-moto, or on a reference

made to it by the Central Government or any State Government or a Union Territory Administration on any Educational question; and

- (v) To review the National Policy on Education.

All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set-up in November 1945 as 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 May12, 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 the annual Approval Process by introducing greater transparency and accountability through e-governance and simplified the procedures for 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. Approval Process Handbook 2020-21 was published and the major change was Grant of Approval through “online” application for setting up a new Institution offering a Technical Programme at Diploma/ Post Diploma Certificate/ Under Graduate Degree/ Post Graduate Diploma/ Post Graduate Degree Level. Also, Grant of Approval for Standalone Institutions/ Institutions Deemed to be Universities through online application for Open and Distance Learning Education; and also, Grant of Approval through online application for Vocational Education Courses under NSQF.

The number of institutions approved to run technical programmes, as for AY 2020-21 is summarized below:

Program	Diploma No. of Institutes	UG No. of Institutes	PG No. of Institutes
Applied Arts and Crafts	45	21	6
Architecture and Planning	57	115	34
Design		23	6
Engineering and Technology	3,651	2,972	1,862
Hotel Management and Catering	27	79	2
Management	31	2	3,083
MCA			1,011
Pharmacy	846	1,010	591
Grand Total	4,448	4,062	4,939

During 2020-21, “No admission” was issued to 38 institutions and “Withdraw of approval” to 1,

after finding deficiency with respect to the norms prescribed. There are now 9625 AICTE approved institutions with an approved Intake of 3082422 students.

QUALITY INITIATIVES OF AICTE

AICTE Council in its 49th meeting held on March 14, 2017 had approved a package of measures to provide a thrust to improve quality of technical education in the country. Among the quality initiatives approved by the Council- Revision of model curriculum, Induction programme for students, Examination Reforms, Mandatory Internship, area few to mention. Highlights and progress from select quality initiatives during 2020 are as follows:

➤ Model Curriculum

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

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

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

- Model Curriculum for Mechatronics, Bio-Technology and Automobile Engineering have been launched and model curriculum for B. Tech Degree in AI& Data Science is being finalized.
- Model Curriculum for Bachelor Degree in Planning and PG Degree in Planning is also in pipeline
- Programmes in B.Tech with honors/minor degrees in emerging areas were introduced.

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

➤ Student Induction Programme (SIP)

A three-week mandatory induction programme for students has been designed to be offered right at the commencement of the first year at UG Level in Engineering and classes will begin after this induction programme. The purpose of the programme is to make the students feel comfortable in their new environment, set a healthy daily routine, create bonding in the batch as well as between faculty and students. The induction programme is now a part of the model AICTE UG Curriculum of Engineering. An Induction Cell has been established at AICTE to monitor the induction activities and National Level Coordination Committee has been set up to coordinate training of faculty members on "Student Induction Programme" for implementing the same in technical institutions.

For effective implementation and mainstreaming of SIP, AICTE is organizing Faculty Development Programmes (FDPs) of 3 days & 7/8 days throughout the country. Three Programmes for training of Resource persons for FDPs have

also been conducted. The programmes are coordinated through web portal. Till date more than 200 workshops have been conducted, with over 37000 faculties being trained. The statistics for the year 2020, in which 5 days online FDPs were conceived due to the global pandemic after April, is as follows:

Offline FDPs						
	3 days		7 days		8 days	
	Total FDP	Faculty Trained	Total FDP	Faculty Trained	Total FDP	Faculty Trained
January- March 2020	16	869	6	286	4	226
Online FDPs						
	5 days					
	Total FDP			Faculty attended		
April- December 2020	35			22487		

➤ Examination Reforms

Future engineering graduates not only need to be knowledgeable in their discipline, but also need a new set of soft, professional skills and competencies. The achievement of objectives and programme 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 subject knowledge of the students. With a view for development of a suitable exam format, AICTE constituted a committee which drafted the policy on Examination Reforms to be adopted by the institutions and universities.

Having organized 19 awareness workshops on Examination Reforms across the country during 2018-19, AICTE conducted 3 online workshops of four-days on Exam Reforms for colleges, autonomous institutions and technical universities, during the Covid-19 pandemic forced lockdown months of April and May 2020. More than 4500 faculties trained through the

workshops are expected to train faculty of the respective institutions.

➤ Perspective Plan

AICTE is implementing the main finding of the report on “Medium Term Perspective Plan for Engineering Education” as approved by AICTE Executive Committee

- i) AICTE has started the approval process for the new UG Level Course in Data Science and Artificial Intelligence from academic year 2020-21.
- ii) Model Curriculum of new course on B.Tech. in Artificial Intelligence & Data Science is being prepared
- iii) Technical institutions are now also allowed to have elective courses in Artificial Intelligence (AI), Internet of Things (IoT), Blockchain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D Printing & Design and other emerging technological areas.

➤ Teachers' Training Policy

Training for all new entrants in teaching profession in technical institutions has been

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

➤ **Mandatory Internships**

AICTE has formulated its Internship Policy for students of Technical Education. Internships have been mandated to ensure that technical students get exposure to the industrial environment, current technology relevant to their subjects and opportunities to learn, understand and sharpen real-time technical and managerial skills. Board of Apprenticeship Training (BOAT) in Mumbai, Chennai and Kanpur and Board of Practical Training (BOPT), Kolkata have joined hands for facilitating Internships.

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

Institutional, Faculty & Student Development Schemes

AICTE, by virtue of mandate given to it to improve the quality of technical education in the country, has been undertaking number of activities and operating schemes. These schemes range from funding research to travel

grants for attending conferences abroad to the faculty; from modernization of infrastructure to building of hostels in the institutions; and providing scholarships from the meritorious to the disadvantaged students. Following sections give an account of select Schemes and progress therein.

➤ **Modernization and Removal of Obsolescence (MODROB) Scheme**

The main objective of the scheme (MODROB) is to provide financial support to institutions to equip their laboratories with modern equipment/ infrastructure facilities, keeping in view rapid advancements in technology. Funding for this scheme is limited to Rs.20 lakh per project. During the year 2020, Rs.28.20 Crore were released to 270 institutes.

➤ **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 crore to be disbursed in 3 instalments. During the period of 01.01.2020 to 31.12.2020, Rs.12.01 Crore were released and with this, since 2012-13 when the Scheme was introduced, grant amounting to Rs. 173.70 Crore has been released for construction of hostels in 107 institutes. 41 hostels have already been completed.

➤ **E-Journals through ESS for Technical Education and Research**

Under this Scheme, free access to e-Journals/ e-Resources to AICTE approved Government/ Government-Aided technical institutes are

provided by INFLIBNET Centre, Gandhi Nagar, Gujarat. The subscription amount for these institutions is paid by AICTE to INFLIBNET Centre. During the year 2020, an amount of Rs. 3.52 crore has been released to INFLIBNET Centre, Gujarat for the renewal of subscription for e-Resources to 91 institutes, for the period of January to December 2020.

➤ **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. 114 QIP Centres are operational in the country for three main verticals- (i) QIP Engineering & Technology- 93 (ii) QIP Pharmacy- 11 (iii) QIP Polytechnic- 10. During the year 2020, Rs. 196 lakh were released to various QIP Centres.

➤ **Research Promotion Scheme (RPS)**

RPS aims to promote research in technical disciplines and innovations in established and emerging technologies. Research and development activities are considered as an essential component of higher education because of their role in creating new knowledge insight by imparting excitement and dynamism to the educational process, thereby making them need based in view of the national requirements. The scheme aims to create and update the general research capabilities of the faculty members of the AICTE approved technical institutes. Institutions are provided funds for this scheme limited to Rs.25 lakh. Under Research Promotion Scheme, Rs.26.53 crore has been released for implementation of 222 Research Projects from January to December 2020.

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

ADF (erstwhile National Doctoral Fellowship-NDF) scheme was started in 2018-19 to promote research culture by providing research fellowship of Rs. 31,000/- pm for the first two years followed by Rs.35,000/-pm for the third year, to meritorious students seeking admission in full-time Ph.D in AICTE approved Technical Institutes, in AICTE approved disciplines. Under ADF scheme, 39 universities admit candidates in the research programme in the identified broad areas as per their procedure, following the minimum eligibility criteria as prescribed by AICTE. During the year 2020, Rs 13.13 Crore were disbursed to more than 300 beneficiaries.

➤ **PRAGATI Scholarship Scheme for Girl Students**

The Scheme is aimed to provide assistance for advancement of Girls to pursue Technical Education. Two girls per family are eligible, whose family income is not more than 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). During the year 2000, Rs. 21.03 Crore were released to more than 9000 eligible girl students.

➤ **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. Under this scheme from 2020 onwards, every year all eligible students will get the scholarship. During the year 2020, Rs. 1.37 crore were disbursed to 621 differently-abled students.

➤ **Margadarshan & Margadarshak Schemes**

Margadarshan Scheme, with an aim to upgrade the standard of Technical Education, was launched during the year 2016-17. Institutions going for accreditation are encouraged to associate themselves with well-established institutions and seek guidance from institutions selected under the Margadarshan Scheme, towards getting the NBA accreditation. A hub-and-spoke system is in place under the Margadarshan Scheme, with an institute of repute pivoting itself as a Mentor (hub) to guide and disperse knowledge to ten technical institutions (spokes) with 200 km. As of now, 40 Mentor Institutes are currently mentoring 462 institutes.

With the goal to help the institutes further towards accreditation from NBA, Margadarshak Scheme was launched in the year 2018-19. Under the Scheme, experienced faculty are identified and trained to mentor the institutions, to guide and prepare the institutions desirous of getting their courses accredited by December 2020, 300 Margadarshaks were actively engaged with allotted 501 mentee institutes, helping them in accreditation.

Other Activities/ Initiatives

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

➤ **SWAYAM**

SWAYAM Platform is one stop web location for interactive e-contents for all courses from School to University Level (Post Graduate Students) covering all disciplines; high quality learning experience using multiple anytime, anywhere; State of the art system that allows easy access, monitoring and certification; peer group interaction and discussion forum to clarify doubts and a hybrid model that adds to the quality of class room teaching. The courses hosted on SWAYAM are in 4 quadrants – (i) video lecture with multimedia, (2) specially prepared reading material that can be downloaded / printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video & multi-media and state of the art pedagogy/ technology. 5034 online Courses published on SWAYAM. The number of learners registered on SWAYAM is 5995244 and the enrolment is 19299046. The number of total certificates awarded under SWAYAM up to December, 2020 is 676819. AICTE as a National Coordinator has developed 12 (twelve) self-paced courses and 1 (one) credit course during the year 2020 and the total number of enrolments is 98799.

➤ **AICTE Training and Learning (ATAL) Academies**

With an objective of training the faculty in emerging areas of technology AICTE has set up ATAL Academies in Jaipur (Rajasthan) followed by Vadodara (Gujarat), Thiruvananthapuram (Kerala) and Guwahati (Assam) and conducting Faculty Development Programmes (FDPs). 22 FDPs on emerging areas were conducted benefitting around 1000 faculty and researchers from AICTE approved colleges. The crisis due to pandemic was converted into an opportunity to train teachers using virtual mode training. By December 2020, 615 FDPs were conducted with

around 90,000 participants. World Book of Record Limited (London) has lauded and recognized the feat of conducting 1000 online FDPs to benefit 1 lakh participants- faculty researchers & PG students, during 2020-21.

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

In the year 2020, applications were invited from the faculties of all AICTE approved institutions under the AICTE- TELDP’ 2020. Council received nominations from 1616 faculties of approved institutions. 100 participants were selected 50 each from Government and Private Institutions with approximate equal participation from female faculties. The Inaugural Ceremony of Cohort 6 (Year 2020-21) was conducted on 13 Oct 2020 in Virtual mode. The valedictory for Cohort 4 & 5 of AY 2019-20 which was scheduled in March, 2020 was postponed due to the COVID-19 pandemic. One training workshop was conducted on 20 Oct 2020 through virtual mode for the participants.

➤ **National Employability Enhancement Mission (NEEM)**

National Employability Enhancement Mission (NEEM) Scheme is to offer on the job practical

training to enhance employability of a person either pursuing his/ her graduation/ diploma in any technical or non-technical stream. Under the scheme, AICTE has registered NEEM Facilitators who are giving NSQF compliant industrial training to students for minimum of 3 months and a maximum of 36 months. Till date, there are 48 NEEM Facilitators and around 5 lakhs (approx.) student trainees are enrolled and benefiting by different NEEM facilitators.

➤ **AICTE Chhatra Vishwakarma Awards**

AICTE instituted Vishwakarma Awards in 2017, to encourage and motivate young students and institutions to raise their performance in their specific domains leading to significant contribution towards the growth and development of the nation as a whole. Applications were invited for the Vishwakarma Award 2019, with the theme “How to enhance the income of Village” in two distinct categories: Category-I: Chhatra Vishwakarma Awards (CVA) - for Outstanding Innovative Team (for Students & Mentor) and (b) Category-II: Utkrisht Sansthan Vishwakarma Award (USVA) for exemplary Institutional intervention. 23 winners of CVA 2019 and 6 of USVA 2019 were felicitated by the Hon’ble Minister of Human Resource Development Shri Ramesh Pokhriyal ‘Nishank’ at the Awards Distribution Ceremony on 24- 02-2020 at AICTE HQs.

AICTE has announced the theme “India’s Economic Recovery Post COVID; Reverse Migration and Rehabilitation Plan to support “Atmanirbhar Bharat” for Chhatra Vishwakarma Award 2020. More than 1900 applications have been received by the closing date of 30 December, 2020.

➤ **Vocational Degree/ Diploma Programme**

In the Academic Year 2018-19, AICTE introduced the Vocational Degree/ Diploma Programmes

leading to Degree or Diploma in Vocational Education under National Skill Qualification Framework (NSQF) for AICTE approved institutions. Under this scheme, Education 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 Government Agency. For AY 2020-21, Council received applications from 673 numbers of Institutes to run Vocational Courses and out of these, Council approved 278 institutes with an intake of 24,150 to run Vocational Courses in the AY 2020-21.

➤ **Jammu & Kashmir Employability Enhancement Training Programme (JEET)**

AICTE has signed an MoU for Jammu and Kashmir Employability Enhancement Training (JEET) Programme on 6 December, 2020 with ICT Academy for providing Employability Enhancement Training to the final and pre-final year students in the Union Territories of J&K and Ladakh. Through this MoU ICT Academy will enhance the technical skill of 5000 students to enhance their employability.

➤ **Prime Minister's Special Scholarship Scheme-PMSSS**

The Prime Minister's Special Scholarship Scheme (PMSSS) has undergone some important changes during academic year 2020-21 as directed by Inter-Ministerial Committee (IMC) of MINISTRY OF EDUCATION, Govt. of India. A special thrust was given to ensure quality education by including NBA/NAAC accredited and NIRF Ranked Institutions to J&K and Ladakh students through on-line counselling process by the AICTE, New Delhi. The scholarships available under the Scheme in Professional Stream (including Engineering) were 2830. Besides, there were 2830 scholarships for General Stream Course and 100 for Medical

Stream for the students of Union Territories of J&K and Ladakh to enhance their employment opportunities.

The AICTE has opened the PMSSS Portal for online registration between 6 July – 18 September 2020 and for Diploma Students between 27 October – 4 November, 2020. The counselling was conducted up to December, 2020 and three rounds of counselling were conducted for 10+2 students and two rounds of counselling were conducted for Diploma Students. The Officials of PMSSS Cell has also conducted Webinar Meets with the aspiring stakeholders in Kathua, Samba, Jammu, Udhampur, Poonch, Rajouri, Ramban, Reasi, Doda and Kitshwar in Jammu Division and Srinagar, Ganderbal, Pulwama, Anantnag, Baramulla, Kupwara, Dandipura, Shopian, Kulgam, Budgam in Kashmir Division and Kargil and Leh in Union Territory of Ladakh and informed them about the counselling process and replied to their queries. In view of the Pandemic (COVID - 19) in the country, the students were also allowed to join the allotted institution virtually to safeguard the health of the PMSSS beneficiaries. PMSSS Cell has taken all necessary steps to facilitate the virtual joining of the students in coordination with institutions. The admission letters were issued to 5671 for 10+2 students and 266 for Diploma students. Till date 4963 students for 10+2 and 245 students for Diploma have joined the institution and reported on AICTE portal for scholarship.

➤ **Ministry of Education's Innovation Cell (MIC)**

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

entrepreneurship ecosystem in HEIs in the Country.

- More than 2300 Institution's Innovation Councils (IICs) have been established and operational in HEIs spreading across India. More than 12000 faculties and students from IIC Institutions have been trained on relevant aspects and deployed as Innovation Ambassador to drive the campus Innovation and Entrepreneurship ecosystem.
- In 2019, AICTE introduced a two year MBA/ PGDM in Innovation, Entrepreneurship & Venture Development. 4 HEIs in AY 2019-20 and 15 HEIs in AY 2020-21 received approval to run this course, with an intake capacity of 30.
- The Smart India Hackathon 2020 was successfully concluded in 2020 with its software edition completed in August 2020 and Hardware edition in December 2020. A total of 355 teams were declared the winner in both the editions of Smart India Hackathons.

'Yukti2.0' initiative was launched by Union Minister of Education, Shri Ramesh Pokhriyal 'Nishank', on 23 June 2020, to systematically assimilate technologies with potential commercial information related to incubated startups in our HEIs.

Programmes/Schemes Implemented By AICTE

- **AICTE-Campus Accommodation & Facilities Enhancing Social experiences (CAFES) Scheme for constructing hostel for SC/ ST:**

The scheme aims to support Government/ Government-aided engineering colleges for construction of girls/boys hostels for students/ researchers belonging to SC/ST category.

Government/Government-aided engineering colleges/University Departments existing for last five years and having more than 150 SC/ST students on roll for the last three years are eligible for the grant. The maximum limit of grant presently is Rs.3 crore, to be disbursed in 3 instalments. During the period 01.01.2020 to 31.12.2020, Rs.12.01 Crore were released and with this, since 2012-13 when the Scheme was introduced, grant amounting to Rs. 173.70 Crore has been released for construction of hostels in 107 institutes. 41 hostels have already been completed.

- **AICTE scheme for Skill and Personality Development Programme Centre for SC/ST Students:**

The scheme promotes the establishment of infrastructure in the form of a SPDP Centre in institutes to empower the SC and ST students by providing special skill trainings apart from regular study. The training is provided with the help of modules on communication, personality development and proficiency in English language. Thus, it boosts the confidence of SC and ST students and provides them with better career opportunities, so that, their employability in the industry increases. Maximum limit of funding to the institute under this scheme is limited to Rs. 25 Lakh, to be spent within a period of 03 years. This scheme has been discontinued from 2019-20 onwards and Rs. 5.55 Crore has been released to 82 institutes during 01.01.2020 to 31.12.2020.

- **E-Journals through ESS for Technical Education and Research:**

Under this Scheme, free access to e-Journals/ e-Resources to AICTE approved Government/ Government-Aided technical institutes are provided by INFLIBNET Centre, Gandhi Nagar, Gujarat. The subscription amount for these institutions is paid by AICTE to INFLIBNET Centre. During the year 2020, an amount of Rs.

3.52 crore has been released to INFLIBNET Centre, Gujarat for the renewal of subscription for e-Resources to 91 institutes, for the period of 01.01.2020 to 31.12.2020.

➤ **Grant for organizing Conference (GOC) Scheme:**

The scheme provides financial assistance to institutions for organizing conference at national and international level in various fields of technical education. During 01 January to 31 December, 2020, Rs. 2.41 Crore were released to 122 beneficiary institutes for organizing conference.

➤ **AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech. students:**

In order to ensure development of technical education in India, AICTE awards Post Graduate Scholarship to GATE/GPAT qualified students at the rate of Rs. 12,400/- per month for the duration of 2 years. PG Scholarship is awarded to students admitted in Master of Engineering/ Technology/ Architecture/ Pharmacy courses in AICTE approved Institutions or University/ Departments. During the year 2020, Rs. 277.70 Crore were released to PG students numbering more than 20,000.

➤ **Providing Assistance to Girls' Advancement in Technical Education Initiative (PRAGATI):**

Pragati is a Ministry of Education Scheme being implemented by AICTE since 2014, to award scholarship of upto Rs. 50,000/- per annum to meritorious girl students to encourage them to pursue higher education. Under this scheme from 2020 onwards, every year 10,000 scholarships (5000 for degree and 5000 for diploma) are being released per annum to girl students. During the year, Rs. 21.03 Crore were released to more than 9000 eligible girl students.

➤ **SAKSHAM Scholarship of AICTE for differently-abled students:**

Saksham is a Ministry of Education Scheme being implemented by AICTE since 2014, aimed at providing encouragement and financial support of Rs. 50,000/- to differently-abled children to pursue Technical Education. Under this scheme from 2020 onwards, every year all eligible students will get the scholarship. During the year 2020, Rs.1.37 crore were disbursed to 621 differently-abled students.

➤ **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. There are 114 QIP Centres in the country under three main verticals- (i) QIP Engineering & Technology- 93 (ii) QIP Pharmacy- 11 (iii) QIP Polytechnic- 10. During the year 2020, Rs. 196 lakh have been released to various QIP Centres through RTGS and DBT. There are three main activities under QIP serving the faculty of degree level Engineering, Pharmacy & Polytechnic Institutions-

- (i) Providing opportunities to faculty members of the degree-level engineering institutions to improve their qualification by offering admissions to Master's and Ph.D.degree Programme. Presently only Ph.D (with masters being the mandatory qualification to be a teacher)
- (ii) Providing opportunities to faculty members of the Polytechnic institutions to improve their qualification by offering admissions to Master's and Ph.D.degree Programme

(iii) Organizing Short Term Courses at the Major QIP Centres for serving teachers.

➤ **Annual Refresher Programme in Teaching (ARPIT):**

AICTE has been nominated as National Coordinator for Annual Refresher Programme in Teaching (ARPIT). Under ARPIT 2019, 48 online Courses were developed for faculty. a number of 12,486 faculty appeared for exam out of which 10234 faculty passed and have been awarded certificate. Similarly, a number of 669 faculty appeared for re-appear exam of ARPIT-2019 out of which 362 faculty passed and have been awarded certificate. Ministry of Education has decided to re-run all 48 ARPIT-2019 courses in the year 2020. The exam would be conducted by NTA on 30 April, 2021.

➤ **Translation of “SWAYAM” online Engineering Courses by AICTE Into eight (8) Indian Regional Languages:**

Ministry of Education has fixed a Target of 80 online Courses for translation into 8 different Indian regional languages i.e. Hindi, Tamil, Malayalam, Kannada, Telegu, Marathi, Bengali and Gujarati by IITM/AICTE. In the first phase, 48 courses are under process for translation. Out of these 48 Courses, IITM has undertaken the translation of 27 SWAYAM/NPTEL online Engineering Courses and 21 Engineering Courses have been allocated to AICTE for translation into eight different Indian regional languages. AICTE has undertaken translation of Four Courses through Offline into Eight (8) different Indian Regional Languages and translation of 17 (seventeen) courses is on-going through TRANSLATION PORTAL.

National Board of Accreditation (NBA)

The National Board of Accreditation (NBA) was established in the year 1994 under Section 10(u) of AICTE Act in order to assess the

qualitative competence of Technical Institution programs from Diploma to Post graduate level in Engineering & Technology, Management, Pharmacy & Architecture etc. NBA accredits programs and not the institutions. In the year 2010, NBA became autonomous with the objective of assurance of quality and relevance of technical education through accreditation of programs. In the year 2013, Memorandum of Association (MOA) and rules of NBA were amended.

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

During the calendar year 2020, 1162 programs were considered for accreditation, out of which 1067 programs were accredited and remaining 95 programs were not accredited. During the calendar year 2020, 7 awareness webinars on outcome-based education and accreditation, covering 7 different states, were conducted benefitting a total number of 5,188 participants

The Board became a permanent signatory to the Washington Accord on 13th June 2014. On completion of six years, the status of NBA as permanent signatory to Washington Accord was extended for next six years in June 2020 after a detailed review by an International Review Team appointed by the International Engineering Alliance, the Secretariat of Washington Accord.

The Washington Accord is an International Agreement among bodies responsible for accrediting under graduate engineering degree programs. It recognizes equivalence of programs accredited by signatory bodies and recommends that graduates of programs accredited by any of the signatory body be recognized by the other bodies that are signatory to Washington Accord. India is represented by NBA in Washington

Accord and undergraduate programs offered by the Tier-1 institutions and accredited by NBA are eligible for the recognition of the programs by other signatories of the Washington Accord

National Institutional Ranking Framework (NIRF)

Ministry of Education launched the National Institutional Ranking Framework (NIRF) for institutions of higher education on September 29, 2015 which outlines a methodology to rank institutions across the country. The final framework identified nearly 22 parameters in five broad generic parameters, namely: i) Teaching, Learning and Resources; ii) Research and Professional Practice; iii) Graduation Outcome; iv) Outreach and Inclusivity; and v) Perception.

India Rankings is an annual exercise that uses the National Institutional Ranking Framework (NIRF) for ranking of institutions of higher

education in India in various categories and subject domains. The first and maiden edition of India Rankings was released in 2016 in one category and three subject domains. Subsequently, four annual editions of India Rankings were released using NIRF for the years 2017, 2018, 2019 and 2020 wherein new categories and subject domains were added to the initial four category / subject domains.

India Rankings 2020 was released in June 2020 in three categories, namely Overall, Universities and Colleges and seven subject domains, namely Engineering, Management, Pharmacy, Medical, Architecture, Law and Dental using National Institutional Ranking Framework (NIRF). The NIRF was released by the Ministry of Education in September 2015. The Framework outlines a methodology to rank institutions across the country in various categories and subject domains.





05

SCHEMES & PROGRAMMES



Schemes & Programmes

Indian Knowledge System and Research (IKS&R)

Indian Knowledge System (IKS)

A Meeting was held under the chairmanship of Hon. MoE on “Research in Traditional Indian Knowledge System” on 18/03/2020. As a result of the discussions in the meeting, a separate division as IKS was created under Ministry of Education at All India Council for Technical Education. The division aims to sensitize the traditional Indian knowledge throughout the education system in India through research and promotion.

A Mission High Level Committee (MHLC) has been constituted headed by Hon’ble Siksha Mantri Dr. Ramesh Pokhriyal ‘Nishank’ which will provide an overall guidance policy for functioning of IKS.

Various webinars have been conducted on IKS:

- Five-day webinar on Indian Knowledge System has been conducted by NCCIP-AICTE in the month of June 2020. There were 130 participants from various educational institutions across India who attended the webinar.
- International Webinar on Indian Knowledge systems “Bharat Tirtha” organised by IIT from 6th – 8th November 2020.
- The important and rare books pertaining IKS are being identified and purchased. These books will be translated into different languages for research purpose and for consultation.

Research Schemes:

Various research schemes are being coordinated under the division:

Sr. No.	Research Scheme	Details
1	Impacting Research in Technology (IMPRINT)	Announced in Nov 2015, the principal objective is to translate knowledge into viable technology. A total of 142 projects have been sanctioned at a total cost of Rs. 320.72 crores in IMPRINT-I and 183 projects have been sanctioned at a total cost of Rs. 145.76 Cr. under IMPRINT-II
2	UcchatarAvishkar Yojana (UAY)	To promote innovation in areas that are directly of relevance to the manufacturing and design industry and have outcome-based research funding. 83 projects with a total project cost of Rs. 247.66 Cr. have been sanctioned under UAY-I and 56 projects with a total project cost of Rs. 123.31 under UAY - II
3	Research Parks	Being set up at 7 Research parks. They will serve the following purposes: Research Parks are being set up at following Institutes: IIT Guwahati, IIT Delhi, IIT Kanpur, IIT Kharagpur, IIT Bombay, IIT Hyderabad and IISc. A total budget outlay of Rs. 575 Crs. have been sanctioned for the establishment of these Research Parks. Collaborative R&D; act as Center of Excellence; will work on National Mission Projects and set up Laboratories, Incubation Hub, Research cum Academic Hub; and act as a center for technology development and transfer.

Sr. No.	Research Scheme	Details
4	National Research Foundation (NRF)	Proposed in National Education Policy (NEP), overarching framework to promote Research and Innovation will be set up by the Principal Scientific Advisor (PSA) in consultation with NITI Aagag. The scheme was also announced in Budget 2019 and Prime Minister's Independence Day 2020 speech. The proposed NRF, according to the NEP, aims to enable a culture of research in higher education institutions through competitive funding across disciplines
5	Training and Research in Frontier Areas (FAST)	Started in 2012, 36 Centers of Excellence (CoEs) have been set up under FAST Scheme which focuses on frontier research topics. Major research topics comprises of: Nanotechnology, Signal Processing, Environmental and water resources, Data Mining and Energy Systems. The total outlay of the project was Rs. 117 Crs.
6	Global Initiative of Academic Network (GIAN)	Aims at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India so as to augment the country's existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence. The scheme was started in 2015 and a total of 2101 courses have been approved till date.
7	Scheme for Promotion of Academic and Research Collaboration (SPARC)	Announced in 2018, it aims at improving the research ecosystem of India's Higher Educational Institutions by facilitating academic and research collaborations between Indian Institutions and the best institutions in the world from 28 selected nations to jointly solve problems of national and/or international relevance. 394 projects have been approved till date.
8	National Initiative for Design Innovation (NIDI)	20 Design Innovation Centers (DICs), Open Design School (ODS) & National Design Innovation Network (NDIN) have been established for making Indian industry globally competitive through cutting edge research in various areas of design innovation with the total outlay of Rs. 240 Crs.
9	Impactful Policy Research in Social Sciences (IMPRESS)	Research projects in policy domains such as: State and Democracy, Urban Transformation, Media, Culture and Society. The Government of India, in August 2018, had sanctioned the scheme at a total cost of Rs. 414 Cr for implementation up to 31.03.2021. Under the Scheme, 1500 research projects will be awarded for 2 years to support the social science research in the higher educational institutions and to enable research to guide policy making.
10	Scheme for Transformational and Advanced Research in Sciences (STARS)	It aims to promote socially relevant research, the following 6 basic thrust areas have been identified: Physics, Chemistry, Biological Sciences, Nanoscience, Data Sciences & Mathematics and Earth Sciences. A total of 141 projects have been approved with a total cost of Rs. 250 Crs.
11	Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE)	The main aim of STRIDE is to identify young talent, strengthen research culture, build capacity, promote innovation and support trans-disciplinary research for developing economy and national development and to fund multi-institutional network of high-impact research projects in humanities and human sciences. The scheme was announced in July 2019.

National Academic Depository (NAD)

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.

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.

Users of NAD

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

Participants

- Central Educational Institutions viz. Central Universities, Central Higher Educational Institutions and institutions empowered by an Act of Parliament to grant degrees, 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)

Features of NAD

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

Benefits of NAD

For Academic Institutions:

- Permanent record of academic awards issued;
- No need for issuing duplicate academic awards, students can get it from NAD;
- Effective Deterrence to fake and forged paper certificates;
- All academic awards verification needs can be addressed by NAD;
- Saving in administrative processes resulting 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

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 student's complaints. The Commission has made it mandatory for all institutions to incorporate in their prospectus the directions of the Government regarding prohibition and consequences of ragging.
2. An Anti-Ragging toll free "helpline" 1800-180-5522 in 12 languages has been made operational by the UGC with Call Centre facilities for helping victims of ragging, besides facilitating effective coordinated action by all concerned. The complaints can also be filed through email at helpline@antiragging.in
3. The UGC had undertaken a publicity/media campaign and prepared Posters, TVCs, Jingles, short films and documentary films to create awareness against ragging in Higher Educational Institutions in the country. As multiple mechanism are required to ensure a ragging-free campus, UGC has issued the circular regarding broadcasting of these TVCs, Jingles and short films etc. (available on UGC website i.e. www.ugc.ac.in) in the campus to create awareness amongst students to avoid the incidents of ragging.
4. 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 programme is for celebrating “Diversity to Realise Unity” by a coordinated mutual engagement process between States, Union Territories, Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports, tourism and other forms of people to people exchange. The States/ UTs have been grouped in 16 pairs.

28 States, 8 UTs, 10 Central Ministries/ Departments viz. Ministry of Culture, Ministry of Tourism, Ministry of Information & Broadcasting, Department of Higher Education, Department of School Education & Literacy, Department of Youth Affairs, Department of Sports, Ministry of Railways, Ministry of Defence and Ministry of Home Affairs are associated in implementation of this programme. A large number of activities have been conducted by them during this year.

2181 RUSA funded Institutions, 1813 AICTE regulated institutions, 38 Central Universities, 23 IITs, 20 IIMs, 31 NITs, 24 IIITs, 6 CFTIs, 4 IISERs and one IEST under Department of Higher Education have conducted the activities under this programme such as Student Interaction/Exchange, Teacher Exchange, Youth Festival, EBSB Day, EBSB Clubs etc. Due to COVID-19 pandemic, it was decided to hold activities through digital platforms in place of physical activities. The activities included online quiz/ painting/ debate competitions, webinars on various aspects of paired states, language learning activities, pledge, showing documentary, etc.

Higher Educational Institutions/ Colleges/ Universities under D/o Higher Education held more than 7000 activities of literary, cultural, sports, culinary & student exchanges, online activities, quiz, webinars, etc. More than 18 lakh people across country participated/ witnessed range of activities. The other Ministries /

Departments conducted more than six hundred activities of literary, cultural, sports, culinary & student exchanges, online activities, etc. Around 4.8 crore students/ people across country participated/ witnessed range of activities organised by various Ministries/ Departments.

The programme was reviewed by Hon’ble Minister of State (Education) in October 2020, wherein it was suggested to invite more Ministries/ Departments such as Ministry of Environment, Forest & Climate Change ; Ministry of Ayush , Department of Women and Child Development , Ministry of Agriculture, Ministry of Textiles and Ministry of Micro, Small and Medium Enterprises because these departments have their region specific knowledge / resources under their purview , which can be shared among states. These Ministries/Departments participated as special invitees in the meeting of Group of Ministers held on 30.12.2020 under the Chairmanship of Hon’ble Education Minister. The Group of Ministers made several recommendations which will be implemented in the following months.

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 in Higher Educational institutions. It aims to build a conscious community around the practice of cleanliness with “Swachh Bharat Abhiyan” and bringing a behavioural change among the youth and society at large through many interactive activities and social media campaigns.

The year started with conducting a massive awareness programme “SwachhataPakhwada” during 16th-31st January, 2020 under which various competitions, activities, awareness programmes were conducted in 544 institutions wherein a total number of 94647 students participated. The

Ministry of Education too, conducted pledge taking ceremony, cleaning activities and pasted posters for spreading awareness in its campus. The awareness programme continued throughout the pandemic via digital medium on various social media platforms. This included spreading awareness in an interactive and engaging manner.

Mahatma Gandhi National Council for Rural Education conducts various activities on Swachhhta in Higher Educational Institutions. It conducted Swachhhta Workshops in online mode across the country, with more than 9 thousand participants, spreading the message of Swachhhta, Water Conservation (Jal Shakti), Hygiene and Post Covid 19 Sanitation Action Plan. 1350 Swachhhta Action Plan Cells have been formed in HEIs, spreading the message of Swachhhta on and off campus.

Unnat Bharat Abhiyan 2.0 (UBA)

UnnatBharat Abhiyan is a flagship programme initiated by Government of India with the objective to engage reputed Higher Educational Institutions (central and state; public and private) to understand and work in rural areas. With the intention of enriching rural India, these selected Institutions are expected to customise the available technologies or develop new technologies as per the local needs and also to improve the implementation of existing government programmes

Vision

Unnat Bharat Abhiyan is inspired by the vision of transfor mational changeinrural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India.

Mission

The Mission of UnnatBharat 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.

Goals

- a) To build an understanding of the development agenda within institutes of Higher Education and an institutional capacity and training relevant to national needs, especially those of rural India.
- b) To re-emphasize the need for field work, stake-holder interactions and design for societal objectives as the basis of higher education.
- c) To stress on rigorous reporting and useful outputs as central to developing new professions.
- d) To provide rural India and regional agencies with access professional resources of the institutes of higher education, especially those that have acquired academic excellence in the field of science, engineering and technology, and management.
- e) To improve development outcomes as a consequence of this research. To develop new professions and new processes to sustain and absorb the outcomes of research.

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) .

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

The Central Sector Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNTT) launched in December, 2014; was initially approved till 31st March, 2017. On recommendation of the Expenditure Finance Committee (EFC), the Scheme was approved for continuation till 31st March, 2020. Further an interim extension has been given by the Finance Ministry till 31st March, 2021 or till recommendations of the 15th Finance Commission come into effect, without changing the scope, nature, coverage etc.

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 hand, 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 89 centers/components (including Annual Refresher Program in Teaching, Leadership for Academicians Program and Faculty Induction Program) are undergoing under the Scheme and Rs. 405.39 crores have been released to these institutions till date. As on date, details of component wise approved proposals are given below:

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

Sl. No.	Name of the Component	Total Number to be set up	Number set up till now
Total			95
8.	Induction Training Programmes of Newly Recruited Faculty In Higher Education	62 Centres	All
9.	ARPIT Through – National Resource Centres (NRCs)		
	(I) 2018	75	66
	(II) 2019	52	48
	(iii) 2020	48	48
10.	Academic Leadership Development Programme For Senior Academic and Administrative Functionaries		
	(I) Without Foreign Component	10	-
	(II) With Foreign Component	15	All

4. The thrust of the scheme has been to improve quality of teachers & teaching in school and higher education by providing both high quality pre-service teacher education programmes and in-service training through capacity building and continuous professional development programmes, ICT based pedagogy and specialized research in teacher education. Activities have been conducted under non-recurring (new building, studio, smart class, ICT lab, training hall, renovation, offset printer, cameras, computer, books and furniture) and recurring (training, seminar, workshop, conference, e-content, offline content, kits, softwares and applications). Some of the achievements under the Scheme include:

- Total Infrastructure developed- 36 number of Buildings / Labs/ Studio established
- Total beneficiaries- 8.97 lakh teachers
- Total States covered- 23 including North East States
- The Teacher Innovator Award was held in 2018 recognizing and facilitating five teachers for their innovation in the

teaching- learning field. These teachers were selected on a competitive basis from the country. The Award was instituted under the Innovation Award component of the Scheme.

- 135 Online Activities during Covid time benefitted 1.68 lakh participants through various Online Workshops, Webinar, Video Lectures, Faculty Development Programmes, Online Training, Webinar Series, Online Hands on Training, Virtual talk Series, Certificate courses, Induction Training/ Faculty Orientation and Virtual International Conference.
- For ARPIT 2020, total enrolment is 80,328 for 48 discipline specific courses.





Images from the inauguration ceremony of the School of Education Building at Central University Kerala held on 25.02.2020 which has been constructed under PMMMNMTT Scheme

Rashtriya Uchchatar Shiksha Abhiyan

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

Progress /Achievement under RUSA 2.0 (2017-20)

Target and Approvals under RUSA 2.0 (2017-20)				
S. No.	Name of the Component	Target (Units)	Approvals (Units)	Total Amount Approved (Rs. in Cr) (Including State Share)
1	Component No. 1: Creation of Universities by way of upgradation of existing autonomous colleges	3	3	165
2	Component No. 2: Creation of Universities by Conversion of Colleges in a Cluster	3	2	110
3	Component No. 3: Infrastructure Grants to Universities	50	42	840
4	Component No. 4: Enhancing Quality & Excellence in select State Universities (New)	10	10	1000
5	Component No. 5: New Model Colleges (General)	70	70	840
6	Component No. 6: Upgradation of Existing Degree Colleges to Model Degree Colleges	75	75	300

the proposals submitted by States based on the norms set under the scheme.

Objectives of RUSA

- Improving access of higher education in States, especially by focusing on Aspirational Districts, unserved and under-served districts.
- Improve equity in higher education for socially deprived communities and promoting inclusion of women, minorities, SC/ST/OBCs and Divyangjan through creation of girls' hostels, differently abled friendly infrastructure etc.
- To identify and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts.
- Promote a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation.
- Improving quality in higher education through various reforms

Target and Approvals under RUSA 2.0 (2017-20)				
S. No.	Name of the Component	Target (Units)	Approvals (Units)	Total Amount Approved (Rs. in Cr) (Including State Share)
7	Component No. 7: New Colleges (Professional & Technical)	8	8	208
8	Component No. 8: Enhancing Quality & Excellence in Autonomous Colleges (New)	70	70	350
9	Component No. 9: Infrastructure Grants to Colleges	750	750	1500
10	Component No. 10: Research, innovation and quality improvement	20	20	1000
11	Component No. 11: Equity Initiatives (State as a Unit)	15	15	75
12	Component No. 12: Faculty Recruitment Support (No. of posts)	200 posts	187 posts (3 States)	31.416
13	Component No. 13: Faculty Improvement (State as a Unit)	8	8	56

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

Physical and Financial Progress

In the year 2020-21 an amount of Rs. 65.57 Cr has been released to States/UTs under RUSA as on 31st December, 2020.

Technical Education Quality Improvement Programme (TEQIP) Phase-III

The third phase of Technical Education Quality Improvement Programme (TEQIP) is being implemented as a Central Sector Scheme in collaboration with World Bank at a total outlay of Rs.2660 crore. TEQIP-III is 100% financed by the Government of India with 50% disbursement (\$176.34 Million) by the World Bank. The project supports two components.

Component-1: Improving quality and equity in engineering institutes in focus states.

Component-2: System-level initiatives to strengthen sector governance and performance.

Coverage:

TEQIP-III is being implemented in 19 States/ Union Territory (UT) called focus States namely Uttar Pradesh, Madhya Pradesh, Bihar, Jharkhand, Chhattisgarh, Rajasthan, Odisha, Himachal Pradesh, Uttarakhand, 8 North Eastern States and UTs of Jammu & Kashmir and Andaman & Nicobar Islands. Around 100 Institutions/ Affiliating Technical Universities (ATUs) are participating from focus states along with 74 other Institutions/ATUs from 13 Non focus states/ UT and CFTIs for mentoring (twinning) since 1st April 2017.

Objectives:

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

- a) Improving quality and equity in engineering institutions in focus states viz.
- b) System-level initiatives to strengthen sector governance and performance which include widening the scope of Affiliating Technical Universities (ATUs) to improve their policy, academic and management practices towards affiliated institutions, and
- c) Twinning Arrangements to Build Capacity and Improve Performance of institutions and ATUs participating in focus states.

New Interventions under TEQIP-III:

- a) **Collaborative Research Scheme:** 1609 researchers from 221 institutions working on 396 Collaborative Research Projects (Research Grant: 47.56 Cr.)
- b) **Competitive Research Scheme in ATUs:** In addition to establishing research hub in ATUs, more than 1000 collaborators working on 448 R&D projects to promote research collaborations between more than 900 institutions affiliated to ATU.
- c) **Wi-Fi:** Providing Wi-Fi facility to students in 84 TEQIP Institutions
- d) **Digital Infrastructure:** 105 institutions enabled with digital infrastructure (1150 Boards with Wi-Fi connectivity)
- e) **Digital Pedagogy:** More 4000 faculty from 106 institutions are trained in Digital Pedagogy
- f) **Future skills:** Diagnostic & follow up assessment of 65000 students on NASSCOM announced 9 Future Skills & empowerment of 2500 Faculty to train 12500 students.
- g) **Ease of Governance:** Website integrated ERP with 10 modules (Academics, HR, A/C, Purchase, CEC, Hostels, R&D) for 52

institutions (IIT-KGP SMILE). Non SaaS ERP of DU for 30 institutions (Samarth ERP).

Physical Progress under TEQIP-III (Up to 31st December 2020)

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

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

- (i) **Digital Board and Pedagogy:** To improve the quality of technical education through digital learning and pedagogy, a total 1150 high quality 65 interactive digital boards equipped with latest technology provided in 105 institutions. For effective utilization of the digital board, 4158 faculties have been trained for digital pedagogy and 1.5 lakh students are benefitting through these digital learning tools.
- (ii) **NBA Accreditation:** Under TEQIP-III, NBA accreditation is one of key indicators. So far 53% of the UG programs have been accredited or applied for against the target of 50%. Many institutions from states/UT like Assam, Jammu & Kashmir, Bihar, Chhattisgarh, Tripura etc. got accreditation first time due to inbuilt performance indicator of accreditation.

- (iii) **Faculty Reforms:** To address faculty shortage, MINISTRY OF EDUCATION/ NPIU has engaged more than 1700 highly qualified graduates (Assistant Professors on contract for 3 years) from Premier Institutions like IITs and NITs to teach more than 01 lakh engineering students at 71 participating focus State Institutions located in underdeveloped areas in the country.
- (iv) **Faculty Development Trainings:** 10 IITs and 9 IIMs are imparting faculty development trainings in the areas (*Subject domains, R&D, Pedagogy and, leadership, management development etc.*). As of now, more than 19200 faculties have been trained in last three years in these areas.
- (v) **Employability:** In order to enhance employability and improve placement of students from TEQIP institutions, students are prepared for Future Skill technologies (AI, DS, IoT, CC, CS, BC, 3DP, VR etc.). With the help of NASSCOM, diagnostic test of 32560 students has been conducted at 107 institutions.
- (vi) **Implementation of AICTE Mandates in TEQIP institutions:** 10-Point AICTE quality mandates (*viz. mandatory internships, induction program for fresher; SWAYAM; Start-up etc.*) has been incorporated in Project Implementation Plan (PIP) for TEQIP-III and same is adopted by institutions/ATUs in their Institutional Development Plan (IDP) and made part of action plan.
- (vii) **Exit Exam Training:** In order to improve employability of graduating students among TEQIP III institutes, TEQIP III has provided training to final year students through Exit examination (GATE Training/ Employability Skill Training) through empanelment of Service providers. The training for AY 2019-20 is completed wherein out of 28411 final year students 23180 students have been provided exit exam training.
- (viii) **GATE Results 2020:** The GATE 2019 qualification % of TEQIP institutes 23% exceeded the country average 18%; whereas in GATE 2020 results improved significantly (28% in comparison to country average 19%). A rise of 9% in the result of GATE 2020 of TEQIP institutions make them better than other institutions in India. The qualification % of 1.1 (23%) & 1.3 (35%) institutes also exceeds the national average indicating the impact of training provided to the final year students of these institutes.

Financial Progress:

Financial Progress of TEQIP-III (up to 31st Dec. 2020)

(Rs. in Crore.)

S.No.	Financial Year	Budget	Release	Expenditure	%age of exp.
1	2017-18	260.00	153.60	126.85	48.79%
2	2018-19	535.00	535.00	528.75	98.83%
3	2019-20	1100.00	1100.00	1058.76	96.25%
4	2020-21	670.00	360.15	355.51	53.66%
	Total	2565.00	2148.75	2068.68	81.07%

Scholarships

Central Sector Scheme of Scholarship for College and University Students

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

Eligibility: Students who are in top 20th percentile of successful candidates in class XII and having family income of upto Rs. 6 lakhs per annum, which has been increased upto Rs. 8 lakh per annum, are eligible to apply.

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

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

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

Online Portal: CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through the portal. Due to COVID-19 pandemic, the portal was opened late in the month of August, 2020 and was progressively extended upto 30.11.2020, 31.12.2020 and finally to 20.01.2021. Accordingly the verification dates by Institute/Board has also been extended.

New Initiatives

- (i) Scheme is available in the Umang App and is LGD (Local Governance Directory)

compliant having the district level granularity.

- (ii) Aadhaar number is captured for fresh registration purpose.
- (iii) NIC has introduced a new module for disbursement of scholarships.
- (iv) The condition of applying for renewal on the basis of marks is relaxed this year due to COVID.

A statement indicating disbursement of scholarship with effect from **01.01.2020 to December 2020 (till 31.12.2020)** is provided below:-

CSSS (01-01-2020 to 31-12-2020)

S. No.	State	No. of Scholarship Fresh + Renewal	Amount
1	Andhra Pradesh	7291	75470000
2	Assam	330	3600000
3	Bihar	2814	28330000
4	CBSE	6894	74890000
5	Chhattisgarh	1942	20380000
6	CISCE	82	920000
7	Goa	36	430000
8	Gujarat	5088	52230000
9	Haryana	6767	71120000
10	Himachal Pradesh	323	3230000
11	Jammu and Kashmir	736	8100000
12	Karnataka	10609	113620000
13	Kerala	5620	58230000
14	Madhya Pradesh	8947	93790000
15	Maharashtra	11622	124340000
16	Manipur	385	3890000

S. No.	State	No. of Scholarship Fresh + Renewal	Amount
17	Meghalaya	30	300000
18	Mizoram	3	30000
19	Nagaland	19	190000
20	Odisha	5347	55630000
21	Puducherry	152	1610000
22	Punjab	2026	20880000
23	Rajasthan	4575	46730000
24	Tamil Nadu	5060	53200000
25	Telangana	7810	82050000
26	Tripura	568	5940000
27	Uttar Pradesh	5306	54750000
28	Uttarakhand	1156	13080000
29	West Bengal	8743	97470000
Grand Total		1,10,281	116,44,30,000

Prime Minister's Special Scholarship Scheme for Jammu & Kashmir

Objective:- The Prime Minister's Special Scholarship Scheme for Jammu & Kashmir (PMSSS) 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.

Eligibility: Students of Jammu & Kashmir having family income of upto 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.

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

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

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

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

New initiatives:

- (i) 14 Webinars were conducted during Covid-19 for generating scheme awareness among prospective beneficiaries, parents, school principals and other stakeholders.
- (ii) In AY 2020-21, Supernumerary seats for Nursing, HMCT and Pharmacy increased from 3 seats, 2 seats and 2 seats to 5 seats each respectively

- (iii) From AY 2019-20, for the benefit of students, Maintenance Allowance is now released in 9 installments (1st installment of Rs. 20,000/- and 8 subsequent installments of Rs. 10,000/- each).

During the year 2020 (01.01.2020 to 31.12.2020) Rs. 129.19 Crores has been released to All India Council for Technical Education (AICTE) 2669 (Upto 30.12.2020) scholarships (fresh+renewal) have been provided.

Due to COVID-19, Students were allowed to upload their joining report online instead of physically joining their allotted Institution. A lumpsum amount of Rs. 20,000 was released to scheme beneficiaries for expenses related to purchase of books, maintaining internet connectivity etc.

Central Sector Interest Subsidy Scheme (CSIS)

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

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

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

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

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

Online Portal: Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims. The online portal was opened from 01.10.2020 to 15.12.2020.

During the period from 01.01.2020 to December 2020 (till 31.12.2020), an amount of Rs. 860.19 crore has been disbursed in respect of 5,79,132 no. of claims of students.

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

- It will reduce the Non-Performing Asset (NPA) of the Institutions and allow more liquidity, thereby covering more number of students aspiring for higher education

which would contribute to increase in the GER in higher education.

- More institutions will come forward in lending loans (including easy and flexi-loans) for educational purpose and this will bring competition and quality in all spheres.
- It will also reduce cases in Debt Recovery Tribunal (DRT) though the banks are expected to take recourse to all alternatives before resorting to the Credit Guarantee Fund.

Central Government is the Settler for the Fund and National Credit Guarantee Trustee Company Ltd. (NCGTC) is the Trustee. During the financial year 2020-21 (till December, 2020) no fund has been released.

External Scholarship

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

In the financial year 2020-21, Rs. 1.00 crore (Rs. One crore) has been allocated for External Scholarship for providing air tickets to scholars selected for award of Chinese Government Scholarship.

The details of scholarships offered by various countries during the year 2020-21 have been provided in the table below:

(From 01.01.2020 to 31.12.2020)

Sl. No.	Country's Name	No. of Nominated Candidates	Selected By Donor Country
1.	South Korea	45	20
2.	China	50	38
3.	UK	39	13
4.	New Zealand	02	00

In addition to the nomination for above mentioned scholarships, the Ministry also disseminated the information of the following scholarships on its portal and within the concerned universities/institutions for its wider publicity and participation.

Sl. No.	Name of the Scholarship/Fellowship	Available for
1	Chulabhorn Graduate Institute Post Graduate Scholarship Program for Non- ASEAN Applicants	Master's Degree Courses
2	Japanese Government [MEXT] Programme 2020	Undergraduate, Master's and Doctoral Degree Courses

Due to the COVID-19 pandemic situation, offer for the Israeli Government Scholarship was not received in this year. In the Italian Government Scholarship, only renewal candidates were offered scholarships. Further, 4 candidates selected for the 2020 Commonwealth Master's Scholarship have decided to defer their award to the 2021 Academic Session.

No Obligation to Return to India (NORI):-

No Obligation to Return to India (NORI) certificate is required by a person who has gone to

USA on J-1 visa. As per US immigration law J-1 visa holders are required to return to their home country for at least two years at the end of their exchange visitor program. If someone is unable to return to one's home country for fulfilling the two-year requirement, one must obtain a waiver from Embassy /Consulate General of India in the USA. In order to enable the embassy to issue a "WAIVER CERTIFICATE", for the purpose of immigration, it is necessary for the applicant to obtain NORI certificate from the Ministry of Education.

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. *731 letters of "No Obligation to Return to India" (NORI) has been issued from 01.01.2020 to 31.12.2020.*

Book Promotion

National Book Trust, India

The National Book Trust, India (NBT), an autonomous organization under the Ministry of Education, formerly 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 create a culture of reading and book mindedness in the society.

Activities of the Trust

(a) Publishing

The Publishing in India is presently undergoing rapid changes due to technological advances and

changes in the pattern of reading particularly among the youth. To meet these challenges, the Trust has been trying to adapt to this changing environment by bringing innovative changes in its publishing and book promotional activities. The Trust has been able to provide a wide variety of books for all age groups on all subjects. It publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting edge technology for all segments of society and for all age-groups. Moderately priced, the Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates in English, Hindi and other regional languages. The NBT publishes books under 22 series like (a) India- The Land and the People (b) Popular Science & Social Science (c) Folklore (d) National Biography and Autobiography of Indians who have made outstanding contribution towards the development of Indian Society, culture, science, economy, polity etc. (e) Nehru Bal Pustakalaya (f) Creative Learning (g) Books for neo-literates (h) AadanPradan for forging national integration through exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k) General series (l) Braille books (m) Veergatha series (n) Women Pioneers (o) Navalekhan Mala and (p) Corona Studies Series, etc.

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

During the year 2020, the Trust has brought out 1827 titles in English, Hindi and other Indian languages as under:

Number of titles brought out by NBT

S. No.	Language	Original	Translation	Reprint	Revised	Total
1	Asamiya		13	70		83
2	Bangla	01	01	35		37
3	Bhojpuri	01				01
4	Bilingual			01		01
5	Bodo			18		18
6	English	19		549	03	571
7	Gujarati		30	58		88
8	Hindi	24	32	429	01	486
9	Kannada			40		40
10	Khasi		01			01
11	Khadiya		01			01
12	Maithili		01			01
13	Malayalam		01	02		03
14	Marathi		05	38	05	48
15	Mizo			01		01
16	Mundari		01			01
17	Odia	01	43	205		249
18	Punjabi	08	14	32		54
19	Sanskrit		04			04
20	Tamil		26	15	01	42
21	Telugu		09	62		71
22	Urdu	05	02	18	01	26
	Total	59	184	1573	11	1827

Sale and Distribution of NBT Publications

NBT publications are promoted at schools, panchayats, anganwadis, institutions, etc. through display, sales exhibitions, mobile exhibitions and collaboration etc. NBT books are sold at NBT managed 13 physical bookstores in 11 cities – Agartala, Bengaluru, Chennai, Cuttack, Delhi, Guwahati, Hyderabad, Kochi, Kolkata, Mumbai and Patna. These bookstores are also available at retail stores through its trade partners. For convenience of the buyers, NBT books are sold through its online web portal www.nbtindia.gov.in. NBT has also made its titles available on other digital marketplace like Amazon. During the period under review, NBT sold about 1.20 crore copies of its publications. NBT also sells e-books through its mobile app available on android and ios platforms.

Book Promotional Activities in the North-East

The Trust also stepped-up its book promotional activities in the Northeast through a number of Book Fairs, literary activities and special sales drive. During the year under review, the Trust organised several literary programmes including the release of NBT Book on North East Cuisine titled *Essence of North East*, authored by Jyoti Das was held at India Club, Guwahati, Assam on 1 February 2020. Shri Victor Banerjee, noted actor & writer was the chief guest on the occasion.

A five day Nepali Translation Workshop was organized in collaboration with Department of Modern Indian Language & Literary Studies, Gauhati University and Adam Nepali Sahitya Sabha at Gauhati from 10 to 14 February 2020. A three day Manipuri translation workshop, in association with the Writers' Forum, Imphal was organised at Jawaharlal Nehru Manipur Dance Academy, Imphal, Manipur from 25 to 27 February 2020.

A four day Bodo Translation Workshop was organised in association with Bodo Writer's Academy at Sarupathar College, Sarupathar, Dist. Golaghat, Assam from 16 to 19 March 2020.

Book Promotional Activities in J&K

National Book Trust, India has been organising book fairs, mobile exhibitions and other book related activities like panel discussions, book release functions, seminars etc. across the country to promote book mindedness among people especially among youth and making low-cost books available to book lovers. To further this objective and keeping in mind the ever-growing demands of the book lovers of Jammu & Kashmir, NBT has been organising such activities in the region for the last many years. The Trust exhibited its publications at 23rd All India Urdu Book Fair in the main campus of Kashmir University at Srinagar and discussions were made with the Samagra Shiksha authorities for short-listing age appropriate books for Anganwadi centres and the school of Jammu & Kashmir.

Organization of New Delhi World Book Fair 2020

The Trust in collaboration with India Trade Promotion Organizer (ITPO) organized the annual New Delhi World Book Fair from 4 to 12 January 2020 at Pragati Maidan, New Delhi. Dr Ramesh Pokhriyal 'Nishank', Hon'ble Minister of Human Resource Development, Government of India inaugurated the Fair. Prof. Girishwar Misra, eminent Gandhian scholar was the Guest of Honour.

As part of the Mahatma Gandhi's 150th Birth Anniversary celebrations, the theme of the New Delhi World Book Fair 2020 was 'Gandhi: The Writers' Writer'. In the specially designed Theme pavilion (inspired by Sabarmati Ashram)

with National Institute of Design, Ahmedabad on Design Partner, with hand-spun materials as wall cladding; there was an exclusive exhibition of 500 books of 100 publishers on and by Gandhi in different Indian languages, as well as a large number of activities including panel discussions, book launches and performances related to the theme were organized. The archival materials on display at the Theme pavilion were from Navjivan Trust, Ahmedabad and National Gandhi Museum, New Delhi. Over 15 countries including Abu Dhabi, China, Denmark, Egypt, France, Germany, Iran, Nepal, Poland, Saudi Arabia, Sharjah, Spain, Sri Lanka, UK, USA participated in the Foreign Pavilion at the Fair.

This year, more than 600 publishers from India and Abroad participated at the book Fair. The Indian publishers exhibited books in different languages such as Bangla, English, Gujarati, Hindi, Maithili, Malayalam, Punjabi, Sanskrit, Sindhi, Tamil, Telugu and Urdu across more than 1300 stalls at the Fair. The international exhibitors exhibited their books across 42 stalls at the Fair.

The other features of New Delhi World Book Fair included CEOSpeak, New Delhi Rights Table, National Conclave on Readership and Book Promotion, Business Meet with Trade Partners, Children's pavilion, Authors' Corner, Foreign Pavilion, Special Photo Exhibitions of India as Guest of Honour at international book fairs and Padhe Bharat Badhe Bharat; special exhibit of Braille Books, among others.

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 virtually participated in 02 such international book fairs, including Colombo International Book Fair (18 - 27 September 2020) and Frankfurt Book Fair (14 - 18 October 2020).

National Centre for Children's Literature

The National Centre for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of children's books and for monitoring, coordinating, planning and aiding the publication of books for children in the country. The primary objective of setting up the NCCL is to collect and make available Indian and foreign material and expertise which are relevant to the promotion of a rapid and balanced development of children's literature. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners. With a view to promote and develop the reading habit of the children at the school level, the NCCL encourages setting up of Readers' Clubs at the schools throughout the country and also conducts surveys and takes up research work relating to children's literature. During the period under review, the NCCL established 48,437 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, three quarterly issues of *Readers' Club Bulletin*, a bilingual magazine for promotion of reading habit among children were also brought out in digital format. During the period, around 50 programmes for children were held at different places across the country.

Celebration of NBT Foundation Day

The NBT Foundation Day Lecture, ninth in the series, on 'Books and Reading in Today's India' was organized virtually to mark NBT's 63rd Foundation Day celebrations in Vasant Kunj, New Delhi on 1 August 2020.

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 out of which five books namely, *Confucius KeChaarGranth (Analects of Confucius)* and translated by Prof. B R Deepak; *Dikhne Mein Khubsurat(Looks Beautiful)* by Wang Shuo and translated by Shri Madhurendra Jha; *Rikshawala (Camel Xiangzi)* by Lao She, and translated by Ms Tanvi Negi, *Collected Works of Bing Xin (Bing Xin Rachnavali)*, translated by Ms Severin Kuokand *Parivaar (Family)* by Ba

Jin, and translated by Ms Dayawanti have since been published.

NBT-Financial Assistance Programme

To promote Indian books abroad, the Trust has initiated the Financial Assistance Programme (FAP) for translations. Under the scheme, financial assistance will be given by the Trust to foreign publishers who are keen on translating Indian books into foreign languages. So far financial assistance has been extended for: *The Missing Queen* by Samhita Arni (originally published by Zubaan) published by Lit Edizioni SRL in Italian; *My Little India* by Manoj Das (originally published by NBT, India) published by Booksea Publishing in Korean; *Looking Back: India in 20th Century* (originally published by NBT, India) published by Booksea Publishing in Korean and *Stories by Ambai* by Ambai (originally published by Kalachuvadu) published by Editions Zulma in French. As part of this programme, the Trust organized the eighth Rights Table Forum for publishers during the New Delhi World Book Fair 2020, in which major publishers from across India and foreign publishers from countries like France, Iran, Nepal, and United States of America participated.

Pustak Parikrama- Organizing Village level Mobile Exhibitions

The Trust has been organizing village level Mobile Book Exhibitions to make books available at remote areas throughout the country where sufficient bookshops are not available. So far, it has organized more than 16,000 Mobile Exhibitions throughout the country including the Northeastern states. During the period under review, the Trust organized Mobile Book Exhibitions at about 74 places in 09 states including Bihar, Chhattisgarh, Delhi, Haryana, Jharkhand, Karnataka, Madhya Pradesh, Puducherry and Punjab.

Financial Assistance Programme for Book Promotion Activities

The Ministry of Education 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. The Scheme is under revision, therefore, selection of voluntary organizations could not be undertaken during the year 2020.

Training Course in Book Publishing

The Trust also organizes short-term Training Courses in Book Publishing in various parts of the country with the objective to create a talent pool of trained professionals for publishing industry. During the period under review, three courses were organized. One physically in Imphal (10-22 February 2020) and the first ever three month long online training course (26 June – 20 September 2020) and second online training course (26 September – 20 December 2020).

Book Clubs

The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 1574 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.

New Initiatives

Corona Studies Series

Realising the extraordinary psychological, social, economic and cultural impact of Corona Pandemic for the human society in times to come, National Book Trust, India, launched a series of books under ‘Corona Studies Series’ to document and to provide relevant reading materials for all age-groups for the post-Corona

readership needs. Under this series, seven titles were published, which include *Vulnerable in Autumn: Understanding the Elderly*; *The Future of Social Distancing: New Cardinals for Children, Adolescents and Youth*; *The Ordeal of Being Corona Warriors: An Approach to Medical and Essential Services*; *New Frontiers At Home: An Approach to Women, Mothers and Parents*; *Caught in Corona Conflict: An Approach to the Working Population*; *Making Sense of It All: Understanding the Concerns of Persons With Disabilities*; and *Alienation And Resilience: Understanding Corona Affected Families*.

The books were released virtually by Dr Ramesh Pokhriyal ‘Nishank,’ Hon’ble Union Minister for Human Resource Development on 15 May 2020. While releasing the books, Dr Pokhriyal congratulated both NBT and the authors for their efforts to bring together this significant material in book form for easy reading.



Hon'ble HRM e-launching corona series books on NBT website

NBT Story Lounge for Children

National Book Trust, India in collaboration with Prasar Bharati’s External Services Division of All India Radio launched – Story Lounge – a unique

storytelling festival. The programme featured celebrated children's authors reading from their stories published by NBT. The Story Lounge was broadcast daily at 7:20 am and repeat broadcast at 10:20 pm on All India Radio Channels including AIR FM Gold, AIR LiveNews 24x7, AIR Indraprasth. The stories could also be accessed on mobile apps viz. NewsOnAir and on All India Radio Live. In addition, Story Lounge was also telecast every Saturday at the YouTube channel of World Services AIR Hindi and World Services AIR English. The stories were also uploaded at NBT's website, NBT YouTube channel and other social media platforms of NBT.

Setting-up of Gram Panchayat Library Project in Haryana

In a move towards carrying forward the vision of Hon'ble Prime Minister for 'Reading and Library Movement' in the country, the Ministry of Education under the guidance of Dr. Ramesh Pokhriyal 'Nishank', Minister of Education, has taken the first step in implementing a Knowledge Communication Centre (KCC) through its nodal agency National Book Trust, India by setting up a library in each Gram Panchayat across the country.

As a step forward towards this Reading and Library movement for a knowledge driven society to bring socio-economic change, the setting up of Libraries in Grampanchayats in State of Haryana has begun. On 23 November 2020, Shri Yuvraj Malik, Director, National Book Trust, India presented the KCC Project and discussed it in detail, in a meeting chaired by Shri M.L. Khattar, Chief Minister of Haryana, at Chandigarh.

A Haryanavi translation workshop was organized on virtual platform on 21 December 2020. During the workshop, the participants discussed about the scope of translating books into Haryanavi. Over 25 NBT books published under Neoliterate, NBP

and Continuing Education series. Besides, NBT will bring out a magazine titled Haryana Varta, Haryana Weekly and online reading materials for the readers.

Bilingual Books

With New Education Policy being implemented by the Government of India and its focus on promoting mothertongue, National Book Trust, India will be bringing out in the first stage of 25 bilingual books (Hindi-English) for children. The bilingual books will be published in different Indian languages according to the needs of the young readers of a particular region under the Nehru Bal Pustakalya series. Some of the select NBT books to be published in bilingual format are: *A Friend Forever*, *Anandi's Rainbow*, *Fu-Ku: An Alien, One Day and Why?*

Ek Bharat Shreshtha Bharat/Aadan Pradan

As part of Ek Bharat Shreshtha Bharat programme, National Book Trust, India will be publishing the translations of well-known literary works in English, Hindi and other Indian languages. These books will be published under its Aadan Pradan series. The series is of particular importance because of its unique potential for forging national integration through the exchange of creative literature of the different regions.

Organizing of Literary Activities like Seminars, Workshops and Book Release Functions

During the period under review, the Trust organized over 60 literary activities like seminars; meet-the-author programmes, workshops, book release functions and Online Round-Table Meets. A round table meet on 'Managing Psychosocial Pressures during Pandemic,' workshop on developing content for neo-literates, workshop on 'How to Use Standard Hindi in Official Work,' Tamil

translation workshop; and panel discussions on topics like ‘challenges in translation,’ ‘Punjab, through the eyes of historians,’ among others.

World Book & Copyright Day

As part of World Book & Copyright Day celebrations, National Book Trust, India in association with FICCI organised a Webinar on Post-COVID Publishing Scenario at New Delhi on 23 April 2020. Dr. Ramesh Pokhriyal Nishank, Hon’ble Union Minister for Education was the chief guest on the occasion. The Webinar provided insights on the post-Covid scenario for the publishing Industry and probable shift in the publishing, teaching, learning methods, while understanding the ways in which the education will be re-looked into with the rising e-learning practices.

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

The International Standard Book Number (ISBN) is a unique numerical identifier for monographic publications such as books, pamphlets, educational kits, microforms, CD-ROMs and other digital and electronic publications. Since 1st January 2007, the National ISBN registration agencies are providing ISBNs that consist of 13 digits (earlier it was of 10 digits) comprising the elements such as (i) GS1 element, (ii) Registration group element, (iii) Registrant element, (iv) Publication element and (v) Check digit.

ISBNs have replaced the handling of long bibliographic descriptive records, thereby saving time and staff costs and reducing copying errors. The correct use of the ISBN allows different product forms and editions of a book, whether printed or digital, to be clearly differentiated, ensuring that customers receive the version that

they require. The ISBN facilitates compilation and updating of book-trade directories and bibliographic databases such as catalogues of books-in-print. Information on available books can be found easily.

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

Over a period of time, with the growth of the publishing industry and awareness about ISBN, the requests for issue of ISBN has increased exponentially. Efforts have been made from time to time to streamline the operation of the agency which caters to the requirement of the applicants of the entire country. Accordingly, to streamline the process, the allotment of ISBN has been made completely online through the web portal <http://isbn.gov.in>. Thus, with effect from 30th April 2016, all the ISBN applications are being processed through the online portal and to further make the process more user-friendly and in line with the norms of International ISBN Agency, London, the existing portal has been enhanced and came in to existence from 09.07.2020 onwards. During the period 1st January, 2020 to 31st December, 2020, over 12,000 new users have been registered on the portal, 15,041 applications have been received for issue of ISBN numbers and 1,43,789 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, 2020 to 31st December, 2020, are:-

Category	Approximate number of registered users who were allotted ISBNs
Publishers issued 10 ISBNs	5763
Publishers issued 100 ISBNs	848
Publishers issued 1000 ISBNs	38
Self publications by Authors including Seminars and Conferences	6973
Single number to Publishers	72





06

CENTRAL UNIVERSITIES AND INSTITUTIONS



Central Universities and Institutions

Central Universities

Every Year, a Tri-partite Memorandum of Understanding (MoU) is signed among Ministry of Education, University Grants Commission and Central Universities to evaluate their performance. As per the MoU, the following are the Major Performance Parameters of Central Universities:

- i) Access: Student annual in take
- ii) Equity and Diversity
- iii) Quality: Strengthening Faculty
- iv) Academic Outcome
- v) Research

- vi) Patents
- vii) Ranking
- viii) E-governance
- ix) Contribution to the Local Society

The Central Universities (Amendment) Act, 2019, which amends the Central Universities Act, 2009, for establishment of (a) Central University of Andhra Pradesh (CUAP); and (b) Central Tribal University of Andhra Pradesh (CTUAP), with territorial Jurisdiction to the whole of the State of Andhra Pradesh, has been passed by the Parliament and assented to by the President of India. The provisions of the said Act have come into force w.e.f 05.08.2020.

List of Central Universities under Ministry of Education

S. No.	Name of the Central University	State where established	Year of establishment
1.	University of Hyderabad, Hyderabad.	Telangana	1974
2.	Maulana Azad National Urdu University, Hyderabad.	Telangana	1997
3.	The English and Foreign Languages University, Hyderabad.	Telangana	2007
4.	Rajiv Gandhi University, Itanagar.	Arunachal Pradesh	2007
5.	Assam University, Silchar.	Assam	1994
6.	Tezpur University, Tezpur.	Assam	1994
7.	Central University of South Bihar, Gaya.	Bihar	2009
8.	Guru Ghasidas Vishwavidyalaya, Bilaspur.	Chhattisgarh	2009
9.	Jawaharlal Nehru University, New Delhi.	Delhi	1968
10.	Mahatma Gandhi Central University, Motihari	Bihar	2014
11.	Jamia Millia Islamia, New Delhi.	Delhi	1988
12.	University of Delhi, Delhi	Delhi	1922
13.	Central University of Gujarat, Gandhinagar	Gujarat	2009

S. No.	Name of the Central University	State where established	Year of establishment
14.	Central University of Haryana, Narnaul.	Haryana	2009
15.	Central University of Himachal Pradesh, Kangra	Himachal Pradesh	2009
16.	Central University of Kashmir, Srinagar.	Jammu & Kashmir	2009
17.	Central University of Jammu	Jammu & Kashmir	2011
18.	Central University of Jharkhand, Ranchi	Jharkhand	2009
19.	Central University of Karnataka, Gulbarga	Karnataka	2009
20.	Central University of Kerala, Kasargod.	Kerala	2009
21.	Indira Gandhi National Tribal University, Amarkantak	Madhya Pradesh	2008
22.	Dr. Harisingh Gour Vishwavidyalaya, Sagar	Madhya Pradesh	2009
23.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha	Maharashtra	1997
24.	Manipur University, Imphal.	Manipur	2005
25.	North Eastern Hill University, Shillong.	Meghalaya	1973
26.	Mizoram University, Aizawl	Mizoram	2001
27.	Nagaland University, Kohima	Nagaland	1994
28.	Central University of Orissa, Koraput	Odisha	2009
29.	Pondicherry University, Puducherry.	Puducherry	1985
30.	Central University of Punjab, Bhatinda	Punjab	2009
31.	Central University of Rajasthan, Kishangarh	Rajasthan	2009
32.	Sikkim University, Gangtok.	Sikkim	2007
33.	Central University of Tamil Nadu, Tiruvarur.	Tamil Nadu	2009
34.	Tripura University, Agartala.	Tripura	2007
35.	Banaras Hindu University, Varanasi	Uttar Pradesh	1916
36.	Aligarh Muslim University, Aligarh	Uttar Pradesh	1920
37.	Babasaheb Bhimrao Ambedkar University, Lucknow.	Uttar Pradesh	1996
38.	University of Allahabad, Allahabad.	Uttar Pradesh	2005
39.	Hemawati Nandan Bahuguna Garhwal University, Srinagar.	Uttarakhand	2009
40.	Visva Bharati, Shanti Niketan	West Bengal	1951
41.	Central University of Andhra Pradesh, Anantapur	Andhra Pradesh	2019
42.	Central Tribal University of Andhra Pradesh, Vizianagaram	Andhra Pradesh	2019
43.	Central Sanskrit University, Janakpuri, New Delhi	Delhi	2020
44.	National Sanskrit University, Tirupati	Andhra Pradesh	2020
45.	Shri Lal Bahadur Shastri National Sanskrit University, Katwaria Sarai, New Delhi	Delhi	2020

Institutions of Eminence

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

Status of the scheme

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

- (b) **Table 2:** Status of Private Institutions: The status of private institutions to be declared as IoE is as below:

S.No.	Private institutions	Status
1.	Birla Institute of Technology and Sciences, Pilani, Rajasthan	MoU Signed and declared as IoE in October, 2020
2.	Manipal Academy of Higher Education, Manipal, Karnataka	
3.	OP Jindal Global University, Sonipat, Haryana	
4.	Kalinga Institute of Industrial Technology, Bhubaneswar, Odisha	Readiness report submitted and Expert Committee visit conducted.
5.	Amrita Vishvavidyapeetham, Coimbatore, Tamil Nadu	
6.	Vellore Institute of Technology, Vellore, Tamil Nadu	
7.	Shiv Nadar University, Greater NOIDA, Uttar Pradesh	Draft MoU submitted in the ministry
8.	Jio Institute, Maharashtra	Readiness Report submitted
9.	Jamia Hamdard, New Delhi	Readiness Report to be submitted
10.	Satya Bharati, Punjab	

- (a) **Table 1:** Status of MoU with the Public Institutions: The Ministry has signed MoU and declared following 05 Public Institutions as IoEs in the calendar year 2020-21:

S. No.	Public Institutions	MoU Status
1.	IIT Madras, Chennai, Tamil Nadu	Signed in February 2020 and declared as IoE
2.	IIT Kharagpur, Kharagpur, West Bengal	
3.	University of Delhi, Delhi	
4.	Banaras Hindu University, Banaras, Uttar Pradesh	
5.	University of Hyderabad, Hyderabad, Telangana	

Similarly, based on the recommendation of EEC and UGC, Ministry had issued Letter of Intent (IoI) to the following 10 private institutions on the condition that they will submit their readiness report to set up as Institute of Eminence Deemed to be University within a period of 3 years.

During the calendar year 2020-21, Rs. 484.81 Crore has been released to the above 08 public institutions i.e., IIT Delhi, IIT Bombay, IISc Bangalore, IIT Madras, IIT Kharagpur, University of Hyderabad, Banaras Hindu University and University of Delhi.

Deemed to be Universities

Institutions of higher education are declared as Deemed to be Universities, on the advice of UGC, by the Government of India through administrative order (notification), under the provisions of the UGC Act, 1956 (Section 3). At present, Institutions Deemed to be Universities are regulated by the UGC (Institutions Deemed to be Universities) Regulations, 2019 as amended from time to time. As on 31.12.2020, there are 125 Deemed to be Universities in India. The details are available at <https://www.ugc.ac.in>.

During the year 2020-21 (01.01.2020 to 31.12.2020), only one Institution of higher education was declared as Deemed to be University - National Institute of Ayurveda, Joravar Singh Gate, Amer Road, Jaipur – 302002, Rajasthan.

Private Universities

Private Universities are established by the Act of the respective State Legislatures. As on 31.12.2020, there were 370 State Private Universities functioning in the country. The Private Universities are regulated by UGC through UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003. State wise list of private universities as on 31.12.2020 is as under:

S. No.	State	No. of Private Universities
1.	Andhra Pradesh	06
2.	Arunachal Pradesh	08

S. No.	State	No. of Private Universities
3.	Assam	06
4.	Bihar	07
5.	Chhattisgarh	12
6.	Gujarat	42
7.	Haryana	24
8.	Himachal Pradesh	17
9.	Jharkhand	15
10.	Karnataka	19
11.	Meghalaya	08
12.	Mizoram	01
13.	Madhya Pradesh	38
14.	Maharashtra	18
15.	Manipur	03
16.	Nagaland	03
17.	Odisha	08
18.	Punjab	15
19.	Rajasthan	52
20.	Sikkim	04
21.	Telangana	05
22.	Tripura	01
23.	Uttar Pradesh	29
24.	Uttarakhand	18
25.	West Bengal	11
	Total	370

The details are available at <https://www.ugc.ac.in>

Indian Institute of Science, Bengaluru

The Indian Institute of Science (IISc), Bengaluru is a premier Institute of higher learning and research, established in 1909, under the Charitable Endowment Act, 1890, and subsequently brought under the purview of the University Grants Commission (UGC) Act, 1956. Governed by the Council of IISc, the Institute lays balanced emphasis on the pursuit of basic knowledge in Science and Engineering, as well as on application of its research findings for industrial and social benefits. The Institute houses

one of the largest computing facilities in any academic institution in the country and also holds the best library collections in the fields of science and engineering. The Institute has established the Centre for Nano Science and Engineering, which also houses the National Nano Fab, a facility for research and development that is among the best such academic facilities in the World.

Indian Institutes of Science Education & Research (IISER)

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

Ministry of Education spends about Rs. 100-110 crore a year on each established IISER to ensure world class science education and research. IISERs offer 5-year BS-MS dual degree programme and PhD and Integrated PhD programmes in the basic sciences. While IISER Bhopal even offers a five year BS-MA program in Data Science, IISER Thiruvananthapuram has launched five new undergraduate academic programs named integrated and interdisciplinary sciences (i2 - sciences) BS-MS programmes in Biological sciences, Chemical sciences, Mathematical sciences, Physical sciences and Data Sciences. A 200 Teraflop high performance computation facility has been installed and commissioned during this year in IISER Thiruvananthapuram. A Technology Innovation

Hub at the Physics Department of IISER Pune has been set up, funded by the Department of Science & Technology with the goal of developing devices for quantum computing, quantum communications, etc.

As per the National Institutional Ranking Framework (NIRF) of Ministry of Education 2020, IISER Pune has been ranked 25, IISER Kolkata- 29, IISER Bhopal -40, IISER Mohali-59 and IISER TVM - 80. Also, IISER Bhopal received a rank between 26th – 50th in Atal Ranking of Institutions on Innovation Achievements (ARIIA) 2020, 201 rank in the QS-Asia Rankings 2021, 26th in India overall out of 63 in the top 1000 In the latest TIMES HIGHER EDUCATION 2021 world ranking. In the Nature index ranking, IISER Mohali ranked 2nd among all the academic institutions in India in the field of Life Sciences in the year 2020. Both the faculty and students across IISERs have been involved in cutting edge research and have bagged several prestigious awards and fellowships at the national and international levels.

Towards furthering academic collaboration and cooperation, IISERs have entered into Memorandum of Understanding (MoUs) with various national and foreign educational Institutions. IISER Pune has renewed a MoU with the University of Glasgow; set up new MoUs with Johns Hopkins University; King's College London; and School of Engineering, Osaka University. IISER Tirupati has signed a MoU with IIT Tirupati with the objectives to enhance the quality of teaching, training and research activities.

All IISERs set up a COVID-19 Testing Centre on the institute campus. Run with the help of volunteers/Students/faculty, these Centres have tested samples arriving from hospitals and locals areas and thereby augmented the testing capacity of their respective State Governments. More than 30,000 samples have been tested by IISER Pune

and IISER Berhampur each till December, 2020. IISER Berhampur has also developed Robotic process automation (RPA) based algorithms, which made the process of uploading the test data on the ICMR portal simpler, faster, efficient, and fool proof.

Post the lockdown due to COVID-19 pandemic, online classes are being conducted through various digital platforms. The mixed model of teaching has been adopted at the Institutes, where the instructor sent original prerecorded lectures to the students every week, followed by live interactive sessions for doubt clarification, problem solving etc. The online lectures have been recorded and uploaded on appropriate weblink/portal for necessary downloading by the students at their convenience for future references. The links have been shared with the students by the Instructor-in-Charge.

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

For training the faculty to conduct online classes, prominent faculty from the IITs have been invited to conduct online workshops to familiarize the teaching fraternity with the online resources of teaching and evaluations. In addition, the senior faculty members provide guidance for the same to other faculty members. Also, orientation sessions have been held by the respective IT teams of the Institutes for faculty in conducting online classes.

All IISERs have also been actively implementing various flagship programmes of Ministry of Education including Unnat Bharat Abhiyan,

Sarva Shiksha Abhiyan, etc. The Institutes have conducted several national and international symposia, workshops and conferences across various higher educational Institutions and schools. IISER Thiruvananthapuram has particularly organised the winter school in Mathematics for Young Women, Salters camp in chemistry for school students, multiple symposia sponsored by the Royal Society of Chemistry including one conducted in November 2020 as an open-air event in view of the pandemic. Prior to the COVID-19 lockdown, IISER Pune researchers had organised 7 scientific conferences and workshops; a DST-INSPIRE Science Internship Camp; a workshop on Scientific Project Financial Management and on Science Communication in Marathi. The IISER Pune campus was the venue for the India Science Festival an event open to the public. The Institute had hosted 4 colloquia, which were open to the public. Following the lockdown, several events began to be conducted online. Among these are seminars hosted by departments; the webinar series by Smt. Indrani Balan Science Activity Centre at IISER Pune (live science and math demo sessions; online workshops in Marathi for school science and math teachers in association with the Maharashtra State Council of Education Research and Training (MSCERT) Pune; a 12-episode webinar series in collaboration with the Royal Society of Chemistry on teaching the next generation); a teacher training workshop by PMMMNTT- funded CoESME; science communication workshops by the Science Media Centre at IISER Pune; and data science webinar series hosted by the DBT-funded MANAV project on campus.

Indian Institutes of Technology (IIT)

1. **World Class Technical Education:** To meet the growing demand of highly skilled technical manpower, there are 23 IITs functioning in the country as on date,

which impart world class education in various disciplines of science, technology and engineering. These IITs, which are designated as Institutions of the National Importance are funded by the Government with necessary budgetary support under the Scheme, ‘Support to IITs.’

2. **Expansion of Quality Technical Education:**

In order to reduce regional imbalance in imparting quality technical education in the country, six new IITs were established by the Government, one each at Jammu, Bhilai, Goa, Dharwad, Tirupati and Palakkad. The Union cabinet approved operationalization of these IITs from their temporary campuses at a cost of Rs.1411.80 crore for a period of three years. Later the cabinet on 24th October, 2017 approved construction of permanent campuses of these IITs at a cost of Rs.7002 crore under Phase-A till 31.03.2020 which has been extended till 31st October, 2022 for 5 IITs (namely IIT Jammu, IIT Dharwad, IIT Bhilai, IIT Tirupati and IIT Palakkad) and till 31st October, 2023 for IIT Goa. Construction work for permanent campus at IIT Jammu, Bhilai, Dharwad, Palakkad & Tirupati have already been commenced. In so far as IIT Goa is concerned, land has been allotted by the State Government recently and the institute has initiated the process towards construction of the permanent campus. The establishment of new IITs has on one hand given an opportunity to the more number of students to get quality education in IIT and on other hand has taken a step towards enhancing technical and research output of the country.

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

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

(i) **Research Parks:** Complementing the renewed focus of the Government on developing indigenous R&D capabilities, boosting manufacturing and creating a successful startup culture in the country, five new Research Parks at IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Hyderabad, and IISc Bangalore at a total cost of Rs.75.00 crore each were approved by the Government in 2017-18. In 2017-18, approval was also accorded for balance funding for the two already approved Research Parks at IIT Bombay and IIT Kharagpur at a cost of Rs.100 crore each. IIT Kharagpur Research Park has since been inaugurated and all other Research Parks are under establishment.

(ii) **IMPRINT:** IMPRINT is a flagship national initiative of the Government, launched on November 5, 2015, which aims at providing solutions to the most relevant engineering challenges and translating knowledge into viable technology in 10 selected technology domains, viz. health care, energy, sustainable habitat, Nano technology hardware, water resources and river systems, advanced materials, Information and communication technology, manufacturing, security and defence, and environmental science and climate change. It is a pan IITs and IISc Joint Initiative seeking to develop a roadmap for research.

142 research projects at a total cost of Rs.323.17 crore for 3 years with joint funding by MoE and various participating Ministries/ Departments are currently under execution under IMPRINT-I. Out of 142 projects, 29 projects have achieved their objectives, prototypes are ready for 42 projects and rest projects are being monitored regularly so as to achieve the objectives in the extended period, if needed.

IMPRINT-II was formulated with a slightly modified strategy, which has been appraised by the EFC in its meeting held on 21.02.2018 at a total cost of Rs.425 crores by merging the IMPRINT-I and UAY and approved by the competent authority. The projects under IMPRINT-II will be funded jointly by MoE and DST in the ratio of 50:50 by creating a joint corpus. Other participating Ministries/ Industries may volunteer to fund the projects relevant to them. Details of the projects approved and cost thereof are as under:-

Phases	Project	Cost
IMPRINT - I	142	320.72
IMPRINT - II (A+B)	125	104.58
IMPRINT - II - C	51	41.18
TOTAL	318	466.48

Call for proposals have been made by SERB in consortium mode, which are under different stage of evaluation.

(iii) **Uchhatar Avishkar Yojana (UAY):** UAY was announced in the IIT Council meeting held on October 6, 2015 with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The project envisages collaboration between the academia and industry – within or outside India. The funding pattern of the projects selected would be 25% by Industry; 25% by participating Department/Ministry; and 50% by MOE. Currently, 136 projects at a total cost of Rs. 360.50 crore with joint funding by MOE, participating Ministries and Industry are under execution. MOE has released Rs.150.00 crore, Participating Ministry/ Department and Industry have released Rs.44.17 crore and Rs.67.95 crore respectively. National Coordinator of UAY i.e. IIT-Madras has informed that 32 UAY Projects have since been completed.

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

Joint Admission Board for JEE (Advanced) is implementing the above decision. The female enrolment in B. Tech Programmes in IITs during the year 2018 and 2019 was 15.29% and 18% respectively. In the year 2020, the female enrolment based on JEE(Advanced) 2020 increased to 19.8%.

5. **The National Testing Agency (NTA)** was set up by the Ministry as a premier, specialist, autonomous and self-sustained testing organization to conduct entrance examinations for admission/fellowship in higher educational institutions in the country, in pursuance of the approval of the Cabinet dated 10.11.2017. NTA was registered as a Society on 15.05.2018 under the Societies Registration Act (1860). NTA has conducted 38 examinations since its inception. During FY2020-21, NTA has conducted 19 examinations, which include: JEE (Main), NEET (UG), UGC NET, CMAT, GPAT, Joint CSIR - UGC NET, JNUUEE, DUET, IGNOU OPENMAT (MBA) & PhD, ICAR, AIAPGET, NCHM-JEE, IND-SAT, AILET, ARPIT & SWAYAM, for admission to Under Graduate / Post Graduate / PhD level Courses and fellowships. These exams cover 32, 95,158 candidates appeared in 709 subjects and 11 languages medium. All the exams, {except NEET (UG), which was conducted in Pen and Paper mode} were conducted in Computer Based Test (CBT) mode.

Indian Institutes of Information Technology (IIIT)

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 growth of the domestic IT market, the MINISTRY OF EDUCATION has established 20 new Indian Institutes of Information Technology (IIITs) on Not for Profit Public Private Partnership Mode (N-PPP) basis. All 20 IIITs have been opened under this scheme. These are IIIT Chittoor (A.P), IIIT Raichur (Karnataka), IIIT Guwahati (Assam), IIIT Dharwad (Karnataka), IIIT Kottayam (Kerala), IIIT Tiruchirappalli (Tamil Nadu), IIIT Vadodara (Gujarat), IIIT Pune (Maharashtra), IIIT, Senapati (Manipur), IIIT Agartala (Tripura), IIIT Bhopal (Madhya Pradesh), IIIT Sonapat (Haryana), IIIT Lucknow (U.P), IIIT Una (H.P), IIIT Kalyani (W.B), IIIT Kota (Rajasthan), IIIT Surat (Gujarat), IIIT Nagpur (Maharashtra), IIIT Bhagalpur (Bihar) & IIIT Ranchi (Jharkhand).

IIITs in CFTI (Centrally Funded Technical Institutes) Mode

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

IIITs in PPP (Public Private Partnership) Mode

1. IIIT Sri City Chittoor Andhra Pradesh
2. IIIT Guwahati, Assam
3. IIIT Vadodara, Gujarat
4. IIIT Sonapat, Haryana
5. IIIT Una, Himachal Pradesh

6. IIIT Dharwad, Karnataka
7. IIIT Kottayam, Kerala
8. IIIT Senapati, Manipur
9. IIIT Kota, Rajasthan
10. IIIT Srirangam, Tiruchipalli, Tamil Nadu
11. IIIT Lucknow, Uttar Pradesh
12. IIIT Kalyani, West Bengal
13. IIIT Pune, Maharashtra
14. IIIT Ranchi, Jharkhand
15. IIIT Nagpur, Maharashtra
16. IIIT Bhopal, Madhya Pradesh
17. IIIT Surat, Gujarat
18. IIIT Bhagalpur, Bihar
19. IIIT Agartala, Tripura
20. IIIT Raichur, Karnataka

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

- The erstwhile seventeen Regional Engineering Colleges (RECs) located at: Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Hamirpur (Himachal Pradesh), Jaipur (Rajasthan), Jalandhar (Punjab), Jamshedpur (Jharkhand), Kurukshetra (Haryana), Nagpur (Maharashtra), Rourkela (Orissa), Silchar (Assam), Srinagar (Jammu & Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirappalli (Tamil Nadu) and Warangal (Andhra Pradesh) were converted and rechristened as National Institutes of Technology (NITs) by the Central Government with effect from 14th

May, 2003. Subsequently, the Ministry took over and upgraded Bihar College of Engineering – Patna, Government Engineering College – Raipur and Tripura Engineering Colleges – Agartala in the years 2004, 2005 and 2006 as NITs.

- In the year 2007, above mentioned twenty Institutions were declared as ‘Institutions of National Importance’ w.e.f. 15th August, 2007 under the National Institutes of Technology, Science Education and Research (NITSER) Act, 2007. In exercise of the powers under the Act, the First Statutes of NITs were framed and enacted w.e.f. 23rd April, 2009 to grant further autonomy to these Institutes.
- Subsequently, during the XIth Plan Period, 10 new NITs have been established in the Non-NIT States / UTs namely; Arunachal Pradesh, Delhi, Goa, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim, and Uttarakhand after obtaining the approval of the Union Cabinet in September, 2009. These 10 new NITs started their first academic session from the year 2010–2011 onwards. In the year 2015, an NIT in the newly bifurcated State of Andhra Pradesh has also been established in Tadepalligudem and its 1st academic session started from 2015–2016 onwards. Thus, the numbers of NITs have gone upto 31 i.e. one each in all States and major UTs Delhi, Srinagar and Puducherry, respectively.
- All the 11 NITs have also been declared as “Institutions of national importance” and brought under the ambit of NITSER Act, 2007 by way of suitable amendments, which got enacted in years 2012 and 2016, respectively.

IEST, Shibpur

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

Indian Institutes of Management (IIM)

Indian Institutes of Management (IIMs) are autonomous institutions fully funded and under the administrative control of the Govt. of India (MINISTRY OF EDUCATION). Presently, there are 20 IIMs. These IIMs are divided into three categories i.e. first generation IIMs, second generation IIMs and third generation IIMs.

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

for high quality management institution, during XIth Five Year Plan seven IIMs have been established in the country, out of which one IIM namely Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong has been established in the North East Region commencing its first academic session from 2008-2009 and IIMs at Rohtak (Haryana), Raipur (Chhattisgarh), Ranchi (Jharkhand) and Tiruchirappalli (Tamil Nadu) are functioning from 2010-11 and IIMs at Kashipur (Uttarakhand) & Udaipur (Rajasthan) have become functional from the academic year 2011-12 from their temporary campuses.

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

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

Student intake and funds released in IIMs during 01.01.2020 to 31.12.2020

Sl. No.	Name of IIMs	Number of Students as on 31.12.2020		Faculty Position as on 31.12.2020	Funds released (during 01.01.2020 to 31.12.2020) incl. HEFA (Rs. in Lakh)
		PGP	FPM		
1	Ahmedabad	869	132	101	Nil
2	Bangalore	967	114	109	Nil
3	Calcutta	945	97	82	Nil
4	Lucknow	974	114	87	Nil

Sl. No.	Name of IIMs	Number of Students as on 31.12.2020		Faculty Position as on 31.12.2020	Funds released (during 01.01.2020 to 31.12.2020) incl. HEFA (Rs. in Lakh)
		PGP	FPM		
5	Indore	1229	159	104	Nil
6	Kozhikode	1152	86	93	16.62
7	Shillong	448	23	26	1270.00
8	Rohtak	497	19	31	800.00
9	Raipur	528	31	31	Nil
10	Ranchi	602	44	46	6818.00
11	Tiruchirappalli	623	25	32	Nil
12	Kashipur	540	38	40	Nil
13	Udaipur	603	23	37	Nil
14	Amritsar	360	1	21	1786.50
15	Bodh Gaya	294	4	21	1056.00
16	Nagpur	329	NA	26	6051.84
17	Sambalpur	252	8	14	1514.50
18	Sirmaur	332	7	15	1654.00
19	Vishakhapatnam	376	9	23	6390.33
20	Jammu	319	4	22	5696.71
	Total	12239	938	961	33054.50

School of Planning & Architecture

School of Planning and Architecture, Delhi

An Institute of National Importance under an Act of Parliament the School of Planning and Architecture (SPA), New Delhi started as a Department of Architecture of the Delhi Polytechnic way back in the year 1941. An institute of global repute, the School has been providing cutting edge planning, architecture and design solutions, and consultancy and research environment for the growth of the Indian economy. Recognizing SPA's national and international eminence, Government of India conferred the 'Deemed to be University' status to the School in 1979. This enabled the School to broaden and deepen its academic horizons by introducing

new academic programmes, and by promoting critical research and consultancy activities. The School was declared an "institution of national importance" by Government of India under the School of Planning and Architecture (SPA) Act of 2014.

School of Planning and Architecture, Vijayawada

The School of Planning and Architecture, Vijayawada was established in the year 2008 by Ministry of Education, Government of India. The School has acquired the status of 'Institute of National Importance' in the year 2014, after enactment of the School of Planning and Architecture, 2014 in the Parliament. The School has distinguished itself in terms of potential to

grow as a role model in specialized professional education offering Undergraduate and Post Graduate Education in Architecture and Planning while at the same time fostering research of a high order in these areas.

School of Planning and Architecture (SPA), Bhopal

School of Planning and Architecture (SPA) Bhopal is an autonomous institute established in the year 2008 by the Ministry of Education, Government of India. Under the School of Planning and Architecture Act, 2014, the School was declared as an 'Institute of National Importance'. The School presently functions from its new permanent campus located at Bhauri, Bhopal, Madhya Pradesh.

Council of Architecture

(A statutory authority, Ministry of Education, Govt. of India)

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on September 1, 1972. The Act provides for registration of Architects and matters connected therewith.

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.

Architectural Institutions:

During the year under the report 7 new institutions were granted approval to impart Bachelor of Architecture Courses and 13 existing institutions were granted approval for introduction of PG

courses. At present, there are 469 institutions which are imparting recognized architectural qualifications during the academic session 2020-2021 with the approval of Council. The state wise number of institutions is listed below:

State	No of Schools
Andhra Pradesh	9
Assam	2
Bihar	2
Chhattishgarh	4
Chandigarh	1
Delhi	6
Goa	1
Gujarat	34
Himachal Pradesh	3
Haryana	25
Jharkhand	2
Jammu & Kashmir	4
Karnataka	42
Kerala	36
Maharashtra	103
Meghalaya	1
Madhya Pradesh	16
Mizoram	1
Odisha	9
Punjab	14
Puducherry	1
Rajasthan	15
Tamil Nadu	76
Telangana	14
Uttarakhand	5
Uttar Pradesh	35
West Bengal	8
Total	469

National Institute of Educational Planning and Administration (NIEPA)

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

Mandate of the NIEPA

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

for dissemination of knowledge and information; and Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.

Brief details of Programmes showing targets and achievements

NIEPA has started M.Phil. and Ph.D. programme in educational planning and administration with a broader inter-disciplinary social science perspective since 2007. Since then, 255 research scholars for M.Phil. and 136 for Ph.D. Programme have been registered at NIEPA. As many as 143 M.Phil. and 29 Ph.D. Degrees have been awarded so far till November 2020. In 2020-21, 42 students including 24 in M.Phil. and 18 (1 scholar direct admitted and 17 scholars promoted from M.Phil. to Ph.D. under Integrated M.Phil.-Ph.D. Programme) in Ph.D. programme have been enrolled at NIEPA. The university follows the Government of India's reservation policy for the admission process in M.Phil and Ph.D. Programmes and recruitment in different positions. It gives grants to government and non-governmental organizations to conduct research, organize seminars, etc. concerning issues on education policies of Government of India including education of socially disadvantaged groups, i.e., SCs/STs and minorities. NIEPA has also carried out several surveys, research studies and training programmes to reduce the disparity of low levels of educational attainment and lessen the poverty and elevate their economic and social life.

During 2020-21, 106 training programmes have been proposed which include long-term and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. NIEPA has organized 52 such training programmes till date. Besides training programmes, NIEPA

also conducts three diploma programmes every year (i) Post Graduate Diploma in Educational Planning and Administration (PGDEPA), and (ii) International Diploma in Educational Planning and Administration (IDEPA) and (iii) Online Programme on School Leadership and Management (OPSLM). In addition, NIEPA has completed 10 research studies in the field of educational planning and administration in 2020 and 29 new research proposals have been approved for conducting research studies during the period January to December 2020.

National Initiative for Design Innovation

Ministry of Education has launched a scheme “National Initiative for Design Innovation” during 2013-14. Under this initiative, 20 new Design Innovation Centres, one Open Design School and a National Design Innovation Network, linking together all these institutions are to be set up at an estimated cost of Rs 240 Crores. Under this scheme, 20 DIC’s would be set up by co-locating them in existing publicly funded institutes of national repute, like IIT’s, NIT’s, central and state universities, to facilitate optimal utilization of the existing resources including faculty and land. Each of the DIC’s would be provided financial support to the extent of Rs 10 Crore. DICs are identified based on the geographical spread to cover length & breadth of the country and are expected to cover from science and technology to liberal arts. ODS would ensure maximum reach of design education and practice in the country through various collaborative education programmes (linking a broad spectrum of educational institutes), and free sharing of its course items through the internet. NDIN would be a network of design schools that work closely with other leading institutions of industry and academia, NGOs and government to further reach and access of design education, to promote design innovation in all sectors, and to develop

wide ranging collaborative projects between institutions.

National Design Innovation Network (NDIN)-

The NDIN is a digital platform to bring together the academic design community of India. NDIN aims to link the academic design institutions with industry, individual practitioners, NGOs, professional design bodies across the globe, and the general public. Envisaged by MoE, the goal of NDIN is to maximize the reach and access to design education, to promote design innovation in all sectors, and to develop wide-ranging collaborative projects between institutions. IISc Bangalore has developed the NDIN and Beta Version was released to all DICs on 27 October 2019.

Open Design School (ODS) - The aims of the Open Design School are to bring design education to a large number of aspirants and to provide them with hands-on training in workshops all over the country under expert mentors. The Project “Open Design School” with the objective is under way. The course “Innovation by Design” was successfully offered in July 2017 under the IIT Bombay’s Centre for Distance Engineering Education Programme (CDEEP). The course “Understanding Design” was launched on 4th January 2018 on iitbombayx.in. As per the IITB Academic Structure the two courses (1) Innovation by Design and (2) Understanding Design are approved by the Senate of IIT Bombay. The course “Understanding Design” was also offered to students from other institutions.

During the year 2020

- There are about 48 products which have been patented by DIC’s and around 475 innovative products are under process. 9466 students have currently enrolled for the courses initiated under the scheme. For promoting new innovative processes &

design thinking, DICs had organized more than 250 workshops.

➤ **NDIN Innovation Challenge for COVID-19** was held during 23-31 March, 2020. Thirty five submissions were received from 12 DICs out of this Eight entries were selected for First Prize (1), Second Prize (2) and Honorable Mention Awards (5).

➤ **Product Development under the scheme to fight against COVID-19**-Under this pandemic situation many DIC had developed number of product/technology and done technology transfer to fight against COVID-19. Some of the products are mentioned below-

- Islamic University of Science and Technology, Awantipora, J&K had developed “Frugal Ventilator; Ruhdaar” Prototype made in DIC-IUST.
- Panjab University along with industry partner Coral Telecom & Start-up, New Delhi had developed “**IP based Video Conferencing Suite**”
- **JNTU, Kakinada** had created **Website: <https://help4covid.org/>** and an **App: help4covid** -It is a one point source to help the needy during the lockdown period. Whether it is food needed by the stranded migrant

workers or some surgical masks by doctors, they can publish their needs and get the work done through the website and the App.

- MNNIT Allahabad (Spoke of IIT BHU and BHU) had developed **Viralyser 1.0** a portable in room disinfection UV-C devices for offices (files, letters, currency and other inanimate items) and household purposes. **Technology Transfer and License Agreement for manufacturing and commercialization completed.**
- DIC- UIET, Panjab University has developed **Fumigation Chamber for surface disinfection of office files and tools.** This is very useful in all offices for files, small tools in police stations etc. More effective and convenient than disinfection with UV light.
- DIC- UIET, Panjab University Jointly with an industry Aiotize and Startup developed **Drones for applications in covid-19 feared (red zones) regions.**
- DIC-Savitribai Phule Pune University (SPPU) has developed Repurposing of Broad spectrum Anti-Viral ayurvedic medicine “GanjhuVir” for treatment of COVID-19.



Other Technical & Vocational Institutions

National Institutes of Technical Teachers' Training and Research

Four National Institutes of Technical Teachers' Training and Research (NITTTRs) were established as autonomous societies under the Ministry of Education at Chennai, Bhopal, Kolkata and Chandigarh for the qualitative growth of technical education in the country. The mandate of these Institutes is to train technical education teachers, develop curriculum and institutional resources, assist the National, State Governments and Technical Institutes towards improving related processes and products, etc.

National Apprenticeship Training Scheme (NATS)

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

their respective regions. The 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.

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

The National Institute of Industrial Engineering (NITIE) is a premier Indian institution, engaged in Industrial Engineering and Management education. The Institute was set up by the Government of India in 1963 with the assistance of the United Nations Development Programme (UNDP) through the International Labour Organization (ILO). NITIE has served industry for five decades now and today its post graduate curricula and management development programmes proudly reflect this symbiotic relationship. NITIE campus is located in one of the most picturesque surroundings of Mumbai flanked by Powai and Vihar Lakes, occupying 63 acres on a hillock.

National Institute of Foundry and Forge Technology Hatia, Ranchi, Jharkhand

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

with the Chairman as its apex and members drawn from All India Council of Technical Education (AICTE), Ministry of Education, Private and Public Enterprises, Technical and R & D institutions.

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

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

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

Sant Longowal Institute of Engineering and Technology Longowal, Punjab

Set up by the Government of India in 1989, 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.

Central Institute of Technology, Kokrajhar

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

CIT was established on the 6th day of December, 2006. The genesis of this Institute was the Memorandum of Settlement (MoS) on Bodoland Territorial Council (BTC) signed among the Union Government, the Government of Assam and the Bodo Liberation Tigers, on February 10, 2003. It has been declared as an “Institution Deemed to be University” by the Ministry of Education of the Government of India on December 13, 2018.

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

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

Assistance to Asian Institute of Technology (AIT), Bangkok

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

The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimbursement is made to the seconded faculty every year. The Annual Budget for AIT has been kept as Rs. 50 lakh which includes Rs.3 lakh for purchase of Indian equipment, books and journals.

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

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



Technology Enabled Learning

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

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

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

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

of teachers to guide and mentor learners and launch of 32 Direct to Home (DTH) educational Channels on 24X7 basis for delivery of courses.

How the projects sanctioned under NMEICT scheme have shaped

Virtual Labs:

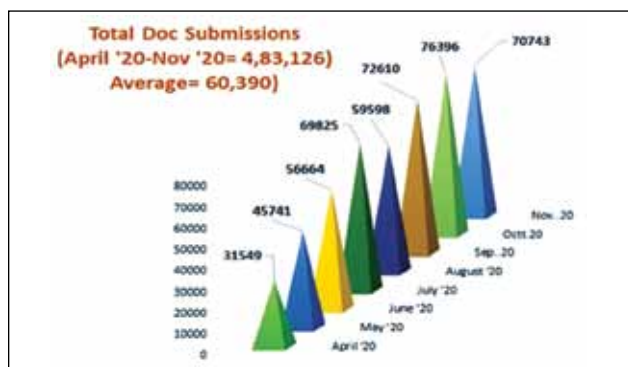
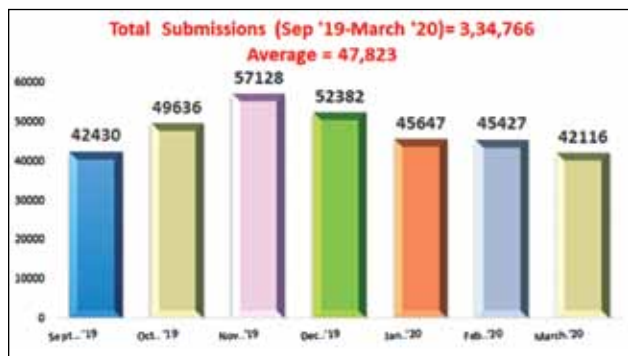
The vision of the Virtual Labs Project is to develop a fully interactive simulation environment to perform experiments, collect data, and answer questions to assess the understanding of the knowledge acquired. In order to achieve the objectives of such an ambitious project, it is essential to develop virtual laboratories with state-of-the-art computer simulation technology to create real-world environments and problem-handling capabilities. IIT Delhi as the coordinating institute with other 10 institutes are undertaking this initiative.

There are about 120 such labs that are operational, with more than 1200 experiments and benefitted more than 25 Lakh students in the country. About 1100 colleges/universities have been enrolled as Nodal Centres and participated in holding about 2500 workshops across the country. More than 15 Lakh users across the Globe had visited Virtual Labs' website (www.vlab.co.in) during the COVID-19 pandemic and more than 2 Crore Page Views have been recorded.

Shodh Shuddhi:

The Ministry of Education, Govt of India through its initiative called Shodh Shuddhi provides access to Plagiarism Detection Software (PDS) to

all Universities including Central, State, Deemed and Private Universities as well as Centrally Funded Technical Institutions (CFTIs) in India through central funding to enhance academic integrity in Institutions and also to curb plagiarism w.e.f. September 01, 2019. The program is launched during CABE meeting at Delhi by the Hon'ble Minister of Education and being executed by INFLIBNET Centre, Gandhinagar. The Plagiarism Detection Software (PDS) is being provided to 1038 Universities/Institutions identified by the Centre by creating a User ID and Password for University Coordinators (UC) with admin rights. Admin of the University can create their own users depending on demand. As on 7.12.2020, total of 828381 documents have been submitted for plagiarism check by 98613 users since its inception. 4,83,126 documents were submitted from 1st April to 30th Nov 2020 with a monthly average of 53680 documents.



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 project trains students in robotics skills through e-Yantra Robotics Competition where registrations have grown from 4500 in 2012 to 34500 in 2019. The e-Yantra Innovation Challenge (eYIC) trains students in innovation & entrepreneurship skills. Students are immersed in a problem domain and taught to articulate proposals to solve problems. Engagement of teachers and students in hands-on experiments with robots by way of competition-event is an innovative method of building “student innovators for local disruption.” e-Yantra also helps colleges to set-up Robotics labs/clubs to make it a part of their routine training curriculum. More than 2300 colleges across India have benefited from this initiative. About 395 Labs have been setup and more than 7800 Teachers have been trained. The training for teachers and students is imparted through online/offline workshops where participants are taught basics of embedded systems and programming. e-Yantra uses only Open Source software and tools in its initiatives (www.e-yantra.org).

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

The focus of the FOSSEE (<https://fossee.in>) project is to promote free and open source software, and to reduce the dependence on commercial software, mainly in academic institutions. This work is carried out by identifying good open source software alternatives to established commercial software and promoting them. The FOSSEE team trains tens of thousands of students and faculty on various software, to the extent they themselves can create useful code and content. This addresses the problem of lack of documentation for open source software. Moreover, this training helps create pockets of excellence in various colleges around the country. Popular activities of FOSSEE are Textbook Companions, Lab Migration, Case

Stduies, Hackathon, Mapathon, Workshops and Conferences. FOSSEE promotes Scilab, Python, DWSIM, OpenFOAM, OpenModelical, R, QGIS, eSim, Osdag, and Arduino, to mention a few. These resources have been extensively used by colleges across the country during the pandemic.

Application of Spoken Tutorial:

Spoken Tutorial (<https://spoken-tutorial.in>) is a 10 minute long audio-video tutorial created for national level ICT training through open source software. These tutorials are created for self learning, dubbed into all our 22 languages (including Spoken Sanskrit), and usable offline. There are more than 1,000 Spoken Tutorials, and more than 10,000 dubbed version of them, covering about 75 topics. These cover topics, such as C/C++, Java, PHP, Linux, Perl, Ruby, Scilab, Python, DWSIM, OpenFOAM, OpenModelica, R, QGIS, eSim and Arduino. There are also topics to the beginners, some examples being LibreOffice Writer, Calc, Impress, and introduction to computers. During the past 7-8 years, the Spoken Tutorial team has trained 70 lakh students. Spoken Tutorials have been used extensively during the COVID pandemic. Spoken Tutorials are now extended to other skills, the most notable

being health and nutrition. The Spoken Tutorial team has trained 30,000 health workers, nurses, doctors and mothers on exclusive breastfeeding.

SWAYAM PRABHA- DTH Educational Channels:

SWAYAM PRABHA is an initiative to provide high quality educational channels through DTH (Direct to Home) across the length and breadth of the country on 24×7 basis. This would enable to deliver e-education in a most cost effective & inclusive manner. The Department of Space has allotted two GSAT-15 transponders for the same. Hon'ble President of India has launched the SWAYAM Prabha on 9-Jul-2017. The subscribers of free DTH service of Doordarshan (Free dish) and Dish TV (Zee) would be able to view these Educational channels using the same Set Top Box and TV. No additional investment would be required.

There is SWAYAM Prabha portal (<http://www.swayamprabha.gov.in/>) to facilitate the users. The portal provides program schedule of all channels, feedback, mechanism, archival of videos and search & browse facility. The contents are prepared by different M/o Education agencies viz. CEC, IGNOU, IITs, NIOS and NCERT.



The 34 DTH Channels cover the following:

- 12 School Education channels cover teaching material from class 1 to 12.
- 22 Higher Education channels cover Curriculum-based course contents at post-graduate and under-graduate level covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc.
- Mostly courses would be certification-ready in their detailed offering through SWAYAM, the platform being developed for offering MOOCs courses.
- 6 channels are telecasting the lectures giving by IIT professor for IIT/NPTEL courses.
- IIT PAL channel is to assist the student in the classes 11 and 12 aspiring to join IITs by encouraging scientific thinking and conceptual understanding critical to answer the ‘tough’ questions of JEE Advanced.
- Live interactive programs with subject matter experts were started by NCERT & NIOS during COVID-19 outbreak,
- Every day, there will be new content for at least (4) hours which would be repeated 5 more times in a day, allowing the student to choose the time of his convenience.
- More than 3000 institutions setup facilities for reception
- Around 57,000 unique videos of around 38,000 hours have been telecasted
- Around 9 lakhs subscribers and around 4 crores views for archival on youtube.

Indian Research Information Network System (IRINS)

Indian Research Information Network System (IRINS) is the Web-based research information management system developed by the Information and Library Network Centre (INFLIBNET) under the National Mission on Education through ICT -II. The portal facilitates the academic, R&D organisations and faculty members, scientists to collect, curate and showcase the scholarly communication activities and provide an opportunity to create the scholarly network. The IRINS is available as free software-as-service to the academic and R&D organisations in India. It would support the organisation to integrate the existing academic system such as HR system, grant management system, institutional repository, etc. It has been integrated with academic identities such as ORCID ID, Scopus ID, Research ID, Microsoft Academic ID, Google Scholar ID for retrieving scholarly publications and citation. The system has been integrated with Altmetrics to retrieve social media metrics. The IRINS provides more significant exposure to the faculty members for sharing their research contributions to the international community and brings more collaborators for multidisciplinary research and it improves the research metadata quality and reduces the repetitive data entry for various assessment systems. The IRINS enables the administrator to build research reports, performance assessments, and strategically analyses the research progress for better decision making on funding, faculty assessment and resource allocation.

National Digital Library of India (NDLI):

Ministry of Education under its National Mission on Education through Information and Communication Technology initiated the National Digital Library of India (NDLI) (<https://ndl.iitkgp.ac.in> or <https://www.ndl.gov.in>) project



with the vision of **‘One Library – All of India’** to develop a 24×7 service of virtual repository of learning resources with a single-window search/browse facility.

It was formally launched by the Shri Prakash Javadekar, Hon’ble Minister of Education in the august presence of Shri Mahesh Sharma, Hon’ble Culture Minister and Hon’ble Dr. Satya Pal Singh, Minister of State for Education on 19. 06. 2018 at Vigyan Bhawan, New Delhi.

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

- NDLI is available as website as well as Mobile App (Android and iOS) and is integrated with UMANG (Unified Mobile Application for New-age Governance).
- It is for school students, UG, PG students, Research scholars and Lifelong learners. It contains contents in all Indian languages and more than 300 foreign languages. The contents are in the form of e-books, audio books, lecture materials, video lectures, courses, theses, reports, articles, journal papers, question papers, solution banks, data sets and simulation tools. Contents cover all subject areas, such as Science, History and Geography, Humanities and Social Sciences, Literature, Fine and Decorative Arts, Engineering and Technology, Management, Law and Medicine.
- As of now, NDLI User Interface is available in 11 languages (English, Hindi, Bengali, Gujarati, Odiya, Marathi, Tamil, Kannada Telugu, Malayalam and Assamese).

- 5.6 crore content harvested from 330 resources in 400 + languages.
1. Content volume
 - i. Total no. of contents: 5.6 crore
 - ii. Full-text accessible:
 - a. Total: 4.25 crore
 - b. Open contents: 3.48 crore
 - c. National licensed contents: 77 lakh
 2. Contents sourced from: 330 sources
 3. Content Type (Full-text accessible)
 - i. Book: 62 lakh
 - ii. Article: 2.03 crore
 - iii. Journals & Proceedings: 4.66 lakh
 - iv. Thesis: 7.15 lakh
 - v. Questions, Question Papers/Sets, Quizzes, Exercises & Solutions: 1.40 lakh
 - vi. Video Lecture: 4.70 lakh
 - vii. Web course: 17 thousand
 - viii. Simulation: 7 thousand
 - ix. Presentation: 2.04 lakh
 - x. Others: 1.02 crore
 4. Content Subject (total)
 - i. Computer science, Information and General works: 1.3 crore
 - ii. History and Geography: 9.30 lakh
 - iii. Language: 1.47 lakh
 - iv. Literature and Rhetoric: 8.27 lakh
 - v. Natural sciences and Mathematics: 90 lakh
 - vi. Philosophy and Psychology: 5.82 lakh
 - vii. Religion: 2.23 lakh
 - viii. Social sciences: 50 lakh
 - ix. Technology: 1.1 crore
 - x. Fine and Decorative arts: 6.82 lakh
 5. Content Language (total)
 - i. Contents available in 400 language
 - ii. English: 4.0 crore
 - iii. Hindi: 75 thousand
 - iv. Bengali: 1.64 lakh
 - v. Telugu: 20 thousand
 - vi. Tamil: 18 thousand
 - vii. Marathi: 10 thousand
 - viii. Gujarati: 16 thousand
 - ix. Kannada: 6126
 - x. Malayalam: 3596
 - xi. Assamese: 4596
 - xii. Oriya: 1691
 - xiii. Sanskrit: 34 thousand
 - xiv. Urdu: 30 thousand
 6. Content Form
 - i. Text
 - ii. Video
 - iii. Image
 - iv. Audio
 - v. Presentation
 - vi. Simulation
 - vii. Animation
 - viii. Application

➤ 70% of all the contents are Freely Downloadable. Rest are restricted or to be subscribed.

- NDLI hosts the **National COVID Research Repository** for students, researchers and entrepreneurs seeking to hack the crisis. It covers all aspects of the COVID-19 research, not just the biological, medical, and public health aspects of COVID-19 research, but resources on COVID-19-induced problems, and challenges and opportunities related to all facets of life. This repository provides COVID-19 research resources in the form of following collections:
 - Scholarly Publications
 - Data Sets
 - Documents and Videos
 - Journals and Conferences
 - Ideas and Funding
 - Challenges and Startups
- Registration/login is optional though recommended for better user experience. Most of the full-text contents can be viewed/downloaded without registration/login.
- Total Registered Users: 53 lakh
- Active Registered Users: 29 lakh
- Average Daily Hit: 100,000
- Contents viewed/downloaded during the pandemic period: 2.5 crore
- Participating (users registered from) Institutes: 15,000
- NDLI has a UNIQUE SEARCH Facility, where users will get the exact information of the availability of the relevant resources.
- NDLI also so far trained about 2000 librarians covering about 1075 Institutions for setting up IDRs, through Workshops
- NDLI is a library that aims to make a paradigm shift in education and research in India by enabling every citizen with the knowledge they need to empower themselves. By being a collection of links leading to content from Universities, Research Institutions, Journals and 250+ other relevant repositories, NDLI is destined to become the One Single Knowledge Portal for India due to the followings:
 - NDLI already has integrated contents of 80% NMEICT Projects
 - Other than e-books, videos, audios, NDLI has a rich collection of other items like questions and solutions, datasets, software tools, simulation, animation, presentation, etc.
 - NDLI already has a high quality search algorithm beyond keyword search and the search is very fast
 - The metadata of NDLI is rich and thus NDLI is able to provide user-oriented services like easy navigation of related contents (content stitching)
 - NDLI has developed a workflow and curation tools to curate large volume metadata with significant improved productivity of curators
 - The Technology is already well built and can be easily reused
 - NDLI can be made of use for several vertical domains for use in India including key areas like Steel, Textiles, Traditional Knowledge, etc.
 - NDLI already has a large set of experts in all aspects from content

curation, search technology, system management, etc.

- NDLI has much more than just education content. It has got special items like Satyajit Ray Collection, South Asia Archives, etc., which are for all kinds of researchers in areas ranging from Social Science to Ancient History. A Single digital library for India is just not for degree-oriented people but for all sections of society.

Enterprise Resource Planning (ERP-SAMARTH):

Samarth eGov Suite is a University Information Management System project designed and developed by Institute of Informatics and Communication (IIC), University of Delhi. It is an ICT initiative sponsored by the Ministry of Education to revolutionize the current education management system by implementing an automation engine for various universities and other Higher Education Institutes (HEIs).

Currently, Samarth e-Gov Suite offers more than 40 modules to facilitate the automation of operational processes in a University. Samarth has helped the universities to migrate from paper and non-uniform third party ERP systems to a system which is more robust and compliant with UGC guidelines. Samarth has been provisioned on “Software As A Service (SAAS)” model to a total of 29 universities/HEIs across India. Apart from these, Samarth has also been provided on a non-SAAS self-hosted and self-managed basis to 20 TEQIP-3 Institutes. Apart from these, many state and regional universities have also been requesting implementation of Samarth e-Gov Suite. More than 8000 employees from all CUs have been registered on Samarth instances. Samarth has enabled the HEIs to conduct online recruitment in compliance with latest UGC and

state guidelines for various teaching and non-teaching positions. More than 23 lakh online applications for admissions have been processed through Samarth.

Samarth was instrumental in helping the learning community during COVID-19 pandemic. Samarth project enabled the University of Delhi to conduct “novel” Online Open Book Examination and online evaluation for more than 2.5 Lakh final year students across 200+ programmes in July 2020. The second cycle of OBE has been started in December, 2020 for all students who choose for online mode of examination. A learning management system (LMS) along with video conferencing facility was also deployed for various stakeholders from learning community. Target fixed by Delhi University is for implementation of Samarth E-Gov suite in total 40 Central Universities by March, 2021.

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

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

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

across the Country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants- (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. In order to ensure that best quality contents are produced and delivered, 9 National Coordinators have been appointed. They are, UGC for Post Graduate Non Engineering Education, CEC for Under-Graduate Non Engineering Education, NPTEL for Engineering, NCERT & NIOS for School Education, IGNOU for Certificate & Diploma, IIM Bangalore for Management Studies, NITTTR for teachers training program and AICTE for Self-paced courses, ARPIT Courses & by Foreign Universities. Recently NIT Trichy has been added as National Coordinator for Engineering

SWAYAM was formally launched on 09.07.2017 by the Hon'ble President of India. Till date, a total of 4964 Courses have been offered through SWAYAM and about 757 courses will be on offer in January 2021 Semester. About 59.51 lakhs (59,51,571) unique users / registrations have been made on SWAYAM platform and about 1.91 Cr (1,91,09,035) enrollments in various courses of SWAYAM. The framework for transfer of credits (upto a maximum of 40%) has been put in place by AICTE and UGC by bringing out 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 145 Institutions/Universities have recognized the SWAYAM Courses for credit transfer and many others are in the process of doing the same.

Recently registered students appeared in SWAYAM Exam held for 169 courses of CEC/ IIMB/IGNOU/NITTTR on 29th – 30th September 2020 for credit transfer. Those who score 40% and above would be awarded certificate.

The Faculty Development Programmes (FDP) is also being developed through SWAYAM. Fifteen lakh untrained teachers got trained under DEIED programme of NIOS delivered through SWAYAM. The Government has launched Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development of 15 lakh higher education faculty using the MOOCs platform of SWAYAM. About 3,800 Local Chapters have been created in Universities / Institutions for creating awareness on SWAYAM through Workshops and Seminars.

Ministry of Education has also tied up with Ministry of External Affairs for enabling the e-VBAB (E-Vidya Bharati Arogya Bharati) project offering courses to the pan-African students through SWAYAM portal. Ministry of Education has signed an MoU with the Islamic Republic of Afghanistan on cooperation in the field of Human Resource Development at IITM, Chennai on 15.03.2019. Under phase-II SWAYAM, some of the MOOCs content, including Transcription of Video, shall be text translated into best of 10 regional languages, so that learners can select a language of their choice and learn the courses better in their local language.

The Online Courses delivered on SWAYAM, are going to reduce the digital divide. It shall, turn out to be a disruptive technology and change the present business model of higher education. Since the MOOCs on SWAYAM is integrated with conventional education, it shall bring-in tremendous learning opportunity in coming days and shall prove to be a game changer in the education sector.

e-Shodh Sindhu of INFLIBNET Centre:

e-ShodhSindhu 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 M/o Education -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 M/o Education-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require collaborative platform and are not being performed by existing Consortia; and

- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

The INFLIBNET Centre has been assigned the responsibility for execution and operation of e-Shodh Sindhu. The e-Shodh Sindhu, would continue to serve more than 217 universities and 3,200+ colleges covered under 12(B) and 2(F) Sections of the UGC Act and 97 Centrally-funded Technical Institutions (CFTIs) including IITs, IISc, NITs, IIMs, IISERs, IIITs, etc. For the year 2020, the consortium subscribed to 22 resources (includes 10000+ journals and four databases) through central funding for eligible Universities/ CFTIs that registered their requirements through e-Shodh Sindhu portal, remaining resources could be subscribed by individual institutions on rates negotiated by the Consortium using their own funds. The Consortium negotiated rates of subscription for 120+ resources in open model. The College component of the consortium, called N-LIST, continued to provide access to 6,500+ journals and 1,64,000+ e-books to more than 3200+ colleges under the N-LIST programme. The Consortium also provides access to three e-resources, namely, ASCE, ASME, Bentham Pharmacy to 89 institutions with the funding from the AICTE.

e-Shodh Sindhu (ESS) have further integrated additional features to facilitate seamless access to e-resources such as:

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

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 academic 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 has been exempted from University Grants Commission (Open and Distance Learning) Regulations, 2017 in June 2019 and University Grants Commission (Online Courses or Programmes) Regulations, 2018 in January, 2020. With these exemptions, the university is enabled to ensure high quality in design and delivery of learning and to establish model for online courses by eliminating delays in approvals.

The University has staff strength of 254 Teachers, 233 Academics, 382 Technical and 882 Administrative Staff. The Ministry of Education sanctioned grants of Rs. 130.0 Crore in addition

of 30.0 crore through HEFA loan in the reported period.

IGNOU offers 262 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies.

Academic programmes introduced in January 2020 admission cycle:

- a) Master of Arts (Journalism and Mass Communication);
- b) Bachelor of Business Administration (Services Management);
- c) B.A. (Vocational Studies) Tourism Management;
- d) Post Graduate Diploma in Computer Applications;
- e) Certificate in Peace Studies and Conflict Management;
- f) Post Graduate Certificate in Medical Management of CBRNE Disasters;
- g) Diploma in Modern Office Practice.

Academic Programmes under Credit Based Choice System (UGC)

- h) BA (Honours) Economics
- i) BA (Honours) History
- j) BA (Honours) Political Science
- k) BA (Honours) Psychology
- l) BA (Honours) Public Administration
- m) BA (Honours) Sociology

- n) Bachelor of Science (Honours) (Anthropology)
- o) BA (Honours) English
- p) BA (Honours) Hindi

The university also introduced following certificate level academic programmes through online mode for the first time from January 2020 admission cycle:

- a) Certificate in Arabic,
- b) Certificate in Russian and
- c) Certificate in Tourism Studies.

Academic programme launched in July 2020 admission session through online mode

- a) MA in Gandhi and Peace Studies
- b) MA in Translation Studies
- c) Certificate in Library and Information Science

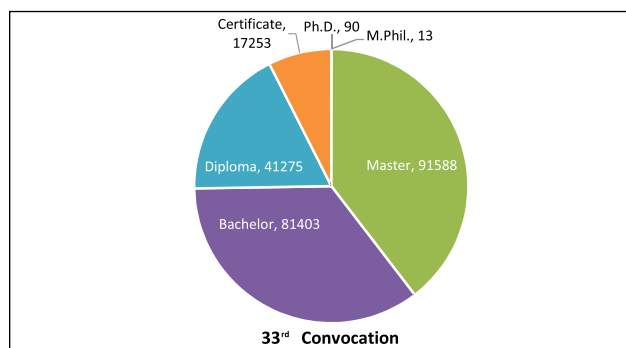
The University follows two annual academic cycles for its academic programmes, which are January to December and July to the following June. Regional Centres are the nodal points for admission. The enrolment strength in the January 2020 and July 2020 admission cycles was 12,16,752 ; out of which 50.2% were female students, 17.8 % SC, 13.1 % ST, and 18.3% students reside in rural areas. The University has over 3.3 million students on-roll in its various academic programmes. The volume of admission clearly speaks about the contribution of IGNOU in improving GER at higher education.

The University needs to make arrangements at mega scale for delivery of learning and assessment of students' performance. IGNOU offers academic support to students through a three tier students support network which comprises Headquarters at New Delhi, 67 Regional Centres (RCs) at second level (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 3,598 Learner Support Centres (LSCs) spread across the country at third level, out of which 58 LSCs were established in the reported period. LSCs are established in existing academic, research, training and industry. IGNOU established Special LSCs to ensure access of higher education to the marginalized and disadvantaged section of the society. The University established 6 new Special LSCs to enhance inclusiveness of marginalized segment in the reported financial year; the cumulative numbers of Special Study Centres is about 497 spread across the country out of which 171 are inside jail premises, 152 in remote areas, 49 for SC/ST, and 44 for Minority. Counseling and academic support to individual student is provided through approximately 42,915 part-time counselors engaged at LSCs out of which 7530 were newly engaged in the reported period. The university empanelled 7211 academic counselor to impart online counseling during the COVID pandemic. The University made optimum utilization of tech-enabled tools and techniques of extending academic support to its students during this difficult time. Social media platforms like Facebook, Youtube, twitter, telegram, and other digital platforms like Google meet zoom were extensively used for organizing academic sessions. The university organized 39336 web counseling sessions during the COVID pandemic and published "Deeksharambh: Student Induction Programme" as directed by the University Grants Commission.

The University has published 296 lakh blocks of study material to meet the requirement of 13.5 lakh students registered in 262 academic programmes during the reported period. Production and distribution of printed materials is closely monitored to ensure quality and its

timely delivery to students. The University gives a reduction of 15 % of the fee for students opting for digital SLMs to promote digital initiatives and minimize use of paper. 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. The Examination planned in June, 2020 Term End Examination were rescheduled in October 2020 due to COVID pandemic, the university took all necessary precautions and measures against COVID as directed by Ministry of Education/University Grants Commissions and conducted examination across the nation, over 3.6 lakh students appeared in 1,212 courses across 720 Examination Centres, which included a striking number of 55 Jail Centres. The TEE of December 2020 is tentatively scheduled to be held in February 2021. The university also timely evaluated over 20.3 lakh assignments and 24.2 thousands projects in June 2020 examination. 33rd Convocation of the University held on 17th February 2020 was presided by Shri Ramesh Pokhriyal “Nishank”, Hon’ble Minister of Education. 2,31,622 successful learners spread in all regions of India and overseas were conferred Degrees/ Diplomas or Certificates during the Convocation; Masters constitute the largest number with 91,588 (39.5%), followed by Bachelors with 81,403 (35.1%), Diplomas with 41275 (17.8%), Certificates with 17,253 (7.4%), M.Phil. 13 and Ph.D. with 90 awardees.



**No. of learners conferred Degree/Diploma/
Certificate in 33rd Convocation**

The Library collection of the University comprise 1.54 lakh printed books at the Central Library at Headquarters and 2.51 lakh printed books at Libraries situated at Regional Centres and LSCs The university is core member of E-ShodhSindhu and has remote access of 7.9 thousand journals and 1.7 thousand books in digital form. The university has also collaborated with the National Digital Library, an MINISTRY OF EDUCATION project, which creates a knowledge base for students belonging to all areas and ages to access digitised education content on a common platform. The university got free access of 2 databases from National Digital Library in 2019. E-resources (e-journals/ e-books) are remotely accessible to 2,460 users includes research scholar, staff and faculty, spread across Headquarters, Regional Centres and Study Centres. The university uploaded 35 theses on Shodhganga Portal of UGC’s INFLIBNET Centre.

Multimedia, Gyan vani and Gyan Dharshan

The university is the nodal centre for managing Gyan Darshan (GD) education TV channel and Gyan Vani (GV) FM education radio stations spread across the county. Gyan Darshan and Gyan Vani are managed in collaboration with other academic and training institutions. India’s first Educational TV Channel, Gyan Darshan has completed 20 years of its operations. Gyan Darshan is now part of SWAYAM PRABHA and can be watched on MINISTRY OF EDUCATION Channel no. 25. Programmes telecast on GD were pooled from various educational institutions and organizations, like Central Institute of Educational Technology of NCERT, NIOS, Rashtriya Sanskrit Sansthan, CEC (UGC), DST, DAE (Directorate of Adult Education), NLM (National Literacy Mission), NITTTRs, BRAOU and Ministries of Government of India. The multimedia support

to the students is provided through Audio/Video educational programmes. The University developed 164 new audio programmes and 80 new video programmes in the reported period in addition Gyan Drashan Channel telecast 8244 hours of recorded educational programmes and 516 hours of live sessions during the period of report. The university organised 1471 session of Interactive Radio Counseling (IRC) and 140 special programmes on Gyan Vani Station in Delhi.

Transmission of GV radio was reactivated at Patna station on 01 September and Thiruvananthapuram on 21 September 2020. The transmission had been already re-activated in 16 cities earlier, hence as on date Gyan Vani radio is transmitted from 18 cities.

Promotion of Vocational & Skill Based Education

The University offers continuing education programmes in various vocational and skill areas. These programmes are beneficiary for updating of knowledge and skill of employed students as well as fresh job seekers. The University prioritizes strengthening of linkages with industries and other academic institutions. The University periodically reviews and updates curriculum of academic programmes and introduced new academic programmes to meet changing knowledge and skill requirements of industries and job market. The university signed an MOC with INMAS, DRDO for developing and offering specialized technical distance learning programmes for Armed Forces, Paramedical Forces and Civilians; the university launched PG Certificate in Chemical, Biological Radiological Nuclear and Explosive Medical Management in January 2020 admission session under this initiative. The university launched new programme i.e Diploma in Modern Office Practice in the same admission session. The

University organized webinar on New education policy and Vocational Education with external experts from CBSE, PSSCIVE (NCERT), NITTTR and SSC. The university organized a faculty development programme of five days duration on Energy Conservation and Renewable Energy through online mode.

The university in collaboration with Gandhi Smriti and Darshan Samiti developed an appreciation certificate programme on “Relevance of Gandhi in the Contemporary World”. This course is launched by Hon’ble Dr. Jitendra Singh, Minister of State, Ministry of Personnel, Public Grievances and Pensions, Govt. of India on 30th January, 2020 through iGOT (Integrated Government Online Training) programme of the Department of Personnel and Training to augment online module based training for government officials on flexitime basis. The course is available to all IAS, IFS, IPS, Central and State Government officials. The University signed a Memorandum of Collaboration (MoC) with Handloom, Textile and Handicraft Department, Govt. of Odisha and State Institute for Development of Arts and Craft (SIDAC), Govt. of Odisha (HT&HD) on 05 August 2019 for skill upgradation of artists and weavers. The university is also actively engaged in capacity building and skill development under the SANKLP (Skill Acquisition and Knowledge Awareness for livelihood Promotion) project, Ministry of Skill Development and Entrepreneurship.

Capacity Building of open and Distance learning system

Staff Training & Research Institute of Distance Education (STRIDE) of the University is national level institution engaged in training of the staff of ODL institutions. Discipline specific workshop and seminars are regularly organised by specific School of Studies and other academic/research units of the university. During the COVID

pandemic, the university acquired online mode for conducting a series of capacity development programmes to empower faculty members for Innovative use of ICT/web tools in design and delivery of academic programmes. The university conducted series of workshops/trainings/seminars in virtual mode during COVID-19 pandemic. The university organized two Faculty Development Programmes of 21 day duration, one Faculty Development Programmes of seven day duration and four Faculty Development Programmes of five day duration each to update knowledge in systemic research on ODL system and research methodologies. Apart of these programme; the University also organized a series of webinar on capacity building and implementations of New Education Policy under the ODL system. The university developed a Virtual Training Lounge (VTL) for continuing faculty development through interaction and participation. The University with the support of its regional centres organised series of orientation programmes for Academic Counsellors; Coordinators Meetings and orientation programmes for staff of LSCs in virtual mode.

Training of in-service teachers:

The university signed a MoC with state government of Jammu & Kashmir and Sarva Shiksha Abhiyan (SSA), Govt. of J&K for training of 19,909 in-service teachers of J&K State by offering them B.Ed. programme under its Regional Centre situated at Jammu and Srinagar. The university established 109 LSCs in project mode for offering support services under this initiative.

Inclusiveness of women in higher education through Distance Mode

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/ steps to reach out to women learners especially in remote and rural areas to ensure gender equality

and women's empowerment. The University has established a network of Special Lerner Support Centres (LSCs) for women. At present, the university has 26 LSCs exclusively for women.

The School of Gender and Development Studies (SOGDS) aims at achieving gender justice and equity through research, academic programmes and training in the area of women's and gender studies as well as gender and development studies. Research in Gender and Development Studies examines the existing gender gap and addresses the issue of gender disparity. Women's and Gender Studies analyses the status of women and other genders in society with the objective of promoting deeper conceptual understandings of the factors which determine their position in society and ways to redress these through theory, critical analysis, praxis, research and practicum. The SOGDS offers two research programmes (Ph.D.) in "Women Studies" and "Gender and Development Studies" besides two masters; elective courses in under graduate degree (BA, B.Com. and B.Sc.) and two diploma levels programmes in the discipline of Gender and Development studies. The University also offers short term vocational and awareness knowledge programmes in food and nutrition, rural development, social work and agriculture, the prime target groups of these academic programmes are women.

The School envisages technology-enabled learning/training initiatives through innovative online (blended) programmes/packages/modules derived from existing programmes and new skilled based (praxis) modules/ initiatives in Gender sensitization. Expansion of learning/training initiatives, digitization of learning materials, discussion forum and provision of interactive learning materials would constitute major thrust areas during COVID pandemic. The University introduced Web enabled system to

extend additional academic supports to learners in academic programmes in the discipline of Gender and Development especially in areas with limited enrollment to ensure high quality academic supports to learners from remote areas. The University has created a Women's and Gender Resources (WiNGS) Space to create an inventory of books, documents, e-resources, monographs, reports and audio-visual material in the area of women's and gender studies. The university organised a National Webinar on "Gender Issues in India during the Covid-19 Pandemic" to address the issue of the disproportionate socio-cultural, economic, and mental burden faced by women during the current pandemic. Another National Webinar on "Changing Patterns of Gender Violence in Contemporary India" was convened on 6th November 2020. The RC-Bhubaneswar organized an awareness and sensitization programme on poultry farming for women at Khetrapal village in the District of Angul, Odisha on 5 January 2020 in collaboration and support of SHGs of the localities. This initiative helped in improving livelihood in rural areas.

Indigenous Knowledge

The university has developed academic programmes and awareness programmes; conducts seminars and lectures to spread indigenous knowledge. The university offers programmes in value education, regional languages, environment/climate changes, different forms of traditional dances, etc. The university initiated designing of master degree in Sanskrit. MA-Hindi and MA Sanskrit will be made available through online mode in next financial year, so that learners across International Borders are also benefited. The University with the support of its Regional Centres is engaged in translation of SWAYAM videos into eight Regional Languages i.e. Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil and Telugu.

The university empanelled 540 translators for this purpose and translated 11 courses in the reported period,

A special lecture session in association with the National Council for Promotion of Sindhi Language (NCPSL), Ministry of Education was organized to mark the 77th Martyr Day of Amar Shaheed Hemu Kalani under the Sindhi Chair on 21 January 2020. A special lecture session in association with NCPSL was organized on International Mother Language Day by Sindhi Chair on 21 February 2020.

The RC-Bhubaneswar and RC- Bijapur promoted conservation of forest in tribal areas with the support of indigenous knowledge. The RC-Lucknow demonstrated cultural Heritage of Tharu Tribes and initiatives taken by the University for providing Higher Education at their doorsteps through a Tableau during the Republic Day Parade on 26th January, 2020 in front of Vidhan Sabha Sachivalaya, Lucknow. Tharu Tribes are one of the backward tribes of Uttar Pradesh, living in the Jungles of Indo-Nepal borders, ranging from Balrampur to Lakhimpur Kheri. The Tableau has won the 3rd Prize during Beating Retreat ceremony of Republic Day Parade on 29th January, 2020 from the Hon'ble Governor of Uttar Pradesh.



RC Lucknow Tableau during the Republic Day Parade on 26th January, 2020

IGNOU's Initiatives for Educational Development in Special Category States

IGNOU has taken special initiatives for the development of higher education to make it easily accessible to students living in underdeveloped, difficult, remote and minority dominated special category states including the north eastern states, Himachal Pradesh, Uttarakhand and Jammu and Kashmir. The initiatives began with the establishment of IGNOU Regional Centres in all these states. Since then, the University has contributed significantly by expanding its students support network to ensure access in equity of higher in remote corners of these states; supplementing the conventional forms of education. The university through its network in Hill states made remarkable contribution in expansion of higher education in remote areas. The Student support network in Uttarakhand comprises of 62 LSCs and one study centre is established in tribal dominated area in the reported period. There are 122 LSCs in Jammu and Kashmir. Academic and counseling support in remote hill areas is managed through web with the help of 115 academic counselors empanelled for online counseling. Practical/project examinations are conducted in virtual mode under RC- Srinagar. The university in collaboration of state government of Jammu and Kashmir is involved in training of about 20 thousand in-service teachers; the university established 109 special study centres under this initiative. Academic and counseling support in Himachal Pradesh is managed with the help of 62 study centres. RC-Jammu conducted 571 Online Counseling Sessions during COVID-19 pandemic.

Educational Development of Jail inmates

In order to enhance the outreach of education among jail inmates, IGNOU is providing fee exemption to Jail inmates. The university has

established 171 Special Study Centres within jail premises spread across the country enabling over 33 thousands jail inmates to join the national pool of educated human resource. The university also conducts examination twice in a year through these centres. The university enrolled 15,742 jail inmates in the reported period through its special study centres within jail premises.

Educational development of North East Region

IGNOU facilitates expansion of educational development in NER by providing opportunities of higher education, training, skill development and other initiatives through its network of 9 Regional Centres(RC)and 535 Learners Support centres (LSCs) across 8 states in the NER out of which 37 are special Learners Support centres to encourage participation of marginalized segments into higher education. Presently, about 6.5percent of the University's enrolment comes from the North-East Region.

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.

Policy on Assessment & Accreditation of ODL Institutions, an initiative of NAAC

The Ministry of Education, Government of India and the UGC, took the initiative to develop a Scheme for Assessment and Accreditation (A&A) of Open and Distance Learning (ODL) Institutions of the country. National Task Force on Assessment and Accreditation of ODL is chaired by Prof. Nageshwar Rao, Vice Chancellor of the university. This Task Force entrusted the Centre for Internal Quality Assurance (CIQA) of IGNOU with the task of compiling the draft manuals and Self Study Report (SSR) for States Open Universities (SOUs) and Directorates of

Distance Education Institutes (DEIs) through nationwide consultations. Manual and Self Study Report (SSR) for SOUs and DEIs were uploaded on the NAAC portal on 29th April 2019 followed by pilot tested in a workshop conducted on 01 October 2019 by the CIQA at Netaji Subhas Open University, Kolkata. The workshop was attended by representatives of 15 Directorate of Distance Education (DDE) established in different universities. In the reported period, the Manual was launched on 07 February 2020 so that State Open Universities and Directorates of Distance Education Institutes can apply for accreditation from NAAC. The Manual and procedure for making application are available on the NAAC website at <http://naac.gov.in/images/docs/Manuals/final-Dual-Mode-University-Manual-7feb2020.pdf>. The university developed in house an Online Mentoring Model for the Implementation of the Paramarsh Scheme of UGC.

International Operations and Collaborations

The ODL is integral component of delivery mechanism in cross boarder education where students and teachers can participate in learning without crossing international boundaries. IGNOU has made its presence felt on the international scenario. The university has adopted a fourfold approach viz; collaboration, coordination, cooperation and competition for expanding IGNOU's reach in the International arena. It has its reach to South Asian, Middle East and African nations. The University offers 64 academic programmes to its Overseas / Foreign Students Residing in India (FSRI) students. Presently, IGNOU's academic programmes are on offer through a network of 19 Overseas Study Centres (OSCs) and three Partner Institutions in fourteen countries i.e. U.A.E (Sharjah), Kuwait, Kingdom of Saudi Arabia, Kingdom of Bahrain and Sultanate of Oman among the Gulf countries;

Nepal, Afghanistan and Sri Lanka among the SAARC countries; Ethiopia, Kenya, and Ivory Coast in Africa, Kyrgyzstan, Mauritius and Singapore. IGNOU has a Cumulative enrolment of 77,018 International Students till date. The fresh admission for January 2020 and July 2020 sessions was 885 and Re-registration in the same period was 1535. The university generated revenue of Rupees 3.9 Crore in the reported period.

Unnat Bharat Abhiyan

In pursuance of the directives of Ministry of Education and to attain the objective of Unnat Bharat Abhiyan (UBA) IGNOU has joined this mission and adopted 90 villages through its network of Regional Centers across India. Indira Gandhi National Open University has special focus on rural, disadvantaged and marginalized section of the society by offering cast effective, learner centric and quality education. In these adopted villages IGNOU regularly organizes various programmes for enhancement of livelihood options of villagers, awareness campaigns about health-related issues, free health check-up, programmes on digital literacy, awareness among voters, agricultural development and entrepreneurship, and on related concerns of the villagers. The university conducted a series of activities under the Unnat Bharat Abhiyan Activities in the last one year.

Technology enabled teaching-learning initiatives

Web Enabled Academic Support (WEAS-व्यास)

The university developed innovative pedagogy in styles of content presentation, and strategies of instructions, self-assessment and delivery of learning. Low cost technology is instrumented to enhance interactivity. The university designed

in-house LMS package titles 'Web Enabled Academic Support (WEAS-व्यास)' to extend web enabled academic counseling and other supports to the students. The aim of Web Enabled Academic support (WEAS) is to provide an interactive one-stop academic supports for learners. The university identified 13 academic programmes in initial phase were offered through the WEAS platform in January 2020 admission cycle.

Digital instructional materials

The university's concerns on the adverse environmental impact of printing at mass level lead to creating an option of digital materials to the students. The university offers 15% concession in fees for students opting SLM in digital form. Students can access digital SLM through a mobile application-'IGNOU e-Content' developed in house by the university.

Admission

The University introduced online admission system in July 2015 admission cycle so that admission aspirants from remote areas can enroll in IGNOU without visiting Regional Centres of the University and Bank. The Online admission was managed through in-house software till June 2019 admission cycle. The University introduced a new Online Admission System for the University on the Samarth Platform from January 2020 admission session. The Samarth Project is supported by the Ministry of Education and provides cloud-based solutions. The new Online Admission System is user-friendly and robust. Being a cloud-based system, it is capable of handling a very large number of concurrent users.

SWAYAM

IGNOU acts as national coordinator for the SWAYAM Project for design & development courses at Diploma and Certificate levels. The

SWAYAM is an initiative of MINISTRY OF EDUCATION offering MOOCs courses. The university offered 21 courses in January 2020 session on the SWAYAM Portal. The university registered 48,516 learners in January 2020 session in SWAYAM Courses. Till date 52 Course cumulatively with reruns have been completed, with 91,458 enrollment, 1,271 exam registration and 1,014 successful certifications. For January 2020 session the exams would be conducted on 29-30 September, 2020. Around 240 videos were developed for the SWAYAM courses during the period.

SWAYAM PRABHA

IGNOU acts as national coordinator for five DTH channels of the SWAYAM PRABHA, it is an initiative of Government of India. The University coordinates 4 channels exclusively and one in collaboration with National Institute of Open School (NIOS). These channels are Liberal Arts and Humanities; State Open Universities' programmes; Gyan Darshan; Agriculture, Vocational and Allied Sciences; and Teacher Education (jointly with NIOS). All channels allotted to IGNOU have good viewership. The University is actively involved in the production of tele-lectures for and DTH channels under the SWAYAM PRABHA projects. Everyday four hours of fresh contents were provided in the channels and then repeated five times. As per the YouTube archive records, there were 37.11 thousand subscribers and 60,66,452 views for all the five channels of IGNOU during the period.

E-Gyankosh

It is digital educational resources repository of IGNOU providing open access of its instructional material and video programmes. This repository facilitates learners in searching and accessing the Self Learning Instructional Materials of academic programmes offered by IGNOU.

During the period around 3,008 course materials were uploaded on the repository. The portal had Total 1.31 Crore Visitors and 12.8 Crore Page views as on 31st December 2020. The repository can be accessed at e-GyanKosh portal.(www.egyankosh.ac.in).

Gyan Dhara

Gyan Dhara is an internet audio counseling service introduced in 2016 for streaming contents of Gyan Vani for learners across the world. Gyandhara is very useful and cost-effective way of reaching learners across the globe thus it became a regular service functioning of the university in 2017. Recorded programmes of Gyanvani uploaded on Gyandhara are very useful for learners living in different time-zones.

Education of Persons with Disabilities in IGNOU

Indira Gandhi National Open University is continuously striving to build a knowledge society through inclusive education. In a very short span of time IGNOU has made significant contribution in higher education, community education, extension activities and continual professional development through open and distance mode of education. Over the years IGNOU has lived up to the country's expectations of providing education to the marginalized sections of society. One such important section is that of persons with disabilities. Disabled friendly delivery of learning, flexible entry criteria and door-step delivery of education encourage admission of Person with Disability (PwD). The 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 established Equal Opportunities Cell to priorities resolving of issues of disabled students and other disadvantaged groups. The study materials are made available

on demand in Braille and audio formats for blind learners. The university obtained membership of SugamyaPustakalaya so that disabilities enrolled can have access to over 3.5 lac books in accessible format. The SugamyaPustakalaya also facilitated in converting 30 thousand pages of study materials of the university into digital form.

University regularly conduct orientation programmes to sensitize its staff and students about issues and concerns of disabled community. Building at Regional centres and study centres provide accessible environment for PwD. The university enrolled 4081 students with disability in various academic programmes on offer by the University in the reported period, these PwD students are provided academic and counseling support through 15 special Learners Support Centres (LSCs). The university observed International Day of Persons with Disabilities on 3rd December, 2020.

Benefits for SC/ST students provided by IGNOU

The university established 49 Learner Support Centres (LSCs) in areas densely populated with SC/ST population resulting in remarkable enrolment of learners from SC/ST students especially from remote areas in higher education. The University has established at least one Regional Centre (middle layer of the students support network) in each states of the North East Region of the nation, these states are highly populated with ST Population, these Regional Centres regularly participate in local melas, festivals and visit schools and colleges for helping youths from SC and ST Communities in selecting courses/programs as per their academic, professional and vocational requirements.

Fee Exemption for SC/ST students: IGNOU has been providing the fee exemption to unemployed

students belonging to Scheduled Castes and Scheduled Tribes in the academic programmes offered at Bachelor, Diploma and Certificate levels.

Research

The university publishes Indian Journal of Open Learning (IJOL) to improve both the scholarly and public quality of refereed research on different aspects of open distance learning and innovation. It is listed in UGC-CARE Group 1 in Social Science Discipline. The URL for the IJOL is: <http://journal.ignouonline.ac.in/iojp/>. Prof V. V. Subrahmanyam, Computer Science as a team member published a patent on Architecture for Autonomous Sterilized Thermal Sensing System for virus scanning During Epidemics in the reported period.

Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) are offered and conducted by the University in accordance with UGC (Minimum Standards and Procedure for Award of MPhil/PhD Degree) Regulations, 2016 and amendments from time to time. The Guidelines for Ph.D were synchronized with the Research Ordinance and Regulations approved by the UGC and Govt. of India The University offers Research Degree Programmes, Ph.D in forty two (42) disciplines and M.Phil in ten (10) disciplines. In the current year, the University offered admission to Research Degree Programmes in 28 disciplines; 11,457 applications were received from aspiring candidates for admission to PhD Programme. The admission process has been smooth despite the unprecedented COVID-19 pandemic.

The University has instituted IGNOU-Research Fellowship (IGNOU-RF), an initiative aimed at motivating talented candidates who are not in receipt of any financial assistance from any source to pursue research degrees.

The University provides fellowship of Rs. 5,000/- p.m and 8,000/- p.m to MPhil and PhD scholars, respectively. Selected candidates are also provided annual contingency of Rs.8000/-. During the year 2020, thirty one (31) Research Scholars have been awarded fellowship from different funding agencies including thirteen (13) UGC - JRF / SRF, one (01) Inspire Fellowship (M/o Science & Technology) and seventeen (17) IGNOU Research Fellowships. Thirteen (13) M.Phil and ninety (90) Ph.D degrees were awarded in various disciplines in the 33rd Convocation held on 17th February,2020. The university smoothly conducted research degree programmes during pandemic through virtual mode; 32 Research Scholars completed all the formalities for awarding of research degree during pandemic period mostly through virtual mode. The library of the university organized webinar on “Impact of Covid-19 on Academic Libraries: Evolving Information and resources” and “Book publishing” with international experts from professional publisher Elsevier. The university celebrated International Women’s Day by organising two day seminar for the IGNOU research scholars on “Researching Gender In the 21st Century” on 5-6 March 2020. Research scholars have been benefited with these initiatives.

Commonwealth of Learning (COL)

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations in improving access to quality education and training. COL works for use of technology in education and training through its international network of partner organisations. It extends help to 53 member nations of Commonwealth to realise widespread access to quality education.

COL is financially supported by Commonwealth governments on a voluntary basis. India is a major donor.

During 2020-21, MoE has earmarked and released Rs. 12.00 crore to COL. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education. COL has located its Educational Media Centre for Asia (CEMCA) in, New Delhi,

India and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA. COL has established Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA provides consultancies capacity building and information resource and exchange mechanism in the region. CEMCA manages a data base to cover 10,000 educational radio and television programmes that are available for use throughout the Asian region.



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 Ministry of Education. The four regional offices of the Directorate are located in Chennai, Hyderabad, Guwahati and Kolkata. This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes / programmes for imparting an all- India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

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

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 Education, Department of Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis. Sansthan is recognized as an Advanced Centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. It has 08 academic departments at the Headquarter and these Regional Centres are located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad.

These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional Material as per the need of Hindi learners of the feeler area. Besides, Sansthan has 02 affiliated colleges owned & governed by Govt. of Nagaland and Mizoram.

Central Institute of Indian Languages

The Institute completed its 50 years and entered into 51st year of its establishment. This was marked with several publications on language and linguistics. Despite the strict lock-down, the basic functions of the Institute and its schemes and projects continued, though at a staggered rate. The lock-down affected the 10-month training programme the most which was also wrapped up one month earlier while the same was completed a few months later.

Central Institute of Classical Tamil

Consequent on the declaration of Tamil as Classical Language by the Government of India, the Central Institute of Classical Tamil (CICT), Chennai as an autonomous organisation under the Ministry of Education, Government of India was established at Chennai. CICT is a registered society under the Tamil Nadu Societies Registration Act, 1975. Hon'ble Chief Minister of Tamil Nadu is the Chairperson of CICT.

The Institute established with the view of promoting the cause of Classical Tamil, is 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.

National Council for Promotion of Sindhi Language

The National Council for Promotion of Sindhi Language (NCPSL) was established as an autonomous Registered organization under the Ministry of Education under Societies Registration Act of 1860 (Section 21) on 26.05.1994 vide registration no.1085 at Vadodara, Gujarat. The Headquarter of the Council is at Delhi since 2006. The aim of the Council is to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi, 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.

National Council for Promotion of Urdu Language (NCPUL)

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Education looks after the promotion of Urdu, Arabic and Persian Languages in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Central Sanskrit University

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-

round development in India. Fully conscious of this responsibility, the Government of India established Rashtriya Sanskrit Sansthan in October, 1970 as an autonomous organization registered under the Societies Registration Act for propagation and preservation of Sanskrit language, literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. Rashtriya Sanskrit Sansthan (Deemed to be University) is now promulgated as Central Sanskrit University, Delhi by an Act of Parliament after getting the assent of the President of India and the same has been enforced on 30th April, 2020. The University is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

The main objectives of the Central Sanskrit University are to propagate, develop and encourage Sanskrit learning and research. As Sanskrit is invariably connected with Pali and Prakrit languages, from 2009-10, University has taken up the task to promote both Pali and Prakrit languages and their literatures. The University also serves as central, administrative and coordinating machinery for all its Campuses. The Government of India has formulated various schemes and programmes for the development of Sanskrit education and is implementing these through Central Sanskrit University and other agencies and University by virtue of its position, multi-campus entity functions as a Nodal agency for coordinating all efforts related to Shastras, Sanskrit language and literature. The Central Sanskrit University has since been declared Deemed to be University w.e.f. 7th May 2002 by the Ministry of Education, Govt. of India and the UGC.

The Central Sanskrit University is presently managing its 13 campuses situated at New Delhi (H.Q.), Allahabad (U.P.), Puri (Orissa), Jammu (J&K), Thrissur (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar

(H.P.), Bhopal (M.P.), Mumbai (MH), Agartala (Tripura) and Devprayag (Uttarakhand). The campuses are pursuing research work leading to the degree of Vidyavaridhi (Ph.D) and also imparting education in various Sanskrit subjects at Acharya and Shastri level. The Shiksha Shastri (B.Ed.) is also available in 10 campuses and Shiksha Acharya (M.Ed.) is available in 4 campuses at Jaipur, Jammu, Bhopal and Puri.

National Sanskrit University

National Sanskrit University established by an act of Parliament (Erstwhile 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 is a feather in the cap of the University.

Keeping in view the past glory and achievements of the University, the Ministry of Education declared it as National Sanskrit University Tirupativide Central Sanskrit Universities Act, 2020. The University was established in the area of 41.48 acres of land leased by the Tirumala Tirupati Devasthanams (TTD). At present nine hostels, Academic building, Administrative Building, Education building, Sanskrit Net Centre, 22 staff Quarters, are constructed in the campus. Two major constructions of 500 bedded Boys hostel and classroom complex for Rs. 56.79 crores sanctioned by Ministry of Education is in quick progress and likely to be completed by February, 2021.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan

The Rashtriya Veda Vidya Pratishthan was established in January, 1987 by the Ministry of Education, Government of India, as an autonomous organization registered under the Societies' Registration Act, 1860. In May, 1993 the Pratishthan's office was shifted to Ujjain. Subsequently, the name of the Pratishthan was changed to 'Maharshi Sandipani Rashtriya Veda Vidya Pratishthan'. The Pratishthan receives Grant-in-Aid directly from the Ministry of Education.

Shri Lal Bahadur Shastri National Sanskrit University

The University has been established to preserve Shastraic tradition, provide higher education in Indian traditional knowledge leading to excellence and fully conforming to the concept of a University. As a deemed to be university, it is providing higher quality teaching and continuously working for the advancement of knowledge and its dissemination through various research programmes.

Official Language

Introduction

Both the Departments in the Ministry give due attention to the implementation of the Annual Programme issued by the Department of Official Language, Ministry of Home Affairs. Both the Departments of the Ministry viz. Department of Higher Education and Department of School Education and Literacy are notified under rule 10(4) of Official Language Rules, 1976.

Implementation of official language in the Ministry is being done in accordance with the

directions issued by the Department of Official Language, Ministry of Home Affairs from time to time as well as Annual Programme issued by that Department.

Offices notified during the year

During the said period 20 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 137 offices/regional offices and schools have already been notified during the last year.

Monitoring of implementation of Official Language Policy

- a) During the said period the official language inspections of 13 offices only (due to pandemic) have been done by the Ministry. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of the offices under the purview of this Ministry.
- b) Departmental Official Language Implementation Committee has been constituted in the Ministry under the Chairmanship of Joint Secretary (Languages). Meetings of this committee are being held regularly. Appropriate action is taken on the compliance of decisions taken in the meetings.
- c) In order to monitor the position of the use of official language Hindi in its Subordinates offices, Universities, Organizations etc., quarterly progress reports and minutes of the meetings of their Official Language Implementation Committees are obtained and reviewed by the Ministry and remedial measures are suggested by the Ministry.



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 conduct research on vital issues related to social sciences, to organise seminars, conferences and workshops, publication assistance to social science research journals, and also encourages networking with social science research institutions in India and abroad through international collaborations.

To fulfil the above objectives, the ICSSR has a number of programmes and schemes which are as follows:

1. Research Fellowships
2. Research Programmes (Interdisciplinary/ multidisciplinary/ Inter-institutional)
3. Research Projects (Major and Minor)
4. International Collaborations for activities like Joint research projects, seminars/ workshops, publications etc.

5. National and International Seminars
6. Supporting Research Institutes
7. Regional Centres(to research on issues of regional priorities)
8. Research Methodology and Capacity Building Programmes
9. Publication and Research Surveys
10. Library and Documentation (NASSDOC)
11. Research Projects & Seminars/ Conferences/Workshops under IMPRESS Scheme

The International Collaboration Programme has been envisaged to promote academic links among the social scientists in India and abroad. The ICSSR has bilateral and multilateral collaborations with premier government level social science organisations abroad. Financial assistance (partial/full) is provided to Indian social scientists/scholars for participation in international seminars/ conferences and data collection abroad. ICSSR promotes and provides financial support to organize national and international conferences/seminars in India.

The ICSSR provides maintenances and development grants to Research Institutes and fully funds its Regional Centres located in different parts of the country. The Council is at present supporting 24 Research institutes, 6 Regional Centres & 5 Recognized Institutes.

The Council has already published, in addition to journals, a large number of books and monographs on issues of vital importance. ICSSR also supports

publications of papers and books resulting from its research projects, programmes, fellowships, seminars, conferences, joint projects etc. It also publishes survey of research in different social science disciplines such as Economics, Political Science, Sociology and Social Anthropology, Psychology, and Geography.

National Social Science Documentation Centre (NASSDOC) provides library and information support services to researchers in social sciences, which includes faculty and other scholars in academic institutions and autonomous research organisations, policy makers, planning and research units of government departments, and industry. A good number of international, national e-resources are subscribed by National Social Science Documentation Centre (NASSDOC) of ICSSR, New Delhi for the benefit of scholars and a large number of ICSSR Research Institutes.

Indian Council of Historical Research (ICHR)

Indian Council of Historical of Research (ICHR) is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and scientific writing of history. The broad aims of the Council are to bring historian together, provide a forum for exchange of views between them, give a national direction to an objective and rational presentation interpretation of history, to sponsor historical research programmes and projects and to assist institutions and organizations engaged in historical research. It has a broad view of history so as to include in its fold the history of Science and Technology, Economy, Art, Literature, Philosophy, Epigraphy, Numismatics, Archaeology, Socio- Economic formation processes and allied subjects containing strong historical bias and contents.

The Council is also executing various special projects of national and international importance such as (i) Dictionary of Social, Economic and Administrative Terms in Indian Inscriptions. (ii) History of Science and Technology in India. (iii) Historical Encyclopedia of Towns and Villages in India. (iv) Translation of Foreign Sources on India. (v) Modern India: Princely States. (vi) Modern India: Politics and Demography (vii) Environmental History of India. (viii) Documents on Economic History during British Rule in India, Northern and Western India in Late Nineteenth Century: Quality of Life. (ix) Survey, Collection, Documentation and Digitization of Archival Sources of North East India. (x) Comprehensive History of Bharat. (xi) Revisiting Jallianwala Bagh, 13 April 1919 (xii) Dictionary of Martyrs: Upto Goa Liberation 1961. (xiii) The collection of source material for the history of the Yadavas- Documentation of Yadava inscriptions found in Western Region. (xiv) Documentation of Cultural Heritage and setting up of museums corners in Peripheral regions/villages of India. (xv) National Survey of Museums of India.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research set up by the Ministry of Education, Government of India, was registered as a society in March 1977 under the Societies Act, 1860, but it actually started functioning in July 1981.

The Council was set up by the Government of India with the following aims and objectives: (1) to review the progress of research in Philosophy from time to time; (2) to sponsor or assist projects or programmes of research in Philosophy; (3) to give financial support to institutions and organizations engaged in the conduct of research in Philosophy; (4) to provide technical assistance or guidance for the formulation of research projects and programmes in Philosophy, by

individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology; (5) to indicate periodically areas in and topics on which research in Philosophy should be promoted and to adopt special measures for the development of research in neglected or developing areas in Philosophy; (6) to co-ordinate research activities in Philosophy and to encourage programme of interdisciplinary research; (7) to organize, sponsor and assist seminars, special courses, study circles, working groups/parties, and conferences for promoting research in Philosophy, and to establish institutes for the same purpose; (7) to give grants for publication of digests, journals, periodicals and scholarly works devoted to research in Philosophy and also to undertake their publication; (8) To institute and administer fellowships, scholarships and awards for research in Philosophy by students, teachers and others; (9) to develop and support documentation services, including maintenance and supply of data, preparation of an inventory of current research in Philosophy and compilation of a national register of philosophers.

Mahatma Gandhi National Council of Rural Education (MGNCRE) Hyderabad

Mahatma Gandhi National Council of Rural Education (MGNCRE) is an autonomous organization registered under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350F (Act No.1 of 1350F), established by the Department of Higher Education in the year 1995 as per the Programme of Action (PoA) on National Policy on Education (NPE)-1986.

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.

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study Society was established on 6th October 1964, under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act 1957. Located at the Rashtrapati Nivas, Shimla, the Institute is devoted to higher levels of research, primarily in the areas of Humanities and Social Sciences. The academic community at the Institute consists mainly of Fellows in residence, Visiting Professors, Visiting Scholars, and Associates etc. who pursue their individual research and interact with each other, both formally and informally. Rashtrapati Nivas itself, and the natural surroundings which constitute the estate, provides an ambience conducive to living a life of the mind and exploring the different facets of the human condition.

The Institute's Memorandum of Association offers its perspective on research:

- (a) To establish, administer and manage the Indian Institute of Advanced Study which shall be a residential centre for free and

creative enquiry into fundamental themes and problems of life and thoughts.

- (b) The areas of investigation should promote inter-disciplinary research;
- (c) The areas identified should have deep human significance.

FELLOWSHIP PROGRAMME: Fellowship programme is the flagship programme of the Institute. National Fellows/Fellows/Tagore Fellows reside at the Institute and pursue research on their respective research projects.

Association of Indian Universities

Association of Indian Universities (AIU) is an Apex Inter-University organization established to bring all higher education institutions in India to a common platform to protect the interest of Indian higher education and to promote it at global level.

SIS and Journey

On 23rd March, 1925, Association of Indian Universities was incepted as 'Inter-University Board of Education', an authorized central agency to develop Indian higher education to highest standards with concerted efforts of all universities and other higher education bodies together. It was registered under Societies Registration Act, 1860, on September 29, 1967 and was rechristened as Association of Indian Universities (AIU) in 1973. It is now a flagship body for Indian higher education institutions and valued source of research-based policy advice institution to the Government of India. Starting as wide eyed startup with higher education as its focus, it is growing resiliently and resolutely adding new and allied dimensions like Equivalence of Degrees/Qualifications of Indian and Foreign Universities, Research and Training, Sports, Cultural Activities, Promotion of Youth Affairs etc. into its ambit. Apart from

cooperating and coordinating among universities and national and International bodies in matters of common interest, AIU has been playing a vital role in shaping Indian Higher Education by being an integral part of all major decision making Committees and Commissions of higher education in the Country.

The main objectives of AIU are (a) to serve as an Inter-University Organization; (b) to act as a bureau of information and to facilitate communication, coordination and mutual consultation amongst universities; (c) to act as a liaison between the universities and the Government (Central as well as the State Governments) and to co-operate with other universities or bodies (national or international) in matters of common interest; (d) to act as the representative of universities of India; (e) to facilitate both Indian and foreign students by issuing academic equivalence to foreign qualifications to enable them to pursue higher education/employment.

Dr Sarvepalli Radhakrishnan (President of India: 1962-1967), Dr Zakir Hussain (President of India: 1967-1969), Dr Syama Prasad Mukherjee (Minister of Industry and Supply 1947-50, Eminent Academician), Diwan Bahadur Sir A L Mudaliar (Padma Bhushan and Eminent Educationist), Dr Akbar Hydary (Prime Minister of Hyderabad State: 1937-1941), Prof A C Woolner (Eminent Sanskrit Scholar), Prof G H Langley (Vice Chancellor, University of Dhaka: 1926-1934), Mr R Littlehales (Vice Chancellor, University of Madras: 1934-1937) Pandit Amarnath Jha (Vice Chancellor, University of Allahabad: 1938- 1947 and Vice Chancellor, Banaras Hindu University: 1948), Sir Maurice Gwyer (Vice Chancellor, University of Delhi: 1938-1950), Dr K L Shrimali (Padma Vibhushan and Union Education Minister: 1955-1963), Prof S. M. Singh 'Suman' (Padma Bhushan and Hindi Poet), Prof M S Gore (Padma Bhushan and Noted Social Scientist), Prof M S Adishesiah

(Padma Bhushan and Noted Economist), Prof M S Valiathan (Padma Vibushan and Cardiac Surgeon) are some of the significant personalities; who served as President, Association of Indian Universities (AIU).

Higher Education Financing Agency

Higher Education Financing Agency (HEFA) was set up as a Section 8 Company and NBFC by the Government with Canara Bank as the Joint Venture partner in 2017 to fund infrastructure projects of premier higher educational institutions. Subsequently, in 2019, as part of Revitalising of Infrastructure & Systems in Education (RISE by 2022) the financing of physical infrastructure and laboratories etc. of higher education, school education and medical education institutions were mandated to be financed through HEFA, as per different financing windows, structured according to the age profile and financial capacity of the institutions. The Government would undertake the loan servicing obligation in various bands, depending upon the financial capability of the Institution. This arrangement would enable the Government to fund the infrastructure needs of a larger number of institutions overcoming the shortage of budgetary grants. All institutions would obtain funds in project mode and not in grant mode, thereby ensuing greater accountability. The mechanism of HEFA where the loan amount is released directly to the vendor executing the project ensures financial efficiency and prevents parking of funds with the institutions. This also eliminates cost and time overruns since funding is provided based only on stages of work completion.

The authorized equity of HEFA is Rs. 10,000 crore of which the Government equity is Rs. 6,000 crore and Canara Bank would contribute 10% of

the Government stake. HEFA is also authorized to raise additional leverages through debt; either by floating bonds or direct borrowings. HEFA is expected to fund projects to the tune of Rs. 100,000 crore by 2022.

EdCIL (India) Limited

EdCIL (India) Limited is a Category - I, Mini-Ratna Central Public Sector Enterprise under the administrative control of the Ministry of Education, Government of India. It is the only CPSE under Ministry of Education. The Company offers Project Management and Consultancy Services in the entire education and human resource development value chain within India and overseas.

Clients of EDCIL include Central and State Govt. Departments including MoE, Central and State PSUs and Autonomous bodies including IITs, NITs, IIMs, IIITs, IISERs, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School Society. The company has also executed several projects overseas including the recently executed order for supply of 52,480 Education Tablets for Class-I, II, III & IV children of Mauritius. The company is presently implementing a Govt. of India's flagship scheme named "Study in India" to attract higher numbers of overseas students to study in quality higher education institutes in India. Besides, the company also undertakes projects relating to recruitment for many organisations in online mode which is a transparent way of recruitment, Digital Education Services, DPR (Detailed Project Report), infrastructure and procurement for different government clients and has been rewarded for excellence in execution by different reputed bodies.



ICC & UNESCO

The Ministry is actively engaged in strengthening relations with other countries through educational cooperation and collaboration by signing Educational Exchange Programme/Memorandum of Cooperation/Understanding/Joint Declaration of Intent/Letter of Intent in the field of education. In addition to above, schemes namely Study in India (SII), Scheme for Promotion of Academic and Research Collaboration (SPARC) and ASEM DUO India Fellowship Programme are also implemented by the Ministry. Some of the achievements are as under:

Study in India

Study in India (SII) programme was launched on 18, April 2018 with the aim to increase the number of inbound foreign students to India and to make India a preferred education destination/hub. The programme involves partnership with 160 plus select Indian institutes/universities and focuses on 42+ countries across South-East Asia, Middle East and Africa for branding Indian Education System. To attract foreign students, the programme also offers tuition fee waiver ranging from 100 percent to 25 percent to the meritorious students selected under SII programme. For granting scholarships to foreign students under SII, Indian Scholastic Aptitude Test (Ind-SAT) is held every year. EdCIL (India) Limited, a CPSE under Ministry of Education (MoE), is the implementing agency of Study in India Programme. During 2019-20, total number of foreign students who took admission under SII is 3164, out of which scholarships were granted

to 1723 students. Some short term courses (Niche courses) are also being introduced under this programme. During 2020-21 admission process has been delayed due to COVID-19.

Conduct of Indian Scholastic Assessment Test:

Para No. 36 of Budget Announcements 2020 mentioned “To make India a preferred destination for higher education, under Study in India programme, Ind-SAT is proposed to be held in Asian and African Countries.”

First ever Indian Scholastic Assessment Test (Ind-SAT) was conducted in the month of July, 2020 under Study in India Programme of Ministry of Education. Nearly five thousand students from Nepal, Ethiopia, Bangladesh, Bhutan, Uganda, Tanzania, Rwanda, Sri Lanka, Kenya, Zambia, Indonesia and Mauritius appeared for the exam conducted in the proctored internet mode by the National Testing Agency (NTA). Ind-SAT is an exam for grant of scholarships and admissions to foreign students for studying in select Indian Universities under Study in India Programme.

Scheme for Promotion of Academic and Research Collaboration (SPARC):

It is an initiative of Ministry of Education to promote joint research and collaboration. The scheme became functional with effect from 28th October 2018. It aims at improving the research ecosystem of India’s Higher Education Institutions by supporting 600 joint research proposals and facilitating academic and research collaborations between Indian Institutions satisfying the criteria: (overall top-

100 or category-wise top-100 in NIRF ranking) and the best foreign institutions satisfying the criteria: (top-500 overall and top-200 subject-wise institutions listed in QS World University Ranking) from 28 selected nations (USA, UK, Germany, Australia, Austria, Denmark, France, Canada, Italy, China & Hong Kong, Japan, Singapore, Russia, Israel, Switzerland, Sweden, Netherlands, South Africa, South Korea, Norway, Portugal, Austria, Taiwan, Belgium, Spain, Brazil, and Finland). The scheme envisages that culmination of joint research proposals would lead in the direction of solving problems of national and/or international relevance.

In 2019, for the first phase of SPARC, total 394 Projects with a total budget of 25109.21 Lakhs have been approved by the Apex Committee headed by Secretary (HE). During 2020- 21, due to restricted mobility, the projects which can be undertaken on online mode are being considered.

ASEM–DUO India Fellowship Programme:

DUO-India Fellowship Programme was initiated, in 2019, with the aim of promoting exchange of faculty and students between India and European countries on a balanced and permanent basis. For this program, only such institutes which are part of Joint Research Projects under SPARC are eligible to participate.

DUO-India aims to fund, every year, student-pairs and faculty - pairs for exchanges for one semester, starting from 2020 onwards to improve mobility between Indian and European institutes. In this respect, DUO-India requires that a PAIR (two persons) of students be exchanged, and they should be from any of the collaborating institution (both home and host) under SPARC projects.

In the first year 15 pairs of students (30 students, 15 each from India and ASEM countries) and 97 pairs (194 professors) of professors were awarded

fellowship whereas the main idea was to award fellowships to 100 pairs of students and 50 pairs of professors.

No call has been taken this year due to physical movement restrictions and earlier fellowships have been given time extension on case-to-case basis.

Important bilateral/multilateral meetings held during 2020-21:

India-UK Higher Education Leadership Development Programme for Administrators:

Hon'ble Shiksha Mantri launched this programme on 26.02.2020 which aims to deliver a leadership development programme for middle and senior level administrative functionaries in Indian Universities.

G20 Education Ministers' Meeting(EMM):

The Virtual G20 Education Ministers Meeting was attended by Hon'ble Shiksha Mantri on 05.09.2020. G20 Ministerial Communique was finalized by G20 Ministers of Education.

BRICS Education Ministers' Meeting (EMM):

The BRICS Education Ministers' Meeting 2020 was attended virtually on 21.10.2020 by a delegation led by Secretary(HE). The countries discuss their strategies for Post Covid development of education and multilateral cooperation.

Australia-India Online Education Quality Assurance Webinars:

The Indian and the Australian Government jointly organized two webinars on 19.11.2020 and 20.11.2020 to discuss the Quality Assurance for Online Education. The Webinar was attended by representatives of Indian and Australian Government officials and university representative.

Meeting of Hon'ble Shiksha Mantri with Ambassador of Finland:

A meeting between Hon'ble Shiksha Mantri and Ambassador of Finland was held on 27.11.2020. The meeting was organized to strengthen the educational relationship between the two countries and to find new areas of cooperation in the field of education.

Virtual Meeting of Hon'ble Shiksha Mantri with Minister of Education, UAE:

A virtual meeting between Hon'ble Shiksha Mantri and His Excellency Hussain bin Ibrahim Al Hammadi, Minister of Education, UAE held on 09.12.2020. Hon'ble Shiksha Mantri briefed the UAE Minister about the National Education Policy, 2020 and both sides expressed their interest in enhancing institutional collaboration between both countries.

Meeting of Hon'ble Shiksha Mantri with Secretary of State for Foreign, Commonwealth and Development Affairs, UK:

A physical meeting between Hon'ble Shiksha Mantri and Rt Hon Dominic Raab, Secretary of State for Foreign, Commonwealth and Development Affairs, UK took place on 15.12.2020. Both sides expressed their interest in enhancing cooperation in Draft India-UK Roadmap 2030, strengthening academic exchanges, joint R&D efforts, work towards mutual recognition of degrees and professional qualifications.

UNESCO Branch

Ministry of Education is the Nodal Ministry for cooperation with the activities of United Nations Educational, Scientific and Cultural Organization (UNESCO). Indian National Commission for Cooperation with UNESCO (INCCU) consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. Hon'ble Minister of Education

is the President of the Commission and Secretary (Higher Education) is its Secretary General.

6th Special Session of UNESCO

UNESCO organized the 6th Special Session from 8-9 June 2020 to deliberate on the way ahead for the functioning of the organization during the Pandemic. Most members of the Executive Board shared the measures taken by their respective countries to tackle the Pandemic. The decisions on two agenda items, "Methods of Work of the Executive Board under Confinement" and "Impact of COVID on UNESCO's programmes and activities were taken by consensus. It was decided to create an informal working group composed of four Members of the Executive Board from each electoral group, which would present its recommendations on the working methods for a virtual session of the Executive Board at its 209th session.

Establishment of UNESCO Chair

UNITWIN, UNESCO has intimated that the UNESCO Chair on Experiential Learning for Sustainable Innovation and Development has officially established on 12th June 2020 at Amrita Vishwa Vidya Peetham, Kerala.

Executive board 209th session

The 209th Session of the Executive Board was held from 2-10 July 2020. The Director General of UNESCO, Ms. Audrey Azoulay addressed the gathering at the plenary session. She remarked that at the peak of the crisis, at the beginning of April, more than 91% of students, more than 1.5 billion young people were affected by school and university closures in over 190 countries. As urgent action was needed to address this situation, UNESCO responded with data, guidance and recommendations. The operations carried out by the Global Education Coalition also helped in this endeavor. The Director –General informed

the gathering that working with the World Bank, the World Food Programme and the United Nations Children's Fund (UNICEF), UNESCO has developed a framework for the reopening of schools.

The National Statement was delivered by Shri Arif Saeed, Deputy Permanent delegate of India to UNESCO to the Executive Board highlighting the achievements of the Government in the field of education, culture and science. Thereafter, the Executive Board proceeded with the meetings of the Committee on Recommendations, Finance and Administrative Commission and the Programme and External Relations Commission. The Chairperson of the Executive Board noted with satisfaction the achievements of the organization during the period 2018-19. He also expressed its appreciation for DG's efforts in conducting the assessment exercise for the major programmes, the Intergovernmental Oceanographic Commission (IOC), the UNESCO Institute for Statistics (UIS), and the two global priorities, Africa and gender equality.

The Executive Board recommended that the Futures of Education initiative address in particular the growing digital divide and the challenges facing developing and least developed countries in the field of education. It urged Member States to provide extra budgetary support to strengthen UNESCO's education research and foresight function and the sustainability of the Futures of Education initiative. The Director-General was requested to provide it at its 210th session with information on the structure and main themes of the global report on the future of education.

The Executive Board provisionally approved the revised Statutes of the International Bureau of Education (IBE) including the renewed mandate and invited the Director-General to take any necessary transitional measures prior to final endorsement by the General Conference at

its 41st session. It took note of the proposal of China to establish a sister campus of the IBE in Shanghai and also invited the Director-General to constitute a working group made up of four members from each regional group to examine this proposal. It further invited the Director-General to report to it at its 210th session on the proposal of the new working group, and the transitional measures to be taken for the implementation of the provisional Statutes of the International Bureau of Education. This was a highly controversial issue on which the members of the Executive Board were divided.

Rule 48 of the Rules of Procedure of the Executive Board was amended to include that a member State shall have no vote in the Executive Board or in any of its committees, commissions and other subsidiary organs if the total amount of contributions due from it exceeds the total amount of contributions payable by it for the current year and the immediately preceding calendar year. The General Conference may nevertheless permit such a Member State to vote, if it is satisfied under the procedure and decision provided for in Rule 80 of the Rules of Procedure of the General Conference, that failure to pay is due to conditions beyond the control of the Member State.

Executive board 210th session

The 210th Session of the Executive Board of UNESCO was held virtually, on account of the deadly virus, Covid 19, from 2nd to 10th December, 2020 at UNESCO Headquarters, Paris. Prof. J. S Rajput, India's Representative to the Executive Board of UNESCO delivered India's National Statement on 2nd December, 2020.

International Day of Conscience: The 209th session of the Executive Board recommended that the General Conference at its 41st session request the Director-General to mark International Day

of Conscience to be held annually on 5 April and call upon all Member States and partners in a position to provide additional resources to support UNESCO's activities related to the culture of peace and nonviolence;

The Executive Board examined the report of its Committee on Conventions and Recommendations (CR) concerning the communications received by the Organization on the subject of cases and questions of alleged violations of human rights in UNESCO's fields of competence. The meetings of the CR Committee were held in private and cases against Iran, Vietnam, Saudi Arabia were discussed. The Executive Board took note of the Committee's report.

The Eighth session of the General Assembly of States Parties to the 2003 Convention

The Eighth session of the General Assembly of States Parties to the 2003 Convention from 8th to 10th September 2020. Delegates discussed the impacts of the COVID-19 pandemic on living heritage and approved operational principles and modalities for safeguarding intangible cultural heritage in emergencies. The delegates also strongly reaffirmed the need for a global reflection on the listing mechanisms of the Convention. The General Assembly discussed and acknowledged the important role of accredited non-governmental organizations and the ICH NGO Forum in providing support for the implementation of the Convention and accredited thirty-six additional NGOs. India lost the elections to South Korea by a margin of 14 votes for the 21 member Committee of ICH from the electoral group IV.

2020 Global Education Meeting

2020 Global Education Meeting, Extraordinary Session on Education post COVID-19 was co-hosted by Governments of Ghana, Norway, United Kingdom and UNESCO was held from

20-22 October 2020. It was decided that India should not attend this meeting as the resolution to be adopted included a commitment to increase or maintain the share of public expenditure on education towards the international benchmarks of at least 4.6% of GDP and/or 15.20% of public expenditure.

14th Extraordinary Session of the World Heritage Committee

The 14th Extraordinary Session of the World Heritage Committee was held online on 2 November 2020. It was decided to hold an extended 44th session in June/July 2021 in Fuzhou, China.

Appointment of Permanent Representative of India (PRI) to UNESCO:-

Sh. Vishal V. Sharma has been appointed as India's Ambassador/Permanent Representative of India (PRI) to UNESCO at Paris, France.

8th Annual Meeting of the UNESCO MGIEP Governing Board

8th Annual Meeting of the UNESCO, Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) was held on 7th and 8th December, 2020. Prof. J.S Rajput was re-nominated as India's member and Chairperson to the Governing Board of MGIEP.

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February, 1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 2166 people from 46 nations, including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville

through four resolutions, in 1966, 1968, 1970, 1983. The Township is under the administrative control of the Ministry of Education since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville, the provision for the year 2020-21 being Rs.18.20 crore.

The term of Dr. Karan Singh as Chairman as well as the Governing Board of Auroville Foundation has expired on 22nd November, 2020 and reconstitution of a new Governing Board/Chairman is under process.

Shastri Indo Canadian Institute

Ministry of Education, 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 reformed.

Reconstitution of Indian National Commission for Cooperation with UNESCO and its First Meeting

The tenure of members of Indian National Commission for Cooperation with UNESCO (INCCU) is 4 years and it was reconstituted in January, 2020. The first meeting of reconstituted INCCU was held under the Chairmanship of Hon'ble Minister of Education on 30.01.2020 in New Delhi, India. Some important points of the

meeting are as follows:

- Department of Science & Technology shared that there are 80 countries with whom bi-lateral relations in the field of science are taking place.
- Ministry of Culture shared that Global Convention on heritage, convention of 1954, 1970, 1972, 2003, 2005 have been signed.
- Chairman, University Grants Commission shared that SDG Goal 4.3 of the United Nation is very well aligned to the new schemes and initiatives of the sub-commission on Education. The emphasis is on quality and access keeping that in mind 20 institutes of eminence have been emerged. Evaluation reforms have been introduced in higher education.

UNESCO Associated Schools Project Network (ASPnet)

UNESCO established the Associated Schools Project Network (ASPnet) in 1953 to encourage schools worldwide to educate students on issues related to UNESCO's overarching goal of promoting peace and international understanding. The program now includes 9000 educational institutions in over 180 countries. As of now, there are 63 schools in India which are affiliated with ASPnet and applications from 19 schools in India have been forwarded to UNESCO for their consideration to provide affiliation to these schools.

Nomination of Panna Biosphere Reserve as UNESCO Biosphere Reserve

Indian National Commission for Cooperation with UNESCO endorsed the nomination of Panna Biosphere Reserve and forwarded to UNESCO for inclusion in UNESCO Biosphere Reserves list. Panna National Park in Madhya Pradesh has

been declared a UNESCO Biosphere Reserve as a result. This popular tourist spot has now been included in the global network of biospheres.

UNESCO Prizes/Scholarship

Indian National Commission for Cooperation with UNESCO (INCCU) invited all the eligible individuals, Institutions and Non-Governmental Organization for the following prizes/scholarship:

I. LUCERN SUMMER UNIVERSITY SCHOLARSHIP

Applications were invited for the Lucern Summer University scholarship with the theme "Ethics in a Global Context LSUE", scheduled from **June 10-15, 2021**. The recommended applications were sent to the Director, Lucern Summer University.

II. WENHUI AWARDS

Applications were invited for the Wenhui Awards jointly organized by the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) and the National Commission of the People's Republic of China for UNESCO in 2010, to recognize the outstanding contributions to educational innovation in the Asia-Pacific region. The endorsement letter from INCCU for the recommended applicants was submitted.

III. UNESCO/Emir Jaber al-ahmad al-Jaber al-sabah Prize for Digital Empowerment of Persons with Disabilities,2020-2021

The UNESCO/Emir Jaber Al Ahmad Al Jaber Al Sabah Prize for Digital Empowerment of Persons with Disabilities has been established to recognize the outstanding contributions in promoting the inclusion and enhancing the lives of persons with disabilities through the application of digital solutions, resources and technologies. The endorsement letter from INCCU for the recommended applicants was submitted.

Letter of Support of INCCU to Thai National Commission for UNESCO and Vietnam National Commission for UNESCO

Indian National Commission for Cooperation with UNESCO provided support to the proposal of anniversary of Phraya Srisundaravohara (Noi Acharyankura) submitted by Thai National Commission for UNESCO and the following anniversaries submitted by Vietnam National Commission for UNESCO within the anniversaries for the 2022-2023 biennium:

1. The 200th anniversary of the birth of the poet Nguyen Dinh Chieu and
2. The 250th anniversary of the birth and 200th anniversary of the death of the female poet Ho Xuan Huong.





ANNEXURES



List of NITs and IEST

Sl. No.	Name of the Institute	Name of the State / UTs
1.	NIT-Agartala	Tripura
2.	MNNIT-Allahabad	Uttar Pradesh
3.	MANIT-Bhopal	Madhya Pradesh
4.	NIT-Calicut	Kerala
5.	NIT-Durgapur	West Bengal
6.	NIT-Hamirpur	Himachal Pradesh
7.	MNIT-Jaipur	Rajasthan
8.	Dr. B.R. Ambedkar NIT-Jalandhar	Punjab
9.	NIT-Jamshedpur	Jharkhand
10.	NIT-Kurukshetra	Haryana
11.	VNIT-Nagpur	Maharashtra
12.	NIT-Patna	Bihar
13.	NIT-Raipur	Chhatisgarh
14.	NIT-Rourkela	Odisha
15.	NIT-Silchar	Assam
16.	NIT-Srinagar	Jammu & Kashmir (UT)
17.	SVNIT-Surat	Gujarat
18.	NITK-Surathkal	Karnataka
19.	NIT-Tiruchirappalli	Tamil Nadu
20.	NIT-Warangal	Telangana
21.	NIT-Arunachal Pradesh	Arunachal Pradesh
22.	NIT-Delhi	Delhi (UT)
23.	NIT-Goa	Goa
24.	NIT-Manipur	Manipur
25.	NIT-Meghalaya	Meghalaya
26.	NIT-Mizoram	Mizoram
27.	NIT-Nagaland	Nagaland
28.	NIT-Puducherry	Puducherry (UT)
29.	NIT-Sikkim	Sikkim
30.	NIT-Uttarakhand	Uttarakhand
31.	NIT-Andhra Pradesh	Andhra Pradesh
32.	IEST-Shibpur	West Bengal



PART - II

**Department of School
Education & Literacy**



01

NATIONAL EDUCATION POLICY 2020

National Education Policy 2020

I. National Education Policy 2020

I. Background

The National Education Policy, 2020 is the third in the series of National Education Policies (1968 and 1986 modified in 1992) in India and is the first education policy of the 21st century. The process to prepare new education policy started in 2016 with the constitution of TSR Subramaniam Committee. This committee submitted its draft report to Ministry of Education. Thereafter, Dr. K. R. Kasturirangan Committee was constituted which submitted the draft report in 2019.

A wide and intensive consultation process was initiated and Consultations with State Secretaries; Hon'ble MPs, Parliamentary Standing Committee were conducted and Special Meeting of CABE was also conducted in which Education Ministers of States and UTs participated. The draft was also uploaded on the website of the Ministry and more than 2 lakh suggestions were received which were examined by the various expert committees. Based on the feedback from all stakeholders, the National Education Policy 2020 was finalized and was approved by the Union Cabinet on 29th July 2020.

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

II. Vision of NEP 2020:

The National Education Policy, 2020 (NEP) is founded on the **five guiding pillars of Access, Equity, Quality, Affordability and Accountability**. It will prepare our youth to meet **the diverse national and global challenges** of the present and the future. NEP 2020 looks at school and higher education as a single organic continuum, and is rooted in the **Indian ethos and constitutional values** with simultaneous emphasis on the imbibing of **21st century skills**.

III. Areas of Reforms:

The Policy aims and aspires to improve following areas:

Early childhood development, care, and education (ECCE)

It is envisaged to achieve universal provisioning of quality ECCE by 2030. For the purpose of ensuring maximum cognitive, psychomotor and emotional development at this stage, a National Curricular and Pedagogical Framework for Early Childhood Education (NCPFCE) for children up to the age of 8 will be developed by NCERT. To ensure a continuum from Anganwadi/pre-school to school prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1). This one year of education prior to joining school, will prepare young learners for school-readiness. To ensure that all students are school ready, an additional interim 3-month play-based 'school preparation module' will be developed for all students to undertake as soon as they enter Grade 1. This will further strengthen the cognitive base of such children.

Attaining Foundational Literacy and Numeracy:

The highest priority for the school education system is to achieve universal acquisition of foundational literacy and numeracy skills at primary level by 2025. Foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing and doing basic mathematics operations, leaves the child unprepared for the complexities of the curriculum beyond grade 3. In this context, a National Mission on Foundational Literacy and Numeracy is being set up by the Ministry of Education (MoE) on priority. The Mission will focus on five areas – providing access and retaining children in foundational years of schooling, teacher capacity building, development of high quality and diversified Student and Teacher Resources/Learning Materials, tracking the progress of each child in achieving learning outcomes, and addressing the nutrition and health (including mental health) aspects of children.

Curtailing Dropout Rates and Ensuring Universal Access:

100% Gross Enrolment Ratio in school education by 2030 will be achieved through various measures to be adopted as per context in each state/UT. The goal is that no school is to remain deficient on infrastructure support from pre-primary school to Grade 12. This will be accompanied by careful tracking of students as well as their learning levels, to achieve universal participation in schools. Multiple pathways to learning involving both formal and non-formal education modes shall also be established.

Curriculum and Pedagogy:

The curricular and pedagogical structure of school education shall be guided by a 5+3+3+4 design corresponding to the age ranges of 3-8,

8-11, 11-14, and 14-18 years, respectively. For the first time in the country, the policy discusses the importance of innovative pedagogies at different levels of education. Therefore, in the 5+3+3+4 framework the pedagogies are as follows:

- 5:** flexible, multilevel, play/activity-based learning
- +3:** building on the play, discovery, and activity-based pedagogy
- +3:** introduction of subject teachers for learning and discussion of the more abstract concepts in each subject; Experiential learning within each subject, and explorations of relations among different subjects
- +4:** multidisciplinary study that builds on the subject study, but with greater depth/critical thinking/flexibility/choice of subjects, that also leads to developing life aspirations

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21 is being formulated based on the vision of NEP 2020. This National Curricular Framework will ensure no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Curriculum content will be reduced in each subject to its core essentials, and make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

Experiential Learning and Holistic Development

In all stages, experiential learning will be adopted and will include hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy. Classroom transactions will

shift, towards competency-based learning and education.

Multilingualism and the power of language

Foundational Literacy and Numeracy cannot be implemented unless ‘a language of comprehension’ is included from the beginning. Learning to read and write is not about decoding the script alone. –A strong foundation in a familiar (first or home) language holds the key to learning other languages better. Languages develop in an interrelated manner improves learning and academic achievement in other subjects. It also affirms children’s language, culture and identity creating positive self-image and self-efficacy among children, leading to more interactive and child-centred classrooms. The NEP, 2020 envisages that wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. All languages will be taught in an enjoyable and interactive style.

Transforming Assessment for Student Development

Demonstration by students of their understanding of the subject/topics is critical to the learning process, and unless an effective evaluation is undertaken, there will be no clarity on whether the educational goals and standards of the curriculum are being met. The NEP 2020 lays down that all students will take school examinations in Grades 3, 5, and 8 also, which will test achievement of basic learning outcomes, and application of knowledge in real-life situations. The Board exams for Grades 10 and 12 will be continued, however, they will be made ‘easier’, as they will test primarily core capacities/competencies rather than months of coaching/memorization. A 360-degree, multidimensional Holistic Progress Card of all students will be developed.

The Secondary Boards in India will need capacity building and hand-holding to achieve these goals, therefore, a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be set up to develop benchmarks/norms to be achieved by all boards and will guide them too in the process.

Teachers and Teacher Education

Teacher Eligibility Tests (TETs) at present cover teachers teaching grades 1 to 8 only. The TET will be strengthened and extended to cover pre-primary to grade 12 teachers, in both public and private schools to ensure only skillful teachers are recruited into the school education system. Each teacher will be expected to participate in at least 50 hours of CPD (Continuous Professional Development) opportunities every year driven by their own interests. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the NCTE. Teacher education will gradually be moved into multidisciplinary colleges and universities by 2030. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.

Equitable and inclusive education: learning for all

Focus on Socio-Economically Disadvantaged Groups (SEDGs) is the cross-cutting theme of the NEP, 2020. A ‘Gender-Inclusion Fund’ will be constituted to provide equitable quality education for all girls as well as transgender

students. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12). Barrier free access for all children with disabilities will be enabled as per the RPWD Act. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language.

Efficient resourcing and effective governance through school complexes/clusters

States/UTs will adopt innovative mechanisms to organize schools into school complexes/cluster of schools or any other form of grouping, which will be the basic unit of governance and administration. Every State/District will be encouraged to establish “BalBhavans” as a special daytime boarding school, to enable students to participate in art-related, career-related, and play-related activities.

Regulation of Schools:

To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA) for the State/UT. Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes. The SCERTs will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders.

Expansion of Vocational Education:

Fun courses on vocational exposure will begin at early ages, during Grades 6-8, that will give hands-on experience of vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities. These will then go towards specific skills at secondary school level, and will

be integrated smoothly into higher education. A 10-day bagless period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. is also envisaged as a joyful learning exercise. LokVidya, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.

Adult Education:

For the first time an adult education curriculum framework is envisaged, which will be developed by a new constituent body of the NCERT that is dedicated to adult education. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

Technology integration in Education:

NEP, 2020 envisages Technological interventions for the entire gamut of school education - from improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, to streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

II. Samagra Shiksha

Samagra Shiksha, an overarching programme for the school education sector extending from pre-school to class 12, is being implemented with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. 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 main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality including Vocational Education, Inclusive Education, increased use of Technology and strengthening of Teacher Education Institutions (TEIs). The scheme was launched in 2018-19 with the following major features.

Major features of Samagra Shiksha

Holistic approach to education

- Treat school education holistically as a continuum from Pre-school to Class 12
- **Inclusion of senior secondary levels and pre-school levels in support for School education for the first time**

Administrative reform

- Single and **unified administrative structure** leading to harmonized implementation
- **Flexibility to States** to prioritise their interventions under the Scheme
- **An integrated administration looking at 'school' as a continuum**

Focus on Quality of Education

- **Enhanced focus on improving quality of education by focus on the two T's - Teachers and Technology**
- Emphasis on improvement of **Learning Outcomes**
- Enhanced **Capacity Building of Teachers and School Heads**
- Focus on **strengthening Teacher Education Institutions like SCERTs and DIETs** to improve the quality of prospective teachers in the system
- **SCERT to be the nodal institution** for in-service and pre-service teacher

training - will make training dynamic and need-based.

- Key focus on quality education emphasizing capacity building of teachers in online and offline mode as well as strengthening of Teacher Education Institutions SCERT/DIET/BRC/CRC/CTEs/IASEs.
- Annual Grant per school for **strengthening of Libraries** : Library grant of Rs. 5,000 to Rs. 20,000.
- Support for Rashtriya Avishkar Abhiyan to promote Science and Maths learning in schools.
- Support Padhe Bharat Badhe Bharat Programme to develop foundational skills at primary level.

Focus on Digital Education

- Enhanced use of **digital technology in education** through smart classrooms, digital boards and DTH channels
- **Strengthening of ICT infrastructure in schools** from upper primary to higher secondary level.
- **Support to "DIKSHA", digital portal**

Strengthening of Schools

- **Improve the Quality of Infrastructure in Government Schools at all levels.**
- **Enhanced Transport facility** to children from classes I to VIII for universal access to school
- **Annual Composite school grant** increased from Rs. 14,500-50,000 to Rs. 25,000- 1 Lakh per school and to be allocated on the basis of school enrolment.
- Specific provision for Swachhta activities - support '**Swachh Vidyalaya**'

Focus on Girl Education

- Empowerment of girls
- **Upgradation of Kasturba Gandhi BalikaVidyalayas (KGBVs)** from Class 6-8 to Class 6-12.
- **Self-defence training for girls** from upper primary to senior secondary stage
- **Stipend for CWSN girls** to be provided from Classes I to XII. – earlier only IX to XII.
- **Enhanced Commitment to ‘Beti Bachao Beti Padhao’**

Focus on Inclusion

- Allocation for uniforms under RTE Act enhanced from Rs. 400 to Rs. 600 per child per annum.
- Allocation for textbooks under the RTE Act, enhanced from Rs. 150/250 to Rs. 250/400 per child per annum. Energized textbooks to be introduced.
- **Allocation for Children with Special Needs (CWSN)** increased from Rs. 3000 to Rs. 3500 per child per annum. Stipend of Rs. 200 per month for Girls with Special Needs from Classes 1 to 12.
- **Special training for age appropriate admission of out of school children at elementary level.**

Focus on Skill Development

- **Exposure to Vocational Skills at Upper Primary Level** would be extended.
- Strengthening of **vocational education at secondary level** as an integral part of curriculum
- Vocational education for Class 9-12 as integrated with the curriculum and to

be made more practical and industry oriented.

- **Reinforce emphasis on ‘Kaushal Vikas’**

Focus on Sports and Physical Education

- **Sports Education** to be an integral part of curriculum
- Every school will receive sports equipments at the cost of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools to inculcate and emphasize relevance of sports.
- **Support ‘Khelo India’**

Focus on Regional Balance

- Promote **Balanced Educational Development**
- Preference to **Educationally Backward Blocks (EBBs)**, **LWE affected districts**, **Special Focus Districts (SFDs)**, **Border areas** and the **aspirational districts** identified by Niti Aayog.

III. Learning Outcomes:ss

The Right of Children to Free and Compulsory Education Act (RTE), 2009 entitles every child in the age group of 6–14 years the right to free and compulsory elementary education. Sustainable Development Goal 4 aims to

“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The goal implies effective acquisition of foundational and transferable skills as the basis for learning throughout life, as well as a focus on to the relevance of learning - both for the world of work, and for personal, civic, and social life.

While the implementation of Government initiatives had led to large improvement in access to elementary education, quality of education is an area which has received increased focus in the recent years. This focus has implications in areas that are critical to improving learning processes and outcomes. These include teacher education, training and professional development, curriculum development, and the design of teaching and learning materials, as well as learning assessment.

Codification of Learning Outcomes

In order to focus on quality, the Central RTE Rules were amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes, to serve as a guideline for States and UTs to ensure that all children acquire appropriate learning levels. The reference of Learning Outcomes has been included as-

(i) Prepare class wise, subject wise learning outcomes for all elementary classes: and (ii) Prepare guidelines for putting into practice continuous and comprehensive evaluation to achieve the defined learning outcomes.

The States and UTs have also included reference to Learning Outcomes in their respective RTE Rules.

Learning Outcomes from Class I to VIII in Languages (Hindi, English, and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have been developed by NCERT. The document

includes Curricular Expectations, Pedagogical Processes and Learning Outcomes for each subject in each class.

These are not prescriptive and are contextualised as per the local specific requirements without much deviation from the learning outcomes developed at the National level. All the States & UTs have translated the Learning Outcomes document in their regional languages and circulated the same to all the schools.

A set of posters of the 'Compact Learning Outcomes' for display in school premises has also been developed for making the parents and community members aware about the same,

The National Achievement Survey (NAS), 2017 was conducted on 13th November, 2017 through which the learning levels of around 22 lakh students of Classes III, V and VIII from 1.10 lakh schools across 701 districts in all 36 States and UTs were assessed. This competency-based assessment was based on the Learning Outcomes developed by the National Council of Educational Research and Training (NCERT) for all subjects from Grades I to VIII. The Students of Classes III and V were assessed on Reading Comprehension, Mathematics and Environmental Studies and Class VIII students were assessed on Language, Maths, Science and Social Science.

Learning Outcomes for the Secondary Stage has also been developed in all subject areas and released in Feb, 2020. The challenge of content

Number of Learning Outcomes (Elementary)

Sr. No.	Subject	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII
1	Hindi	14	17	14	18	17	20	22	23
2	English	15	12	14	19	19	17	22	27
3	Mathematics	9	7	12	13	8	18	21	21
4	Urdu	7	13	10	7	8	4	6	4
5	EVS			15	15	13	14	16	15
6	Social Science						26	34	32

domination in the learning outcomes has been addressed in such a way that every State/UT can use these irrespective of their syllabi and textbooks. These learning outcomes have strong linkages with Sustainable Development Goals-4 with regards to the concern of universal quality education.

Number of Learning Outcomes (Secondary)

Sr. No.	Subject	Class IX	Class X
1	English	30	36
2	Hindi	24	27
3	Science	19	19
4	Social Science	12	12
5	Mathematics	13	15
6	Health and Physical Education	19	16
7	Art Education (Visual Art)	17	17
	Performing Art (Music)	26	37
	Dance	24	17
	Theatre	11	21

Draft of Learning Outcomes at Higher Secondary stage for the following curricular areas has been developed in the subject areas of English, Hindi, Sanskrit, Urdu, Mathematics, Biology, Chemistry and Physics, Human Ecology and Family Science, Economics, Geography, History, Political Science, Psychology, Sociology, Accountancy and Business Studies, Painting and Music, Health & Physical Education, and circulated for stakeholder consultation.

The gap between the current state of learning outcomes and what is required to be achieved would help in devising appropriate strategies for addressing the gaps. This will ensure that all students are obtaining the desired Learning Outcomes and are able to use them in their life.

Learning Outcomes would address the diversity

in the syllabi and contents and provide a well-defined criterion to the teachers. The students will also be able to develop appropriate competencies. Learning Outcomes are measurable and will bring accountability in the education system of all stakeholders. Focus of teaching-learning and assessment would be shifted from content mastery to competency mastery. Curriculum, pedagogical processes, and assessments would also be changed to achieve the desired Learning Outcomes.

IV. Amendment of RTE Act 2009 for Training for all Untrained Teachers

As on 31st March, 2015, 18 State and UT Governments had reported that there are 511,679 untrained teachers in-service in Government schools. Further, as per U-DISE, in 2015-16, there were 597,765 un-trained teachers in-service in the unaided private schools across the country.

Section 23(1) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 prescribes that-

Any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher.

The proviso to Section 23(2) of the RTE Act reads as under:

Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

In exercise of the powers conferred by Section 23(1) of the RTE Act, 2009, National Council

for Teachers Education (NCTE) has been notified by the Central Government as academic authority to lay down the minimum qualifications required for a person to be appointed as a teacher. Accordingly, NCTE vide its notification dated 23.08.2010 (as amended from time to time) has prescribed the minimum qualifications for a person to be eligible as a teacher for classes I to VIII. These minimum qualifications include passing of class 12th with 50 % and a 2-year Diploma in Elementary Education (D.El.Ed).

To ensure that all in-service untrained teachers, acquire the minimum qualifications prescribed by the academic authority, it was decided that an appropriate amendment in the RTE Act, 2009 be carried out to extend the period for acquiring such training up to 31st March, 2019.

The amendment to the Section 23(2) of the RTE Act to extend the period for acquiring training by the untrained in-service elementary teachers was unanimously passed by both the houses of Parliament on 1st August 2017.

The new proviso added after the amendment is as under:

Provided further that every teacher appointed or in position as on the 31st March, 2015, who does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of four years from the date of commencement of the Right of Children to Free and Compulsory Education (Amendment) Act, 2017.

The National Institute of Open Schooling (NIOS) was entrusted to train the untrained in-service elementary teachers, through 'Open Distance Learning Mode'. All the states and UTs were informed about the modalities of the course and NIOS published advertisements in National/Regional newspapers to give wide publicity to the course to ensure that no untrained in-service

elementary teacher is left. Resultantly, more than 13 lakh teachers registered at NIOS portal for undergoing the course. The course started from 3rd October 2017.

A unique feature of this initiative was 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 NIOS portal, SWAYAM portal and SWAYAM PRABHA channel with separate arrangements for face-to-face programme. All untrained in-service teachers were given opportunity to acquire professional qualification through this course. The online D.El.Ed. Course was aimed to enhance the capacities of teachers thereby improving the quality. It is expected that ultimately the school going children will be benefitted by the presence of professionally qualified teachers.

A total of 13,78,979 elementary teachers from Govt., Govt.-Aided and Private-Unaided Schools had registered for undergoing the D.El.Ed course, which was completed on 31st March, 2019, as per the amendment in the RTE Act and a total of 9,64,300 teachers had successfully completed the course.

After this massive exercise of training of all untrained teachers in the system, it is expected that there will be an improvement in learning outcomes of students. Teachers will be well-equipped to handle the expectations of all stakeholders. After acquiring professional qualifications, teachers can now focus on specialised in-service training i.e., innovative pedagogies, learning assessment

etc. Teachers will be motivated to adopt and adapt new changes in technology and pedagogy.

V. Amendment of RTE Act in Respect of “No Detention Provision”:

RTE Act, 2009, represents the consequential legislation to Article 21-A inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002. RTE Act, 2009, effective from 1st April, 2010, mandates that every child of the age of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education.

In recent years, the States and Union territories have been raising the issue of adverse effect on the learning levels of children as section 16 of RTE Act, 2009 does not allow holding back of children in any class till the completion of elementary education.

To improve the learning outcomes in the elementary classes and after wide deliberations with all the stakeholders, it was decided to amend sections 16 to empower the appropriate Government to take a decision as to whether to hold back a child in the fifth class or in the eighth class or in both classes after providing additional instruction and granting opportunity for re-examination.

Accordingly, the Right of Children to Free and Compulsory Education (Amendment) Act, 2019 amending sections 16 and 38 of the RTE Act, 2009, was notified on 11th January, 2019 and came into force with effect from 1st March 2019.

States have been asked to take necessary action as per provisions of the Act regarding detention of the children. States while taking the decision must ensure that the children who are not able to clear

the annual examination are given supplementary instruction for a period of 2 months and are given an opportunity to re-appear for the annual examination and to detain them only if they are unable to clear the supplementary exam.

No child will be expelled or forced to drop out of elementary school if he or she must repeat a class. So far, 9 States i.e. Bihar, Madhya Pradesh, Sikkim, Punjab, Gujarat, Himachal Pradesh, Jharkhand, Tamil Nadu, and Tripura have amended their state RTE Rules. The Central RTE Rules are under review for amendment keeping in view the provisions of the National Education Policy 2020.

The provision of annual examination and detention at Class 5 or 8 or both is likely to introduce transparency and accountability in the education systems for all stakeholders. There will be greater focus on attainment of learning outcomes by all students rather than education without learning. This will help in improving the overall quality of education. As the examination includes continuous evaluation on class-based activities, it will help in the overall development of child.

VI. National Achievement Survey:

Earlier rounds of National Achievement Surveys (NAS) were conducted using a small state-wise sample and did not focus on learning outcomes making it exceedingly difficult to design interventions for improvement of quality of education in the country, at a localized level.

The National Achievement Survey (NAS) 2017 was held on 13th November, 2017 for assessing the competencies developed by the children at the grade levels III, V and VIII in different subject areas such as languages, mathematics, EVS/ Science and Social Sciences in the Government and Government aided schools.

NAS 2017 has been conducted to map progress towards achieving the learning outcomes and to monitor the health of the country's education system. It used district as the sampling frame and was based on an assessment framework developed to assess the learning levels based on subject specific Learning Outcomes (LO) for Classes III, V and VIII.

NAS 2017 was administered with district as the unit of reporting covering 701 districts in all the 36 States and UTs and covered 22 lakh students from 1.10 lakh schools. National Achievement Survey for Class X was also conducted throughout the country on February 05, 2018 in government, government aided and private schools.

For Class X, the learning levels of 15 lacs students in 44,304 schools across 610 districts in 34 States and UTs were assessed in 5 subject areas of English, Mathematics, Science, Social Science and Modern Indian Language (MIL).

Findings from NAS 2017, illuminate how our education policies and practices need to evolve to improve the learning levels of our children.

State and District Report Cards for both elementary and secondary level for NAS 2017 has been released and been placed in the public domain on ncert.nic.in.

It has brought into focus gaps in quality of education and helped in preparation of roadmaps by states for improving their performance in subsequent assessment cycles.

The 701 District Report Cards (DRCs), 36 State Learning Reports (SLRs) and National Technical Report is being used to inform Policies, Practices and Teaching Learning strategy. The learning gaps identified are now being used to provide feedback to the districts in the States and UTs and ensuring and understanding of the same by teachers and other stakeholders. A framework of intervention was suggested to improve the learning levels in the schools.

Participation in NAS 2017

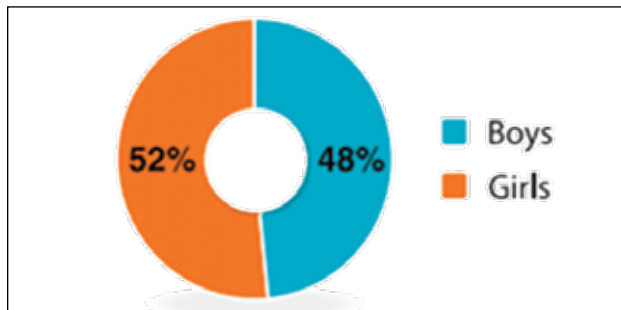


Figure 1: Participation by Gender

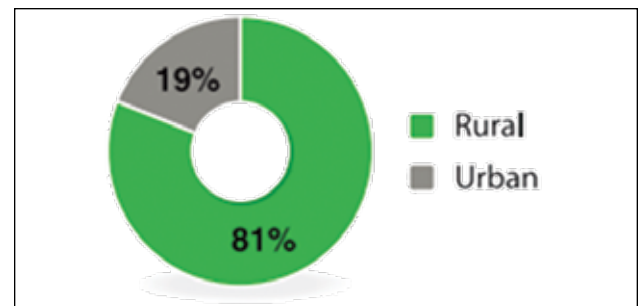


Figure 2: Participation by Location

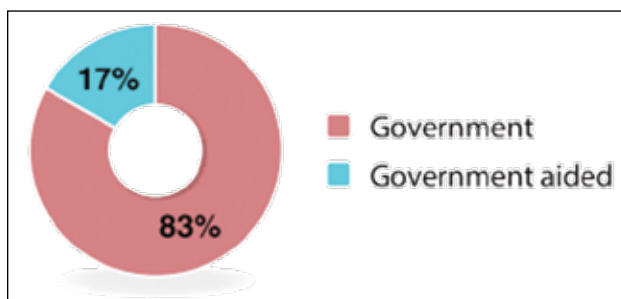


Figure 3: Participation by School Management

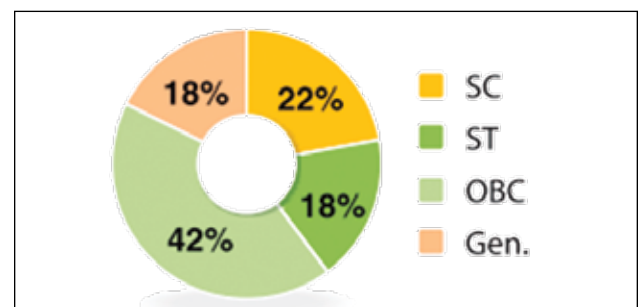


Figure 4: Participation by Social Groups

Regional workshops for initiating the post NAS activities in the States/UTs were conducted including workshop for developing conceptual definition and using cut score method to define proficiency levels at Grade-III, V & VIII.

NCERT organized five days stakeholders' workshop for developing conceptual definition and using cut score method to define the proficiency levels at Grade-III, V & VIII.

Facilitation by the teachers (use of alternative instructional strategies to overcome learning gaps with the support of BRC/CRC) and peer support (e.g., Teacher-Teacher & Student-student support).

NAS 2017 weighted and scaled data shared with States/UTs to help them carry out independent research on variables of interest.

The next NAS will be held on 12th November 2021. Instrument development, testing, finalization of the test items, sampling of the schools etc. will be done by NCERT. However, the actual administration of the test in the sampled schools will be done by CBSE.

VII. Capacity Building for Pisa:

India participated in PISA in 2009 when it was conducted in the state of Himachal Pradesh and Tamil Nadu. However, India could obtain the 72nd rank among 74 participating countries. Thereafter, India withdrew from participation which caused a void in benchmarking of Indian education system against the world and exposure to best practices across the world.

To assess the performance of education system vis-à-vis global standards and to identify various areas to bridge the learning gaps, it has been decided to participate in PISA 2022. It will also lead to a transformation in education system by moving towards competency based learning and creative and critical thinking.

PISA covers a sample of 15-year-old students representing all forms of schooling i.e., government, private, government aided etc i.e., sample is derived from the entire population of 15-year-old school going children.

Schools in the State of UT Chandigarh, KVS and NVS have been selected to participate in PISA 2022. Field Trial would be conducted in Aug-Sep 2021 and actual administration of PISA test will be in Aug-Sep 2022.



a) Capacity building Interventions

Teachers training, Students reorientation and preparation and Development of competency-based curriculum and engagement of parents are being undertaken.

'Hubs of Learning' model has been developed for collaborative growth of schools leading to enhancement of the quality of education through capacity building and close monitoring and mutual learning. Teacher Mentors have been designated for groups of students to mentor and support them regularly.

A series of special trainings for all teachers of Chandigarh, KVS and NVS has been organized to orient them towards competency-based teaching. Training of Master facilitators for Science, Mathematics and English has been completed. Various online teachers' workshops for Language, Mathematics and Science teachers are being conducted to explain domain specific competencies to equip them to use the same to

engage students more effectively. Webinar on 'Enhancing Reading Comprehension Skills' was also conducted.

Development of PISA competency framework and the expectations from students appearing in this survey has been done. Classroom transaction strategies and assessment patterns have been modified with focus on Competency-based education.

Online training on Competency-based Education (CBE) has been made available on the DIKSHA portal.

Students are being encouraged to participate in various competitions i.e. -Aryabhata Ganit Challenge, the Joyful Science Challenge, the Reading challenge, and Heritage challenge and BRICSMATH.

PISA portal has been developed for online submission of Students, Teacher details. Besides this, a CCT tracker has been developed to share the resources and facilitate the cross learning amongst various stakeholders, through which all schools can access the resources and download them for use. Parents' Primer has been developed for their orientation on CCT.

A series of webinars for parents of students of UT Chandigarh were organised on 4th, 5th, and 6th September 2020. The key goal of these webinars was to create awareness about PISA and orient parents to support children for Competency Based Education, for enhancing 21st century skills and other simple practical learning strategies. Parents' orientation webinars, Online Parent-Teacher meetings and Parent-advocacy webinars are being conducted regularly in both Hindi and English for parents of both Government and Private schools.

The participation in PISA will help in orienting the education system towards competencies, critical and creative thinking (CCT). It is

envisaged that the experiences gained from participation in PISA 2022 will be shared with other states and UTs and help them in moving towards competency-based learning in the future, thereby equipping them with skills necessary for the 21st century.

As PISA is a competency-based assessment, it is imperative that resource materials for students and classroom transaction strategies are aligned to have profound impact on the learning outcomes. These resource materials will help in moving away from textbook based rote learning to a competency-based learning approach.

Special Teaching-Learning materials have been developed for PISA both in Online and Offline mode, mapped with curriculum from class VI to X in Reading Literacy, Mathematical Literacy and Scientific Literacy.

CCT monthly practice questions are being developed and published on DIKSHA and through the PISA portal to provide critical and competency-based questions to students to prepare them for incoming PISA test. CCT VII monthly practice questions were launched recently.

Weekly critical and creative questions (5QAW) are being put on DIKSHA for students to solve since January 2020. These questions are being rolled out continuously on a weekly basis. All questions for the CCT weekly practice are also being translated in HINDI for Hindi medium students.

Misconception Posters: Approximately 190 misconception posters have been created for grades 1st -10th for English, Science, Mathematics and Hindi for removal of learning misconceptions.

CBSE has created and circulated two comic books 'Cogito' and 'The Problem-Solving Book'. These comic books have been created to

engage students through the story of the comic's character encouraging them to use their creative and critical thinking abilities. These comic books have also been uploaded on DIKSHA.

Students' Practice Books: The Mathematics Practice Workbook from class 6th to 10th has been finalised. This is an interactive book that has items focused on problem solving, critical and creative thinking. This has been designed in a way to help students to practice at home in self-learning mode. The work on the development of the Science and English Practice books for students is in final stage.

CBSE has prepared 12 handbooks/manuals on various themes for qualitative improvement of education in its schools. These are - Handbook on Experiential Learning; Art Integration; Manual for Teachers on Joyful Teaching and Learning of Mathematics; Handbook on Hubs of Learning; School Quality Assessment and Assurance (SQAA); Manual on Outcome Based Inspection for Affiliation; Handbook on Eco-Clubs and Water Conservation; Handbook for Teachers; Handbook for Students.

TERMs (Teachers Energized Resource Materials)- TERMs for Mathematics and Science (classes 6th to 10th) and Achieving Learning Outcomes have been developed and shared with all schools.

The Teaching learning material developed for PISA is helping drive competency-based learning and moving from single textbook source to multiple sources for development of competencies.

The TLM is being developed mostly in-house by teachers of Chandigarh, KVS, NVS and CBSE in collaboration with experts which is enhancing their capacity to develop interesting competency-based learning and assessment resources, which will be extremely helpful in the long run.

The material and capacities developed by these teachers will be used as resource material and resource persons for undertaking similar initiatives throughout the country.

VIII. National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)

Remarkably high marks being obtained in school board exams is a symptom of an assessment system that relies heavily on rote learning. Apart from creating generations of individuals who have not been encouraged to think, this also leads to an unfair situation where the same students must sit for entrance tests many of which are geared towards testing competencies and higher order thinking. This anomaly has encouraged coaching institutes to flourish and exploit this vacuum created by schooling system.

It is not be possible for schools to move away from a rote learning-based approach to more competency-based leaning unless all teachers, heads of schools and others involved in the school administration are oriented to develop in their students competency based higher order thinking skills.

Findings from NAS 2017, have shown us that student achievement increases when children go out and play during games period, medium of instruction is in the language spoken at home, children read material other than textbooks and children participate in classroom activities. These findings need to be applied proactively to build capacities of teachers.

In the light of the above, an integrated teacher training program was designed, and pilot tested in the State of Tripura, wherein NCERT trained 284 Key Resource Persons who further imparted training to 31,000 elementary stage teachers within two months.

Based on learning from this program, it was decided to develop a nationwide integrated training programme to build capacity for around 42 lakh participants covering all teachers, Heads of Schools at the elementary level in all Government schools, faculty members of State Councils of Educational Research and Training (SCERTs), District Institutes of Education and Training (DIETs) as well as officials and Resource Persons from Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) in all States and UTs.

National Initiative for School heads and Teachers Holistic Advancement (NISHTHA) is a first of its kind teacher training program under Samagra Shiksha where in the Education Department, through its academic bodies such as National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA), is taking a lead role in changing the landscape of in-service teacher training.

Special emphasis has been given on design and development of training modules. The Modules for NISHTHA have been developed through a consultative process involving suggestions from States and UTs and CBSE, KVS, NVS, School Principals and Non-Governmental Organizations, such as Kaivalya Foundation, Tata Trust, Azim Premji Foundation and Aurobindo Society.

The prominent features of this integrated programme are the activity-based modules including educational games and quizzes, Social-emotional learning, motivational interactions, team building, preparation for school-based assessment, in-built continuous feedback mechanism, online monitoring and support system, training gap and impact analysis (Pre and Post training).

The training given in 'NISHTHA' is not based on 'Chalk and Talk' method but is activity based.

During the training, teachers will be encouraged to write essays, speak on a given subject and participate in games and quizzes. There will be short icebreaking/energizer sessions and recaps during the training to keep participants motivated and attentive during the sessions.

Further, digital content such as videos, presentations will be used for training session. The goal is to motivate and encourage teachers to use these activities in classroom transactions to ensure engagement of all students and bring the best out of them.

COVID-19 has presented challenges for face-to-face training and but has also provided us with several opportunities to innovate, revamp and integrate technology in "In-service Teacher Training". The remaining training of NISHTHA at elementary level was started on the DIKSHA platform from October, 2020 by the NCERT. The online training uses high quality professionally made e-content following the four-quadrant approach consisting of video, text, self-assessment and learn more.



As per initial feedback obtained from the states and UTs, other advantages foreseen from this training programme include greater transparency in the system, standardized training material with enough scope for contextualization, togetherness among different stakeholders, self-evaluation of teachers and School Heads etc. Through need

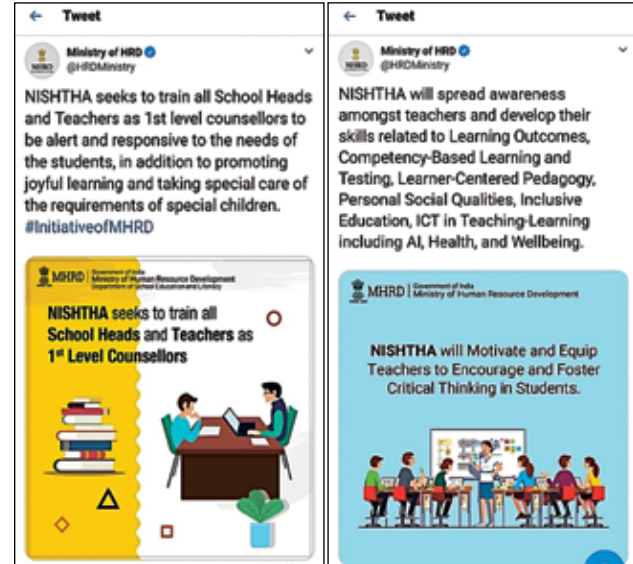
assessment, the system will be aware of the gaps in the training of teachers and school heads and can address those gaps through appropriate strategies.

This integrated training program will help create a high-quality cadre of trainers, a support system for teachers, robust follow-up mechanism and a common platform for all States and UTs, provide a forum for teachers to discuss their initiatives, challenges, and solutions. This will bring teachers of all age groups and subject areas together for better peer learning. Also, the teachers in rural areas will also be also aware of the various initiatives taken and provisions made by the Government under the schemes.

In addition, a comprehensive monitoring and mentoring mechanism has been ensured through embedded post training interventions. After the completion of KRP training, NRPs will regularly be in touch with KRPs through various social medial groups and personal interactions. Once the training of one batch is completed at block level, one KRP for each 130 teachers will be identified as mentor. Mentor will be responsible for continuous guidance, feedback and monitoring so that a quality circle is created enabling them in building pedagogical skills and connecting with peers, thereby creating a long-term sustainable impact on classroom transactions.

Department of School Education has been implementing Centrally Sponsored Schemes for over a period; however, it has been noticed that Principals and School Heads are not fully aware about these schemes that has adversely affected their effective implementation. Therefore, a specific module on various initiatives under Samagra Shiksha such as constitution of Youth and Eco Club, Display Board on School Safety Guidelines, Rangotsav, School Based Assessment

(SBA), and School based Census (Shagunotsav), CRC Mentoring of Schools, Promotion of Reading, Sports and Physical Education, etc. has been designed to create awareness among Principal/School Heads, teachers, and other key functionaries.



The aim of this integrated teacher training programme was to build the capacities of around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators. Since August 2019 up until the pre-lockdown phase, a total of 23,137 KRPs/SRPs and 1,699,931 School Heads and Teachers have been trained under NISHTHA. 18 modules have been contextualized and translated in 10 regional languages and have been uploaded on DIKSHA. 27 states and 7 autonomous (CBSE, KVS, NVS, AEES, Sainik Schools, CTSA and CICSE) organisations under MoE and MoD are conducting NISHTHA courses in these 10 languages (Assamese, Bengali, Bodo, English, Gujarati, Hindi, Kannada, Odia, Telugu, and Urdu). The 18 online modules have seen more than 3.8 crore registrations and 3.4 crore completions covering nearly 23 lakh teachers.

Launch of NISHTHA on 21st August 2019



**Training of KRPs and SRPs
by National Resource Person: NISHTHA**

NISHTHA in Media



BusinessLine
 HRD Ministry launches NISHTHA; to train over 42 lakh teachers
 PTI New Delhi | Updated on August 21, 2019 Published on August 21, 2019

The Ministry of Human Resource Development (HRD) launched the National Initiative for School Heads' and Teachers' Holistic Advancements (NISHTHA) here on Wednesday. This is aimed at training over 42 lakh teachers across the country.

"Teacher training is our priority. In a bid to boost education and employment, we are focusing on reskilling the teaching workforce. NISHTHA is the world's biggest such project and will focus on training 42 lakh teachers from across the country," HRD School Education Secretary Rina Ray said at the launch event.

HRD Minister Ramesh Pokhriyal Nishank launched the initiative's website, training modules, primer booklet and mobile app built for the purpose.

**IX. Strengthening Teaching-Learning
and Results for States (STARS)**

Union Cabinet has, on 14th October, 2020, approved Strengthening Teaching-Learning and Results for States (STARS) project having total

project cost of Rs 5583 crore with the financial support of World Bank amounting to US \$ 500 million (approximately Rs. 3700 crore) and rest coming as State share from the participating States viz Himachal Pradesh, Rajasthan, Maharashtra, Madhya Pradesh, Kerala and Odisha.

STARS project would be implemented as a new Centrally Sponsored Scheme over a period of 5 years from 2020-21 to 2024-25.

The STARS Program has two results areas: A National Component that supports efforts to improve overall monitoring and measurement activities in the Indian school education system and a State Component with the following five sub-components:

- (i) **Strengthening Early Years Education:** The project will support states in improving the quality of early childhood education and foundation learning by providing support to various interventions of Govt of India in education sector.
- (ii) **Improving Learning Assessment Systems:** Meaningful feedback would be provided to undertake planning, govern Ministry of Education_2021_AR_Cover Sample of 3nance and pedagogical interventions. Support will be provided interventions which include Participation in Programme for International Student Assessment (PISA) 2021 and 2024, Setting up Assessment Cell/ Centre in each state, developing online item banks, online labs, games, hackathons etc, crowd sourcing of ideas to build online knowledge banks like Wikipedia, GitHub, Stock exchange etc., development of a tracking system for all students, use of technologies like Augmented Reality and Virtual Reality to enhance learning experience, and undertaking examination reforms through a review of Grade-10 and Grade-12 examinations of the school boards to make them more competency based.
- (iii) **Strengthen classroom instruction and remediation through teacher development and school leadership:** STARS will support a dedicated package of teacher development and school leadership

activities in the project states to enhance classroom instruction and learning.

- (iv) **Governance and Decentralized Management for Improved Service Delivery:** STARS will focus on following approaches for improved Educational Governance and Service Delivery.
- (v) **School to work transition strategies:-** The project will support the following interventions as per state specific requirements-

Support for age appropriate curriculum development and expansion leading to exposure to the broad world of work at grades 7th onwards.

- (i) Training on Soft Skills and STEM/STEAM (Science, Technology, Engineering, Art, and Maths) related skills including AI, Coding & Robotics.
- (ii) Well designed provision of career guidance and counselling.
- (iii) Using Technology to gauge students' aptitude, personality and interests.
- (iv) Enhancing entrepreneurship with on the job experience through internships and developing tie-ups for apprenticeships.
- (v) Skill development opportunities to Out of school children at secondary stage.

X. Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH):

Union Cabinet has, on 14th October, 2020, approved setting up of PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development): It will be a standard setting body autonomous organisation under Ministry of Education that fulfils the basic objectives of setting norms, standards and guidelines for student assessment and evaluation for all recognized school boards of India, guiding

the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of National Education Policy (NEP) 2020. It is also envisaged that PARAKH will provide evaluation & research, training, consultancy and guidance to all academic institutions so that these institutions will also improve the nature and culture of Assessment in school education system.

PARAKH will be developed to overall improve the monitoring, measuring and assessing activities in the Indian school education system. Setting up of PARAKH will ensure transition to a competency based education through paradigm shift in assessment pattern.

PARAKH will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.

PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

XI. Swachh Vidyalaya Initiative (SVI):

Lack of functional toilets and sanitation facilities is seen as a major reason for girl student's absenteeism and drop out. It can also lead to

several health-related issues among children, and this impacts child retention.

The RTE Act 2009 also provided for separate toilets for boys and girls in all elementary schools. However, gaps were still there in nearly 25% of the schools.

In response to the clarion call made by the Prime Minister on 15 August, 2014, the Department of School Education & Literacy launched the Swachh Vidyalaya Initiative (SVI) for provision of separate toilets for girls and boys in all government schools.

Under the initiative, 4,17,796 toilets including 1,90,887 girls' toilets were constructed/made functional in 2,61,400 government schools in the one-year period up to 15th August, 2015 in collaboration with State and UT Governments, Public Sector Undertakings (PSUs) & Private Corporates.

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 Public Sector undertakings, the largest contribution was by Coal India Limited (51,115), NTPC (24,626), REC (12,379), Power Finance Corporation (9026), Oil & Natural Gas Corporation (7,958) and Power Grid Corporation of India Limited (7104).

In case of Private Corporates, the major contribution was by Tata Consultancy Services (1433), Mahindra Group (1171), IFIG (150) and CII (138).

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.

The digital solution provided the means to monitor the initiative in real time through the portal. This also made the information on progress transparent and encourage public participation.

Swachh Vidyalaya was one of the priority programmes identified for the award in Excellence in Public Administration on Civil Services Day in 2016.

Swachh Vidyalaya Puraskar (SVP)

The Department of School Education & Literacy instituted the Swachh Vidyalaya Puraskar (SVP) in 2016-17 to recognize, inspire and celebrate excellence in water, sanitation, and hygiene practices in Government elementary and secondary schools at the District, State and National levels.

SVP-2016-17

More than 2.68 lakh schools in 35 States and UTs participated in SVP 2016-17, at District and State levels, in an online mode.

172 Government schools were awarded with National awards for SVP 2016-17 on 1st September, 2017 by Hon'ble Minister of Education (then Hon'ble Union Minister of HRD).

Certificates of Recognition were given to top 3 performing States viz. Tamil Nadu, Andhra Pradesh, and Rajasthan and 11 best performing districts with highest participation for the National awards.



SVP-2017-18

Swachh Vidyalaya Puraskar 2017-18 was open to Private schools besides Government and Government aided schools.

SVP 2017-18 received overwhelming response from schools. 6,15,152 schools registered online for the awards, which is more than double the number of schools which participated in the SVP 2016-17.

Top 52 schools were awarded with the National awards for SVP 2017-18 by Hon'ble Minister of Education (then Hon'ble Union Minister of HRD) during the prize ceremony held on 18th September, 2018 at New Delhi.

Top 4 States viz. Puducherry, Tamil Nadu, Gujarat, and Andhra Pradesh and 9 districts namely Pondicherry, Srikakulam, Chandigarh, Hisar, Karaikal, Latur, Nellore, South Goa, and Vadodara, which had the maximum number of schools were awarded with the National Level Awards for SVP 2017-18.





The newly launched Samagra Shiksha scheme in 2018-19 made provision for earmarking at least 10% of the Annual Composite School Grant towards Swachhta Action Plan, for ensuring maintenance of hygiene and sanitation in schools.

This Department is in process for re-launching next round of Swachh Vidyalaya Puraskar (SVP).

The guidelines for SVP were finalized in consultation with UNICEF. However, due to the COVID-19 pandemic certain modifications are being carried out in the guidelines to ensure that the schools are following safety protocols related to COVID 19.

NIC is developing the web-app and mobile-app.

The SVP has helped in generating awareness and a movement among the schools for following Swachhta related behaviour.

SWACHHATA PAKHWADA

As per Swachhata Pakhwada calendar allotted by Department of Drinking Water & Sanitation, Ministry of Jal Shakti, for the year 2020 Swachhata Pakhwada was scheduled from 16th to 30th April, 2020 for Department of School Education and Literacy. But, it could not be done due to COVID-19 pandemic.

Gandagi Mukta Bharat (GMB) Campaign

Ministry of Jal Shakti, Department of Drinking Water & Sanitation (DDWS) had launched a

state-of-the-art Rashtriya Swachhata Kendra (RSK) at Gandhi Darshan, Rajghat on 8th August 2020. On this occasion, the Gandagi Mukta Bharat (GMB) campaign – a special week long campaign for swachhata from 8th August to 15th August, 2020 was launched. This Department during the campaign coordinated for an online painting competition (classes 6 to 8) and an essay competition (classes 9 to 12) on the theme of “Gandagi Mukta Mera Gaon” on 13th August, 2020. Accordingly, painting and essay competition were organized and details of the winners of both the competitions have been intimated to DDWS. The National level winners in both versions of the competitions were felicitated on the occasion of Swachh Bharat Diwas on 2nd October, 2020 by the Hon’ble Minister, Ministry of Jal Shakti in a virtual programme.

JAL JEEVAN MISSION

Department of Drinking Water & Sanitation, Ministry of Jal Shakti had launched a nation-wide “Jal Jeevan Mission - Har Ghar Jal – 100 Days campaign to provide assured potable piped water supply in schools, ashramshalas and anganwadi centres” on 2nd October 2020.

The Department of School Education & Literacy, vide letter dated 23rd October, 2020 has requested all States/UTs for taking immediate action to make Jal Jeevan Mission campaign a grand success so that our children have assured clean piped water supply in their respective schools. Further, vide letter dated 12th November, 2020, has again requested all States/UTs, Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) for taking immediate action for ensuring availability of piped/tap water supply in girls, boys and CwSN (Children with Special Needs) toilets; hand washing area; and drinking water facility in all Government schools. States/UTs and KVS/NVS have also been asked for mapping the provision of piped/tap water supply in the

schools under their control and requested to submit a report to the Ministry.

School Infrastructure Development

The Department of School Education and Literacy has launched an Integrated Centrally Sponsored Scheme for School Education – Samagra Shiksha w.e.f. 2018-19, which subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). Under Samagra Shiksha, States and UTs are supported for strengthening of existing government schools, and for creation and augmentation of infrastructure facilities based on the gaps determined from Unified District Information System for Education (UDISE) database and proposals received from respective State/UT. The scheme also envisages an annual recurring composite school grant varying 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 related to Swachhata Action Plan for maintenance and repair of school building including toilets and other facilities to keep the infrastructure in good condition.

Under erstwhile SSA till 2017-18 and Samagra Shiksha effective from 2018-19, construction of 3.12 lakh school buildings, 18.92 lakh additional classrooms, provision of 2.52 lakh drinking water facility, construction of 4.12 lakh Boys' toilets, 5.31 lakh separate girls' toilets and 1.54 lakh Children with Special Needs (CwSN) toilets, and 2.96 lakh ramps with hand rails have been sanctioned to States and UTs for elementary schools. Out of which, States and UTs have reported construction of 2.98 lakh school buildings, 18.15 lakh additional classrooms, provision of 2.37 lakh drinking water facility, construction of 3.85 lakh Boys' toilets, 5.15 lakh separate girls' toilets, 1.28 lakh CwSN toilets and

2.49 lakh ramps with hand rails, till 31.10.2020.

Under erstwhile RMSA till 2017-18 and Samagra Shiksha from 2018-19, construction of 12,708 school building, 54,400 additional classrooms, provision of 12,388 drinking water facilities, 34,207 Boys' toilets, 36,302 Girls' toilets, 1,878 toilets for Children with Special Needs (CwSN) and 4542 ramps have been sanctioned for secondary and senior secondary schools to States and UTs. Out of which, States and UTs have reported completion of 9,703 school buildings, 42,248 additional classrooms, provision of 10,486 drinking water facility, construction of 26,498 Boys' toilets, 26,601 separate girls' toilets, 140 CwSN toilets and 233 ramps, till 31.10.2020.

XII. School Bag Policy

It has been long recognized that heavy School Bags are a serious threat to the health and wellbeing of the students. Heavy School Bags have a severe, adverse physical effects on the growing children which can cause damage to their vertebral column and knees and it also causes anxiety in them. A related issue is the curriculum load on the children.

Homework is also an issue, which makes both students and parents stressed because as a general practice it needs to be completed by night and reported in the school next morning. This practice snatches play time of child, parents' quality time with child, activities leading to socialisation with the family. Moreover, it is often observed, mechanical kind of homework is being given to students.

To minimize the burden of the children, a Policy on School Bag, 2020 has been framed as per recommendations and suggestions of Expert Group constituted in this regard and circulated by this Department vide letter no. 1-4/2018-IS-3, dated 24.11.2020, to all the States and UTs for compliance.

The Policy not only gives recommendations for addressing the issues but also gives detailed guidelines for implementation and role of different stakeholders such as school heads, teachers, parents, education departments, Publishers, teacher education institutions and the students themselves.

Based on research studies conducted in this area, recommendations of international agencies about the standard weight of school bag and the survey conducted by the Committee, following recommendations have been given to reduce weight of school bags, curriculum load and homework to make learning a joyful experience for every child.

All schools to follow the universally accepted ratio of weight for school bag as 10 per cent of the body weight of the student across Classes I to X and gives weight range for each level to make it convenient to implement. Weight of school bag needs to be monitored and checked on a regular basis in the school for which digital weighing machine may be kept in the school.

School bag needs to be light weight with proper compartments and contain two padded and adjustable straps that can squarely fit on both the shoulders. Wheeled carriers should not be allowed as it may hurt children while climbing stairs.

Schools need to ensure that the facilities which are mandated for schools to provide, such as, mid-day meals, potable drinking water etc., are adequate and of good quality so that children need not carry items, such as, lunch box, water bottle to school.

The school or class timetable needs to be made flexible providing adequate space for sports and physical education, reading of books available in school other than textbooks, arts, and crafts, etc.

For selecting a textbook for children, the criterion of weight should be taken into consideration. Weight of each textbook may be printed on the textbook by the publishers, along with the Grams per Square Meter (GSM).

Children with Special Needs (CWSN) can be provided double set of textbooks, through book banks in schools and lockers in classes may be installed for students with disabilities for storing and retrieving books and other items.

School Bag Awareness Programme needs to be held in the beginning of every academic session, wherein parents and students are oriented on this issue.

School shall offer subjects as prescribed by National/State Curriculum Framework only. Additional subjects, such as Computer Studies, Moral Education, and General Knowledge, life skills, need to be infused across subject areas and other activities in the school without additional textbooks. Health and Physical Education, work experience and Sports and Arts Education are the areas which help in the all-round development of children. These need to be given adequate space in the timetable without the need for any textbook for these areas.

Total study time that is expected from students in both face-to-face and self-study or homework needs to be accounted for while planning the syllabus or course of study for students, especially as they are going to higher grade.

Primary: No homework up to Class II and a maximum of two hours a week from Classes III-V. Middle School (from Classes VI-VIII): A maximum of one hour a day (about five to six hours a week). Secondary and Higher Secondary: A maximum of two hours a day (about 10 to 12 hours a week). Teachers need to work together to plan and rationalise the amount of homework that they give.

The issues related to heavy school bag need to be included in the pre-service and in-service teacher education curriculum

All the States and UTs have been requested to adopt the relevant suggestions of the School Bag Policy and NEP, 2020 and ensure their implementation in their jurisdiction.

As per the National Education Policy, 2020, concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks. The policy further recommends a practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. Based on the above, the Committee recommends designing of textbooks with less information and more space to experiential learning.

As per para 3.15 of school bag policy and para 4.26 of NEP, 2020, every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities, and as mapped by local skilling needs. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.

The children are the future of the Nation.

Students' healthy and strong development along with intellectual growth is important. The effective compliance of Policy on School Bag, 2020 is likely to make the students stress free and create enjoyable learning system. Their good health and stress-free mind will contribute to the Nation building.

XIII. Innovative Learning During COVID

Sometime in the second week of March, state governments across the country began shutting down schools temporarily as a measure to contain the spread of the novel corona virus. Even after several months there is no certainty when all schools of the country will reopen for all grades. This was a crucial time for the education sector—board examinations, nursery school admissions, entrance tests of various universities and competitive examinations, among others, are all held during this period. As the days passed by with no immediate solution to stop the outbreak of COVID 19, school closures did not only have a short-term impact on the continuity of learning for more than 28.5 crores young learners in India but also engendered far-reaching economic and societal consequences.

The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. Not all schools could adopt online teaching methods. The low-income private and government schools in remote areas with affordability issues for their learners were particularly severely affected. A series of new methods and a new system of curricular transactions was evolved, some of which were almost unheard of, so far.

Based on a quick assessment undertaken by states, it was clear, that online education cannot be the mode of education for 100% children. In this context, certain guidelines were prepared

and a new methodology – Alternative Academic Calendar – was developed. Several other formats of teaching-learning were identified for adoption/adaptation by the states/UTs in accordance with their local context.

i) Discussions and Consultations

During COVID-19 Pandemic, Ministry of Education has held consultations with the states and UTs at various levels.

Hon'ble Education Minister held a meeting with Ministers and Secretaries of School Education Department of all States and UTs through Video Conference (VC) on 28th April, 2020 to discuss the issues relating to education of children during Covid-19 situation. Hon'ble Education Minister informed the States and UTs that National Council of Educational Research and Training (NCERT) has developed an Academic calendar for the class I to VIII. The States/UTs may also adopt/ adapt the same as per their local conditions.

PAB meetings were held individually with each State/UT from 29th April, 2020 to 25th June, 2020 by Secretary SE&L, where planning for implementation of the Samagra Shiksha and MDM scheme for the year 2020-21 was discussed in the background of the pandemic.

Further, Video Conference meeting was convened by Secretary (SE&L) with States and UTs on 17th, 18th and 19th August, 2020. The following points were discussed in the VC meeting:

- Details of students having access and no access to any digital device for learning.
- The process followed by the state to reach to student who do not have any digital device and step taken for such student.
- The process of assessment of students.
- Any innovative activity planned for such children during pandemic situation.

VC was also held by Secretary SE&L on 1st July, 2020 to discuss online education draft guidelines and Continuous Learning Plan and Best Practises on 17-19th August, 2020.

On 1st October, 2020, Secretary SE&L held a VC with all states/UTs regarding how to plan and report a communication campaign for health and safety precautions in the wake of the pandemic.

During these series of meetings, and through continuous correspondence, States and UTs were advised to use Alternative Academic Calendar, Pragyata Guidelines, Guidelines for Children of Migrant Labourers, Manodarpan programme, DIKSHA (Digital Infrastructure for Knowledge Sharing, Safe online Guidelines), Vidyadaan portal for crowd sourcing of e-content, NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement, Learning Enhancement Guidelines, CBSE Shiksha Vani (Podcast) during the Covid-19 period.

NCTE also organized a Consultation Meet of Education Secretaries and other Heads of the Department of Higher/ School Education of States/UTs on 27th & 28th August, 2020, about way forward during the pandemic.

ii) Guidelines as Enablers

It was decided to prepare a series of guidelines for the states/UTs to follow to prepare an enabling environment for implementing innovative methods of teaching and learning. The following guidelines were prepared and disseminated:

a) PRAGYATA guidelines on digital education

PRAGYATA guidelines have been developed with a focus on the methodology, time spent, etc. for online/blended/digital education for students who are presently at home due to the closure of schools.

The guidelines recommend screen time for different categories of students.

It also provides sufficient Do's and Don'ts regarding ergonomics and cyber safety.

There are infographics on how to use devices and have proper posture during the online classes.

The guidelines can be accessed at:

https://mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf

b) Learning enhancement guidelines for continuous learning

During the pandemic, formal learning that takes place in schools in the form of face-to-face interaction between teachers and students as well as among the fellow learners, has been replaced using various alternative modes, such as – online, TV, mobile, radio, textbooks, etc.

The alternative modes, though praiseworthy, have certain limitations. The alternative modes do not ensure equitable quality learning for all students due to various factors such as unequal distribution of time of teachers, students having differential access to technological devices, and lack of support for learning at homes in several cases. As a result, closure of schools is likely to lead to loss of learning and deficiencies in the achievement of students' learning outcomes.

States/UTs and MHRD have been making efforts for providing education to children at their homes through alternate means of delivery such as, distribution of textbooks at homes of learners, telephonic guidance by teachers, online and digital content through TV and radio, activity-based learning through the Alternate Academic Calendar released by NCERT, etc.

With a view to address the issues related to gaps and/or loss of learning among students, during and after the lockdown, the MoE entrusted

NCERT with the task of constituting a Committee, comprising of academic and curricular experts drawn from NCERT, NIEPA, CBSE, KVS and NVS. The Committee conducted a survey in KVS, NVS and CBSE schools for collecting information about various digital modes being used by students to receive online education and their concerns regarding children not having digital devices. Further, discussions were held with SCERTs (on 22.06.2020) to gather information about the initiatives taken up by them in their state/UT. Meanwhile, DoSEL collected a report from the states/UTs on their Continuous Learning Plans, particularly regarding learners who have no access to any mode of digital devices.

The ensuing guidelines for Learning Enhancement (LE) during the challenging times of the COVID-19 pandemic were prepared based on the recommendations of the aforementioned committee and on the reports of states/UTs for the following:

- Learning Enhancement during COVID-19 for students without digital devices
- Learning Enhancement during COVID-19 for students with limited accessibility to digital devices
- Learning Enhancement during COVID-19 for students with digital devices

The guidelines can be accessed at:

https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf

In respect of JNV students not having digital devices, resource materials like printed content, question & answers, Alternative Academic Calendar (AAC), Assignments, etc were personally handed over to the parents/students. In addition, daily contact system is in place by JNVs to maintain connect with

each student about mental well-being, health, and academics.

As far as CBSE schools are concerned, the Board, vide Circular No. Acad-63/2020 dated September 2, 2020 has advised all its affiliated schools to adopt these guidelines for addressing the learning gaps in their students and optimise their learning achievement.

c) Guidelines for children of migrant labourers

Guidelines for Children of Migrant Labours focuses on providing admission to the in-migrant children in the nearby government schools without the requirement of submitting any document except an identity card.

As per these guidelines, the residential school students should also be provided temporary admission in schools nearby their homes, as they may not go back to their residential schools during COVID19.

These guidelines can be accessed at:

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf

d) Covid-19 related health and safety sop/ guidelines for school re-opening

After issue of MHA guidelines for unlock-5, on 5th October, 2020, this Department has issued detailed SOP/guidelines regarding health and safety precautions for reopening of schools.

Part I of these guidelines refers to the health and safety aspects for reopening schools. These are based on the prevailing instructions of Ministry of Home Affairs, Ministry of Health and Family Welfare and Ministry of Education regarding health and safety protocols and are to be implemented by adopting/adapting in accordance with the local situation in all states/UTs.

These guidelines can be accessed at: [https://](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf)

www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf

The Department along with NVS has also developed a SOP for re-opening of residential school incorporating the residential components in alignment with the SOP of MoE and guidelines of MHA.

These guidelines are available at:

<https://drive.google.com/file/d/1LAc4iKQTqTJkNVDGc5glEDsrDGdAXwC8/view>

e) Guidelines for school reopening on learning with social distancing

Part-II of the Guidelines mentioned at Serial number 7 above refers to learning with physical/ social distancing and the academic aspects that are to be taken care of regarding the delivery of education, such as, curriculum transactions, instructional load, timetables, assessment, etc. after schools reopen.

These are advisory in nature. States/UTs are expected to use these in the manner deemed fit to prepare their own guidelines.

These guidelines can be accessed at these guidelines can be accessed at:

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf

Simultaneously with the development of these guidelines and a framework encouraging non-formal education in innovative ways, the ALTERNATIVE ACADEMIC CALENDAR was developed:

The Alternative Academic Calendar is a method of education that is activity-based and uses common resources available at the home of the students. For the first time, this system of learning is based entirely on learning outcomes and is not

necessarily co-terminus with textbooks. It aims to develop competencies/skills in the learners through experiential learning.

A week-wise plan for grades 1 to 12 has been developed in three languages by NCERT, keeping in view the choice of availability of tools with the teachers and students. This has been initially developed for 12 weeks.

The week-wise plan consists of interesting activities and challenges, with reference to chapter/theme from the textbook. The activities are suggestive in nature, not prescriptive, nor is the sequence mandatory. Teachers and parents may opt to do the activities that the student shows interest in, irrespective of the sequence. In the case of children in the same family studying in different classes, siblings may jointly be involved in the same activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger.

Most importantly, it maps the themes with the learning outcomes.

The purpose of mapping of themes with learning outcomes is to facilitate teachers/parents to assess the progress in students' learning. This may be done in a variety of ways i.e., asking questions, encouraging interaction, suggesting another activity of a similar kind, observing children's interest and participation in the activity, etc.

Further, teachers may design activities on more themes (if required) based on the given learning outcomes. However, the focus remains on learning, rather than testing for scores.

Links for e-resources have been provided along with the activities. Yet, if it is not possible for students to access these resources, the teacher may guide them through tele-contact to other reference sources such as dictionary, atlas, news headlines, storybooks, etc.

The Alternative Academic Calendars for classes 1 to 12 are available at <https://ncert.nic.in/alternative-academic-calendar.php>

CBSE had organised an online orientation programme on Alternative Academic Calendar on 17th July 2020 for its effective usage by the teachers. This programme was live streamed and viewed by around 2,55,000 teachers and principals.

This Calendar has been adopted/adapted by almost all states, and all it requires is for teachers to give few instructions (telephonically) once every week to the learners or their parents for implementing this calendar.

iii) Ensuring Safety and Security of Children in Schools

Under **Samagra Shiksha**, the need for realignment was taken care of to manage the crisis with specific emphasis on **learning processes and safety & security of children**. The funding was accordingly provided for various components under Samagra Shiksha to deal with the COVID-19 situation based on the following guidelines:

A. Learning Processes:

Digital teaching learning process to be undertaken under Teacher training, DIKSHA/Digital content creation and Learning Enhancement Programmes (LEP) components.

(i) Training of Teachers on Safety and e-learning aspects.

- Online NISHTHA training modules will be prepared for teacher training by NCERT.
- Teachers may be sensitized and oriented about the safety measures such as social distancing norms, sanitization requirements, tracking of students' health etc.

- Periodic check-ins and mentoring sessions between teachers and academic resource persons may be organized by State SCERTS/SIEs and DIETs, by collaborating with NCERT if required.
- Strategy for online training of teachers may be designed, where teachers are guided on teaching methodologies through live-streaming of online tutorials and MOOCs through NISHTHA and DIKSHA platform.
- Teachers may be provided with a platform to share their experiences, ideas, best practices, issues and concerns related to e-learning.

(ii) Promotion of e-learning platforms

- Use of e-learning Platforms like DIKSHA, e-Pathshala, SWAYAM, SWAYAM Prabha, NROER and NISHTHA may be promoted among teachers and students.
- Digital and Online education guidelines 'PRAGYATA' prepared by MHRD may be referred.
- Academicians, NGOs, Teachers may be encouraged to develop and contribute content in line with the State/UT curriculum (**Vidyadaan**). The content to be further uploaded on DIKSHA after requisite curation and approvals by SCERTs.
- SCERTs to develop guidelines on the usage of various available e-learning platforms, regarding the sample schedule of the sessions to be conducted online (time - table) and number of hours of usage. **Guidelines should also include how**

study at home can be undertaken and daily or weekly timetables may be issued.

- The teachers can conduct virtual classrooms / discussions. The classroom sessions should be either live streamed or recorded. Queries and doubts of students should be adequately answered.
- **The planning of the access should be done such that no child is left behind. State/UT governments may ensure that learning content is accessible to the needs of CWSN.** In areas with low internet connectivity, the State Government should deliver the content through Radio and TV to reach the remotest location. **Use of mother tongue/local language may be enabled where possible.** The State Government may tie up with telecom services to increase access by improving connectivity, lowering costs and increasing coverage to mitigate access inequities.
- A mechanism may be developed to provide textbooks and Supplementary print materials to all children at home through Block Resource Persons and Cluster Resource Persons and also shared with students through WhatsApp, SMS etc. to keep them engaged at home.
- Based on the alternative academic calendar prepared by NCERT, SCERT should make specific academic plans **for their schools including the planning for transaction of curriculum,**

formative and summative assessments.

- There may be cases where parents / guardians are not in a position to support learning of students. **Adequate remedial measures should be adopted after opening of school accordingly.**

B. Safety and Security of Children

Community Mobilization and SMC training: Funding under community mobilisation and SMC training can be utilised to ensure safety and security measures for children. SMC members may be made fully aware about the present COVID situation to create awareness among the Students, parents and their role as stated below:

(i) Awareness on COVID-19

- Basic information about COVID-19, including its symptoms, complications, improving immunity, how it is transmitted and how to prevent transmission should be disseminated.
- Parents should be sensitized and encouraged to play the role of a facilitator in their child's learning activity and safety. The sensitization sessions/ workshops to be conducted via SMCs, PTMs, Whatsapp or telephonic sessions by the teachers.
- Awareness about the fake information/myths must be ensured. The information should be from reliable sources like Ministry of Human Resource Development, Ministry of Health and Family Welfare, ICMR, WHO and UNICEF.
- Parents should be encouraged to take medical assistance in case of any symptoms and in case the child

is sick, she / he should stay safe at home.

- Parents should notify the school of the child's absence and symptoms.
- Parents should follow and ask their child to follow good hygiene habits.

(ii) Psychological support to their wards

- Parents should be sensitized to respond to child's reactions in a supportive way and explain to them that they are having normal reactions to the present situation.
- Counsellor (teacher) should be roped in for guidance and counselling.
- Manodarpan App and call centre maybe used for counselling purposes.
- **Students should be guided to:**
 - ✓ Undertake activities like painting, reading story books, writing stories, poems along with academics so that they can learn new skills or enrich their present skills.
 - ✓ Take break from watching, reading, or listening to social media news. Hearing about the pandemic repeatedly can be upsetting.
 - ✓ Take care of themselves by doing stretching, deep breathing exercises meditation and yoga
 - ✓ Improve immunity by eating healthy, well-balanced meals, exercise regularly, getting plenty of sleep.
 - ✓ Spend time with family members.

C. School Sanitization Under Composite School Grant

(I) Safe School Operation, Sanitation and Quarantine (Physical Infrastructure)

a) Provision of basic facilities

- Schools to ensure basic WASH facilities which includes separate washrooms for boys and girls, hand washing stations and safe drinking water facility for all.
- Ensure availability of essentials like soap, alcohol rub/hand sanitizer or chlorine solution' disinfection and cleaning material in the school.

b) Sanitization of school facilities

- Sanitization and disinfection should be conducted regularly covering all areas of the school campus and ensure air flow in indoor space.

The States were advised to converge with the health department for requisite support.

Key Points.

- Detailed guidelines and modules on Covid – 19 response framed by the Ministry and shared with States and UTs.
- Funding provided under Teacher Training, Learning Enhancement Programme, and DIKSHA could to be utilized for continuing the e-learning processes.

- Funds for Thermal Screening facilities in schools may be availed from the MMER/ Composite School Grant.
- Funds provided under Community mobilization & SMC training could be utilized for creating awareness about various aspects of COVID-19 among SMCs, parents, children and society.
- Funds provided under Swachhta Action Plan component, Composite School Grant/Safety & Security could be utilized for sanitization of schools.

XIV. Ek Bharat Shreshtha Bharat Campaign

Background

India is a unique nation, whose fabric has been woven by diverse linguistic, cultural and religious threads, held together into a composite national identity by a rich history of cultural evolution, coupled with a rousing freedom struggle that was built around the tenets of non-violence and justice. The spirit of mutual understanding amidst a shared history has enabled a special unity in diversity, which stands out as a tall flame of nationhood that needs to be nourished and cherished into the future.

The idea of a sustained and structured cultural connect between denizens of different regions was mooted by Prime Minister Shri Narendra Modi during the Rashtriya Ekta Divas held on 31st October, 2015, to commemorate the birth anniversary of Sardar Vallabhbhai Patel. Hon'ble Prime Minister propounded that cultural diversity is a joy that ought to be celebrated

through mutual interaction & reciprocity between people of different States and UTs so that a common spirit of understanding resonates throughout the country. Every State and UT in the country would be paired with another State/UT for a year, during which they would carry out a structured engagement with one another in the spheres of language, literature, cuisine, festivals, cultural events, tourism etc. For example, Andhra Pradesh is paired with Punjab for the year 2017. During the year, Punjabis would attempt to learn key words in Telugu, a few Telugu books would be translated into Punjabi & vice-versa, Andhraites would hold food festivals offering Punjabi dishes, Punjabis would perform Andhra folk dances, while Andhraites would perform Bhangra at staged events etc. This pattern of cultural adoption of the partner State/UT would be followed by all States and UTs.

The paired States/UTs have signed MoUs with each other, delineating a set of activities that they would carry out. An activity calendar for each pair was prepared through mutual consultation, paving the way for a year long process of mutual engagement. Such interaction between different segments of the population of each pair of States /UTs at the cultural level, generated the vibrance of understanding & appreciation amongst the people and forge mutual bonding, thus securing an enriched value system of unity in the nation.

Action taken report of Ek Bharat Shreshtha Bharat Campaign (DoSE&L): (2019-20)

- The Department has revised its guidelines of the campaign on 20th November 2020. The revised guidelines are in accordance of National Education Policy 2020.
- States/UTs have shared the guidelines with their schools and schools have started organizing the activities.
- **42** States/UTs/Institutes have appointed Nodal officers for implementation of Ek

Bharat Shreshtha Bharat in Schools.

- A detailed guideline regarding “Instructions for uploading Photos/Videos and action taken report” has also issued to all the States/UTs.
- The photos/videos shared by the States and UTs are uploaded on Ek Bharat Shreshtha Bharat portal and Shagun portal.

Rashtriya Ekta Diwas:

- Rashtriya Ekta Diwas or National Unity Day -2019 was observed on 31st **October 2019** in schools (Govt., aided & Pvt.) of the states and UTs. In “Rashtriya Ekta Diwas or National Unity Day”, **7, 56,427 schools** and **57,400,437 students** participated across the country.
- Rashtriya Ekta Diwas or National Unity Day-2020 was also observed on 31st **October 2020** in schools (Govt., aided & Pvt.) of the states and UTs. This year, in “Rashtriya Ekta Diwas or National Unity Day”, **1, 27,496 schools** and **53,93,399 students** participated across the country.

Bhasha Sangam:

- Bhasha Sangam, organised in all schools in the country held from 20th November, 2018 to 21st December, 2018 is an important component of “Ek Bharat Shreshtha Bharat” initiated by Hon’ble PM to celebrate the spirit of National integration and to provide multilingual exposure to students in all the recognised Indian languages
- Under this programme, a short dialogue consisting of 5 simple and commonly used sentences had been designed in 22 languages for use by students of all classes. A special booklet was developed with translation of these sentences into all the 22 languages to facilitate listening,

comprehension and practice speaking of these languages.

- Bhasha Sangam could not be organised this year as the schools are closed due to Covid -19 pandemic. The same may be considered online after the schools are re-opened.
- It is also proposed to enhance the scope of Bhasha Sangam by introducing 100 sentences with audios that children may learn the language of the paired States. NCERT has prepared 100 sentences in 22 languages and audio recording has been completed for Hindi, Sanskrit, Urdu and English.

Kala Utsav:

- National Level Kala Utsav Programme under Ek Bharat Shreshtha Bharat was organized from 2nd of January to 5th of January, 2020 at RIE, Bhopal, India. In Kala Utsav **296** students (Selected for national Level) from 38 /States/UTs/ Institutions participated in four themes viz. Vocal Music, Instrumental Music, Dance and painting. All the winners (1st- Rs 25,000/-, 2nd – Rs 20,000/- and 3rd – Rs 15,000/-) were awarded with cash prize, a trophy and medals in each art form and all participants were given a certificate of participation.
- National Level Kala Utsav-2020 was organised from 11 January to 22 January 2021 at national level through online mode; in which total **574** students from different States/UTs participated.

Ek Bharat Shreshtha Bharat Parv:

- Under Ek Bharat Shreshtha Bharat “Ek Bharat Shreshtha Bharat Parv” was organised by KVS from 31-10-2019

to 03-11-2019 at India Gate; in which **2375** participants from **25** regions participated.

Matribhasha Diwas Celebration:

- The international mother tongue day-2020 was celebrated in all the schools in which **2,16,95,954** students participated from across the country.

Band Competition:

- The Department of School Education & Literacy has so far organised 3 Inter School Band Competitions, the first on – 14th January, 2018, second on 21st December, 2018 and the third on 23rd January, 2020. The competition is organized at three levels Viz. State, Zonal and National level. There are separate teams for boys and girls.

Band Competition 2020:

- **402** teams comprising of **10,050** students (5650 boys & 4400 girls) from 30 States & UTs participated in State level Inter School Band Competition
- The wining team of the state level participated at zonal level competition. In Six Zones (North East, Northern, Eastern, Southern, Western and Central) 59 teams (31 boys and 28 girls) comprising of **1475** students (775 Boys & 700 Girls) participated in Inter School Band Competition this year
- **16** teams who won zonal level competition competed for 1st, 2nd and 3rd position in the **National Band Competition** in boys and girls category held at Tyagaraj Stadium- New Delhi.
- Inter School Band competition has not been held this year as the schools are closed due to Covid -19 pandemic. The same could be conducted after the schools are re-opened.

Online Quiz Competition:

- The Department has also written to all the States/UTs and Organizations to participate in Online Quiz Competition, conducted by Ministry of Tourism, Government of India.
- The Department advised to the States to share the details of Quiz Programmes in advance with the Regional/Doordarshan/AIR Kendra so that they may appropriately telecast the same on DD/AIR Kendra.

EBSB Clubs:

- All the States/UTs and Institutes under Department of Schools Education & Literacy have been requested to constitute EBSB clubs in their schools.
- **1,46,776** EBSB Clubs formed in schools in J&K, Andhra Pradesh, Goa, Uttarakhand, Tripura, Nagaland, Himachal Pradesh, Rajasthan, Odisha, Gujarat, Telangana, Kendriya Vidyalayas and CBSE etc.

Online Series on Indigenous Sports:

- During the period of lockdown, an online series on Indigenous games of India was organised in coordination with Fit India Cell, Ministry of Sports and Youth Affairs.

Online Video Calls among the students:

- The Department of School Education & Literacy has written to all the States/UTs and Organizations come under its purview to conduct online video call/telephonic conversation among the students of pairing states.

Book on Unity in Cultural Diversity:

- A book namely “Unity in Cultural Diversity” prepared by the NCERT has been shared with all the states for further dissemination.

- Another Book namely “100 Sentences in 22 languages” is under process by the NCERT for sharing with all the States, UTs and Institutes.

EBSB on Social Media:

- The Department is running an awareness campaign about the program through its social media accounts. The department’s twitter handle is available as Ebsb_Dosel
- States/UTs/Schools/Institutes upload videos/photos on social media by using #Ekbharatshreshthabharat and shared with the department.

Monthly action taken report:

- The States are requested to organize activities and share monthly action taken report to the department at ekbharat.gov@gmail.com
- States/UTs/Institutes are participating actively in the Ek Bharat Shreshtha Bharat program and sending monthly action taken report to the Department in the manner prescribed under the guidelines.
- Monthly action taken report of the department under the program is shared with EBSB cell, Department of Higher Education, Ministry of Education every month.
- In the month of **Nov.** 2019- **19,10,080** students participated in suggested activities
- In the month of **Dec.** 2019- **34,95,301** students participated in suggested activities
- In the month of **Jan.** 2020- **49,59,834** students participated in suggested activities
- In the month of **Feb.** 2020- **51,48,196** students participated in suggested activities

- In the month of **September 2020- 3,67,628** students participated in suggested activities
- In the month of **October 2020- 8,07,729** students participated in suggested activities
- Altogether **1,66,88,768** students of **1,36,107** schools participated in EBSB activities from **November 2019 to October 2020**.

Impact of COVID-19:

- Due to COVID-19 the physical activities under EBSB could not be undertaken as per the calendar during the month of March, April, May, June, July and August. However, States and UTs have conducted the activities through various digital modes available in the States. Activities like – Online webinar on partnering States, Online Quiz, Online classes and Video Calls/Chit-chat through WhatsApp groups and telephonic conversations among the students have been promoted.

XV. Constitution Day and Citizens' Duties (Nagrik Kartavaya Paalan Abhiyan)

Department of Justice informed that Constitution Day is to be celebrated on 26th November 2019 and yearlong activities are to be organised in all schools up to the 26th November, 2020. Accordingly, a calendar of activities was prepared and States and UTs were suggested to conduct the following activities vide letter dated 31st October, 2019:

- Pledge taking ceremony to mark the occasion by reading of the Preamble to the constitution in a special assembly in the school.
- Debates, essay competitions, cultural programs, quiz competitions, seminars and

lectures etc. may be held at State, District and school levels.

- State level essay, debate and quiz competitions on fundamental duties and themes related to constitution may be organized across the State, the winners at State level may be suitably rewarded.
- Reading of Preamble and Fundamental Duties.
- Organizing Mock Parliament.
- Public messages on Fundamental Duties for dissemination among students and staff during the celebrations. Brochures, pamphlets and e-posters on Fundamental Duties may be prepared in Hindi, English and regional languages and distributed in schools among students.
- Effective utilization of Government/Organisation websites and MyGov platform to encourage citizen centric activities on the prescribed theme. Students may be encouraged to participate in online quiz/Olympiad competitions being organized by MyGov.
- Invite eminent personalities from different walks of life to disseminate the message of Fundamental Duties.
- Talks by eminent lawyers and legal scholars on Fundamental Duties and related themes may be organised in schools.

- Brief details regarding monthly participation in various activities conducted under **Nagrik Kartavaya Paalan Abhiyan**

S. No	Month	No of Students Participated	No of Schools Participated
1	December	3830611	44423
2	January	24062063	231785
3	February	21949661	172910

- States / UTs / Institutions have appointed Nodal Officers for smooth implementation of the activities under NagrikKartavyaPaalan Abhiyan.
 - Further, vide letter dated 16th November, 2019, the Preamble to the Constitution was forwarded to States and UTs for reading the same on constitution day 26th November, 2019. About **9.63 lakh** schools and **10.96 crore** students participated in the reading of Preamble and other activities on 26th November 2019.
 - Due to COVID-19 pandemic all the schools are closed; During this focus was on conducting some online activities. In this regard NCERT has launched Online Quiz on Indian Constitution.
 - On 14th April, 2020 on the occasion of the Birth Anniversary of the architect of Indian Constitution, Dr. B.R. Ambedkar, online quiz on Indian Constitution was conducted in which total **65114** participants participated.
 - On **26-11-2020**, States / UTs celebrated Constitution Day by conducting various activities like Reading of Preamble, Webinar / Talks on Fundamental Duties etc. In which **7447702** Students and **1125257** Teachers / other educational stakeholders of **213641** schools participated.
3. In Committee of Secretaries (CoS) meeting held on 24th Jan 2020, at Cabinet Secretariat in which it was recommended that D/o School Education & Literacy would include one page on Fundamental Duties (in addition to Preamble) in State textbooks, in this regard a letter has been sent to all the States / UTs on 25.11.2019 and again a reminder on 21.02.2020, then on 02.03.2020, on 04.09.2020 and on 22.10.2020.
- Further, **Telangana, Punjab, Tripura, Andhra Pradesh, Assam, Karnataka, Tamil Nadu, Arunachal Pradesh, Jammu & Kashmir, Rajasthan, Gujarat, Chhattisgarh, Goa, Jharkhand, Chandigarh, Lakshadweep, Andaman & Nicobar, Mizoram, Himachal Pradesh, Odisha, Ladakh, Sikkim, Bihar, Meghalaya, Maharashtra, Haryana, Kerala, Nagaland, Madhya Pradesh** States/UTs have informed regarding inclusion of one page on fundamental duties (in addition to Preamble) in the textbooks of their State Syllabus.
 - NCERT has included one page on fundamental duties other than Preamble in their textbook.
 - NCERT has published a textbook for students opting to study political sciences in class 11th & 12th Constitution in three languages (English, Hindi, Urdu).

Progress Report on Fit India Movement

Background: Hon'ble Prime Minister has launched the "Fit India Movement" on 29th August 2019 with a view to make physical fitness a way of life. Fit India Movement aims at behavioural changes- from sedentary lifestyle to physically active way of day-to-day living. Fit India would be a success only when it becomes a people's movement. We have to play the role of a catalyst.

It is a movement to take the nation on a path of fitness and wellness. It provides a unique and exciting opportunity to work towards a healthier India. As part of the movement, individuals and organisations can undertake various efforts for their own health and well-being as well as for the health and well-being of fellow Indians.

Updated reports for the Activities Conducted in Year 2020-21 (till 4th Feb 2021)

1. Fit India School Weeks (edition-2) from December 2020 to January 2021

Second Edition of Fit India School Weeks has been celebrated with lots of enthusiasm and great zeal in the schools of all the States and UTs with maintaining social distance and following the guidelines of MHA and Ministry of Health and Family Welfare. As per the report received from States / UTs, in December month **8028754 students of 299834 Schools** have participated and in January month **2884305 students of 130783 Schools** have participated in the suggested activities under Fit India School weeks.

2. International Yoga Day-2020

Under Fit India Movement, Department observes International Yoga Day Every year on 21st of June. To mark the occasion various Schools events/activities are held on that day and attempts are being made to make the Yoga more popular among the children. This year also NCERT has conducted online quiz competition on Yoga through its website and Diksha portal.

The Quiz remained open till 30th September, 2020 and received an overwhelming response of **807992** participants who played the quiz. Merit Certificates were given to the first 100 students from classes 6-8 and first 100 students from classes 10-12.

3. Fit India Star Rating

Department of Sports has prepared a ranking system of Fit India Schools to make fit India a people's movement. Department of School Education and Literacy has written to all Principal Secretaries/School Secretaries, School Education Department of States/UTs to attain Fit India 3- or 5-Star rating. As on 04 Feb 2021, **235345 Schools**

have awarded Fit India Flag, **37876 Schools** 3 Stars Rating and **12333 Schools** 5 Stars rating.

4. Age Appropriate Fitness Protocols

Department of Sports has developed age appropriate Fitness protocols for different age groups. The Department of School Education & Literacy has also written to all the states and UTs to disseminate these protocols among the students, teachers and community for the wider use of it.

5. Fit India Active Day Session

Department in coordination with CBSE and Fit India cell has organized **FitIndia Active Day** online daily sessions during the period of lockdown.

XVI. Inclusive Education for CwSN

National Education Policy (NEP), 2020:

The National Education Policy (NEP) approved by the Cabinet in July, 2020, advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. The policy has introduced major reforms to facilitate equitable and quality school education. To facilitate learning for all students and bridge the gaps of access to school education, special emphasis has been laid on Socio-Economically Disadvantaged Groups (SEDGs) based on gender & socio-cultural identities & disabilities etc.

It also underscores within its framework, education of children with special needs (CwSN). The policy is in complete consonance with the provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016. In order to ensure equitable quality schooling for CwSN recommendations such as suitable content development, strengthening of resource centres, teacher training modules and capacity building

of general teachers etc. has been incorporated in the policy.

Samagra Shiksha – Inclusive Education for CwSN Component:

The Centrally sponsored Samagra Shiksha Scheme covers children with special needs (CwSN) from primary to senior secondary level across the country. The Scheme is regulated and governed by the provisions of the Right to Free and Compulsory Education Act, 2009 for elementary education of all children including CwSN.

There is a dedicated inclusive education component for the education of children with special needs as an integral part of Samagra Shiksha. Through the component, children with special needs are provided support via specific student oriented interventions such as identification and assessment camps, provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, stipend for girls with special needs and teaching-learning materials etc. in order to appropriately address their unique educational requirements in general schools. Further, individualized support is also provided through therapeutic interventions at the block level. Samagra Shiksha supports CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

(As on date), the following provisions for children with special needs have been included under Samagra Shiksha for the year **2020-21**:

- Samagra Shiksha is presently covering over 20 lakh children with special needs from classes I to XII with an estimated outlay of Rs. 1159.41 crore.
- In order to encourage girls to enroll and complete their schooling, an outlay of Rs. 93.04 crore has been approved for stipend (Rs. 200/- month for 10 months) for 4.65 lakh girls with special needs. The stipend is disbursed through Direct Benefit Transfer (DBT).
- Aids and appliances for 2.3 lakh CwSN through convergence scheme(s) like ADIP etc. approved with an outlay of Rs. 76.32 crore.
- The provision for home based education covering 56,374 children with severe &/ multiple disabilities with an outlay of Rs. 12.94 crore for children till class XII under the scheme.
- Allocation for resource support through special educators has been made separately in order to appropriately address the learning needs of CwSN from elementary to senior secondary level. The Department has sanctioned financial assistance of Rs. 676.17 crore for 27,587 special educators for the year 2020-21.
- In addition, for access of children with disabilities have been made including, barrier free infrastructure through ramps with handrails and disabled friendly toilets availability in schools. As per UDISE+ 2018-19 (prov.), there are 8,33,703 schools having ramps with handrails and 1,49,501 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.
- Further, in view of the pandemic, the Department has initiated measures to ensure minimum learning loss of all students, which includes constitution of a **Working group for e-content development for CwSN** and Inclusive Education and online/Digital Learning constituted by the Department in August, 2020.

The focus of Samagra Shiksha is on providing inclusive education to children with special needs wherein, children regardless of their abilities/disabilities participate and learn together in the same class, thus creating an enabling educational environment for all students.

Photographs (source: <https://repository.seshagun.nic.in/>)



Identification & Assessment Camps



Transportation & Escort Allowances



Provision of Aids & Appliances



Teaching-Learning Materials (TLMs)



Assistive Devices



Co-curricular Activities

XVII. Kasturba Gandhi Balika Vidyalayas (KGBV):

Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls' education. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

A total of 5726 KGBVs was sanctioned to States under Samagra Shiksha till 11.01.2021. Out of it, 4886 KGBVs are operational with the enrolment of 607771 girls. Out of the enrolment of 607771 girls, 171524 are SC girls, 159517 are ST girls, 213179 are OBC girls, 25827 are Muslims girls and 37724 are BPL category girls.

Upgradation of KGBV:

The task of up-gradation of KGBVs was started in the year 2018-19 and by the end of the year 2020-21, a total of 2410 KGBVs have been upgraded up to class XII.

XVIII. ECCE– Early Childhood Care and Education

The RTE Act 2009 also address Early Childhood Care and Education (ECCE) under section 11 of the Act which states that with view to prepare

children above the age of 3 years for elementary education and to provide earlier child hood 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 educations for such children. Further, the Goal 4.2 of Sustainable Development Goals 2030 adopted by Government of India states, “by 2030 to ensure that to girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”.

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

Samagra Shiksha envisages the school as a continuum from Pre-School to Senior Secondary levels. The scheme emphasizes safe and secure infrastructure including sanitation facilities; developmentally appropriate curriculum, learning activities, pedagogical practices and assessment; professional development of teachers and community participation and engagement. The scheme lays emphasis on ensuring coordination and convergence with the Ministry of Women and Child Development for curriculum development,

capacity building of Anganwadi workers, mentoring and support by school teachers and headmasters, augmenting learning materials. As per UDISE 2018-19 (provisional), total 1,83,378 Government schools have pre-primary sections attached in primary schools. Under Samagra Shiksha, a total allocation of Rs. 31270.52 lakh have been provided to all the States and UTs to implement the interventions of ECCE in Government schools.

In 2020, The New Education Policy 2020 launched by Ministry of Education under ECCE component was incorporated as foundation of school education. ECCE is focused on the play-based learning to develop cognitive, affective and psychomotor abilities, besides early literacy and numeracy among children. To achieve universalization of ECCE and develop the school readiness among all children, four models are proposed in the policy document i.e. (a) Stand-alone Anganwadis; (b) Anganwadis co-located with the primary school; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools. Policy talks about the arrangement of trained teacher/staff in the curriculum and pedagogy of ECCE to implement the related activities. In the co-location model, anganwadi centre under the Women and Child Development Ministry will be harnessed for the preparatory class which would also ensure health check-ups and growth monitoring of the child. ECCE will be implemented jointly by the ministries of Education; Women and Child Development; Health and Family Welfare and Tribal Affairs. Hence, the implementation plan ensures the strong focus on rationalization of manpower and available resources in order to and implement the NEP recommendations and to achieve the quality ECCE.

XVIII. Sports Grant under Samagra Shiksha

The new integrated scheme Samagra Shiksha envisages school education as a continuum from pre-school to senior secondary level and aims to ensure inclusive and equitable quality education at all levels. The scheme includes the Sports and Physical Education component under which provision for grants for sports equipment for indoor and outdoor games in all government schools has been made.

Realizing the need for holistic development of children, under the Samagra Shiksha, Sports and Physical Education component has been introduced for the first time for encouragement of Sports, Physical activities, Yoga, Co-curricular activities etc. A provision has been made for Government schools for grant for sports equipments at the rate of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools per annum. During the Year 2020-21, an outlay of Rs. **674.80 Crore** has been approved under Sports Grant for Government Schools of different Categories.

Ministry has issued guidelines 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. Sport specific equipments may also be chosen by the schools, based on availability of infrastructure in the school including availability of playfield etc. States and UTs have been advised to encourage schools to include traditional/regional games of the respective State/Region. One responsible person/Physical Education Teacher (PET)/Teacher in charge in every school is to be given the responsibility to take care of the sports equipments and to maintain their stock position.

XIX. Library Grant under Samagra Shiksha

Library is an essential component of the school, providing not only resource for learning, but also for strengthening the idea of reading for pleasure, recreation and further deepening of knowledge and imagination. One of the major interventions for improving quality of education under the Samagra Shiksha scheme includes provision for library and books across all levels of school education. It includes providing grant for a library in government schools from classes I to XII. The vision of this component is to develop school libraries as learning spaces that nurture life-long readers and seekers of knowledge and promote reading ability through relevant, age-appropriate, diverse and engaging books and other reading material.

The fund for library grant ranges from Rs. 5000/- in a primary school to Rs. 20000/- in composite senior secondary school. The Guidelines issued earlier with regard to utilization of Library Grant under Samagra Shiksha were largely limited to procurement. In the present guidelines, emphasis is being given for promotion of reading as a whole apart from development of libraries, selection and procurement of library books. During the Year 2020-21, an outlay of Rs. **630.51 Crore** has been approved under Library Grant for Government Schools in States/UTs.

Under the component ‘strengthening of existing schools’ of Samagra Shiksha, a provision has been made to provide library room in schools where library rooms are not available. Sanction of library rooms may be proposed in schools not having library rooms in the annual work plan and budget proposal of the States/UT for consideration. The proposal may include the cost for civil work, furniture, almirah, racks, fixing and fittings.

XX. Data Sharing Policy

Data is universally recognized as a valuable resource that should be maintained in a manner which ensures that its potential is realized optimally. Most data today is maintained and exchanged electronically, which has increased the ease of use of data. At the same time, it has increased the need for developing a structured and secure mechanism for such an exchange. India’s National Data Sharing and Accessibility Policy (NDSAP) states *inter alia* that the principles on which data sharing and accessibility need to be based include: **Openness, Flexibility, Transparency, Protection of Intellectual Property, Formal Responsibility, Professionalism, Interoperability, Quality, Security, Efficiency, Accountability, Sustainability and Privacy**. The Data Sharing Policy as approved by Hon’ble Education Minister has been uploaded on the SE Shagun Portal and UDISE+ website in the year 2019-20.

XXI. Shagun Repository

This is a rich digital repository of good practices that focuses on positive stories, developments and innovations initiated across all States and UTs of India that are driving performance improvements in the area of School Education. These innovative practices are documented in the form of case studies, videos, testimonials and images. Content is easily searchable by State, Union Territory or by the Samagra Shiksha components that they fall under.

XXII. Vidyanjali:

The programme is designed to involve volunteers from different walks of life to strengthen the co-scholastic activities in government schools. Vidyanjali, which is encouraged to be implemented under the overall aegis of the Samagra Shiksha will enhance the community

involvement in government and government aided schools and effectively engage children in reading, creative writing, public speaking, play acting, preparing story books etc. The programme is unique which gives the freedom to the volunteers to design their activities in consultation with the school. The programme will be open for participation by all Indian citizens including retired Professionals, retired government officials, working professionals, homemakers and also persons from the Indian Diaspora.

XXIII. Aspirational District Programme

The 'Transformation of Aspirational Districts Programme' aims to expeditiously improve the socio-economic status of 112 identified districts. The three core principles of the programme are - Convergence (of Central & State Schemes), Collaboration (among citizens and functionaries of Central & State Governments including district teams), and Competition among districts. Driven primarily by the States, this initiative focuses on the strengths of each district, and prioritizes the attainable outcomes for immediate improvement.

The education sector accounts for 30% of the overall index. 8 Key Performance Indicators have been identified focussing on learning outcomes (transition rate from primary to upper primary, and subsequently to secondary schooling, average scores in mathematics and languages etc.), as well as infrastructural (toilet access for girls, drinking water, electricity supply) and institutional indicators (RTE mandated pupil-teacher ratio, timely availability of textbooks).

XXIV. Ease of Doing Business:

In the process of various interventions required under Ease of Doing Business(EoDB), this Department has made it mandatory for all the

autonomous institutions of Department of School Education & Literacy vis. NVS, KVS, NCERT, CBSE, NIOS, NCTE, NBB, CTSA to implement E-office. Also these autonomous bodies have initiated students and teachers centric reforms by switching over to online admission, fee collection, transfer process, digi-locker, availability of Teacher Learning Materials(TLM).

The reforms initiated by JNVs/KVs for online admission and fee collection will create awareness about digital activity among rural parents and students and will bring transparency in the process, thereby enable the eligible students to get fair opportunity to study in JNVs/KVs. Reforms relating to online Staff grievance redressal will make the process faster and bring transparency in the system.

The online processes initiated by NIOS regarding examination, admission and fee collection has been very helpful to the students and also to the administrator as verification of data has become easier and online process will also help in resolving the queries of students in shortest possible span of time. With the online availability of course material and e-resources in audio, video and Indian Sign Language formats for various courses by NIOS, the students will be able to access the material at any point of time as per his/her convenience.

The reform process initiated by CBSE in the examinations will shift the leaning pattern of students from rote to context based. It will shift the education system towards testing understanding and help those students who find mathematics as a challenging subject. The reform relating to good examination environment for CWSN will enhance their enrolment. Another initiative of CBSE i.e. digi-locker for all the students for issuing certificates, mark sheets and other documents will save paper and make the system eco- friendly.

XXV. 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:

1. 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 conceptualized 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.
2. The PGI has seventy (70) indicators divided into two categories, namely, Outcomes and Governance and Management. The first category is divided into four domains namely, 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 PGI: State report for the reference years 2017-18 and 2018-19 have been released. It can be viewed in public domain in https://www.education.gov.in/hi/statistics-new_PGI_Report_2018-19 (Hindi) PGI Report 2018-19 (English), PGI Report 2017-18 etc.

As a logical next step of the PGI: State, an 83 indicator based PGI: District has been developed to grade the performance of all districts in school education. The online data collection and compilation mechanism for PGI: District is being developed and will be launched shortly. The PGI: District is expected to help the State education departments to identify gaps at the district level and improve their performance.

XXVI. Population Projection:

The DoSEL collects, compiles, analyses and provides information on various aspects of educational statistics pertaining to the school education. Some of the frequently used indicators in education sector are Gross Enrollment Ratio (GER), Net Enrollment Rate (NER), Adjusted Net Enrollment Rate (ANER), Gender Parity Index (GPI), etc. These indices need a comparison of enrollments at different age-groups and levels of education with corresponding population by gender and age-group. Population census in India is a decadal exercise. After every population census, the Ministry of Health and Family Welfare publishes population projection for next 25 years based on latest available census results, birth and death statistics, etc. Using the latest population projection report released by the Expert Group on Population Projection constituted by the Ministry of Health and Family Welfare, the Ministry of Education has prepared age-group and gender wise estimates of population for all States/ UTs for all the years 2011-2021. This is available in public domain http://dashboard.seshagun.gov.in/mhrdreports/#/reportDashboard/sReport_Report_5001.

XXVII. UDISE Plus:

The “Unified District Information System for Education (UDISE)” was collecting data for the school education system in India since long.

Under the UDISE, about 1.5 million schools fed the data manually at school level in a paper version of Data Capture Format (DCF) each year. To improve this system and reduce time lag in data collection, compilation and generation of reports, the DOSEL has developed the “Unified District Information System for Education Plus (UDISE+)” from the reference year 2018-19. Online uploading of data has been made mandatory in UDISE+, along with inbuilt validation checks and subsequent data verification at the Block, District and State level. In the year 2020-21, the DOSEL has developed more than 80 reports in the online UDISE+ application portal to show the statistics on school education at national, State/UT, district and block levels. Data from earlier years are also being added in this portal, so that time-series analysis can be carried out using this data. AT present, data for most of the frequently used statistics on schools, enrollment and teachers are available for the years 2012-13 to 2018-19. For encouraging research work using micro-data, an online facility has also been developed for researchers to register

and download anonymised micro data on school education. All these facilities are available in the public domain in <https://udiseplus.gov.in/udise-home/#/Publication>.

The compilation of data for the reference year 2019-20 is under process.

XXVIII. Examination Result

The DOSEL also collects data on results of secondary and higher secondary examinations conducted by the regular and open boards in India. These are compiled and the consolidation is published under the title “Results of Secondary and Higher Secondary Examination”. The Examination Result for the years 2017 and 2018 have been published by the DoSEL in this year, which is available in the link <https://www.education.gov.in/en/statistics-new> “Results of Secondary and Higher Secondary Examinations 2018”.

The compilation of data for Examination Result for the year 2019 is under process.



02

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

National Programme of Mid-Day Meal in Schools

1. Background

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme ‘National Programme of Nutritional Support to Primary Education (NP-NSPE)’ was launched on the 15th August 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was renamed as ‘National Programme of Mid-Day Meal in Schools’. 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:

2. Objectives

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

- i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-aided schools, Special Training Centers (STCs) and madrasas & 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.
- iv) Providing Food Security Allowance (FSA) to all the enrolled children during closure of schools due to COVID -19 pandemic.

3. Rationale

- i) **Preventing classroom hunger:** Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. Mid-day meal can help the children from families which cannot afford a lunch box or are staying far away from schools, to overcome “classroom hunger”.
- ii) **Promoting school participation:** Mid-day meal has big effect on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.
- iii) **Facilitating healthy growth of children:** Mid-day meal can also act as a regular source of “supplementary nutrition” for children to facilitate their healthy growth.
- iv) **Intrinsic educational value:** A well-organized mid-day meal can be used as an opportunity to impart various good habits to children (such as washing one’s hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.

- v) **Fostering social equality:** Mid-day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid-day meal can help to break the barriers of caste and class among school children. Engaging cooks from SC/ST communities is another way of teaching children to overcome caste prejudices.
- vi) **Enhancing gender equity:** The gender gap in school participation tends to narrow, as Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. The scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.
- vii) **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. Mid Day Meal Scheme can help address these and facilitate cognitive, emotional and social development.

4. Coverage

During the year 2020-21, 11.80 crore children studying in classes I-VIII in 11.20 lakh eligible schools in the country were covered under the scheme. The States/UTs wise details is attached at **Annexure-I**

5. Norms for Mid-Day Meal Scheme

- i) **Calorific Value of mid-day meal:** For children of primary classes, a cooked mid-day meal per child consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat to provide 450 calories of energy and 12 grams of protein. For children of upper primary classes, it consists of 150 grams of food grain (wheat/ rice/nutri-rich cereals), 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat per child to provide 700 calories of energy and 20 grams of proteins.
- ii) Cooking cost covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has been increased by 7.5% in each of the last 5 years (except 7% in the year 2016-17). No increase in the cooking cost for the year 2017-18. The cooking cost was increased by 5.35% in 2018-2019, 3.09 % during 2019-20 and 10.99 during 2020-21. The cooking cost is shared between the Centre and the NER States & 2 Himalayan States as well as UT with Legislature (Jammu & Kashmir) on 90:10 basis, 100% for UTs without legislature and with other States & UTs with legislature on 60:40 basis. The cooking cost norms during the previous years, current year and sharing pattern between the Centre and the States are as under:

Table 1:

Year	Stage	Total Cost Per meal	Centre-State Sharing			
			Non-NER States(75:25)		NER States (90:10)	
2013-14	Primary	₹ 3.34	₹ 2.51	₹ 0.83	₹ 3.01	₹ 0.33
	U. Primary	₹ 5.00	₹ 3.75	₹ 1.25	₹ 4.5	₹ 0.50
2014-15	Primary	₹ 3.59	₹ 2.69	₹ 0.90	₹ 3.23	₹ 0.36
	U. Primary	₹ 5.38	₹ 4.04	₹ 1.34	₹ 4.84	₹ 0.54

Year	Stage	Total Cost Per meal	Centre-State Sharing			
			Non-NER States(75:25)		NER States (90:10)	
Revised Funding pattern		UTs (100%) without Legislature	60:40 (Non NER) and UTs with Legislature		NER & 3 Himalayan States (90:10)	
2015-16	Primary	₹ 3.86	₹ 2.32	₹ 1.54	₹ 3.47	₹ 0.39
	U. Primary	₹ 5.78	₹ 3.47	₹ 2.31	₹ 5.20	₹ 0.58
2016-17	Primary	₹ 4.13	₹ 2.48	₹ 1.65	₹ 3.72	₹ 0.41
	U. Primary	₹ 6.18	₹ 3.71	₹ 2.47	₹ 5.56	₹ 0.62
2017-18	Primary	₹ 4.13	₹ 2.48	₹ 1.65	₹ 3.72	₹ 0.41
	U. Primary	₹ 6.18	₹ 3.71	₹ 2.47	₹ 5.56	₹ 0.62
2018-19	Primary	₹ 4.35	₹ 2.61	₹ 1.74	₹ 3.91	₹ 0.44
	U. Primary	₹ 6.51	₹ 3.91	₹ 2.60	₹ 5.86	₹ 0.65
Funding Pattern		100% UTs without Legislature	60:40 (Non NER) and UTs with Legislature (GNCT of Delhi & Puducherry)		NER & 2 Himalayan States and J&K i. e. UT with Legislature (90:10)	
2019-20	Primary	₹ 4.48	₹ 2.69	₹ 1.79	₹ 4.03	₹ 0.45
	U. Primary	₹ 6.71	₹ 4.03	₹ 2.68	₹ 6.04	₹ 0.67
2020-21	Primary	₹ 4.97	₹ 2.98	₹ 1.99	₹ 4.47	₹ 0.50
	U. Primary	₹ 7.45	₹ 4.47	₹ 2.98	₹ 6.70	₹ 0.75

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

One cook-cum-helper can be engaged for upto 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to a minimum honorarium of ₹ 1,000 per month. The States are however free to give more honorarium over and above the prescribed minimum to the cooks-cum-helpers from their own resources. 23 States and UTs are providing additional honorarium from their own resources over and above minimum mandatory State Share (**Annexure-II**). The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs and with other States & UTs with legislature on 60:40 basis. Programme Approval Board-Mid Day Meal headed by Secretary, School Education & Literacy approved the engagement of 25.92 lakh cook-cum-helpers under the scheme. The

States/UTs have engaged 24.80 lakh cook-cum-helpers during 2020-21 against the PAB approval (**Annexure-III**).

iv) Construction of kitchen-cum-store:

The Central Assistance is being released to the States/UTs for the construction of Kitchen-cum-Store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having upto 100 children. For every addition of upto 100 children, additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and the NER States and 2 Himalayan States and UT with Legislature (J&K) on 90:10 basis, 100% for UTs and 60:40 with other States and UTs with Legislature (GNCT of Delhi and Puducherry).

Central Assistance of ₹ 8444.41 crore was released to the States/UTs for construction of 10,11,375 kitchen-cum-stores since 2006-07 to 2019-20 Out of this,8,75,980 (87.00%) kitchen-cum-stores have been constructed. *States/UTs-wise details are at Annexure-IV.*

v) Transportation assistance in Special Category States:

Transportation assistance in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) is payable at par with the PDS rates prevalent in these States. For all other States/UTs, transportation of food grains is given at par with their PDS rates subject to maximum of Rs.150/- per quintal.

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

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

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

6. Pattern of Central Assistance

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

The cooking cost and honorarium to cook-cum-helpers is shared between the Centre and the NER States & Himalayan States and UT with Legislature (J&K) on 90:10 basis, 100% for UTs without legislature, 60:40 with other States and UTs with Legislature (GNCT of Delhi and Puducherry).

Similarly, the non-recurring central assistance for kitchen-cum-stores, procurement/replacement of kitchen-devices and repair of ten years old kitchen devices is shared between the Centre and the NER States & Himalayan States on 90:10 basis, 100% for UTs and 60:40 with other States and UTs with Legislature (GNCT of Delhi and Puducherry).

7. Implementation of the 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 held responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centers in the case of North East Region. States / UTs are permitted to lift the food grains one month in advance. Every school/cooking agency is to maintain a buffer stock of food grains for one month requirement.

8. Task of Cooking

- i) The Guidelines provide that, as far as possible, the responsibility of cooking/supply of cooked mid-day meal should be assigned to local women's/mothers' Self-Help Group or local Youth Club affiliated to the Nehru Yuvak Kendras or a voluntary organization or by personnel engaged directly by the SMC/VEC/SMDC/PTA/Gram Panchayat/Municipality.
- ii) In urban areas, where there is shortage of space for construction of the kitchen shed, use of centralized kitchen for a cluster of schools may be allowed. Cooking may be undertaken in a centralized kitchen and cooked hot meal may then be transported under hygienic conditions through a reliable transport system to various schools. There may be one or more such nodal kitchen(s) in an urban area, depending on the number of children and capacity of the service providers.
- iii) Model MoU.

9. Quality of Mid-Day Meal

- i) Quality of MDM largely depends on the quality of food grains. FCI is held responsible for issue of food grains of best available quality, which will in any case be at least of Fair Average Quality

(FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme. The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are lifted after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

- ii) The Central Government has issued detailed guidelines to ensure quality, safety and hygiene under Mid-Day Meal Scheme to all the States/UTs with request to take prompt action for setting up of an effective Management Structure for MDM at various levels; Mandatory tasting of the meal by 2-3 adults including at least one teacher before it is served to the children; Safe storage and supply of ingredients to schools; Procurement and supply of pulses and ingredients of branded and Ag-mark quality on the lines of Maharashtra;
- iii) Detailed Guidelines on Food Safety and Hygiene for School Level Kitchens under Mid Day Meal were issued on 13.02.2015. These guidelines cover safety aspects of procurement, storage, preparation, serving and waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food.
- iv) Convening of District Level Committee meeting under the Chairmanship of senior most Member of Parliament from the district;
- v) **Management Information System (MIS):** Web enabled MDM-MIS has been launched for effective online monitoring of the Scheme. The portal captures

information on important parameters like category wise Enrolment, Teacher (looking after MDM) details, Cook-cum-Helpers details with social composition, availability of Infrastructural facilities like Kitchen-cum-stores & Kitchen devices, mode of cooking, drinking water, toilet facilities etc. on annual basis. The States/UTs are also feeding monthly data into the portal, which helps in monitoring the critical components/ indicators of the MDMS such as no. of meals served, utilization of food grain & cooking cost, honorarium paid to Cook-cum-Helpers, school inspection details etc.

vi) **Automated Monitoring System (AMS) :**

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

Under the Automated Monitoring System, States/UTs have set up a suitable system of data collection (i.e. Interactive Voice Response System (IVRS) / SMS / Mobile Application / Web Application) from schools on a daily basis and using it for purpose of monitoring and timely follow up action. States / UTs are pushing data on specific fields in a predefined format on a real time basis to the Central Server maintained by NIC. A central portal has been provided to analysis and display of data at the Central level. Based on the data collected, various drill down reports are made available for real time monitoring of the scheme at National/State/District/Block level. Daily email alerts are sent to States/UTs regarding number of schools

which have reported data on that particular date and schools where meals have not been served.

- vii) Emergency Medical Plan to tackle the untoward incidents, if any, at schools.
- viii) Grievance Redressal Mechanism to address the grievances of the stakeholders.

10. Monitoring Mechanisms

Department of School Education and Literacy, Ministry of 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, a District Level Committee under the Chairmanship of senior most Member of Parliament (MP) of the district has been constituted to monitor the scheme on quarterly basis.
- This committee also monitors the implementation of Samagra Shiksha and Bharat programmes in the district.
- vi) Periodic Returns:** The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GOI to provide information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilization of central assistance (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.,
- vii) Grievance Redressal :** States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.
- viii) State level Monitoring:** States and UT Administrations are also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States/UTs have deployed independent institutions for the evaluation of the Scheme.
- ix) National level:**
- a) **Empowered Committee** on Mid-Day Meal has been set up under the Chairmanship of Hon'ble Minister, Human Resource Development for monitoring the access, safety, hygiene and quality aspects in the implementation of MDMS; Review mechanism is in place to ensure effective monitoring and evaluation of the scheme; Mechanism is in place for community participation in the scheme and its effective monitoring.
 - b) Executive Council of the National Mission for Samagra Shiksh(SS) headed by the Minister, Human Resource Development also reviews Mid-Day Meal Scheme.
 - c) National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary (SE&L).
 - d) National Meetings with Education Secretaries and Regional Review Meetings are also held to monitor implementation of MDMS.

x) **11th Joint Review Mission** visited 5 States namely Andhra Pradesh, Bihar, Himachal Pradesh, Maharashtra and Uttar Pradesh during 2018-19. 12th Joint Review Mission is to visit Assam, Chhattisgarh, Karnataka, West Bengal and Puducherry during 2019-20. Due to COVID-19 pandemic across the country since schools are closed, therefore, Joint Review Mission could not visit in any of the States/UTs during 2020-21.

xi) **Social Audit**

Section 28 of NFSA mandates Social Audit, that is collective monitoring of a scheme by people's active involvement. It covers the issues of equity and equality along with expenditure in programme implementation. During PAB-MDM meeting all States/UTs were informed that under the provisions of Section 28 of National Food Security Act, 2013 Social Audit of the scheme is mandatory. As per the MDM guidelines it is mandatory to conduct Social Audit in at least 20 schools each in all districts. The Social Audit Units (SAU) set up under MNRREGS, may be actively involved in conducting Social Audit of MDM in all districts. States/UTs have committed during PAB-MDM meeting 2020-21 to conduct Social Audit of Mid day Meal Scheme. The States/UTs have been conducting Social Audit.

11. Impact of the Scheme

(i) Many studies have shown that MDMS has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. The Office of the Supreme Court Commissioner undertakes extensive review of various welfare schemes through field visits. They have observed that the MDM is

widely acknowledged as one of the more successful entitlement schemes of Government of India and has resulted in an increase in enrollment and retention of children in elementary classes.

(ii) **Monitoring and Evaluation of scheme**

In this context it is pertinent to note that the NITI AAYOG has conducted independent 3rd party evaluation of Mid Day Meal Scheme during 2019-2020. Major findings are as under :

- i) The scheme is relevant to the Sustainable Development Goals (SDG) 2 and 4 as well as to the National Development Agenda of 'Inclusion in School Education'.
- ii) MDM is one of the important meals of the day for students and in some cases the only meal for first half of the day.
- iii) The scheme is effective as it has well defined, realistic targets based on beneficiary approach.
- iv) Nutritional level among students availing MDM is reported to have improved as attributed by Comprehensive National Nutrition Survey (2016-2018).
- v) It positively impacts and caters to the education sector needs and outcomes, especially at Primary and Upper Primary level.
- vi) The scheme is especially important to people from disadvantage background (both socially and economically).

These findings are in sync with the earlier conducted 3rd party evaluation of the MDM Scheme in 70 districts of 20 States and UTs

was conducted in 2017-18 in the leadership of National Institute of Nutrition (NIN). The major findings of the report are given below:

- i) 92% of the students attending schools were availing MDM;
- ii) 87% students liked the taste of MDM;
- iii) 72% Children opined that MDM helped them concentrate more in the class room studies;
- iv) 96% parents opined that the MDM is beneficial to their children,
- v) More than 80% parents stated MDM increased the enrolment & attendance, improved nutritional and health status of their children;
- vi) 96% teachers mentioned that MDM improved the nutritional status of the school children.
- vii) 92% teachers stated that MDM increased enrolment & improved attendance.
- viii) 86% teachers also opined that MDM helped in reducing the school dropout rates.
- iv) Sharing of good practices through inter State, inter district visits.
- v) Capacity building of cook-cum-helpers.
- vi) Since, the cook-cum-helpers are working more than half a day (4-5 hours/day), their honorarium may adequately be revised to function at fullest potential.
- vii) In order to develop database, anthropometric measurements of MDM beneficiaries need to be collected periodically and monitored for MDM impact and time trends in their nutritional status. The local Home Science Colleges and nutrition research institutes may be engaged for this purpose.
- viii) Only half of the schools were having contingency plan to act on emergencies like fire, medical etc., therefore, all the schools should have their own contingency plans.
- ix) Comprehensive impact evaluation of Mid-Day Meal may be carried out.
- x) All the functionaries need to be oriented on health and nutrition, with special reference to the MDM execution, monitoring, supervision and quality control.
- xi) Periodic third party evaluation may be ensured.

Recommendations:

- i) States which are already providing items like egg/milk/snacks etc. in addition to MDM at lunch time, may provide them in the morning as breakfast.
- ii) To increase the micronutrient content of the MDM food, it is recommended to develop 'KITCHEN GARDENS'
- iii) Role of the teachers in MDM should be to supervise that the cook-cum-helpers prepares the meal, taste the meal before serving to children and also to ensure that

the entire process of consuming of MDM is completed in an orderly manner within the recess period.

10. Achievements

The BE for 2020-21 was ₹ 11000.00 crore. The year-wise achievements of physical and financial targets of the scheme during the last five years are given below:-

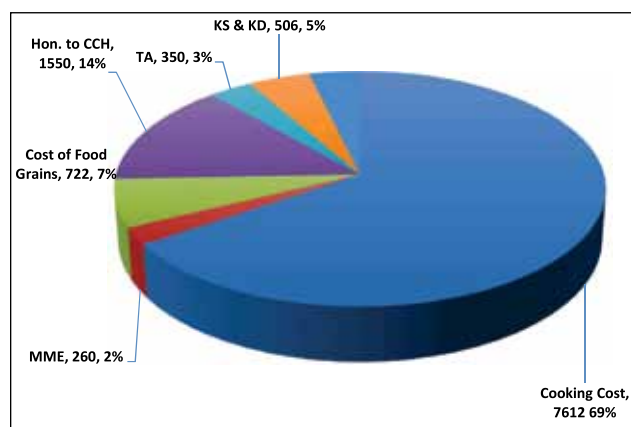
Table 2: Coverage and expenditure trends

Components	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Children who availed meals on an average (in crore)	10.22	10.03	10.08	9.52	9.12	9.01	9.52#
Food grains allocated (in lakh MTs)	29.33	28.83	27.17	27.01	26.94	26.90	29.99*
Budget allocation (₹ in crore)	13215	9236.4	9700	10000	10500	11000	11000
Releases (₹ in crore)	10526.97	9151.55	9483.40	9095.91	9518.08	9705.94	9909*

Food Security Allowance provided

*as on 31.01.2021

10. Component-wise Budget Allocation for the F.Y. 2020-21 is Rs. 11000 Crore



11. 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.

15. Improvements in the scheme

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

- Annual increase in cooking cost linked to Inflation Index.
- Revision of the transportation rate from Rs 75 per quintal, for non-special category of States to PDS rate (maximum of Rs.150 per quintal).
- Revision of Management, Monitoring and Evaluation (MME) rate from 2% to 3% of the total admissible recurring Central Assistance.
- The assistance for kitchen devices has been enhanced from flat rate of Rs 5,000 per school to Rs 10,000 – Rs 25,000 based on enrolment.
- A new component of Rs 10,000 for repair

- of more than 10 year old kitchen-cum-store has been introduced.
- vi) Rs 50 crore have been allocated for fortification of food items in a systematic manner.
 - vii) Delegation of the power of implementing the scheme with minor modifications from the existing guidelines to District Level Committee Chaired by the District Magistrate.
 - viii) The States and UTs have been given flexibility to utilize, with the prior approval of MHRD, 5% of their Annual Work Plan & Budget for new interventions.
 - ix) Concept of community participation in the form of Tithi Bhojan will be encouraged under which people from the community celebrate important days such as child birth, marriage, birthdays etc. by contributing to the Mid Day Meal Scheme.
 - x) Cooking competitions at Block, District and State levels to promote innovative menus.

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

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

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

17. Provision of Food Security Allowance under Mid Day Meal Scheme during closure of schools due to COVID-19

- i) Government of India has taken various measures to prevent the spread of COVID-19 and the whole country remained under lockdown. In these difficult crisis times, the poor and needy sections of the society with loss of livelihood and consequent inadequate reserves of food are severely affected and children are bearing the brunt. Consequent undernourishment or malnourishment may lower their immunity against COVID-19. Thus, it becomes even more important to provide food especially to the poor and needy children to meet their nutritional requirements and thereby to safeguard their immunity.
- ii) On 20th March 2020, with the approval of Hon'ble HRM, MHRD issued an advisory to all States & UTs to provide hot cooked Mid Day Meal or Food Security Allowance, comprising of food grain and cooking cost to children to enable them

to meet their nutritional requirement and safe guard their immunity during closure of schools due to COVID-19.

- iv) In the context of COVID-19, Hon’ble Prime Minister, during his address to the nation on 14.04.2020, has identified food as one of the major problems being faced by the people especially the poor. Further, Hon’ble Prime Minister, while assuring availability of ample reserves of medicines, food-ration and other essential goods, exhorted the entire nation to “Take as much care of poor families as you can. Especially try to fulfil their food requirements.”
- v) Under these circumstances, on 28.04.2020 considering the onset of summer vacations, Hon’ble HRM, during a Video Conference with State Education Ministers, announced as a special one time measure that Food Security Allowance comprising of food grains and cooking cost (or its equivalent pulses, oil etc) will also be provided to

eligible children even during summer vacations. On 29th April 2020, to provide FSA even during summer vacations as a special onetime measure for the first time in the history of the scheme.

- vi) It is pertinent to note although scheduled summer vacations are over, schools are not reopened due to continued COVID-19 pandemic situation. Therefore, on 31.07.2020 with the approval of Hon’ble HRM, States and UTs have been advised to provide Food Security Allowance comprising of food grains and pulses, oil etc (equivalent to cooking cost) to all eligible children in lieu of hot cooked mid-day meal, under the Mid-Day Meal Scheme, duly following extant social distancing norms, until the schools are reopened.

18. Additional items provided by the States & UTs as best practices under Mid-Day Meal Scheme (MDMS) before COVID 19 pandemic:

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

National Award to Teachers (NAT)

1. The National Awards to Teachers were first instituted in 1958 to recognize excellence and commitment of teachers in shaping the minds as well as future of the youth. From mid-60s, 5th September came to be the fixed date for the function on account of birthday of Dr. Sarvepalli Radhakrishnan, former President of India. The award was to accord public recognition to meritorious teachers working in elementary and secondary schools.
2. The guidelines of the National Award to Teachers Scheme were revised in the year 2018. The basic premise now is that the new scheme should be transparent, fair, and reward meritorious teachers so that they could be held as examples and inspiration for other teachers. The features of the new scheme are as under:
 - i) In the revised guidelines there is a provision for online self-nominations from teachers which are invited on *mhrd.gov.in*.
 - ii) All regular teachers are eligible and no minimum years of service is required. This enabled meritorious young teachers to apply.
 - iii) The numbers of awards have been rationalized to 45, as against the earlier 378, thereby restoring the prestige of the awards.
- iv) In addition, 2 teachers under Special Category could be selected from differently abled teachers etc., if any.
- v) No State, UT or Organization had a quota in the final selection. This encouraged them to compete for the awards truly at National level.
- vi) The final selection is done by an Independent Jury headed by a retired Secretary, Department of School Education & Literacy from amongst nominations received from States/UT's and Organizations, thereby ensuring that the role of these agencies was not diluted under the new scheme.
- vii) The nominated teachers make a presentation before the Jury for final selection. This ensures that all of them are given an opportunity to share the work done by them.
3. The rationalized number of awards restored the prestige of the awards and with enhanced transparency and the sanctity of the teachers started taking this National Award to Teachers seriously and reverentially of the selection process.
4. Hon'ble Prime Minister interacts and felicitates the awardee teachers at his official residence, 7, Lok Kalyan Marg, New Delhi.



5. For the first time in the history of the National Awards to Teachers, high quality films of one minute duration on the exemplary work done by each one of the awardees have been made since 2018. The films have been shot on location in the respective schools of the awardees, artistically and succinctly capturing the wide gamut of innovative activities like promotion of joyful learning through art

& theatre resource mobilization from community, use of free educational apps & ICT, development of school nutrition garden etc.

6. The prestigious and impressive award ceremony is conducted at Vigyan Bhawan and the Hon'ble President of India gives away the Awards to the selected teachers every year on 5th September.

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



For the year 2020, due to Covid-19 pandemic situation, the conferment of National Awards to Teachers 2020 was held on 5th September, 2020 through Webinar/ Video Conference, in the august presence of Hon'ble President of India.



**SCHOLARSHIP SCHEMES AND
SCHEMES FOR MINORITIES**

Scholarship Schemes and Schemes for Minorities

I. National Means-cum-Merit Scholarship Scheme (NMMSS)

Objective

The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' was launched in May, 2008 with the objective to award scholarships to meritorious students of economically weaker sections @ Rs. 6000/- per annum (Rs. 500/- per month) per student to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. The rate of scholarship has been enhanced from Rs. 6000/- to Rs. 12000/- per year with effect from 1st April, 2017.

Scheme Brief

The students whose parental income from all sources is not more than Rs.1,50,000/- per annum are eligible to avail the scholarship. The scheme envisages award of 1,00,000 scholarships every year to the selected students of Class IX and their continuation/renewal in classes X to XII for study in a State Government, Government-aided and

Local body schools under the scheme. Students of NVS, KVS and residential schools are not entitled for the scholarships. There is quota of scholarships for different States/UTs. There is reservation as per State Government norms. The selection of students for award of scholarships under the scheme is made through an examination conducted by the State Governments and the list of eligible students is provided by the respective State Government/UTs. 100% funds are provided by the Central Government for the Scheme. In order to enhance the accuracy and streamline the process of application verification and disbursement of scholarships under NSP. Scholarships are disbursed by the State Bank of India directly by electronic transfer into the accounts of students through Public Financial Management System (PFMS).

Target and Achievement 2020-21

B.E. under the scheme for 2020-21 is Rs. 373.00 crore and an expenditure of Rs. 25.64 crore has been incurred as on 02.12.2020.

Items	Target (No. of Beneficiaries)	Achievement till 02.12.2020	
		Physical	Financial
On- line applications of 2020-21 (Fresh + Renewal) to be received on National Scholarship Portal (NSP)	205252	175514	The last date for receipt of on-line applications and verification is 31.12.2020, therefore, the process of sanction will be done after completion of process of application and verification
Off-line proposals upto 2017-18 to be received from State and UT Governments	100000	54000	Expenditure of Rs. 25.64 crore has been incurred for release of 20514 scholarships, as on 02.12.2020 and remaining is under process for sanction.

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

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

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

The NSIGSE scheme has been discontinued w.e.f. the year 2018-19. It is being re-designed to enhance effectiveness implementation.

III. Scheme For Providing Education to Madrasas/Minorities (SPEMM)

Department of School Education and Literacy is implementing an Umbrella **Scheme for Providing Education to Madarsas/Minorities (SPEMM)** which comprises of 2 schemes namely **Scheme for Providing Quality Education in Madarsas (SPQEM)** and **Infrastructure Development in Minority Institutions (IDMI)**. The scheme

is being implemented at National level. Both the schemes are voluntary in nature. 16 States i.e. Bihar, Chhattisgarh, Haryana, Jharkhand, Karnataka, Kerala, Manipur, Madhya Pradesh, Maharashtra, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, Sikkim, Mizoram, have availed benefits under the scheme from 2014-15 onwards.

Objectives of SPEMM are as under:

1. SPQEM

- i) To encourage traditional institutions like Madrasas and Maktabas by giving financial assistance to introduce science, mathematics, social studies, Hindi and English in their curriculum so that academic proficiency for classes I-XII is attainable for children studying in these institutions. However, the process of modernization of traditional Madrasas and Maktabas will be voluntary.
- ii) To provide opportunities to students of these institutions to acquire education comparable to the National Education System especially for secondary and senior secondary levels. This will enable children studying in these institutions to progress to higher levels of learning and also open up better job opportunities for them.
- iii) To strengthen State Madrasa Boards opting for assistance, by enabling them to monitor the Madrasa modernization programme and enhance awareness about education among the Muslim community.
- iv) To provide in-service training of teachers appointed under the

scheme, for teaching modern subjects of science, mathematics, social studies, Hindi and English, to improve their pedagogical skills and quality of teaching.

2. IDMI

- i) To facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions (elementary/ secondary/ senior secondary schools) in order to expand facilities for formal education to children of minority communities.
- ii) To encourage educational facilities for girls, children with special needs and those who are most

deprived educationally amongst the minorities.

Funding Pattern as per revised Scheme Guidelines

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



04

ADULT EDUCATION



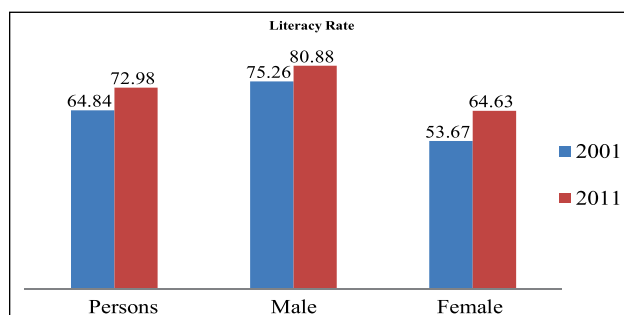
Adult Education

ADULT EDUCATION

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

Literacy Profile

With the planned interventions and sustained efforts, considerable progress has been made. The literacy rate in 2001 was 64.84 percent, which improved to 72.98 percent in 2011. Interestingly, the literacy rate improved sharply among females by 10.96 percent points from 53.67 to 64.63 percent as compared to a rise of 5.62 percent points in case of males from 75.26 to 80.88 percent.



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

New Scheme of Adult Education namely Padhna Likhna Abhiyan

A new scheme of adult education namely Padhna Likhna Abhiyan has been launched for implementation during the FY 2020-21. The main objective and thrust of the scheme is on basic literacy i.e. on making illiterate adults literate. The scheme has a flexible approach and innovative methodologies such as involving school and college students and other volunteers of such Schemes as National Cadet Corps (NCC), National Service Scheme (NSS) and Nehru Yuva Kendra Sangathan (NYKS), for imparting basic literacy. The principal target of the Abhiyan is to impart functional literacy to 57 lakh adult illiterates in the age group of 15 years and above during the the FY 2020-21. The scheme covers both rural and urban areas of all the districts which have adult illiterates. However, priority has been given to the 112 Aspirational Districts identified by NITI Aayog.

Approved Budget of Padhna Likhna Abhiyan for the FY 2020-2021

Padhna Likhna Abhiyan was approved for implementation during the FY 2020-21 as a centrally sponsored scheme with a financial outlay of Rs. 224.95 crore including the central

share of Rs. 148.74 crore and the state share of Rs. 76.21 crore for a physical target of 57 lakh learners to be made literate. However, in view of the pandemic situation created by the COVID-19, the Department of Expenditure has reduced the budget to Rs. 95.25 crore (central share).

DIRECTORATE OF ADULT EDUCATION

Directorate of Adult Education (DAE) is a subordinate office of the Department of School Education & Literacy, Ministry of Education, Government of India. It functions as the 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 (NLMA) 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 and learner assessments.

The major activities of the 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 the NLMA in preparation of teaching-learning materials.

The main activities carried out by the DAE during January to December, 2020 are given below:

International Literacy Day Celebration, 2020

“Literacy is an accelerator of development enabling individuals to access and avail economic, political and social benefits” – Education Minister

The National level function to celebrate the 54th International Literacy Day was organized by Ministry of Education on 8th September, 2020 through online mode. Shri Ramesh Pokhriyal ‘Nishank’, Union Minister of Education was the Chief Guest on this occasion.

Speaking on the occasion Shri Pokhriyal said that literacy is the first step in every individual's life in the endless journey of acquiring knowledge and enlightenment through formal ways. The Minister said that every human being in this civilized world has the right to be literate. It opens up new vistas of development of humanism where an individual can transform into a noble soul with dignity and self-respect. Literacy is an accelerator of development enabling individuals to access and avail economic, political and social benefits not only to empower themselves to lead a quality life, but also to contribute towards national and international developments. In a broader perspective, literacy is a vital means to realize the goals of national progress, universal brotherhood and sustainable development.

The Minister further said the International Literacy Day is an occasion for the nations all over the world to reaffirm their commitment and resolve to eradicate illiteracy. It is a moment to consolidate the gains made in the area of literacy, share and learn from national and international experiences, build cooperation among stakeholders, and raise public awareness about the significance of literacy.



The Minister informed that this year's International Literacy Day 2020 focuses on 'Literacy teaching and Learning in the COVID-19 crisis and beyond' especially on the role of educators and changing pedagogies. The theme highlights literacy learning in a lifelong learning perspective, and therefore, it mainly focuses on youths and adults. ILD, 2020 provides an opportunity to reflect on and discuss how innovative and effective pedagogies and teaching methodologies can be used in youth and adult literacy programmes to face the pandemic and beyond. The Ministry of Education has made efforts for eradication of illiteracy in the country over the years resulting in achieving substantial progress towards improving access to adult education and learning but still India has a sizeable number of illiterates who have to be made literate for attaining the target of achieving the 100% literacy rate in the country before the target year 2030.

Shri Pokhriyal called upon all stakeholders including the State Governments, Civil Society Organizations, Corporate Bodies, intelligentsia and the fellow citizens to join hands in transforming India to a fully literate society making our country ***Saakshar Bharat- Aatmanirbhar Bharat.***

Minister of State for Education, Shri Sanjay Dhotre was the Guest of Honour on the occasion. While addressing the participants, Shri Dhotre said that the Father of the Nation, Mahatma Gandhi once observed, "**Illiteracy is a sin and shame and must be eradicated**". He further said that literacy can play an important role of empowering, transforming and improving quality of life of individuals as well as the society, especially women and those belonging to disadvantaged groups of the society. He added that there is an urgent need for focused attention to ensure that everyone is brought into the fold of literacy and formal education to catch up so that we can move faster towards the national goal.



Shri Dhotre emphasized that literacy need not be viewed as an end in itself. This is particularly relevant to our country as a large part of our

population is under 35 years of age. This young population, entering into the world of work without adequate levels of education and vocational skills will prevent us from taking the full advantage of the demographic dividend. We have to think as to how the youth can be brought into the ambit of education and lifelong learning. Shri Dhotre called upon all stakeholders to join hands and strive till the goal of transforming India into a literate and sustainable society is achieved. He wished all the participating organizations success in their endeavors to achieve the total literacy.

The Message of the Director General, UNESCO was read by a UNESCO Representative on the occasion. Smt. Anita Karwal, Secretary, Department of School Education and Literacy was also present on the occasion. Sh. Vipin Kumar, Joint Secretary (AE) gave the vote of thanks on this occasion. The International Literacy Day Celebration 2020 included a talk on ‘Literacy teaching and learning in the COVID-19 crisis and beyond’ to determine the future course of action which needs to be taken to eradicate the scourge of illiteracy in the country. A documentary film on the journey of Adult Education was also screened on the occasion.

The following ‘Hashtags’ were trended on the International Literacy Day Celebrations:

- i) #Saakshar Bharat Aatmanirbhar Bharat
- ii) #Padhe Bharat Badhe Bharat
- iii) #Padhna Likhna Abhiyan

The International Literacy Day was streamed live on 8th September, 2020 at 12.30 pm on the link: <https://webcast.gov.in/mhrd>

Keeping in view the unprecedented pandemic condition created by the Covid19, a maximum number of 20 persons including dignitaries, senior officials of the Ministry of Education attended the function physically. The Heads of Autonomous Organizations, Departments of Education or

their representatives and CEOs of voluntary organizations attended the function virtually through video conferencing mode. More than 500 stakeholders across the country attended the function virtually through webcasting/YouTube live streaming to join hands for spreading the message of Literacy on a Mission Mode for the Eradication of Illiteracy to transform India into a fully literate ‘Aatmanirbhar Bharat’.

Publication

- DAE has been publishing a bilingual quarterly newsletter titled ‘DAE Newsletter’. DAE Newsletters were published periodically providing brief accounts on various activities undertaken by the Directorate.
- Annual report of DAE has been brought out for the financial year 2019-20.

Ancillary Activities:

➤ Swachhata Pakhwada

In commemoration of the 150th Birth Anniversary of Mahatma Gandhi, ‘Swachhata Pakhwada’ was observed from 16th to 30th January, 2020. Beginning of the ‘Swachhata Pakhwada’ was observed with officials of the Directorate cleaning their immediate workspaces followed by dusting of files and documents, arranging of the same in order and proper disposal of redundant ones. During the fortnight, officials of the Directorate devoted about one hour daily to keep their office and its surroundings clean. The idea of cleanliness was extended to aesthetics and environment under which office lawns were mowed, plants pruned and foliage properly disposed of. On the last day of the Pakhwada, a poem/ article/ essay writing activity was conducted in the conference hall of DAE.



➤ **Plastic Use Audit**

Plastic use audit was conducted in the premises of the Directorate of Adult Education on the 3rd of February 2020. Plastic pollution is threatening the biodiversity in the larger aspect and is hazardous to living beings. The purpose of the audit was to identify, quantify, analyze the uses of the plastic products and minimize the uses of the plastic products in the Directorate. Focus of the audit was also to identify the sources of

supply of plastics to the Directorate. Shri M.P. Singh, Deputy Secretary, Ministry of Education was the auditor. The auditor appreciated the cleanliness, good hygiene and conservative use of plastic in the Directorate.

During his inspection he advised the staff to avoid use of plastic items and instead carry a personal set of reusable utensils in the office and prefer reusable stationary items in the office.



➤ **DAE Website Launched**

The official website of the Directorate of Adult Education was launched under URL www.dae.mhrd.gov.in on 27.02.2020. The website has been developed/ maintained by NIC in HTML format. The Directorate of Adult Education (DAE) functions as the National Resource Centre for adult education and literacy programmes in the

country. It provides professional, academic and technical guidance for effective implementation of programmes launched under the aegis of the National Literacy Mission Authority and monitors progress of the programmes implemented in the field through the State Governments and other agencies. Therefore, the website is expected to provide valuable information and academic resources to the stakeholders.



➤ **Anti-Terrorism Day 2020 Observed**

The 'Anti-Terrorism Day, 2020' was observed on 21st of May, 2020 by the Directorate of Adult Education with the objective to wean the youth from terrorism and cult of violence. In order to spread the message of humanity, uphold and promote

peace, unity and social harmony among the people, anti-terrorism/ violence pledge was taken by the staff of DAE. Keeping in view of the ongoing COVID-19 pandemic and to adhere to social distancing guidelines, the Officers/ Staff of DAE took anti-terrorism pledge in their respective rooms/offices.



➤ **Hindi Pakhwada**

Hindi Pakhwada was celebrated from 16-30 September, 2020 at the Directorate of Adult Education with the objective to promote the use of the official language, Hindi in our day-to-day official works.

During the Pakhwada, a Hindi calligraphy competition was organized. Besides, a workshop on the topic 'Noting and Drafting in Hindi' was also organized on 24th September, 2020.





05



**INSTITUTIONAL SUPPORT
TO SCHOOL EDUCATION**

Institutional Support to School Education

JAWAHAR NAVODAYA VIDYALAYAS (JNVs)

National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Society Registration Act XXI of 1860, with the objective to establish Navodaya Vidyalayas to provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family's socio-economic condition. The schools are affiliated to Central Board of Secondary Education.

Navodaya Model of Education:

- Presence in the Remote Rural area.
- Residential set up and living with teachers.
- Low cost operation with Modern education.
- Committed staff.
- Intensive interaction with students.
- Exposure in all life skills with concentration of personal effectiveness and human values.
- Students do almost all their personal activities.
- Quality performance in all exams and contests.

- Alumni-identifiable by the personal value they carry from school.
- Higher number of participation of Girls, SC, ST and children from Rural area.

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

Status of sanctioned and functional JNVs: Beginning from two Vidyalayas established during 1985-86, at Jhajjar (Haryana) and Amaravati (Maharashtra) 661 JNVs have so far been sanctioned by the Government in 27 States and 08 UTs, except Tamil Nadu State. Out of total 661 JNVs sanctioned, 647 are functional in the country.

Admission of students in JNVs: Admission in Jawahar Navodaya Vidyalaya is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education through online application. The Selection test is non-verbal and class neutral and is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. Only the candidates from the district concerned where the Jawahar Navodaya Vidyalaya has been opened are eligible to apply for admission. However, the

district where JNV is opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for admission in the JNV, in case a new Vidyalaya has not been started in newly bifurcated district as yet. JNVs are co-educational and residential and from Class VI to Class XII. The admissions are done for Class VI and IX through JNVST. The statistical figures for the students Registered for the JNVST and selected in the year 2020-21 are as under:

Class	Registered	Selected
VI	30,47,512	46,418
IX	2,31,388	4410

Reservation Policy for admitting students in the JNVs:

- (a) At least 75% seats in a district are filled by candidates selected from rural areas and the remaining seats are filled from urban areas of the district.
- (b) Reservation of seats in favour of children belonging to scheduled castes and

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

- (c) 27% reservation is provided to the OBC students over and above the reservation for SCs and STs.
- (d) One third of the total seats are filled up by girls.
- (e) There is a provision for reservation of 3% seats for differently abled (Divyang) children (i.e.) orthopedically handicapped, hearing impaired and visually handicapped).

It is implemented through automated software.

Enrolment of Students as on 31.12.2020

Number	Boys	Girls	Rural	Urban	Gen	OBC	SC	ST
285695	169473	116222	237166	48529	58192	97945	71910	57648
%	59.32	40.68	83.01	16.99	20.37	34.28	25.17	20.18

Recruitment

Recruitment is a continuous process as vacancy keeps on rising on account of resignation, death, establishment of new JNVs, allotment of streams, retirement etc. Concerted efforts are being made to fill up the vacancies. In order to ensure uniformity and transparency in the selection process Samiti has been adopting the following:

- Resorting to the “Centralized recruitment” process.
- Resorting to the Computer Based Test doing away with the conventional OMR Sheet/ Written Test.
- “Answer Sheet / Response Sheet” along with “Answer Key” is displayed on the website and objections, if any get resolved before publishing final result.
- Posting is given based on the choice exercised by the candidate subject to merit position and availability of vacancy.

In last five years 3027 number of teaching and 696 number of non-teaching staff have been recruited which has resulted in reduction of vacancy position in NVS to minimum. Currently process of interview to fill up 1295 posts of TGTs on direct recruitment basis has been finalized and its final result is awaited. Further, Interviews for 644 posts of Miscellaneous category of Teachers (Librarian, PET (M), PET(F), Art Teachers and

Music Teachers) on Direct Recruitment basis will be convened in the month of March, 2021. In addition to this NVS is in the process of holding DPCs for promotions of teaching staff.

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: 2020

CLASS – XII	
No. of JNVs	548
No. of students appeared	29152
No. of students Passed	28772
No. of students with First Division	28224
Pass Percent	98.70
First Division %	96.82
No. of students getting Centum	168
No. of JNVs with 100 % Pass	370
Average Score	79.95
No. of Students with more than 90%	4964 (17%)

CLASS – X	
No. of JNVs	585
No. of students appeared	40398
No. of students qualified	39856
No. of students with First Division	35357
Pass Percent	98.66
First Division %	87.52
No. of students getting Centum	959
No. of JNVs with 100 % Pass	357
Average Score	75.91
No. of Students with more than 90%	5479 (13.56%)

B. COMPETITIVE EXAMINATIONS: 2020

S. No.	Name of the Exam	No. of Students Appeared	No. of Students Qualified	Percentage of Students Qualified
01.	JEE Mains	8237	3628	44.05 %
02.	JEE Advance	3628	1076	29.66 %
03.	NEET	13332	11027	82.71 %

Achievement of Centre of Excellence (COE) Students:

COE	JEE MAIN		JEE Advance		NEET	
	Appeared	Qualified	Appeared	Qualified	Appeared	Qualified
Dakshana	369	359	359	263	60	Awaited
ENF	50	50	36	33	28	27
Avanti Fellows	367	170	162	40	117	108

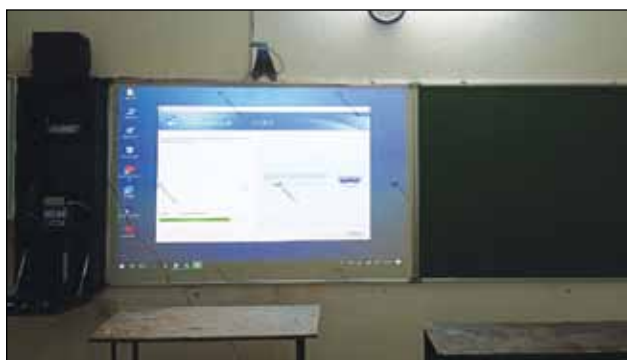
Migration policy adopted by the Samiti for JNV Students:

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.

2013

Computer Education:

- 636 JNVs have Computer Aided Education.
- 554 JNVs have been provided with laptops.
- 02 Multimedia Projectors are provided in each of the 554 JNVs.
- In 548 JNVs Smart Classes have been developed with requisite facility of Smart Board, Laptops, Tablets, Printer, Wi-fi, Router etc. and web-based teaching learning have been introduced.
- During the session 2020-21(01.04.2020 to 31.12.2020), 152 Training programmes were conducted & 12697 NVS Staff (Teaching & Non-teaching) were trained.



Installation of Smart Classroom in JNVs.

Facilities for the students in the JNVs:

Education in the Jawahar Navodaya Vidyalayas, including boarding & lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare from school to the homes etc., are free for all students. However, a nominal fee @ Rs.600/- per month being charged from students of class IX to XII as Vidyalaya Vikas Nidhi (VVN). In respect of ward of Government employee, fee of Rs.1500/- or the CEA received by the employee whichever is minimum per month in also being charged. However, VVN cannot be less than Rs. 600/-. Further, the students belonging to SC / ST categories, girls and children from the families Below Poverty Line (BPL) are exempted from payment of this fee. The average operational expenditure per student per annum for the year 2019 – 20 was Rs.1,15,741/-.

Training and Development:

A. Training Infrastructure:

NVS conducts training through NLIs, Regional Offices and through External agencies. NVS at present has 7 training locations established as Navodaya Leadership Institutes (NLIs) at Noida, Amritsar, Udaipur, Goa, Rangareddy, Puri & Kamrup.

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

- One day Online training on Managing virtual classroom for teaching staff
- One day Virtual training on online Assessment for teaching staff
- Three days online training on GeoGebra for teaching staff
- Two days training on Enhancing Blended and online teaching capability for teaching staff

- One day online training on Guided Learning Programme for teaching staff
- One day online training on Digital payments and Cyber Fraud Awareness for teaching staff
- Two days online training on Awakened Citizen programme for teaching staff
- One day online webinar on NEP for teaching staff
- Two days online Virtual training on Cyber Safety & Security Awareness for teaching staff
- One day online training Career Counseling for teaching staff
- One day Virtual training on Olabs for teaching staff
- One day online Orientation session on implementation of NISHTHA for teaching staff
- One day online programme Preventive Vigilance measures for teaching staff
- One day online training of Right to Information-Act for teaching staff
- One day online training on Exposure to Open Educational resources & Hands on Practices for non teaching staff
- One day online training on Purchase Procedure through GeM for Non-teaching staff
- Two days online training programme on Preparing schools for Competency based Education for teaching staff.
- All officers of NVS Hqrs. and ROs have attended virtual training on National Education Policy – 2020.
- Teachers and Principals have registered and submitted inputs on National Education Policy portal.
- JNV staffs were encouraged to watch the webinars, discussions and presentations of Shikshak Parv from 05th to 25th September 2020.
- Online competition for teachers on “preparation of communication material” relating to National Education Policy on twelve (12) themes has been conducted in JNVs at different levels.
- Task wise inputs have been shared through NEP tracker.
- Students, parents, teachers and Officers have watched the Hon’ble Prime Minister address on National Education Policy – 2020 on 11th September, 2020.
- NVS Officers have been nominated as Nodal Officers and Members of various committees of NCERT/CBSE for NEP work.
- **Training to PET:** A total number of 990 Physical Education Teachers and 26 Principals attended On-line PE and Community Coaching Programme of 4th batch for PET and Coaches, conducted from 1st to 22nd December, 2020 and were greatly benefitted with the knowledge imparted during different sessions held during the entire session.
- **Training to Regional Language Teachers:** Keeping in view the importance of Regional languages as per NEP-2020, it was decided to impart training to the Regional Language Teachers of NVS in coordination with Central Institute of

During the session 2020-21(01.04.2020 to 31.12.2020), 152 Training programmes were conducted & 12697 NVS Staff (Teaching & Non-teaching) were trained.

National Education Policy 2020:

- National Education Policy – 2020 document has been circulated to all stakeholders.

Indian Languages, Mysore. Accordingly, CIIL, Mysore has planned 6-days' training module for Regional Language Teachers initially for Malayalam, Kannada, Telugu & Marathi in the first phase. In this series the programmes have already been organized successfully for 45 Malayalam language teachers, 106 Marathi language teachers, 101 Kannada language teachers & 73 Telugu language teachers of NVS. The training programme for the remaining major Regional Languages is being planned from next Academic session.



Shikshak Parv under NEP

SPECIAL ACADEMIC ACTIVITIES CARRIED OUT DURING THE YEAR

Scientific Temperament and Science as Career

- Organisation of **Science Exhibition at cluster, Regional and National level** for JNV students.
- Expansion of Vigyan Jyoti Knowledge Centres from 58 JNVs to 100 JNVs.
- Participation in **National Children's Science Congress** (NCERT),
- Participation in Science and Mathematics **Olympiads** organized by Homibhabha Center for Science Education, TIFR, both for junior and senior students
- Participation in **Vidyarthi Vigyan Manthan**

- Science **clubs** in Schools
- Interaction with Scientists in the Scientific Laboratories (800 children visit labs every year). 40 institutes (under DST, DBT, DRDO, CSIR) have been supporting
- Inviting Scientists to the schools for interaction with the students
- Visit of students to National Science Congress
- Student Residential program in JNCASR
- Participation in Vigyan Prathibha- Direct interaction of scientists with students
- More than 14 IITs have agreed to host 50 JNV students every year for 2 days in the campus and arrange lab visits and interactions.

Enhancement of Creativity and Innovation

- Establishment of Atal Tinkering Labs (117 JNVs)
- Practice of Reasoning and Logical puzzles to develop reasoning ability
- Robotics training is implemented with the help of Industry supports (Robo Shiksha Kendra and Aurodhum)
- Training in Designing with the association of Industry: Auto Desk

Support for Global Outlook

- Programs of curricular focus and 21st century skills in association with British Council
- Visit of Students and teachers to Japan-45 children and 8 teachers visited in the last 2 years
- Under Australia- India-School leadership Professional learning Program 3 Principals visited schools in Australia for 11 days

- Students of JNV Ahmed Nagar won medals in the VI Cultural Olympiad at Sri Lanka.

Exposure to Contemporary Areas / Subjects

- Financial Literacy training with the help of NSE.
- Disaster Management in association with NDRF.
- Training in contemporary learning skills in association with Tata Institute of Social Science- Principals and teachers of JNVs of Chhattisgarh has been taken up. This program has the technical support from MIT, USA

ISRO Cyberspace Competition:

Indian Space Research Organisation had organized ISRO Cyberspace Competition 2020 for the students of the country in which our JNV students also participated. The objective of the competition was to enable young minds to showcase their potential talents in the domain of Space Science & Technology during the COVID-19, challenging times. The competition was held during July-Aug., 2020. Three of our JNV students displayed excellent performance and achieved an All India Merit Rank within Top 10 in ICC-20. The names of the winning JNV students are as follows :

- 1) Aarav Raj, JNV Supaul, Bihar, Class VIII (All India Rank 10).
- 2) Ms. Tanu, JNV Gauriganj, Amethi (UP), Class IX (All India Rank 4).
- 3) Amalan Maharan, JNV Boudh, Orissa, Class XI (All India Rank 9).

Citizenship Programs:

- NCC - 308 JNVs introduced with 21878 cadets.

- Scouts and Guides introduced in all JNVs. 36291 scouts and guides trained.

Entrepreneurial Skills

- Vocational Education
- Assembling own Solar Lamps by students in JNVs in association with , IIT Bombay

Enhancement of Learning Experiences

- Organising Standard Assessment Test at Class VIII level to ensure depth of learning.
- Methodology of teaching science subjects through Enhanced experiments under the guidance of Indian Institute of Science, Chitradurga

Value Orientation

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

- Participation in digital citizenship and cyber wellness Quiz
- Yoga

JNV Students and Society:

- Participation of the students of the neighbouring schools in the co- curricular activities of the JNV.
- Programmes for the neighbouring schools on awareness of issues like, conservation of nature, road safety, first aid, cleanliness, civic sense and democratic values and scientific temperament.
- Participation and organization of academic and co-curricular contests with the neighbourhood schools.
- Coaching of rural children for JNVST.
- Organizing immunization camps, health check up camps, first aid training camps,

pollution control and cleanliness drive, literacy campaign, etc.

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

DST PROJECT FOR GIRL STUDENTS

Navodaya Vidyalayas in collaboration with Department of Science and Technology has established Vigyan Jyoti Knowledge Centres at 100 Jawahar Navodaya Vidyalayas with an objective to promote more number of girl students to pursue Science as their career. Under this programme support will be given to Class XI girls in JNV and school systems in the neighbouring area with the aim to give focussed support in STEM, future prospective and career counselling. Series of lectures in STEM, special need based classes, student interface with women role models in Science, hands-on laboratory work, small projects, visit to R&D labs, continuous interaction with scientists, parents counselling, etc. are conceived under this project. Entire cost of support system including the monthly stipend to girl students covered is funded by the Department of Science and Technology. Out of total 2847 registered students from all the schools, total 1482 number of girl students of Jawahar Navodaya Vidyalayas have been registered under Vigyan Jyoti Project.

CODE INDIA PROJECT

Code India, a two weeks application based Computer Training Programme is the flagship initiative of office of the Principal Scientific Advisor to the Govt of India. Eminent professionals from MIT, Harvard, France, from IITs are participating to train and finalize curriculum for coding for middle & secondary level students.

The first training programme has been organized at JNV Jaffarpurkalan, Delhi from 25th November

2019 to 7th December 2019. 50 students from Classes VIII to XI from all 8 Regions have participated. It is also proposed to provide the training opportunity to 10 selected teachers in Computer Science who will extend their support as Resource Persons on need basis.

Identification and Nurturing Gifted Students

- Identification and Nurturing of supremely talented children in association Cluster Innovation Center, Delhi University under the guidance of Office of the Principal Scientific Advisor to PM.

Environmental Conservation

- **Tree plantation:** All field units of NVS have been instructed to implement “One Student One Tree Campaign” in its true spirit in line with idea of a “Green & Healthy Environment”.

With this initiative NVS during the recent years has achieved remarkable success –

Year	Plantation done in JNVs
2016-17	3,18,647
2017-18	4,41,867
2018-19	2,25,827
2019-20	2,39,755

- **Water Conservation:** Right from the inception of NVS water conservation and channelizing the used water to various secondary purposes has been high on the organisational planning. JNVs being pace setting institutes have always been receptive and proactive to environmental friendly initiatives. Considering the location of JNVs across the country and student strength, various actions are

proposed under the Jal Shakti Abhiyan for water conservation. 112 JNVs have taken steps for rain water harvesting.

In addition to it “*Samagra Shiksha, Jal suraksha*” campaign has also been launched in JNVs. Awareness is being brought among the students and other stakeholders through Eco-Clubs and their suggestions are being practices in all JNVs by considering the need of the hour. This campaign targets to save atleast one litre of water by each student every day.

- **Solar Initiative:** Roof top grid connection solar power project under the direction of MRE has been implicated in **176 JNVs with overall expected power generation of 13.41 MW.**
- **WWF- Composting:** A proposal from WWF-India, was received regarding collaboration between NVS and WWF-India for execution in conservation among the JNV students through WWF-India’s “Ek Prithvi – School Initiative” across the country.
- Environment based Education in Collaboration with India Council of Forestry Research & Education (**ICFRE**) **has been lunched.**
- JNVs are participating in Centre for Science and Environment (CSE)’s initiative of green rating of Schools resulting in better awareness among students about conservation of nature and resources.
- **CSE- Air and Green testing:**
JNVs are engaged in Green Schools Programme (GSP) conducted by Centre of Science & Environment (CSE), Delhi to help the students and teachers to grasp that vital link between environment and everyday life.

Atal Innovation Mission (AIM):

NITI Aayog’s flagship programme, Atal Innovation Mission (AIM) including Self Employment Talent Utilization (SETU) is Govt. of India’s endeavour to promote a culture of innovation and entrepreneurship. Its objective is to serve as a platform for promotion of world class innovation hubs, grand challenges, start-up businesses and other self employment activities, particularly in technology driven areas.

AIM has established Atal Tinkering Labs (ATL) in 117 JNVs. The objective of this scheme to foster curiosity, creativity and imagination in young minds; and inculcate skills such as designed mind set, computational thinking, adaptive learning, physical computing, etc.



ATAL Tinkering Lab in JNV Karaikal (Puducherry)

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

NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement) is an integrated scheme of MoE under the Samagra Shiksha. The programme aims at reaching about 42 lakhs elementary school Teachers and School Heads for building their capacities to address emerging and contextual issues relating to quality education. NVS has deputed 10 teachers to act as Resource Persons for the National Resource Group-Integrated Teachers Training programme conducted on 15th & 16th July, 2019 by NCERT. These teachers will conduct face to face training

for the key resource persons identified by the State/UTs from amongst faculty members of IASE, SCERT, CTEs, DIETs, BRCs, CRCs and teachers of senior secondary schools to further train elementary school teachers and school heads using integrated teacher training package.

INSPIRE Manak Award:

Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India. Total 77 students of JNVs have won INSPIRE Manak Award.

FULBRIGHT SCHOLARSHIP

The United States India Educational Foundation (USIEF) conducts two Fulbright Programs for school teachers: the Fulbright Distinguished Award in Teaching Program for International Teachers (FDAI) and the Fulbright Teaching Excellence and Achievement (FTEA) Program. Since teachers' participation in Fulbright FDAI

& FTEA is beneficial for the organization by way of sharing their novel experience, exposure to different pedagogies and classroom culture in other countries, Fulbright Scholars are permitted to attend Fulbright Programme with paid salary. The expense for their travel and training is borne by Fulbright and there is no financial bearing for NVS. 03 teachers of JNVs were awarded Fulbright Scholarship - 2019. Shri Amit Kumar, PGT (CS) of JNV Shimla and Shri Vivekanand Gosh, TGT (English) of JNV Kolar have been selected this year to attend FDAI & FTEA respectively.

Admission of children in International Universities:

A new initiative has been taken by the Navodaya Vidyalayas Samiti to support children from economically weaker families for higher studies with the help of CSR support organized by KARTA Initiative Foundation, supported by TATA Trust and such other supporters. Following students have secured admission in International Universities in 2017, 2018 and 2019:

Name of the Student	JNV	University Selected for	Area	Year
Dipti R Rapte	Palghar	University of Edinburgh	Biological science	2017
Shivam A Dubey	Palghar	Imperial College, UK	Mechanical engineering	2017
Sadanand H Ugale	Aurangabad	University College, London	Mathematics	2017
Aadesh D Vaidya	Aurangabad	University of Bristol	Biochemistry	2017
Neshma Mehtar	South Goa	Mc Gill University	Arts and Science	2018
Anuja Khure	Latur	University of Edinburgh	Physics	2018
Vishaka Pujari	Latur	University of Toronto	Applied Sciences and Engineering	2019
Sahana Nayaka	Haveri	Queen's University, Canada	Sciences	2019
Ajinkya Harugade	Palghar	Huron College, Western University	Management and Organisational Studies	2019
Utkarsh Mall	South Goa	Imperial College, UK	Earth and Planetary Sciences	2019
Mrutyunjay Angadi	Haveri	University of Oxford, UK	Earth Sciences	2019
Srusti Palkshappa	Chikkamaguluru	University of Oxford, UK	Biochemistry	2019

Exemplary performance by JNV Students in Cryptic ACAC/ACAD+ Crossword Challenges:

A large number of JNV students had participated in A-Clue-A-Day(Acad) & ACAD+ online crossword challenge inspite of the covid-19 lockdown in the country. 104 JNV students have shown their exemplary performance in this crossword challenge at different levels viz – ACAD State Winners, ACAD City Winners, ACAD School Winners, ACAD+ State / City/ School Winners.

Establishment of Centre of Excellence in Boxing Under 14, 17 & 19 (Boys & Girls):

The NVS has finalized the establishment of Centre of Excellence in Boxing U-14, 17 & 19 (Boys & Girls) at JNV Varanasi (UP). The main objective of these Centre of Excellence is to provide proper scientific training to the students in the discipline of Boxing. These centres will be equipped with high quality equipments and resources to cater to the need of students to make them excel in Boxing.

ICT Award – 2020:

For ICT Award-2020, 90 teachers from NVS had applied for ICT Award on NCERT Portal. A list of 08 shortlisted candidates has been forwarded to NCERT.

Establishment of Astronomy Lab:

Astronomy Labs have been established in 20 JNVs with the help of Space India.

Fit India Program and Fit India School Week:

With reference to the communication dated 18th Nov., 2020, A virtual Symposium to Flag Off Fit India SchoolWeek was observed in JNVs commencing from 25th November, 2020. The ceremony was broadcast live on Youtube channel of Fit India Programme, in the prestigious

programme in the presence of the Hon'ble Minister of Youth Affairs & Sports, Shri Kiren Rijiju and other dignitaries.

The Fit India Week was celebrated in all the JNVs during December, 2020. Under this programme, various fitness activities were undertaken. A total number of 600 JNVs participated in this programme and 90,550 students participated in the activities related to Fit India Week Programme. The reports of the activities have also been collected from JNVs in this regard and the reports are being uploaded on the web link provided by the Ministry.

Diploma in Guidance & Counselling:

63 teachers from NVS have been selected selected for NCERT Diploma Course in Guidance & Counselling.

Action Taken By NVS during COVID-19 Pandemic Lockdown:

- Shifting of 3181 migrated students of 173 JNVs to their parent JNVs safely with the support of MHA, MoE & State Admin.
- As per the directions received from MoE all the JNVs, functioning from permanent site have been offered to the concerned state/district for making temporary hospital/quarantine centre for fighting with Covid-19.
- A total of Rs.7,48,29,519/- from all employees of NVS has been contributed to the PM CARES Fund to fight against COVID-19.
- All the employees of NVS, having smart phones were directed to download Arogya Setu App and to keep it always active.
- Physical classes of the students dispensed with and online classes are being conducted w.e.f. 15th June 2020 in all JNVs.

Preparation of e-Content by NVS Teachers:

Creation of e-content by NVS teachers during COVID-19 pandemic, NVS teachers were involved for creation of e-content in the same taxonomy of DIKSHA Portal by adopting following procedure:-

- (i) Training institutes of NVS i.e. NLIs were entrusted the responsibility to coordinate for development of class-wise e-content.
- (ii) Detailed guidelines were issued for preparation of e-content based on DIKSHA Portal.
- (iii) Subject-wise selection of teachers based on their performance for classes VI to IX.
- (iv) Each selected teacher was allotted chapters of subjects for creation of e-content.
- (v) Selected teachers visited DIKSHA Portal and downloaded the relevant e-content as well as created videos, PPTs, competency based questions and other teacher's resource material.
- (vi) The e-content created by the teachers as well as downloaded from the DIKSHA Portal was organized and packaged separately class-wise.
- (vii) First level of curation was done at NLI level and the second level of curation and compilation work was done at NNLI Noida followed by sharing of e-content with Regional Offices for the use at JNV level.
- (viii) NVS teachers have created **1755** videos, **1394** PPTs and **6966** competency based questions for Classes VI to XII. Total 386 videos of NVS teachers have been selected and uploaded on DIKSHA Portal.
- (ix) For creation of above e-content, the services of **1195** teachers were taken across the Regional Offices.
- (x) The e-content created by NVS teachers was shared with DIKSHA team and NCERT for curation and selection for uploading on DIKSHA Portal out of which 386 Videos have been uploaded on DIKSHA portal.
- (xi) Online Survey on Learning Enhancement was conducted by NVS using the Survey tool developed by NCERT in which **102** Principals, **819** Teachers, **4208** Students & **2561** parents participated.
- (xii) In light of the Survey conducted by NCERT Survey tool, NVS conducted the Online Survey for **2,04,171** students from Class VII-XII. The Survey included questions on offline/online teaching learning process, availability of devices & internet, receipt of assignments & textbooks, socio-economic status of the family etc.
- (xiii) 59 teachers across the country are continuously contributing for Swayamprabha Channel of NIOS in various subjects at Secondary and Senior Secondary level. From April to October, 2020, **266** sessions of NVS teachers were broadcasted through NIOS Swayamprabha Channel.
- (xiv) **20** Teachers from NVS are contributing in creation of e-Content for PM e-Vidya Programme under the guidance of NCERT.
 - **Online Training in NVS: 3197 training programmes** have been conducted through which **56094 participants** have been trained during the session 2020-21 till 31.12.2020.



Stranded Migrated Students Being Shifted to Their Parent JNVs / Home



JNVs as Quarantine/Isolation centres during COVID-19 Pandemic



Medical Facilities provided to Students during COVID-19 Pandemic



Devices Donated by the Alumni to Students of Online Classes

KENDRIYA VIDYALAYA SANGATHAN (KVS)

The Scheme

The Scheme of Kendriya Vidyalayas (Central Schools) was approved in November 1962 by the Govt. of India on the recommendations of the Second Central Pay Commission to provide uninterrupted education to the wards of transferable Central Government employees. Consequently, Central School Organization was started as a unit of the Ministry of Education, Govt. of India. Initially, 20 Regimental Schools, then

functioning at places having large concentration of defence personnel, were taken over as Central Schools during the academic year 1963-64.

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

Over the years, the number of Kendriya Vidyalayas steadily increased to **1245 as on 31.12.2020** including three KVs abroad (Kathmandu, Moscow, Tehran). **The number of KVs running in double shift are 70.** Out of **1145 KVs, 114 KVs** are functioning in the North East.

SALIENT FEATURES OF KENDRIYA VIDYALAYAS

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

1. Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas.
2. All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE).
3. All Kendriya Vidyalayas are co-educational, composite schools.
4. Teaching of three languages – English, Hindi & Sanskrit from Class VI to VIII is compulsory. In Classes IX and X, any two languages out of English, Hindi and Sanskrit can be opted. Sanskrit can also be taken as an elective subject at +2 stages.
5. Through an ideal and updated methodology, KVS strives to maintain excellence in academic pursuits.
6. No tuition fee is charged from boys up to Class VIII, girls up to Class XII, for SC/ST students, children of KVS employees, children of Officers and men of the Armed Forces killed or disabled during the wars of 1962, 1965, 1971, 1999-Kargil War (against China and Pakistan).

KVS ADMINISTRATION

The Hon'ble Minister of Education is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The

Minister of State in the Ministry of Education is the Joint Chairman. The Commissioner is the Executive Head of the Sangathan. KVS has 25 Regional Offices. Each headed by a Deputy Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 5 functional ZIETs (Zonal Institute of Educational Training) each headed by a Director who is in the rank of Deputy Commissioner. Kendriya Vidyalayas are headed by a Principal/Principal Grade – II who manage the functioning of the school.

The distribution of **1145 KVs**, sector-wise is as under (**as on 31.12.2020**)

Sl.No.	Sector	No. of KVs
1	Defence	350
2	Civil	748
3	Institutes of Higher Learning	36
4	Projects	111
	Total	1245

Admissions

The basic criterion for admission in class I in KVs is the transferability of the parent during the last 7 years. Other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available. In addition to admission under RTE, 2009 Act, reservation for Students belonging to SC, ST and OBC as per Govt. norms is provided. A total number of 1393668 students, 760927 (Boys) and 632741 (Girls) are studying in Kendriya Vidyalayas (as on 31.12.2020) including enrolment of SC students 280605 (20.13%), ST students 85442 (6.13%), OBC students 301555 (21.64%) and Divyang students 5032 (0.36%).

Empowering the Girl Child Education

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

Education of SCs/STs.

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

Educational Development of Divyang (Differently Able Students)

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

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

Major Programmes and Initiatives Online Classes During Lockdown:

During Lockdown period, all KVs engaged in Online teaching-learning to ensure that the

learning activities of Students are continued. Classes for newly admitted students in Class I also began in the online mode.

National Children Science Congress

It is a flagship programme conducted by the Department of Science and Technology. In this **theme-based research project** carried out by the students under the supervision of a guide teacher, the participants (students in the age group 10-14 and 14-17) make oral and poster presentations and their projects are evaluated on their originality, practical applicability and benefits.

Theme for NCSC 2020 was **Science for Sustainable Living with** the following Sub-Themes:

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

Current Status:

- This year braving the challenges posed by the COVID-19 pandemic, students from Kendriya Vidyalayas across the country registered their presence and participated in the programme virtually through online mode.
- This year 02 best projects one from Junior and one from Senior group were invited from each Region for participation at National level Competition held on 02.02.2021 and 03.02.2021 through virtual mode. Total 05 projects have been selected for the National level Competition.

Inspire Award Manak Scheme:

‘Innovation in Science Pursuit for Inspired

Research' (INSPIRE) scheme is one of the flagship programmes of Department of Science and Technology (DST), Government of India. The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), is a scheme **to foster creativity and innovative thinking** in the children studying in classes 6 to 10, in the age group of 10-15 years, with special focus to promote innovative and original ideas rooted in Science and its societal applications.

Current Status: During the session 2020-21, 3443 Students from Kendriya Vidyalaya all over the country registered themselves on the INSPIRE Manak Portal. Projects of 835 students have been nominated for state level competition, the date of which are yet to be announced. As special measure students who were nominated during the session 2017-18, 2018-19, 2019-20 & were not able to participate in the state level competition were given an opportunity to submit their projects in the month of January 2021. 444 such students have uploaded their projects on the Inspire Portal. The evaluation of these project was conducted on 08.02.2021 & 09.02.2021 by the Inspire Manak team. Best 15 projects will be selected for the National Level Competition where KVS will participate as a State.

Mathematical Olympiad:

The Homi Bhabha Centre for Science Education organises an International Olympiad movement every year, aimed at bringing the most gifted secondary and senior secondary students of the world together in a friendly competition of the highest level. The Olympiad provides a stimulus to the gifted minds for undertaking a career in science and mathematics and the interaction of bright students at this platform helps in exchange of ideas, paving way for scientific collaboration in future. The students selected at the RMO get to participate at the INMO.

Current Status: This session Kendriya Vidyalaya Sangathan has organized Maths Olympiad through Online Mode out of 37830 students registered 26788 students wrote the exam on 30.01.2021.

Atal Tinkering Labs

National Institute for transforming India (NITI, Aayog) New Delhi, Government of India has set up Atal Innovation Mission (AIM) to promote creativity and scientific temper among students. Under this programme 177 Atal Tinkering Labs have been set up in Kendriya Vidyalayas across the country and 88 more labs are in the process of being set up. Atal Tinkering Lab is envisaged to be a playground to play and learn science beyond school text books, through application based self-learning, to help youth entrepreneurs to find solutions to community problems.

Current Status: During session 2020-21 a dedicated WhatsApp group was created for students involved in Atal Tinkering Lab Activities. In this group students posted their ideas and other creative tinkering activities performed by them as per the task assigned to them by the AIM – team.

EK Bharat Shreshtha Bharat (EBSB)

The programme aims to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. The states carry out activities to promote a sustained and structured cultural connect in the areas of language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc. Modeled on the philosophy of Sardar Patel 'Ek Bharat Shreshtha Bharat' provides a platform to students and teachers to express their talent in performing and visual arts. All the 25 regions of KVS are paired with a State different from their own State and also a Country. The students prepare projects/exhibits on the culture, customs, dress,

agriculture, industry, economy, climate and topography etc. of the State and the Country allotted to them. This gives them **an opportunity to understand the Art and Culture of the paired States and the Countries**, thus helping them imbibe a mutual respect towards different cultures. The students compete at various levels- Vidyalaya/ Cluster and Region.

Current Status: The following activities were under taken by the students through online mode:

1. **Webinar** on Culture, History and Tradition of Partnering State
2. **Bhasha Sangam** - Students speak, write and display 100 sentences in the language of the counterpart state
3. **Identification translation of similar proverbs** in the language of partnering state
4. Bhasha Sikho Abhiyan
5. **Pledge** (Swachhta/Single Use of Plastic/ Save Water in the language of the partnering state
6. **Talking Hour** (News on Partnering States)
7. **Video Conferencing** with students of partnering state
8. **Story Telling** (folk lore and stories of prominent writers of the state allotted
9. **Folk Dance** (of the counterpart state)
10. **Quiz** (Related to comprehensive knowledge about the counterpart state)
11. **Solo Song** (*Folk song of the counterpart state*)
12. **State project notebook** (on the partnering state)
13. **E-news letter** (on the activities undertaken)
14. **On the Spot Painting** (Festivals/Historical Events, any other feature of the counterpart state.
15. Visit of students to paired states was taken during the session 2019-20

Every month approximately **6 lacs students** participated in the activities conducted during the session through online mode. On the occasion of National Unity Day **833545 students and 52152 teachers** took a pledge to contribute to Nation building and promote National Integration.

Awakened Citizen Programme

An initiative of Ramakrishna Mission, the Awakened Citizen Programme (ACP) is designed to help in awakening teachers to unfold the infinite potential that exists within themselves and the students they teach. It is a 3-year graded programme for the Upper Primary and Secondary students (Year-1: Discovery of values, Year-2: Deepening of values and Year-3: Practicing values pro-actively). The mission initially introduced in 400 schools of the KVS in the year 2016-17 has been rolled out in all Kendriya Vidyalayas. The enlightened and envisioned program aims at inculcating strength of character and humanitarian values in the students to transform them into enlightened citizens. Ramakrishna Mission organizes training for teachers for smooth and effective implementation of the programme. These trainings are conducted in all 25 Regions across the country.

Current Status: Online training for conducting the classes was undertaken by Ramkrishna Mission in the month of April and May. Subsequently, online session were taken up along with online classes.

Constitution Day Awareness Programme KVs:

Citizenship is not a 'Subject' but a way of life. In order to sensitize the future citizens of India about the Principles and Ethos on which our great Nation functions and to equip them with the knowledge not only about their rights but also their duties towards their country, Kendriya Vidyalaya Sangathan celebrates Constitution Day every year in a befitting manner.

Current Status: This year in spite of closure of Vidyalayas due to the pandemic, different activities were undertaken by all the Vidyalayas across the country through online mode to mark the adoption of the Constitution.

Commemorating 150th Birth Anniversary of Celebrations of Mahatma Gandhi

The country celebrated the 150th birth anniversary of Mahatma Gandhi, the man who inspired the nation to fight against colonial rule and attained immortality through his philosophy of non violence, peace, truth and justice.

Current Status: Kendriya Vidyalayas across the country took up thematic activities as outlined in the calendar of activities through virtual mode. Accordingly activities like Painting Competition, Essay Writing, and Screening of Films on Mahatma Gandhi were taken up. Students participated in webinars focused on the values and ideals on Mahatma Gandhi, reading of quotes of Mahatma Gandhi and Narration of anecdotes from the life of the Father of Nation to imbue the ideals of the Mahatma like truthfulness, Non Violence, dignity of labour etc. 4.5 lacs students participated in the activities with zeal. Videos and photographs of the activities undertaken were regularly uploaded on the Tracker link provided by the Ministry.

Bhasha Sangam:

Bhasha Sangam marks the unique symphony of languages of our country and is an expression of shared dreams, hopes and aspirations for one India. The initiative of Bhasha Sangam is to provide multilingual exposure to students in Indian languages listed in the VIIIth schedule of the Constitution of India.

Current Status: In order to celebrate the unique characteristics of our country, Kendriya Vidyalayas have conducted various activities to

enhance linguistic tolerance and respect, and promote national integration among the students. Approximately, **575185 students** of Kendriya Vidyalayas across the country participated in various activities.

Namami Gange Quest (National Mission for Clean Ganga):

Ministry of Jal Shakti, under its flagship programme –Namami Gange, announced its 2nd edition of Ganga Quiz to engage youth and students to build awareness about the ongoing mission of rejuvenation of the river Ganga and its tributaries.

Current Status: **372953 students** of Kendriya Vidyalayas across the country participated in the programme and won prizes and appreciation certificates. Students also participated in the Water Talk Lecture Series organised by National Water Mission, Ministry of Jal Shakti to promote dialogue and information sharing on a variety of Water related topics every month.

Ban on Single Use Plastic: The Prime Minister of India, on the occasion of Independence Day, 2019 urged the Nation to ban Single use Plastic, in view of the environment and health hazard caused by it.

Current Status: Programmes were taken up to bring awareness among students and discourage them use plastic of in their day to day life and work towards Plastic Free campuses. **No of Students participated 663725**

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

Current Status: During the session 2020-21, students of Kendriya Vidyalaya participated in

Kala Utsav competition organized by NCERT from 11.01.2021 to 22.01.2021. KVS organized Regional and National Level competitions in the Month of November for final selection of students for Participation in the National Level Competition organized by NCERT.

National Jal Jeevan Mission- Har Ghar

Jal: Kendriya Vidyalaya Sangathan took an initiative to ensure piped water supply in Kendriya Vidyalayas for drinking, toilets and hand washing. The functionality of tap connections on a long term basis and arrangements for its regular operation and maintenance in Kendriya Vidyalayas were mapped. Arrangements have also been made for regular water quality monitoring and surveillance at the school level by using 'Field Testing Kits'(FTKS) and using Chemistry Lab for water quality testing.

Current Status: Mapping of all Kendriya vidyalayas across the country was done for availability of tap water in schools. Out of 1239 school 1231 vidyalayas have facility of Municipal water connection. 09 vidyalayas are using tap water supplied through borewell while the rest of 03 vidyalayas are providing potable water through water tanker as a temporary measure.

One Student-One Tree Campaign: KVs strongly believes in वने रक्षति रक्षतः and hence tree plantation is organised in the month of July - August in all Kendriya Vidyalayas across the country.

Current Status: Total Sapling planted in Kendriya Vidyalayas of 25 Regions is 644641.

Public Health Response to Covid-19 Appropriate Behaviour: Comprehensive guidelines were issued to Vidyalayas for sensitizing all stakeholders on Public Health response to Covid-19. The IEC material poster/painting/animation films received from the Ministry was disseminated to all the Regions for further circulation to all the

Vidyalayas. More than 12.6 lac students and 19 lac stakeholders have been reached. So far 37,000 teachers have held special PTA meetings for communicating the social norms to be adhered to as a precaution for Covid-19 and approximately 42,000 teachers have integrated the Covid-19 presentation in their online classes also.

PRAKRITI

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

Through this programme knowledge is being imparted to students/teachers of KVS on environment, forests, environmental services and contemporary areas of forestry research by way of lectures and interactive sessions by scientists of ICFRE institutes. Visits of students/teachers of KVS schools are being arranged to the laboratories and field experiments of ICFRE institute for hands-on experiences. As on date total **3202 (Three Thousand Two Hundred and Two Only)** students/teachers have participated in PRAKRITI programme. Presently, this programme has been implemented in 06 Regions of Kendriya Vidyalaya Sangathan i.e. Chandigarh, Dehradun, Lucknow, Varanasi, Gurugram and Delhi.

JIGYASA

An MoU between Kendriya Vidyalaya Sangathan (KVS) and Council of Scientific and Industrial Research (CSIR), New Delhi was signed on 06th July 2017. This Programme is named as JIGYASA. As on date total **1, 05,457 (One Lac Five Thousand Four Hundred & Fifty Seven**

Only) students /teachers have participated in JIGYASA programme.

The main objectives of JIGYASA programme are:

- Connect the CSIR Institutes with school students to develop ‘Scientific Temper’ in the young minds.
- Creating Scientific Temper is a mechanism wherein students’ capabilities to use scientific methods which include questioning, observing physical reality, testing hypothesizing, analyzing and communicating are enhanced.
- This will help in nurturing scientific quotient of the students.
- KVS is collaborating with CSIR for connecting 37 Central Labs with Kendriya Vidyalayas to trigger curiosity and spirit of research

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	2016	2017	2018	2019	2020
KVS	98.92	99.74	95.94	99.47	99.23
Total (CBSE)	96.21	90.95	86.7	91.10	91.46
Class XII					
KVs	95.46	95.86	97.78	98.54	98.62
Total (CBSE)	83.05	82.02	83.01	83.40	88.72

Kendriya Vidyalaya Sangathan has once again topped in class X and in class XII the pass percentage of KVs is all time high and secured second position in the category of all institutions in academic year 2019-20.

ICT FACILITIES

Kendriya Vidyalaya Sangathan is pace setting organization and has taken various initiatives for enhancing quality of school education system in the country including various Audio/ Video device and application of Information and Communication Technology (ICT).

e-Classrooms- A total of 12395 nos. of e-classrooms have been established in 890 Kendriya Vidyalayas since 2014-15. Among 12395 nos. of e-classroom, 5684 (including 384 sponsored by ONGC) e-Classrooms are equipped with Apple i-Pad, Streaming Device and Multimedia Projectors and remaining e-Classrooms are equipped with Interactive Board, Interactive Pads, Multimedia Projectors, Visualizer and Desktop Computers.

Digital Language Lab- A total of 376 Digital Language Labs have been established to enhance communication skills of students at self-learning pace. The Digital Language Lab is platform for comprehensive and interactive Digital content, catering to the listening and speaking skills, put to use in a stimulating lab environment. It caters to four skills: **Listening, speaking, reading and writing**, It provides facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. This Digital Language Lab is a very helpful tool for practicing and assessing one’s speech in English language.

E-Prajna (ई-प्रज्ञा)- To empower students with modern Technology to explore knowledge to the maximum extent with the devices like Touch-Tablets preloaded with e-content enable students to learn fast, retain and express effectively and efficiently. Tablets promote:

- Students to acquire basic skill of using modern electronic devices
- Reinforcement of subject content
- Learning at any time and at any place

- Peer learning, activity based learning at own pace, joy full learning, flip learning among students
- Facilitates teachers to give online assignment and assess the students' performance digitally.
- Teachers can customize teaching-learning program according to the level of individual students.

In pilot project (E-Prajna) 6447 Touch- Tablets preloaded with e-content have been procured and distributed among students of class - VIII and teachers of 25 Kendriya Vidyalayas (one in each Region) in the academic year 2017-18. These student are presently studying in Class XI.

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

Modernization of Science Labs:

An initiative to trigger interest among students to pursue scientific research by providing exposure to higher order and technology driven experiments. Existing Science Labs of 928 Kendriya Vidyalayas have been modernized in four phases.

No. of Kendriya Vidyalayas covered in Phase I	:	211
No. of Kendriya Vidyalayas coverd in Phase II	:	200
No. of Kendriya Vidyalayas covered in Phase-III	:	363
No. of Kendriya Vidyalayas covered in Phase-IV	:	154
		928

e-office- e-office has been implemented in KVS (HQ) under e-Governance project through NIC e-office which is aimed at:

- Establishing a paperless environment in government offices.
- Transforming the existing manual, paper

driven processes into electronic workflow.

- Organisation level common repository of user information for various services and applications
- Enhance transparency.
- To promote Inter/ Intra Government information sharing.
- Assure data security and data integrity.
- Unicode complaint support for local language.
- All 04 File, Knowledge, Leave and Tour Management System have been implemented.
- Now e-leave & Tour Management services of e-office have been extended upto Regional offices & ZIETs.

On-line Admissions- Since the academic session 2016-17, Admission Process of Class I is being done through cloud based software across the country. 664899 registrations done for over 1 Lakh seat of class I and in session 2020-2021 making the whole process transparent, effective and hassle-free for stakeholders.

ICT Infrastructure in KVs as on 30.09.2020

S.No.	Item	Number
1	Total no. of functional KVs	1245
2	Total no. of computers available in KVs	87,596
3	Total no. of students in KVs	13,88,899
4	Student-Computer ratio	16:1
5	No. of KV with computer lab	1215 (98%)
6	No. of KVs having Internet Connectivity	1219 (98%)
7	No. of KVs having Broad Band Connectivity	1160 (93%)
8	No. of KVs having their own Websites	1239 (99%)

ACHIEVEMENTS AND ACTIVITIES IN SPORTS

KVs celebrated all the activities of the Fit India Movement through online programs

Fit India Movement:- Fit India Movement Project was launched by Hon'ble Prime Minister on 29.08.2019 with a view to make Physical Fitness a way of life. Students and staff participated in all the programs of Fit India Movement following the Guidelines of Fit India Mission.

Fit India Online Sports Quiz and National Yoga Quiz Competition – National level Online Sports Quiz was conducted in all Kendriya Vidyalayas across the Country. National Yoga Quiz was conducted in all the 25 Regions around 167306 students part in the competition.

Conduct of Online Celebration of National Sports Day on 29th August: Celebration of National Sports Day on 29th August on account of Birthday of Hockey wizard Major Dhyan Chand, the legend player of India hockey. KVS organized Online National Sports Day Celebration 2020 in a befitting manner in all Kendriya Vidyalayas so that the student's /Staff/Principal/Parents shall attend the same. The program comprised the following items which was conducted through online webinar for maximum of two hour on the same day at Vidyalaya level.

Fit India Freedom Run – 45 Days long Fit India Run was successfully completed on 02-10-2020, students and Staff including KVS (HQ) Staff participated in the Fit India Freedom Run/Walk. Total number of 161943 participants cleared a

cumulative distance of 13138037.39 Kms in 45 days program at an average of 1.80 Kms/day.

Fit India Plog Run – In continuation of Fit India Freedom Run Fit India Plog Run was conducted on 2 Oct 2020 Virtually from near Homes by all the KV students and staff (distance of 2 Kms.)

E-Khelo Pathshala:- All the Vidyalayas registered through 'e-KheloPathshala' which is scheme of Khelo India. The Aim of the program was to promote culture of sports in our country, broad basing of Sports and to provide level based multi Sports training to all enthusiasts and mentor interested PE Teachers. All the PE Teachers of KVS participated in the Online program organized by SAI LNCPE Trivandrum.

International Webinar organized by Mangalore University: All the TGT (P&HE), interested Teachers and students attended the International webinar organized by Department of Physical Education, Mangalore University on 28-10-2020 (1st phase) on the Topic Nutrition and Health. Well known International personalities from USA were the panellists of the webinar and the second phase is scheduled on 04-11-20 which is also registered on 29-10-2020.

FIT INDIA SCHOOL WEEK CELEBRATION

KVS has conducted the 2ND EDITION OF FIT INDIA SCHOOL WEEK PROGRAM in the month of December 2020 from 09-12-2020 to 11.12. & 13.12.2020 to 16/12/2020 in two spells for 6 Days in all Kendriya Vidyalayas.

Details of participation of students (Region wise)

Region	9/12/2020		10/12/2020		11/12/2020		14/12/2020		15/12/2020		16/12/2020	
	Total No of KVs	Total No of students	Total No of KVs	Total No of students	Total No of KVs	Total No of students	Total No of KVs	Total No of students	Total No of KVs	Total No of students	Total No of KVs	Total No of students
25 Regions	1284	738059	1282	602818	1277	469393	1280	329614	1279	661516	1278	373971

21 Days Online Training Program of “PHYSICAL EDUCATION TEACHERS AND COMMUNITY COACHES PROGRAM (BATCH -4)” was organized by SAI, LNCPE, Trivandrum w.e.f. 1st to 22nd December 2020. Approx. 1600 TGT(PHE) and Other Teachers (One PET & One other teacher from each KV) have registered and participated virtually in two session morning and Evening.

Training Programmes in KVs

KVS gives due emphasis on capacity building for all categories of its teachers to update their knowledge, methodology and innovative practices. Being a pace setting and proactive organization, KVS has always been the fore runner in adopting and implementing the revolutionary trends in teaching learning process. Thus, in a situation like the Covid-19 pandemic crisis it quickly modified and adapted its training programmes which were initially carried out in the offline mode only to the online mode.

The In-service training programmes for 22 days (conducted in two spells of 12 and 10 days for all PGTs, TGTs (except AE, PH&E, WE and Lib) and PRTs (except PRT Music) which are mandatory for the career progression of the teachers were successfully conducted online by ZIETs and IIT Gandhinagar. During these courses teachers have been trained on use of different online platforms, developing & use of various e-resources, audio/video recording & how to upload them, how to assess online students etc.

Various online workshops on subjects like design and use of e-resources, FOSSE for class room transactions online, training of teachers on artificial intelligence, competency-based learning in Maths and EVS, sensitization of HMs and PRTs on handling of newly admitted students in Class-1, sensitization of PRTs on FLN etc were conducted for teachers.

A Webinar Series was conducted for the senior officers of Sangathan on various possibilities for continuing with teaching-learning during Pandemic. Further, series of training programmes were conducted to support teachers for the online classes.

In the session 2020-21 the numbers of courses/workshops organized on-line up to 31.12.2020 are as under:

S. No.	Category	No. of Courses/workshops	No. of Participants
1.	In-service courses for Teachers	56	2362
2.	No. of Workshop (ZIETs)	104	8438
3.	No. of short-term courses (ROs)	291	40500
4.	Nishtha Programme	1	33228

Guidance and Counselling

Kendriya Vidyalayas engages counsellors on contractual basis and also utilize the services of its teachers who have undergone professional training in guidance and Counselling from NCERT & RIEs, to help children in the all-round development of their personality and to assist them in coping with their social, emotional, psychological issues from time-to time. The counsellors also guide students to make informed educational and career choices. KVS has also sponsored 31 teachers from KVS for Diploma Course in Guidance and Counselling of NCERT for the year 2020.

HOSTEL FACILITIES IN KVs

9 Kendriya Vidyalayas have hostel facilities and the details are as follows:

S. No.	Name of the KV	Regional Office	Total capacity of the hostel as on 31-12-2020		Enrolment of the student in the hostel as on 31-12-2020	State
			Boys	Girls		
1.	Kamla Nehru Nagar Ghaziabad (Boys)	Agra	120	-	25	U.P
2.	Lansdowne (Boys)	Dehradun	100	-	54	Uttarakhand
3.	Jawaharnagar (Boys)	Patna	96	-	NIL	Bihar
4.	No. 1 Delhi Cantt (Girls)	Delhi	-	72	21	Delhi
5.	Jhajjar (Boys)	Gurugram	50	-	Nil	Haryana
6.	No. 1 Gwalior (Girls)	Bhopal	-	50	24	M.P
7.	ASC Centre (South) Bangalore (Girls)	Bangalore	-	48	NIL	Karnataka
8.	Pachmarhi (Boys)	Bhopal	50	-	29	M.P
9.	Sidhi, Distt. Sidhi MP (Girls)	Jabalpur	50	-	17	M.P

Finance

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

(Rs. in crore)

Year	Non-Plan	Plan
2014-2015	2501.15	742.00
2015-2016	2403.47	875.00
2016-2017	2884.54	1102.71
	Revenue	Capital
2017-18	4323.01	674.24
2018-19	4775.40	231.35
2019-20	4868.10	143.90
2020-21	6162.68	275.00

Kendriya Vidyalayas in North East Region

There are 114 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 84975 (Boys 44647 and Girls 40328). Among 114 KVs in NE Region, 66 are in Civil, 22 are in Defence, 17 are in Project Sector and 09 are in Institutes of Higher Learning.

The pass percentage in class X & XII of CBSE in the North East States during 2019-20:

States	Class X	Class XII
Arunachal Pradesh	97.75	94.69
Assam	99.21	98.74
Manipur	99.48	100
Meghalaya	99.67	99.31
Mizoram	100	95.52
Nagaland	100	94.89
Sikkim	98.25	98.55
Tripura	100	98.62

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
2019-20	416.35	13.32
2020-21	42.47	1.00

*Upto: 31.12.2020

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

NCERT as an apex national body in school education, launched a process of rethinking education, national in character and at the same time facilitating and encouraging the expression of the varied culture across the country. To many a layman, NCERT is synonymous with publication of textbooks. Indeed NCERT has produced generations of textbooks for school children on science, social sciences and languages, latest being the textbooks based on the National Curriculum Framework, 2005. Yet, true to its name, NCERT works on the entire gamut of school education be it conducting research in school education, conducting innovative pre-service and in-service teacher training programmes or synergizing the State level education organizations like SCERTs, DIETs, etc. in every possible way.

MAJOR ACTIVITIES OF THE COUNCIL

Learning Outcomes

With an aim to enhance the quality of learning in schools, by enabling teachers to ascertain learning skills more accurately and take corrective steps without delay and provide effective learning opportunities to all students including children with special needs, NCERT has developed Learning Outcomes (LO) for all the three stages of school education - Elementary, Secondary and Higher Secondary Stage. In the continuum with the “*Learning Outcomes at the Elementary Stage*”, and Learning Outcomes for Secondary Stage, the Learning Outcomes for Higher Secondary Stage for the following curricular areas have been developed and reviewed involving external experts.

- Languages (English, Hindi, Sanskrit and Urdu), Mathematics, Science (Biology, Chemistry and Physics), Human Ecology and Family Science
- Social Sciences (Economics, Geography, History, Political Science), Psychology and Sociology, Commerce (Accountancy and Business Studies)
- Fine Arts : Visual Arts – Painting and Music, Health & Physical Education

The draft Learning Outcomes document has been uploaded in the NCERT website for obtaining feedback from stakeholders. Learning Outcomes developed in 18 subject areas also have been shared with States/UTs for further suggestions and feedback. The Learning outcomes for Classes 9th and 10th developed by NCERT have been disseminated across States/UTs conducting five regional meets through online mode.

Info graphics/posters/presentations, items for assessment based on Learning Outcomes and

the extra resources have been developed. The Learning Outcome based - Alternative Academic Calendar (AAC) for Classes I to XII was developed. This calendar focuses on learning outcomes, hence covers syllabi of different stages implemented in different States/UTs. It includes ways to reduce stress and anxiety and also ways for improving mental health of the students. This also includes physical and yoga activities as well as art related activities. This is suggestive and provides guidelines and scope for contextualisation by the States/UTs.

Curriculum, Syllabus and Textbooks

As a follow-up of the National Education Policy -2020, the NCERT has initiated the ground work for preparing National Curriculum Framework for School Education, National Curriculum Framework for Early Childhood Care and Education and National Curriculum for Adult Education. Twenty eight areas related to various aspects of NEP, 2020 have been identified for developing the working papers.

Deliberations to develop position papers for formulating the new National Curricular Framework on School Education (NCFSE) are being carried out. Of these 12 Position Papers are related directly to curriculum and pedagogy, six Position Papers are related to cross-cutting themes, and 10 Position Papers are related to various other important areas in NEP, 2020. In all, 28 working groups have been constituted in NCERT with internal faculty members and 25 working papers are being developed and reviewed by the Council. It focuses on the strategies which are required to attain the aims as envisioned by National Policy on Education, 2020 and also provides the implementation modalities for the same.

NCERT has brought new textbooks – *Biotechnology, Health and Physical Education,*

Computer Science and Informatics Practices for Class-XI and *Fine Arts* for Class XII during the year.

TAMANNA -Try and Measure Aptitude and Natural Abilities

Under the aegis of Ministry of Education, Govt. of India, National Council of Educational Research and Training (NCERT) and the Central Board of Secondary Education (CBSE) have jointly developed an aptitude test called “TAMANNA” to support students in making choices regarding educational/vocational courses as well as career-related decisions. The test provides information on students’ specific abilities which would help in making educational and career choices. This aptitude test covers seven dimensions: Language Aptitude (LA), Abstract Reasoning (AR), Verbal Reasoning (VR), Mechanical Reasoning (MR), Numerical Aptitude (NA), Spatial Aptitude (SA), Perceptual Aptitude (PA). Soft copy (PDF) of Tamanna Aptitude Test and Videos are available on the website.

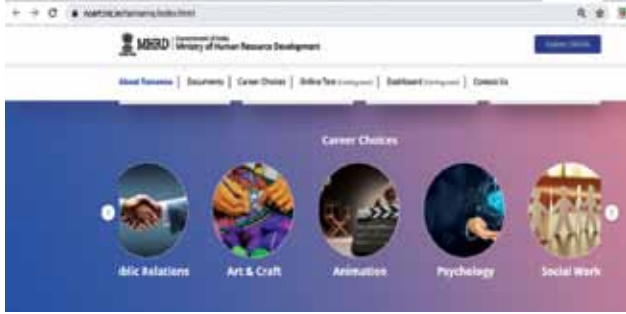


The test includes:

- I. Test Booklet which contains items related to the seven dimensions.
- II. Guide for Teachers and Parents for administration, scoring and understanding the test scores.
- III. Technical Manual provides details of test construction and standardisation.

IV. Two videos have also been prepared to familiarise school principals and teachers with different aspects of the aptitude test.

As a collaborative work, piloting of the aptitude test was done by the CBSE with 17,500 students studying in Classes IX and X through its affiliated schools across different parts of the country.



Students, teachers and parents need to keep in mind that the aptitude test provides information related to the strengths of students and there is no pass or fail in this test. The test is to be taken voluntarily by interested students and is not to be used to impose any subject, etc. on the students.

Manodarpan

In order to provide Psychosocial Support for Mental Health & Well Being of Students during the COVID outbreak and beyond, the “Manodarpan” initiative has been launched by the MoE, GoI as part of “AtmaNirbhar Bharat Abhiyan”.

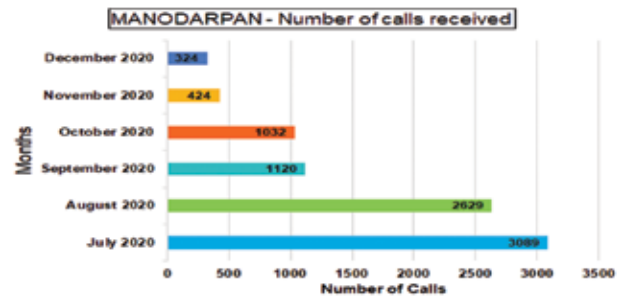
“Manodarpan” Cell was set up in NCERT on 14th October, 2020 for providing administrative and technical support as well as secretarial assistance to the working Group, setup by the MoE, to carry out the activities under the “Manodarpan” initiative. To work on various activities of “Manodarpan”, three sub-group were constituted. Meetings of these three sub-groups were held on 4th December, 2020 and 7th December 2020 to discuss the various activities under the “Manodarpan” initiative.

An orientation of the 2nd batch of 80 counselors associated with “Manodarpan” Helpline was organized on 11th December, 2020. Guidelines for the counsellors to provide psycho-social support to callers on “Manodarpan” Helpline were shared.

Number of calls received and caller tele-counselled, up to 15.12.2020 is 8,618. Analysis of calls received from school students, youth and parents was undertaken for the months of July to September, 2020. The analysis revealed that

- School students at middle and secondary stages were mostly concerned with academic and career-related issues such as difficulties in online learning, inappropriate time management, strategies for improving study habits, etc.
- Youth were concerned about not getting a regular salary, worried about final examinations at UG/PG level, anxiety due to uncertainty in job placements and semester examinations, etc.
- Parents were mostly concerned about academic and career-related issues such as lack of concentration, reopening of schools, change in behavioural patterns, mood swings of children, etc.

A live interactive session called ‘SAHYOG’ is being telecast to deal with providing guidance on handling stress and related concerns of students. These sessions are being held by school counsellors and Experts on “Swayam Prabha” channel daily from 5.00 pm to 5.30 pm.



NISHTHA - National Initiative for School Heads' and Teacher's Holistic Advancement

NISHTHA, the initiative for integrated teacher training in face-to-face mode was launched on 21st August, 2019 by Hon'ble Minister of Education Shri Ramesh Pokhriyal Nishank. Thereafter, 34 States/UTs launched this programme in face-to-face mode in their States/UTs under Samagra Shiksha, a Centrally Sponsored Scheme. In 29 States/UTs, the NISHTHA training programme has been completed by the NCERT at the state level. Subsequently the District level training programmes were started by States and UTs.

In NISHTHA-face-to-face, first level training had been provided by the National Resource Group (NRG) to the Key Resource Persons (KRPs) and State Resource Persons-Leadership (SRP-Ls) identified by the States/UTs. The NRG had been constituted and oriented by the NCERT drawing members from the NCERT, NIEPA and KVS. KRPs and SRPs-L had provided training directly to teachers at block level reducing the cascading effect of training. Under NISHTHA face-to-face training, 23,419 SRGs and 17,49,893 Teachers and head teachers working in state governed schools were covered from 33 States/UTs in a span of eight months.

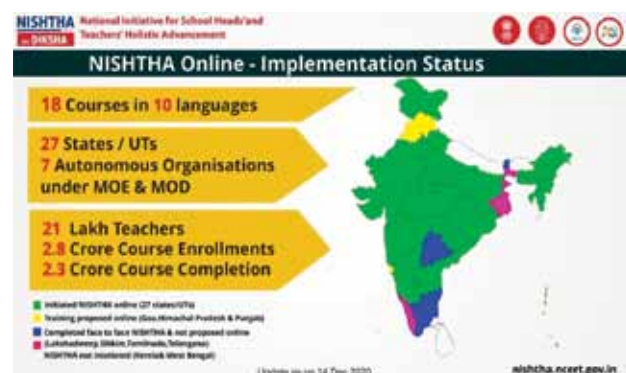
Category	Target	Achieved
KRP	27452	19408
SRPL	5490	4011
Teachers	3632100	1578214
School Heads	349385	171679
Total	4014427	1773312

Time bound scaling and reach of such training is still a challenge in a plural country like India, where there is huge diversity due to language,

geographical locations, culture, socio economic conditions etc. In order to continue this learning and to reach every single teacher, pupil teachers and students irrespective of the board, affiliation etc., the Ministry of Education, Govt. of India has planned to organise a series of online courses for these stakeholders. The on-line NISHTHA programme has been launched by Hon'ble Minister of Education, Shri Ramesh Pokhriyal Nishank on 6th October, 2020 for providing training to the remaining 24 lakh teachers and school heads and also to reach teachers working under various school boards like CBSE, ICSE, Matriculation and other minority schools etc,



NISHTHA online is being conducted through DIKSHA portal which is accessible to the individuals with a small mobile phone and minimum internet connectivity also. NISHTHA online training, has a coverage of 21 lakhs teachers, 2.8 croreenrollments and 2.3 crores course completion from 27 States/UTs and 7 autonomous bodies till 14 December, 2020.



Kala Utsav

The annual Kala Utsav is an initiative of the Department of School Education and Literacy, Ministry of Education (MoE), Government of India to recognize the importance of aesthetics and artistic experiences for school students, which plays a major role in creating awareness about India's rich cultural heritage and its vibrant diversity. The programme was launched by the Hon'ble Prime Minister in 2015, to promote arts in education, by nurturing and showcasing the artistic talent of school students in the country.

This *Utsav* provides students including children with special needs an opportunity to understand and celebrate cultural diversity at the school, district, state and national levels. Sharing the stage collectively by boys, girls, students from disadvantaged groups and students with special needs will be a precursor in breaking many existing stereotypes.

Kala Utsav is being conducted for six years continuously for students to experience the spirit of “*Ek Bharat, Shreshtha Bharat*” and prepares them as ambassadors of our culture and achieve the goals of “*AatmaNirbhar Bharat*”. Even in midst of the COVID -19 Pandemic the spirit of celebration has not reduced, as all States/ UTs KVS and NVS are participating through virtual platforms. The National level Kala Utsav is scheduled to be held from 11 to 22 of January 2021 and our traditional Toys and Games are going to be the highlight of this year's celebrations.

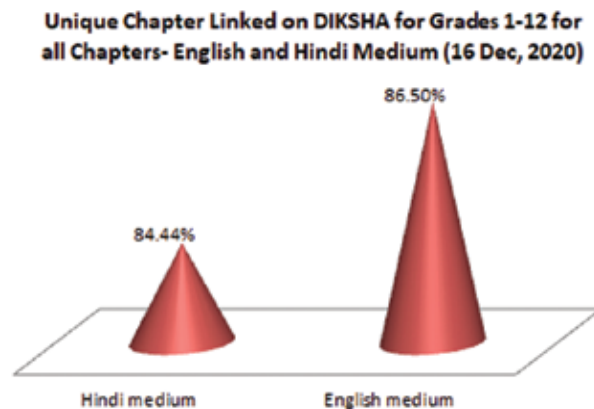
PM eVIDYA

As a part of the “*AtmaNirbhar Bharat Programme*”, a comprehensive initiative for using Technology with Equity, called **PM e-VIDYA** has been initiated which, unifies all efforts related to digital/online/on-air education to enable multi-mode access to education. The programme envisions digital mode of learning

for children under four major heads that are:

1. *DIKSHA*- One nation, One digital platform for school education
2. One class, One channel- 2 Channels for PM e-VIDYA
3. Use of radio, community radio and podcast
4. Digital education for the differently-abled

In this manner, the programme aims to establish a coherent access of learning resources across TV, radio, podcast and *DIKSHA*. Sign language videos are also developed and disseminated. The trial run of all the 12 DTH TV Channels was started on 1 September 2020. This covers NCERT's textbook based chapter-based video resources for Classes 1-12. These videos have QR codes embedded in them that can be scanned through any device and can lead to the *DIKSHA* app to access explanation content and other resources. This ensures anytime, anywhere access of these resources in a coherent manner. The status of coverage on *DIKSHA* is given below:



During the COVID-19 pandemic, a large number of educational radio programmes are broadcast by 12 *GyanVani FM Radio Stations*, 65 Community Radio Stations (CRS) across the country and through iRadio and podcasts.

out to maximum students across the country, the AryabhataGanit Challenge was organized through the DIKSHA platform during 12th November 2020 to 19th November 2020. Students from Class 8 to 10 irrespective of the Board were eligible to participate in this challenge.

Students joined the “Aryabhata Ganit Challenge - 2020” course on DIKSHA Platform, and engaged with a fun video on algebra and reading material on SrinivasRamanujan, one of India’s greatest Mathematicians. Additionally, students can attempt the AryabhataGanit Practice set to build some confidence in answering real-life context problems before attempting the AryabhataGanit Challenge - 2020. Following is the highlight of the activity:

42 mn: Course home page views
1.8 mn: Total content plays
4.8 Lakhs: Total AGC 2020 Quiz plays
2.5 Lakhs: Total unique enrolment for the course
1.8 Lakhs: Unique count of students completing at least one module

Alternative Academic Calendar

The COVID-19- Pandemic situation, which suddenly started from March, 2020 onwards forced students and teachers to stay at home for their safety. In view of providing all children school education at home using alternative ways maintaining joyful learning approach with the participation of their parents under the guidance of teachers, the NCERT has come out with Alternative Academic Calendar for across four stages- Primary, Upper Primary, Secondary and Higher Secondary. This calendar focuses on learning outcomes, hence covers syllabi of different stages implemented in different States/ UTs. It includes ways to reduce stress and anxiety and also improving mental health. This also

includes physical and yoga activities as well as art related activities. This is suggestive and provides guidelines and scope for contextualisation by the States/UTs. NCERT has been conducting interactive classes on *DTH SwayamPrabha Channel* since April, 2020 majorly based on Alternative Academic Calendar for all the stages daily.

ShikshakParv

ShikshakParv was conducted with the objectives to reflect on the NEP, 2020’s for proper and timely implementation. This *Parv* entailed daily virtual sessions which were delivered by NCERT faculty on key areas, such as Use of Technology, Inclusion & Equity, Vocational Education, among others. As part of the *ShikshakParv*, a two-day long Conclave on ‘School Education in the 21st Century under NEP, 2020’ was organized on 10th and 11th September 2020. The Conclave was graced by the Hon’ble Prime Minister Shri Narendra Modi, who shared his views on the NEP, 2020 and motivated all stakeholders to work together. Hon’ble Minister of Education Shri Ramesh Pokhriyal ‘Nishank’ and Hon’ble Minister of State for Education Shri Sanjay Shamrao Dhotre also addressed the audience. Ms. Anita Karwal, Secretary of School Education and Literacy shared her views during the Conclave including the Implementation Plan of NEP, 2020. The *ShikshakParv* was concluded by Prof. Hrushikesh Senapaty, Director, NCERT and Mr. Vipin Kumar, JS Coordination. The Council brought out two publications on: (a) *Conclave on School Education in 21st Century under NEP, 2020* and (b) *NCERT’s Sessions during ShikshakParv 2020*.

Vocational Education

PSS Central Institute of Vocational Education, Bhopal, a constituent unit of NCERT has been entrusted with the major task of development of

students textbooks for 52 job roles in 18 sectors under NSQF approved by Project Approval Board (PAB), SamagraShiksha, Ministry of Human Resource Development (MHRD), Government of India for the year 2020-21. In this context, the Institute published 152 Vocational Curriculum for 2 years as per the Job Roles and 38 Student Textbooks in 19 sectors (1. Agriculture, 2. Apparel, Madeups and Home Furnishing, 3. Automotive 4. Beauty and Wellness, 5. Banking, Financial Services and Insurance, 6. Construction, 7. Electronics, 8. Food Processing, 9. Healthcare, 10. IT-ITeS, 11. Retail, 12. Physical Education and Sports, 13. Plumbing, 14. Power, 15. Private Security, 16. Telecommunication, 17. Tourism and Hospitality, 18. Transportation, Logistics and Warehousing, 19. Media and Entertainment). The textbooks have been uploaded on the e-Pathshala and website of NCERT, including the Institute's website www.psscive.ac.in. In addition, one national consultation and two regional consultation meetings-cum-workshops on the implementation of Scheme of Vocationalisation of Secondary and Higher Secondary Education in States/ UTs have been scheduled during January, 2021. Also, Research studies on Health and Hygiene Practices amongst School Students of Different Blocks Adopted by NCERT (ii) A Study on Apprenticeship Training in Vocational Education at School Level in India are being conducted by the institute.

During the year 2020-21, the Institute organised 13 training programmes in virtual mode for the vocational teachers on assessment and evaluation and in the job roles of Junior Software Developer, Assistant Beauty Therapist, Store Operations Assistant, Solanaceous Crop Cultivator and Green Skills and for developing Master Trainers on vocational pedagogy and employability skills for the States of Arunachal Pradesh, Tripura, Meghalaya, Manipur, Madhya

Pradesh, Chhattisgarh, Maharashtra, Rajasthan and Southern Region States.

Moreover, the institute organised nine orientation programmes for Principals and other stakeholders to strengthen vocational education and training in schools for the States of Tamil Nadu, Karnataka, Andhra Pradesh, West Bengal, Uttar Pradesh, Uttarakhand, Madhya Pradesh, Maharashtra, Delhi, Gujarat, Punjab, Bihar, Rajasthan, Chhattisgarh, Himachal Pradesh, Chandigarh, Jammu & Kashmir, Kerala, Goa, Telangana, etc. In these orientation programmes more than 2000 principals, ADPCs, DEOs and other key functionaries from different States and UTs participated. The institute developed guidelines for pre-vocational education for Classes 6th to 8th and a module on pre-vocational Education under the School Leadership Programme for the NISHTHA programme. The Institute is running Diploma in Vocational Education and Training Programme in online mode. The institute established Vocational laboratories for Retail, Travel & Tourism, Banking & Finance, Home Science, Automobile Technology, Health and Agriculture related vocations/ job roles in its campus.

Rashtriya Avishkar Saptah-2020

The Council conducts the programme '*Rashtriya Avishkar Saptah-2020*' in commemoration of Late Dr. A. P. J. Abdul Kalam, former President of India from 15th to 21st October 2020 (October being the month of Dr APJ Abdul Kalam's birth anniversary) on the theme '*Water auditing and calculation of carbon foot-print*' considering the importance of judicious usage of water and in carbon emission reduction. During the week, all students at upper primary, secondary and higher secondary stages from three to five schools of each block across the nation, uniformly carried out a study as per the guidelines developed by NCERT. Twenty nine States/UTs submitted the reports of the study.

Girls' Education and Women Empowerment

NCERT works towards the mandate of girls' education and women empowerment and constantly strives to bring about gender equality in education through research studies, development, and capacity building programmes. In the area of gender in education, the Council conducts researches titled Participation and Performance of Girls in National Talent Search Scheme (NTSS): A Spatial-Temporal Study from the Viewpoint of Gender Gap Analysis and Status of Girls' Hostel Scheme: An Exploratory Study Focusing on Scheduled Caste (SC) Girls at Secondary Stage. Also, a capacity building programme was conducted for the Aspirational districts of the States of Gujarat, Maharashtra, and Rajasthan in Delhi from 8th to 12th July 2019. State Resource Persons for various States were trained by using the module on gender equality on health and wellness in schools under *Ayushman Bharat*.

Elementary Education

The Preschool Curriculum is developed for three years of preschool education before class I. The Curriculum highlights the need and significance of preschool years and outlines the vision, aim and key objectives. The goals, key concepts/ skills, pedagogical processes and early learning outcomes have been defined in a progressive manner for preschool stage I II and III. It also suggests ways of planning a preschool programme, classroom organization and management, assessment tools/ techniques, building, partnership with parents and community and supporting children's transactions to primary grades. The Guidelines for Preschool Education outlines the parameters for infrastructure, qualifications and salary of preschool staff, admission procedures, records and registers, monitoring and supervision, importance of coordination and convergence with community

and parents for running a quality preschool programme.

A teachers' handbook and a bridge course have been developed from pre-school to Class-VIII. Although the bridge course was developed for Out of School Children under the provisions of RTE Act, 2009 and it can be used for bridging the learning gap arising out of COVID-19 pandemic as it is aligned to the Learning Outcomes at elementary stage.

Research Studies

NCERT has undertaken research studies in the priority areas of school and teacher education viz., Preschool Education, inclusive education, gender in education, syllabi and textbooks, social science, science, language education, ICT, educational psychology, etc.

The Council has taken up block level research projects in different regions of the country wherein six blocks have been adopted and the interventions are being carried out for bringing in quality improvement in the teaching-learning process. The six blocks that have been adopted for the study are Ichhawar in Sehore district of Madhya Pradesh, Chilika in Khorda district of Odisha, Bhoirombong in Ri-Bhoi district of Meghalaya, Hurda in Bhilwara district of Rajasthan and Hunsur in Mysore district of Karnataka. Besides, Ambassa block in Tripura also have been taken up which is being funded by the State government.

In the identified blocks, all elementary schools (classes 1 to 8), students, teachers, head teachers, community members, BRC/CRC coordinators have been included in the study. Based upon learning outcomes, baseline achievement survey regarding learning levels of students was conducted. Interventions in terms of capacity building programmes on learning outcomes, art-integrated learning, subject-specific pedagogies,

community participation, etc., are being organized. Each RIE faculty has taken up the responsibility of visiting the schools once in a week to establish personal rapport and dialogue with the students, teachers, and community, understand the difficulties faced by them, and help them in solving the problems. Preliminary report suggests qualitative improvement in the teaching-learning process in the blocks and positive improvement in the overall school climate.

A capacity building programme on qualitative research methodology for academic faculty of NCERT, SCERTs and IASE was organized from 14 to 17 December 2020 through online modality. Under NCERT Doctoral Fellowships Scheme ten new doctoral fellows joined the scheme in 2020 and three fellows have completed their Ph.D. and submitted their thesis to the Division. Under NCERT Research Associateship (Educationists'/ Researchers' Pool Scheme) two Research Associates are working under the scheme and they are getting the monthly consolidated emolument of Rs. 35,000/- each.

Pre- service Teacher Education

Regular pre-service courses are being conducted in the Regional Institutes of Education of NCERT situated at Ajmer, Bhopal, Bhubaneswar, Mysuru and NERIE, Umiam. (i) Four-year integrated B.Sc.B.Ed., (ii) Two-year M.Sc.(Life Science) Ed. (iii) Four-year integrated B.A.B.Ed., (iv) Two-year B.Ed., (v) Two-year M.Ed. (vi) One-year M. Phil. in Education and (vii) Pre-Ph.D. course in education and one-year Diploma Course in Guidance and Counseling are conducted at the centres. As components of the pre-service course activities like multicultural placement, internship-in-teaching, working with community and field work were organized for students. The RIEs also have facilities for Ph.D. programme and RIE, Bhubaneswar is also recognised as a

nodal centre for research in the field of education and for Pre-Ph.D. course in Education.

International Relations

A team of four reading experts from the Florida State University (FSU) and the University of St. Francis (USF), USA visited NCERT from 6 to 10 January 2020. The focus of the discussion was on formulating a MoU for improving reading skills, and planning interventions programmes in the Indian context. The draft MoU was finalized in November 2020 after due approvals from MEA and MoE.

A delegation from Taiwan consisting of four national experts visited NCERT on 6–7 January 2020 and held discussions on promoting quality education with a focus on use of technology. This was a follow-up visit to NCERT delegation's visit to the National Central University and National Taiwan Normal University in Taiwan from 24 to 28 June 2019. Based on these discussions and previous communications a draft MoU was developed between NCERT and the Graduate Institute of Science Education (GISE), National Taiwan Normal University, Taiwan and approved by MoE.

Based on a request from the Indian Embassy in Seoul, Republic of Korea to prepare reading material for introducing India in Korean textbooks, a module titled, "*India: Glorious Past, Dynamic Present and Promising Future*" has been developed by NCERT. The process of including contents in the module in Korean textbooks in an incremental manner is being undertaken by the Indian Embassy in Seoul, the Korean Embassy in New Delhi and textbook bureaus in RoK. A meeting between Iran Culture House and NCERT to enhance bilateral cooperation between India and Iran was held on 15 December 2020 at NCERT. The meeting focused on building upon the historic and civilizational ties between the two countries.

As a follow up of signed MoU activities between NCERT and Educational Institutions in Australia, Korea, Mauritius and Republic of Korea, The 4th Joint Working Committee meeting was held on 5th November 2020 in virtual mode to work out the details of the activities to be undertaken under four areas of cooperation: (i) curriculum and textbook development, (ii) ICT & educational technology, (iii) vocational education, and (iv) education of groups with special needs. The Ambassador of the Republic of Korea in New Delhi visited PSSCIVE and RIE, Bhopal from 16 to 18 December 2020 in connection with MoU activity of KRIVET for vocational courses and setting up Mechatronic Laboratory with equipment in the D.M. School, RIE, Bhopal. As part of promoting Vocational Education, two virtual meetings were held on 11 August 2020 and 26 August 2020 with KRIVET team, PSSCIVE and NIE faculty.

As a part of the ongoing MoU activities between NCERT and Curtin University, Dean International Faculty of Humanities, School of Education, Curtin University proposed teaching internship for their students for a period of five weeks at RIE, Bhopal. The first batch of students is likely to visit in mid-January 2022.

Publications

NCERT continues with the publication of school textbooks, workbooks, supplementary reader, teacher guides, laboratory manuals, source books on assessment, exemplar problems in science and mathematics, research reports/monographs and educational journals. The NCERT textbooks are freely adopted by States under their nationalized textbooks programme. They are also widely accepted in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas and Tibetan Schools and many state government schools.

Based on the NCF-2005, the required textbooks (in English, Hindi and Urdu versions) for Classes I to XII have been brought out by the Publication Division of NCERT and are made available across the country through a large network of wholesale agents (992 in numbers) from respective Regional Publication-cum-Distribution Centers (RPDC). The textbooks from Classes I to XII are also available for sale from the NCERT Sales Counters located at Sri Aurobindo Marg, the Sales Counters of RPDCs as situated above and RIEs located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. The Urdu publications of NCERT are distributed through Urdu Academy, Government of NCT of Delhi. NCERT also caters to the individual and institutional needs by post on the orders received through online portal. The NCERT is making efforts to widen its network for distributing the textbooks through its outlets and also by engaging a large number of vendors spread in different parts of the country. A web portal (www.ncertbooks.ncert.gov.in) has been developed where the concerned schools and vendors can register their requirements and arrangements will be made to supply the books to them at discounted rates. This will enable a hassle-free access to NCERT textbooks. In addition, all the NCERT textbooks are also available on the NCERT website www.ncert.nic.in for immediate downloading and use across the country. NCERT has granted copyright permission to 23 States/UTs for adoption/adaptation of NCERT textbooks for various classes from I – XII in English, Hindi and Urdu medium for academic session 2020-21. The Council publishes about six crore copies of various NCERT publications in English, Hindi and Urdu which include textbooks, supplementary reading material, teachers hand books, source books on assessment, Research reports and six educational journals etc. Apart from it, 651 publications were released by the Council during the period. NCERT has brought out the following 30 new titles in addition to routine textbooks and other

material viz., A Report on NCERT's Sessions under *ShikshakParv 2020, Conclave on School Education in 21st Century under the National Education Policy 2020 A Report, Knowledge Traditions and Practices of India, Health and Physical Education Class XI, Assessment and Evaluation A Textbook for 2 years B.Ed. course*, etc.

Education for Children with Disabilities

The Council works in the area of education of Children with Special Needs (CWSN) and children belonging to socially disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes (STs) and minorities. Implementation of an inclusive system of education for all assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the persons with disability.

Several time bound projects and programmes were taken up by the Council in this area for the year 2020-21. In order to identify talents in children in different subjects/areas and to provide opportunities to children for mentoring their talents in schools, and nurturance at school, State level and at national level through different modalities and supportive resources, the Council has prepared draft guidelines titled *Nurturing Gifted and Talented Children: A Guiding Framework*. Olympiads and Competitions have been included in this guiding framework as one of the crucial strategies for identification of talents besides application of specific testing tools, teachers and parents reports etc.

The council has prepared e-Contents for the module 'Curriculum, Learner-centred Pedagogy, Learning Outcomes and Inclusive Education' both for elementary and secondary stage of school education under online NISHTHA programme.

The module for capacity building of elementary teachers have been revised for online training mode and the module for secondary stage has been prepared and updated for online training. The main objectives of this module is to describe the national educational policies, the development of National Curriculum Frameworks, functions and the linkages among intended, transacted and assessed curriculum, to explain perspectives of the National Curriculum Framework-2005 and its translation into syllabi and textbooks, to develop a richer understanding of inclusive education and strategies to create inclusive classrooms, to strengthen existing skills of teachers for inclusion of children with special needs in regular classrooms and to reflect on addressing concerns and issues related to Curriculum and inclusive education in extraordinary situations like COVID-19.

The Council has prepared the draft working paper on 'Equitable and Inclusive Education-Learning for All' with the perspectives on the educational concerns of children belonging to different Socio-Economically Disadvantaged Groups (SEDGs) like socio-cultural identities, children with disabilities, diverse geographical identities, children belonging to low socioeconomic conditions, other socio-cultural identities, etc. The paper raised issues related to equality and justice for bringing culturally sensitive policy and programmatic changes in education and suggested specific recommendations with respect to equitable provisions in schools, reforms in curriculum, modification in pedagogy, media of instruction and communication, strengthening of teacher education and capacity building programmes, and educational researches for more in-depth understanding of the educational issues of children belonging to SEDGs.

A research study titled *Education of Children with Disabilities due to Chronic Health*

Impairments: Case studies with the objectives to explore the nature and severity of chronic health impairments (MS, HA THAL, SCD) causing disability in children was undertaken to study the efficacy of existing educational interventions programmes. The study revealed that children living with CHIs had been missing substantial periods of schooling to attend their treatments, and struggling with complications of these disorders. The school teachers' need assistance in obtaining health related informations in dealing to children with CHIs.

Understanding the importance of studying the teacher's beliefs, collaborative efforts and teaching methods for inclusion of children in education, case studies on Inclusiveness of Schools at the Elementary Level was conducted to study in the schools of Kerala, Madhya Pradesh, Himachal Pradesh, Chandigarh and Maharashtra. The study shows that inclusion is far from reality and at present inclusion is happening in a haphazard manner. If inclusion has to be implemented seriously then there should be better planning, better communication amongst the stake holders, better resources, training both at pre service and in service levels and significant commitment of administration to support the schools.

A handbook for teachers on Education of Children with Chronic Health Impairments in Inclusive Classrooms is being prepared to create awareness among teachers on learning needs of children with different Chronic Health Impairments (causing disabilities) as specified in the Rights of Children with Disabilities Act, 2016 and to strengthen competencies of teachers for providing quality education to children with CHI in inclusive classrooms.

A manual titled "*Shiksha me Samaveshan: Vidyalya Prabandhan Samitikeliye Sandarshika*"

(Inclusion in Education: A Manual on School Management Committee) has been published in Hindi by the Council to create awareness on roles and responsibilities of SMC members. The manual is emphasizing on different issues and concerns related with the quality education of children belonging to different marginalized groups. It has eight chapters on school management, school management committee, preschool education, education of the children with disabilities, education of children belonging to socially disadvantaged groups, gender and girls' education, adolescent learners in school; disaster, conflicts and schooling. The English version of this manual "Inclusion in Education: A Manual on School Management Committee" is under publication.

Taking forward the work of "*Barkhaa: A Reading Series for 'All'*", NCERT and NISE have been developing accessible textbooks. The content of the module developed for inclusive classrooms including sign language video of Indian stories, poems and audio tracks were shared with participants of the 4th JWC meeting held on 5th November 2020 in virtual mode. The delegates from NISE also shared summaries of selected Korean stories, which are in the process of finalization for the collective module. Also, the Counsel is developing a training package with SCERT and DIET faculty in Nagaland on Including Children with Learning Disability and Autism Spectrum Disorders in Regular Schools.

Central Board of Secondary Education (CBSE)

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

Functions of CBSE

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

CBSE Regional Offices

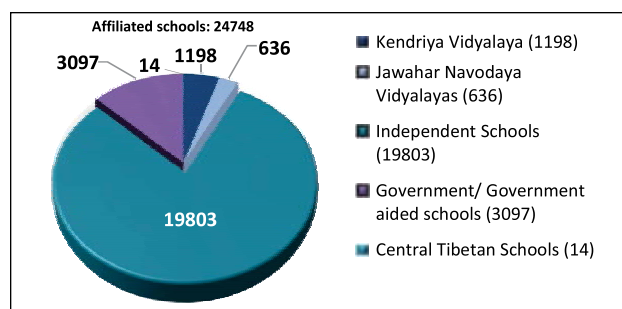
The Board has 16 Regional offices spread across the country to facilitate day to day activities and matters related to the conduct of examinations and monitoring of various affiliated schools.

Affiliation

The Board has wide network of schools in India and abroad.

The timelines for applying under various categories of affiliation will be revised from 2021 onwards and applications will now be received from 01.03.2021 onwards and will continue throughout the year.

S. No	Parameter	Comments
1.	Reliance of Self-Certification	The application will be processed based on system generated self-certification submitted by the school
2.	Accountability of Inspection Committee	The accountability of the Inspection Committee to be fixed based on refusal to perform inspection, Deliberate Misrepresentation of facts, misconduct, Non-conduct of inspection on fixed date(s), Delay in submission of reports
3.	Minimalizing of Manual Interference	The processing of applications for affiliation will be end to end online with focus on minimalizing of manual interference.
4.	Data Driven Scrutiny	The application will be securitized digitally based upon data/documents/information uploaded by the school to reduce manual intervention in processing of applications/reports



Re-structuring the CBSE Affiliation Systems with effect from 1st March, 2021 - The affiliation process is being reengineered in consonance with NEP 2020 and in lines with spirit of DPIIT. **The focus is to attain:**

- The goal of minimum government maximum governance,
- Reduce compliances,
- Enable data driven decisions,
- Achieve transparency,
- Avoid data redundancy,
- Collection and analysis of data through single source and to
- Achieve quick and time-bound disposal of all application.

S. No	Parameter	Comments
5.	Reduction of fee in certain categories	The existing application fees has been reduced by 25% of existing fees in certain categories.
6.	Withdrawal of inspection for certain categories of affiliation	The Board has withdrawn provision of Inspection of school for certain categories. The school will get approval/permission automatically after submission of application with mandatory documents/data/information.
7.	Introduction of Virtual Inspection	Provision of Virtual Inspection has been introduced for certain categories of application in respect of existing schools in order to reduce time lag for decision making.
8.	Period of receipt of applications for affiliation	The link for submission of applications for various categories shall be operational three times in a year instead of one time slot.
9.	Period of Affiliation	<p>The period of initial affiliation/Upgradation granted to school has been increased from 3 years to 5 years.</p> <p>OASIS- CBSE utilizes the information received in the Online Affiliation School Information System (OASIS). for various academic, examination and training purposes. Hence, it is mandatory for the affiliated schools to update the information about Faculty, Students, Academic and Infrastructure annually.</p> <p>VIOS –As per provision under Clause 10.1.10 and 10.2 of Affiliation bye-laws, the Board appoints Inspection committee for physical inspection of schools which apply for Upgradation of Affiliation. In view of Covid-19 situation the schools were not fully functional and in cases where schools were already affiliated with the Board, Virtual Inspection of more than 300 schools was conducted , in the light of Circular of 13/2020 dated 20.08.2020.</p>

Examinations-2020

Efforts to facilitate Students:-

CBSE conducts class X and XII exams for its affiliated Schools in which approximately 32 lakh students appear during March to July. The Board also conducts compartment examination during the months of September.

Preponement of Annual Examination 2020 :

CBSE decided to conduct the Board examination 2020 for Skill Education and related subjects from 15th February to ensure that the result of re-evaluation could be made available to the students before the cut-off date for admission of colleges

and University of Delhi. This year date-sheet was made in a such a manner that the board saved 5 days in Class XII Examination 2 days and Class X Examination in comparison to 2019.

Disturbance in North East Delhi : However, in the month of February from 26.02.2020 to 06.03.2020 CBSE was forced to cancel the examination in 6 subjects in Class X and 11 subjects in Class XII because of law and order problems in few district of North East Delhi.

Spread of Covid-19 : CBSE was forced to suspend the conduct of remaining examination from 19th March, 2020 in both the Classes X and XII due to covid.

Conduct of suspended examination : CBSE made several attempts to conduct the remaining examination as per the guidelines issued by the Ministry of Home Affairs under the Disaster Management Act.

Assessment Scheme : The assessment scheme was approved by the Hon'ble Supreme Court of India and result was declared on the basis of that.

The result of Class XII was declared in record time on 13.07.2020 while the Class X was declared on 15.07.2020.

Special Exam Policy to Promote Talent in Academics: The Board initiated a Special Exam Policy to Promote Talent in Academics by holding examinations on convenient date for those students who participate in International Olympiad Recognized by Bhabha Atomic Research Center or national or international level sports competitions recognized by the Sports Authority of India, Ministry of Youth Affairs and Sports, either at the time of Board Examination or at the time of close of Board Examination.

Relaxations to the wards of Armed forces, Military and Para-Military Forces: CBSE also gives relaxations to the wards of Armed forces, Military and Para Military Forces who fought terrorism and left-wing extremism for the country and are martyred in the line of duty. Wards appearing for the Class XII or X examination in 2020 and wished to change their Centre of examinations in the same city or to some other city, were allowed to do so.

QP and Marking Scheme changes in 2020

- The question paper format was modified by providing more internal choice in questions. There was approximately 33% increase in internal choice in all major subjects, both for classes X and XII and 25% objective type questions.

- The Question Paper design was also made better by putting questions carrying same marks in one section. This made it easier for the students to comprehend.
- The Board changed the Class X passing criteria to combined pass marks in Internal Assessment and Theory examinations.
- To encourage students to have better conceptual understanding and to be able to overcome issues related to rote-learning and rote-evaluation, marking scheme 2020 prepared for the evaluators highlighted that priority had to be given to creative, correct and relevant answers given by students other than the ones mentioned in the Marking Scheme.

Facilities provided to Children with Special Needs

21 categories of disabilities are covered under the facilities which include:-

- Flexibility in choosing subjects.
- Facility of Scribe and compensatory Time (20 minutes per hour).
- Assistive devices: hearing aid, special chair etc.
- Use of Computer or Laptop for writing.
- Provision of Reader in case the student does not want the facility of a Scribe.
- Relaxation in mandatory attendance.
- Separate Question paper and questions in lieu of practical component.

Outreach and dissemination programmes

- Webcast on instructions, new initiatives on conduct of Board examination 2020 and evaluation to more than 20,000 CBSE affiliated schools was arranged.
- Directions to schools, examination

centers. Evaluation centers were released separately.

- Letters to Parents and Students were issued separately to help in smooth and fair conduct of examinations.
- Multilevel Psychological Counselling for coping with exam anxiety through IVRS, Live counselling and Audio-Visual presentations was made available.

Other Initiatives

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

14th edition of CTET

The 14th edition of CTET was scheduled to be held on 5th July 2020 but had to be postponed due to widespread Corona Virus. It was finally conducted on 31st January 2021 following all the compliances and instructions issued by the Government of India at examination centers across the country. The Covid-19 guidelines were communicated to all the candidates.

To maintain social distancing and ensure other Covid-19 prevention measures, the Examination centers were arranged in additional 23 cities and the number of cities have accordingly increased from 112 to 135. In order to avoid inconvenience to the candidates, the board gave the facility to change the city and every effort was made to

accommodate the candidates in exam centres of the cities opted by them.

Statistics for CTET JANUARY 2021 Examination	
Date of Examination	31 st January 2021
Candidates Registered	1844170
Candidates for Paper-1 (Class 1st to 5th)	1611423
Candidates for Paper-2 (class 6th to 8th)	1447551
Candidates for both papers (Paper-I & Paper-II)	3058974
Total Number of Cities	135
Number of City Coordinators	146
Total Number of examination centres	3938
Total Number of Observers deployed	5900
Total Number of Board Officials deployed	789

CTET examination consists of two papers. Paper – 1 for teacher eligibility for class 1st to 5th while Paper – 2 is meant for ascertaining the eligibility for class 6th to 8th teachers. The candidates, fulfilling the prescribed qualification, may appear in either or both the papers and choose any two languages out of prescribed 20 languages.

CBSE creates DigiLocker accounts of the all present candidates and the account credentials are conveyed to the candidates on their mobile numbers registered with CBSE. The candidates can download their digital mark sheets and eligibility certificates using the communicated credentials.

The mark sheets and eligibility certificates in such digital format, are convenient for everyone

as they can be shared electronically anywhere, anytime. To enhance security, the mark sheet and certificate contain an encrypted QR code, that QR code can be scanned and verified using the DigiLocker mobile App.

The digitally signed mark sheets and eligibility certificates as per the IT Act are legally valid. Incorporation of technology in examination related activities is an empowering step of the Board towards environment protection. With these efforts, the board is committed to save huge amount of money and valuable resources like paper, trees, water and reduce carbon emissions.

Professional Examinations

National Achievement Survey- Preparatory Works

NEP 2020 under Para 8.10 states that “For a periodic ‘health check-up’ of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT—that may assist in assessment procedures as well as data analysis. The assessment will cover students across government as well as private schools. States will also be encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes, public disclosure by schools of their overall and anonymized student outcomes, and for continuous improvement of the school education system. Until the establishment of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out NAS.

The Ministry of Education vide its OM F.No.19-4/2019-IS-8 dated 18th Feb 2020, constituted a Steering Committee and decided that the Instrument Development, testing, finalization of

the test item, sampling will be done by NCERT while the actual administration of NAS in the sampled schools will be done by the CBSE. This has been done to ensure smooth, centralised conduct and quick compilation of result of the survey with high degree of reliability.

The NAS 2020 was earlier envisaged for conduct in the year 2020. However, as the COVID pandemic struck, the preparatory work could not be initiated due to lockdown etc. Consequently, the NAS 2020 was deferred for the year 2021 and the date for conduct of NAS as **12th November, 2021** has already been notified to all the States / UTs by the Ministry of Education vide letter dated 28th October 2020.

The NAS-2021 is expected to be covering around 731 Districts across the Country. Nearly 45 Lakh children would be taking up this nation-wide Survey which would be conducted on one single day on 12th Nov. 2021 same time for all the Target Grades III, V, VIII and X.

Considering the enormity of the tasks, all preparatory works are underway. The PAB has approved the required fund allocation for both CBSE and the NCERT. The NCERT has been entrusted with the responsibility of developing Assessment Framework, instrument development, testing, finalization of the test items, sampling of the schools etc. The Sampling Plan is being finalized by the NCERT and UNICEF in consultation with the DDG (Statistics). The Professional Examination Unit of the CBSE is handling this NAS Administration part. It has already initiated required preparatory work such as identification of people to be engaged as District Level Coordinator, Observers and Custodians etc. The Board is also coordinating with the NIC for necessary IT support for data management relating to NAS-2021. The Board would be conducting training programme for various functionaries. The training for Field

Investigators would be conducted by the NCERT with the support of SLMT and others for which specific action plan will be developed in due course. The Field Investigators would be appointed by the State / UT machineries as per the modalities to be provided in due course.

Conduct of JNV Selection Test (JNVST-2020):

The CBSE as part of its obligation under MoU entered with the NVS, conducts the selection test for admission in Class VI in JNVs across the country. In the year 2020, the JNVST exam was conducted in two phases. The first phase exam (summer bound) was held on 11.01.2020. The 2nd phase (winter bound) was scheduled on 11.04.2020 and had to be deferred due to COVID pandemic. The exam was rescheduled and conducted on 07.11.2020. The statistics are as below:

Details	Phase I (11.01.2020)	Phase II (07.11.2020)
Registered candidates	2426732	116679
Total Girls	1120671	55060
Total Boys	1305887	61605
Districts	561	75
Blocks	4961	463
Centres	8252	579
Custodians	851	153

Preparatory Work for Class IX Lateral Entry Test scheduled on 24th Feb 2021:

The CBSE is conducting Class IX Lateral Entry Test for admission in JNVs. The exam is scheduled on 24th February, 2021 and the statistical details are as follows:

- a) Total Candidates - 225348
- b) Total Exam Centres - 902
- c) Total Districts - 611
- d) Total Custodians - 601

Academic Activities

26th National Annual Conference of Sahodaya School Complexes

The National Annual Sahodaya Conference for the year 2020 was hosted virtually by the Bangalore Sahodaya School Complex on 11th and 12th December 2020 on the theme ‘**Building Competencies in Challenging Times**’. The subthemes for this year’s conference were: *Technology as the substructure of all blended learning environments; Building on students’ strengths /synergizing weaknesses as opportunities for improvement; Authentic and meaningful learning through integration of arts; Being mindfully Inclusive - a step towards building bridges; Honing appropriate skills that build competencies for future readiness; Productive management of Mind and Heart with the Head; Research and inquiry as a powerful teacher driven tool to enact change in classrooms.*

The conference was a confluence of eminent personalities in society, Educationists, Principals and faculty members from schools across India and overseas. It saw the participation of 3800 members on the virtual platform, more than 4000 members on YouTube and 5000 people on Facebook. During the conference, the participants were able to interact with the eminent speakers via virtual chat.

The Conference concluded with recommendations like adoption of experiential learning pedagogies like integration of arts, sports, Life Skills, Craft, values, toys, stories etc., creation of an eco-system for ICT integrated teaching learning, ensure implementation of recommendations of NEP 2020; redesigning curriculum, teaching learning processes and activities to allow for more inclusivity in all aspects of schooling, designing of authentic assessment tools to offer constructive guidance for self-improvement and many more.



Student Enrichment Activities

Aryabhata Ganit Challenge

To promote interest and proficiency among students through joyful assessment, a Ganit Challenge was conducted by CBSE. The Computer Based Test mainly focuses on the extent to which children are able to apply mathematics in their daily life. The feedback from the performance of the test helps the Board to handhold the schools and children in application of mathematics in daily life. This year's Aryabhata Ganit Challenge started on November 12 and concluded on December 7, 2020 after an extension. A total of 2.5 Lakhs students enrolled in this year's edition of AGC with 1.8 Lakhs out of it completed at least one module and 0.9 Lakhs participants completed 100% questions.

Expression Series

CBSE Expression Series on the theme 'Thinking Innovatively in Unprecedented Times like Covid 19' was held from 15th June to 21st July 2020 in CBSE schools. Participants could draw/paint/write a poem/essay/paragraph on the topics given for each category. 176667 students participated in it.

CBSE Heritage India Quiz

During the ongoing pandemic, CBSE modified the pattern of CBSE Heritage India Quiz and allowed all the desiring students to participate in

this quiz through an online portal

Ek Bharat Shreshth Bharat has been included as one of the themes for this year's Quiz which is slated for January 2021.

An e-certificate will be given to all the participants and no fee will be charged.

CBSE Expression Series on Art and Culture

In order to provide a platform to students to creatively express their ideas/views on the theme Art and Culture CBSE conducted 2nd Expression Series for the session 2020-21 using pairing of States and Union Territories as per the Ek Bharat Shreshtha Bharat (EBSB) programme in January 2021. Each participant will get an online certificate of participation at his/ her registered e-mail ID after the successful submission of entry and ten best entries of each category will be selected at the regional level by all CBSE regions for onward submission to CBSE. From the entries received from all CBSE regions, 3 best entries of each category will be selected and uploaded on the CBSE website.

The CBSE Science Challenge – 2020 through DIKSHA platform

As an initiative to generate curiosity, enquiry and higher order thinking amongst learners, the Board announced organization of the CBSE Science Challenge for students of classes 8th to 10th from 21st December 2020 to 11st January 2021. Students

from class 8th to 10th irrespective of the Board are eligible to participate in this challenge. To access the challenge, a student would be required to join the ‘CBSE Science Challenge- 2020’ course on the DIKSHA platform. This course would lead the students to explore some aspects of Science besides attempting the Challenge itself. Participation certificates will be issued online on the DIKSHA platform itself upon completion of the course.

Fit India Movement

Schools affiliated to CBSE are implementing two key initiatives involving Students, Teachers and Parents i.e. Fit India School Certification System; and Fit India School Week. In Fit India School certification system, a total of 1,76,162 schools have been awarded with the Fit India Flag. Further, a total of 33,083 and 11,745 schools have applied for Fit India 3 Star and 5 Star School Certification respectively.

Fit India School Week was conceived with the imperative need of creating awareness about fitness not only for school going children but also their parents, teachers and school staff. During present edition of Fit India School Week, various virtual/online activities like yoga, free hand exercises, painting, debates, symposiums, brain games like Chess, Rubik cube etc. are being organised among schools following the guidelines of COVID-19. It is themed on “New India Fit India”. As on 15th December 2020, reported number of schools celebrated Fit India School Week are 41,782. More than 9500 registrations have completed on Fit India portal.

Khelo India Fitness Assessment

CBSE also adopted the Khelo India Fitness Assessment Program for School going children. 20,577 Teachers from CBSE schools have been trained to undertake Fitness assessment in Schools and also train other schools. 12,645

Physical Education teachers have been trained during the lockdown period who are ready to undertake Fitness Assessment for children once the schools reopen.

Art integrated learning (AIL) to address stress issues related to school course/syllabus/ curriculum

Art Education and Art Integrated education has been made mandatory by the Board for all its affiliated schools. A document on the guidelines for Arts Integration- towards Experiential Learning has been prepared. This document contains details on the importance of Arts, Arts as a pedagogical tool for experiential and joyful learning, guidelines for Art- Integrated Learning for teachers and principals and a suggestive list of activities and projects for reference. The idea is to focus on holistic education with such initiatives.

CBSE introduced mandatory Art-Integrated Project work for classes I to X to promote experiential learning. As part of this, at least one Art-Integrated Project in each subject shall be taken up by all students of classes IX and X from the academic session 2020-21, and students of classes I to VIII will also be encouraged to take at least one Art-Integrated Project (trans-disciplinary project) in a given academic year. More than 12.5 million students have submitted this projects.

Setting up of Centre for Excellence in Assessment

CBSE needs to build capacity to institutionalize systems required for implementing criterion-based assessment. Like PARAKH proposed in NEP2020, Centre of Assessment at CBSE would set norms, standards and lay guidelines for assessment and evaluation in line with NCERT learning outcomes and monitor Learning Outcomes in the schools affiliated to CBSE.

CBSE needs to ensure whether its Question Papers/Sample Question Papers comprise of valid and reliable questions by having complete scientific and statistical validation. This establishment of Assessment Centre would be an initial step in the direction of implementation of Competency Based Assessment in long run. The Assessment Centre may also provide inputs for the Key Stage Assessments which is a separate task in the backdrop of NEP-2020.

Interaction Programme with Hon'ble Minister of Education

An Interaction Programme of the CBSE School Heads with the Hon'ble Minister of Education Sh. Ramesh Pokhriyal 'Nishank' was organized on 28th January 2021. The main aim of the programme was to sensitize the School Heads about their role in the implementation of NEP 2020 at the grassroot level.

Release of Handbooks /Manuals

CBSE has taken several initiatives for qualitative improvement of education in its schools. In order to have wide dissemination of these initiatives, CBSE has prepared the following handbooks / manuals on various themes for its stakeholders. These were released by Hon'ble Minister of Human Resource Development during different events of the Board.

- i. Handbook for Principals
- ii. Cyber Safety Manual
- iii. 21st Century Skills
- iv. Comic Book – Cogito
- v. Comic Book- The Question Book
- vi. Teachers' Resource for Achieving Learning Outcomes
- vii. Mathematical Literacy
- viii. Teacher Energised Resource Manuals (TERM)

- ix. Handbook of Inclusive Education
- x. Handbook of Joyful Learning
- xi. Physical Education – Classes XI and XII

Improvement in Quality of Question Paper

Improving the quality of Question Papers by increasing the proportion of **higher order application oriented Questions** on real life contexts with a target to make it sixty percent till 2025. This has been shifting the focus from rote learning to application of knowledge and skills.

Two Level Mathematics

The Board started offering Mathematics at **two levels** in Class-X and XII so that students who find mathematics challenging or daunting can have alternative easier option.

PISA 2022

The Union Human Resources Development Ministry has signed an agreement with *Organisation for Economic Co-operation and Development (OECD)* for India's Participation in Programme for International Student Assessment- PISA 2022.

The schools run by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and schools in the UT of Chandigarh would be participating in PISA 2022. The CBSE will be a part of the process and activities leading to the actual test.

CBSE has taken the following initiatives in the year 2020:

A. Creation of Resources for Teachers/ Students

- Practice Book on Mathematics has been prepared by the CBSE.
- Teacher's Energized Resource Material (TERM) for Mathematics

and Science for classes VI to X have been released. The TERMS of English and Hindi are under progress.

- Teachers' Resource titled Achieving Learning Outcomes for classes I to X has been released.
- QR Coded PISA primers for parents detailing the key aspects of PISA has been released.
- CBSE has been creating competency-based questions for the CCT Weekly questions. UT-Chandigarh, KVS and NVS are also creating competency-based items. Education Initiatives (EI) has contributed a pool of around 10,000 items for various classes. These are being shared with PISA population.

B. Learners' Facilitation

- The Board is organizing the CBSE Science Challenge for students of classes 8th to 10th on DIKSHA in December 2020.
- CBSE Reading Challenge will be organized for all CBSE affiliated schools in January 2021.
- Creative and Critical Thinking (CCT) exercise: CBSE develops competency-based assessment in English, Mathematics and Science. Starting from October 2019, seven editions of this practice assessment have been organized till date.
- CBSE launched the CCT weekly practice for all CBSE schools on 8th January 2020. CBSE uploads 5 competency-based questions per week on the DIKSHA platform for students and teachers for practice.

So far 46 weekly editions have been published on DIKSHA.

C. Capacity Building/ Orientation Workshops

- A webinar on 'Enhancing Reading Comprehension Skills' by CBSE for UT-Chandigarh teachers was conducted on 27th October 2020 and was streamed live on YouTube and has more than 3000 views.
- Three webinars were organized on 4th, 5th & 6th of September 2020 for parents of UT, Chandigarh to create awareness about PISA. 52,000 parents participated in these programmes over a period of three days.

D. Special Intervention for Identifying Learning Gaps

- With the support of Pratham Education Foundation (PEF), the CBSE is initiating an intervention for identifying learning gaps in students of UT, Chd. The Tools for students (initial versions - English and Hindi) are being piloted.

Bridging the Learning Gap due to closure of schools caused by COVID :

➤ Review of online /offline Instructions

In a survey conducted by CBSE from July to October 2020, it was revealed that out of 13,527 schools responded

- 10,799 schools (80%) have been conducting classes by using different modes like You tube, Zoom, WhatsApp, DIKSHA, offline mode.
- 9764 (71 %) schools had ensured availability of textbooks with all their students

- 11711 schools (87%) got their teachers trained online
- 97 percent of teachers found distance education satisfactory.
- 88 percent of students found distance education satisfactory.
- 41 percent schools reported that their students are facing difficulty in learning Mathematics
- 55 percent schools are sending Individualised Learning plans children's home.
- Sending recorded video lectures, worksheets and learning material
- Motivating students to attend school with the consent of parents to clear their doubts
- Sending letters to call parents if they are not responding telephonically
- Personal phone calls by teachers
- On demand one-to-one sessions with the students
- Continuous counselling sessions

In a second survey that began at the regional levels late October 2020, it came to light that

- 21,883 schools (around 90%) have successfully conducted internal survey for ascertaining learning gaps and reached out to their students in one way or the other
- On an average around 15% of students reportedly showed some learning gaps
- Around 18% of students are not able to attend online classes
- More than 90 % schools in almost all the regions have taken measures to handhold students who are not attending online classes.

Regional Offices of the Board have been involved in sensitizing the schools and monitoring of their efforts to reach out to students and address their learning gaps. Major activities undertaken by schools to handhold students are:

- Personalized learning plans
- Regular contact with parents
- Learning through project work
- Sharing of learning content, sample papers and notes
- Personal home visits by teachers

To further sensitise schools after reopening, CBSE is in the process of issuing an advisory to all its schools to assess the learning gaps in a non-threatening formative way and accordingly prioritise remedial measures wherever needed. Schools may also plan remedial sessions in blended mode to address the deficit in learning in a time bound manner as children and teachers are now familiar and exposed to online methods.

➤ **Activities carried out to bridge the Learning Gaps in Students**

(i) Learning Enhancement during COVID-19 Guidelines for continuous learning:

NCERT prepared guidelines on Learning Enhancement (LE) of students focusing on students without digital devices, with limited accessibility to digital devices and with digital devices. CBSE advised schools to adopt these guidelines for addressing the learning gaps in their students and optimise their learning achievement.

(ii) Special capacity building of teachers on how to conduct online classes where feasible

CBSE trained 5,50,000 teachers (from April till December 2020) on different areas including online pedagogy. Several

bite-sized modules were also prepared and disseminated post training to augment the capacities of teachers. 403634 teachers have also been trained under NISTHA program of the Government of India.

(iii) Alternative Academic Calendar

The week-wise plan published by NCERT consists of learning activities based on chapters in textbook mapped with learning outcomes to facilitate teachers to transact and assess the progress in students' learning. The Alternative Academic Calendars for classes 1 to 12 are available at <https://ncert.nic.in/alternative-academic-calendar.php>. CBSE had organised an online orientation programme on Alternative Academic Calendar on 17th July 2020 for its effective usage by the teachers. This programme was live streamed and viewed by around 2,55,000 teachers and principals.

(iv) Rationalisation of Syllabus

CBSE has come out with reduction in syllabus only for the purpose of summative examinations and this is a temporary measure for this year only to mitigate the effect of lockdown. This should be understood in the context of closure of schools and reduction of face-to-face instructional hours. The Committee of Courses for each subject, considering the following while rationalizing the syllabus contents as it became a necessity:

- a. All topics are important but in this extraordinary situation, certain topics which students have already studied or will study in detail in higher classes may be omitted from summative assessments. Teachers can discuss these topics as required.
- b. The topics/concepts which have minimum impact on future learning

can be omitted for the purpose of Board Examination.

- c. Certain special cases have been kept aside to reduce the burden on students.
- d. Appropriate changes in Practical components as per revision needs to be done.

Teachers are expected to integrate those concepts which are not part of the revised syllabi in class in relation to previous and subsequent topics.

(v) Special resources for teachers: Learning Outcomes mapped to Curriculum

CBSE took up the task of mapping each of the Learning Outcomes laid down by NCERT (for all subjects till class X) with the topics in the prescribed textbooks to facilitate teachers to further their understanding of competency-based education, and apply the same to their efforts during the pandemic. This document of mapped Learning Outcomes to the curriculum is available at http://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf

(vi) Special resources for teachers: Teacher Energized Resource Material or TERM

The Central Board of Secondary Education has developed *Teacher Energized Resource Material (TERM)* handbooks for **two subjects – science and mathematics – covering entire syllabus of grades 6 to 10** that will aid teachers in aligning their classroom transaction to a competency framework. The resources contain concepts have been linked to the NCERT Learning Outcomes with a set of assessment items. The 10 TERM documents are available at <http://cbseacademic.nic.in/manual.html>

(vii) Special resources for teachers: MOOCs modules on experiential learning and competency-based education

Activity-based and highly engaging modules were prepared on the pedagogies related to experiential learning and competency-based education and the need to integrate real-life situations into the teaching and learning process. These modules are available at <https://bit.ly/cbse-explrn-wb> and <http://bit.ly/CompetencybasedEducation>

(viii) VidyaDaan: In April, 2020 **VidyaDaan-2** was launched as a national content contribution program that leverages the DIKSHA platform and tools to seek and allow contribution/donation of e-learning resources for school education by educational bodies, private bodies, and individual experts. So far, 8592 pieces of content in English language have been contributed to CBSE.

(ix) PRAGYATA Guidelines on Digital Education

These guidelines have been developed with a focus on online/blended/digital education for students who are presently at home due to the closure of schools. The guidelines recommend screen time for different categories of students. It also provides sufficient Do's and Don'ts regarding ergonomics and cyber safety. There are infographics on how to use devices and have proper posture during the online classes. The guidelines can be accessed at: https://mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf

(x) Olabs

CBSE organised virtual training for the Mathematics, Biology, Physics and

Chemistry teachers of its affiliated schools on Olabs in which 22,000 teachers participated. Online Virtual Labs (OLabs) is a platform that teach lab experiments using the Internet. Content at Olabs is aligned to NCERT/CBSE and State Board Syllabus. These are available at <https://olabs.edu.in>.

(xi) Comic books for students for imbibing 21st century skills

To ensure that learners continue their learning through joyful means and also acquire/augment 21st century skills even during the pandemic, two comic books were released online for school going children by CBSE. These help the learner imbibe critical thinking and problem solving skills through the storyline. They are available on the CBSE website at http://cbseacademic.nic.in/web_material/ComicBooks/Cogito.pdf

(xii) Practise book on Mathematical Literacy by CBSE

CBSE came out with a unique Workbook – **A Little Mathemagic** – a practise book for students for enhancing critical and creative thinking skills. This book is meant for elementary school children and it takes the child through the world of mathematics through stories, adventure, fun and humour.

(xiii) Cyber Safety and Cyber Bullying

In order to orient students to safe internet use and sensitise about cyber bullying, a student-friendly Handbook on Cyber Safety – for students of secondary and senior secondary schools, has been prepared by CBSE. This handbook contains content in very engaging and simple formats, with e-content tagged to QR codes at several

places to augment the understanding of the student further. This Handbook is available at [http://cbseacademic.nic.in/web_material/Manuals/Cyber Safety Manual.pdf](http://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf)

(xiv) Handbook on 21st Century Skills

This handbook focuses on 21st Century Skills or the skills that are required by an individual for his/ her holistic development so that he/she can cope with challenges and contribute to the progress and development of his society/ nation and world.

http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf

(xv) Mental Health and Well Being Manual:

This manual prepared by CBSE emphasises on the importance of Mental Health and Well Being and encapsulates the role of school, family and community while covering other significant aspects related to Health conditions, risk factors and challenges in adolescent period. There is a dedicated chapter on psychological support amidst COVID-19 covering Self Care, positivity, dealing with fear and anxiety, dealing with stigma, importance of social support and staying connected. This Manual is available at:

<https://cbse.nic.in/newsite/attach/CBSE%20MH%20Manual.pdf>

(xvi) Social Empowerment through Work Education and Action(SEWA)

CBSE has introduced a compulsory area of Social Empowerment through Work Education and Action (SEWA) under Health and Physical Education. It focuses on the mental / emotional and social health of the child by letting them do

community service or environmental, civic responsibilities or democracy or health and fitness related projects. All students of classes IX to XII (for XII, only till end of the first semester/ term) participate in SEWA program round the year. Each year around 60 lakh students carry out these projects.

(xvii) Shikshavani-Podcast Portal of CBSE

CBSE has developed a Podcast Portal called Shikshavani approx. Around 700 podcasts on various subjects are available at this portal and students are listening to these.

(xviii) Suggestions to make quarantine period more productive

CBSE also suggested a few activities related annual planning, student enrichment and teacher enrichment to schools for making quarantine period more productive eg. Preparation or defining of learning outcomes for different subjects and classes; preparation of annual curriculum plans for scholastic and co-scholastic activities; designing special enrichment activities for CWSN; developing e-content for DIKSHA; designing creative activities for the students; writing of blogs on best practices by teachers, etc.

(xix) Special interventions for inclusion

CBSE issued advisory Acad20/2020 on March 25, 2020 on how to make lockdown productive and teachers were suggested to plan and integrate activities considering the needs of CWSN. The Board further highlighted the needs of CWSN in its advisory number Acad 22/2020 on July 22,2020. Schools have been advised to ensure that all children with special needs and children whose parents are involved in

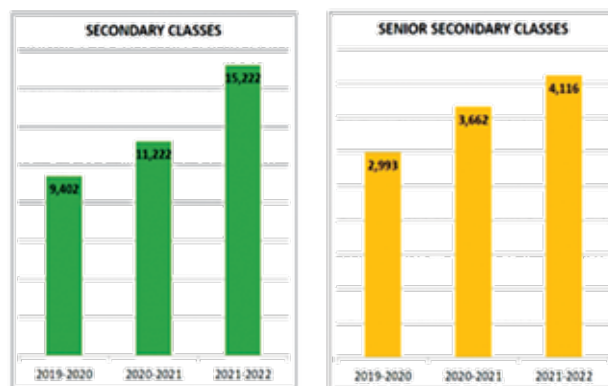
essential services (health care professionals etc.) must continue to receive quality education as per their specific needs for accessible and adapted learning. Some of the suggestions for schools in this regard were:

- a. Approach each special child and assess her individual needs and discuss adjustments needed for her learning.
- b. Use alternatives to print, such as audio or other formats in instruction, pictures, captions, larger prints and sign-language options in all forms of the learning material (virtual, printed or broadcasted) depending upon the need of their students.
- c. Use flexible scheduling and deadlines, assistive technology, simplified homework and formative assessments to alleviate the pressure on students and parents.
- d. Guide and train teachers and provide them evidence-based resources on how to teach children with special needs in remote and online settings.
- e. Support parents by offering expert advice of special educators and counsellors.
- f. Follow the Pragyata guideline's section 3.4 which provides insights on supporting online learning of Children with Special Needs.

Skill Education and Training

The Board offers 18 Skill subjects at Secondary level and 38 Skill Subjects at Senior Secondary level to upgrade the skills and proficiency of the young generation and also to provide them awareness to explore various career options.

No. of schools opting for skill subjects



Introduction of New Skill Subjects

- **At Secondary level:**
 - Physical Activity Trainer (introduced in April 2020)
- **At Senior Secondary level:**
 - Artificial Intelligence (introduced in April 2020)

Introduction of Skill Modules in classes VI/VII/VIII

- CBSE has introduced the Skill Modules of 12 hours duration at Middle school level.
- Schools/students are free to opt Skill Module either at **class VI or VII or VIII.**
- **Following Skill Modules have been by CBSE in April 2020:**
 - Artificial Intelligence
 - Beauty & Wellness
 - Design Thinking
 - Financial Literacy
 - Information Technology
 - Travel & Tourism
 - Marketing/ Commercial Application
 - Mass Media
 - Handicrafts

Training Programmes

Training Programmes were conducted by CBSE both in Online and Offline mode for the various Skill subjects in which around 50,000 Principals/teachers from CBSE affiliated schools participated and benefitted.

- **CBSE – INTEL AI for Youth Virtual Symposium** was held from October 13-17, 2020 to enable youth about AI readiness skills and other emerging technologies from global leaders, gain an immersive experience and witness AI social impact projects created by their own peers. This symposium was open for Students (class 8 and above), Principals and Teachers of all schools pan India.

The key objectives of the virtual symposium were:

- Learn about AI readiness and emerging technologies from global leaders
- Gain an immersive experience for building Digital Readiness
- Witness AI social impact projects created by their own peers
- Demystify their role towards building an AI Ready Generation

During this Symposium CBSE and Intel had planned a first of its kind ‘open for all’ activity making use of the world’s most renowned platform – that of Guinness World Records. A Guinness record for **“Most users to take an online artificial intelligence lesson in 24 hours”**

on October 13 – 14, 2020 was also created during the CBSE -AI for Youth virtual symposium. This is a first of its kind record, never been attempted before and India is the first country to hold it.

Participation details:

Programs	Participation
AI for Youth Virtual Symposium	115561
Official attempt to Guinness World Records™	58317
Successfully created Guinness World Records™	13000

➤ AI Integrated Multi-Disciplinary Pedagogy

CBSE has introduced Artificial Intelligence as a multi-disciplinary integrated pedagogical approach to further enhance teaching and learning. A handbook titled *‘Artificial Intelligence Integration across Subjects’* has also been prepared in this regard. A new set of 200+ multi-disciplinary AI integrated lesson plans have been compiled to enhance teaching and learning for each of the five core subjects – Hindi, English, Maths, Social studies and Science for classes VI - X.

These lesson plans have been released as handbooks for the use of schools. These handbooks are available on the DIKSHA platform/website (<http://bit.ly/aiondiksha>), as well as on the CBSE academic website (<http://cbseacademic.nic.in/ai.html>).



➤ **AI for Better India Hackathon in collaboration with IBM**

- Top were ideas were selected for the IBM AI for Better India Hackathon from students to build AI solutions addressing the UN Sustainable Development Goals to build a better India using AI
- 103 student projects (260+ students) were selected for mentoring by IBM AI experts as part of the hackathon and these projects were on boarded to the Hacker Earth mentorship platform
- After intensive mentoring, the finals of the hackathon was organised on 7th and 9th July were the students presented their project prototypes to a panel of judges from IBM
- Top 3 projects were selected as winners of the Hackathon and the top 15 projects were selected to participate in the IBM EdTech Youth Challenge India 2020 providing them the opportunity to do a 2-week internship with IBM
- The virtual internship was also provided to the selected students

➤ **Principals and Teacher Training**

1. **Online Training Sessions:** COVID 19 changed the level of human interaction and the Board came up with an alternative arrangement for the training of teachers. Online sessions of one hour duration were introduced. More than 12000 online sessions have been organized in the year 2020. More than 7 Lakhs teachers have participated so far in these training sessions conducted by 16 CoEs and Training Unit of the Board.
2. CBSE conceptualized “Vidya-Daan”, a program based on crowd sourcing of content from teachers and meant to synergize countrywide developments by

providing schools and teachers from the metro cities to the smallest villages with good quality e-content that can be used by them anytime, anywhere at no cost. The aim of this program is to empower each school, teacher, and student by providing ease of learning.

3. **Australia virtual Masterclass:** Online sessions for school leaders were launched in association with Australian Trade and Investment Commission:

- The Future of Space - Turning Science Fiction into Reality in the Classroom
- Leading Digital Learning
- Transformative career and life lessons from the pandemic - through the lens of economics
- Do goldfish really have a longer attention span than students of today?
- Digital and Social Media Strategies for Schools
- Iterating Workplace Practices Post the Covid-19 Crisis

4. **Virtual Professional Development Sessions-** “Canada series-Innovate and Inspire” were conducted from July 20–24, 2020 for CBSE school leaders and teachers.

5. **Virtual Professional Development Sessions-** During the ‘Transformational Training Week’, five virtual workshops were especially designed and conducted from Aug 4 – 10, 2020 to provide the participants with a holistic approach to student achievement.

6. Short-term Online Teacher Training Programs in association with University

of Nottingham, Malaysia launched. This series was focused on Leadership, Managing Change, Professional Learning Communities in Schools, Quality Assurance & School Culture, 21st Century Pedagogy, and Social Media & Teaching.

7. Webinar on Nine Pillars of Great Schools with Prof. David Woods Visiting Professor, Institute of Education, University College, London was organized on 3rd September 2020 for Principals, Vice Principals and Teachers of Schools affiliated to CBSE.
8. Training of CBSE School Teachers on Olabs in collaboration with C-DAC Mumbai was organized in Mathematics, Biology, Physics and Chemistry to align experiments for classes 9 to 12.
9. Orientation Course on Non-Violent Communication was launched by CBSE in association with Gandhi Smriti and Darshan Samitii, Ministry of Culture. Non-Violent Communication is an effective way of communication and conflict resolution based on Gandhian Values of Non-Violence, Mutual Respect, Understanding and Compassion.
10. An Online Teacher Training Course on Experiential Learning was prepared in association with Tata Trust and Mahatma Gandhi International School, Ahmadabad and launched on DIKSHA.. Aim of this course is to share multi-sensory pedagogic processes involved in experiential learning, sensitise educators to implement it in their classrooms and make learning more joyful, reflective and multidisciplinary. Series of webinars on Experiential Learning were conducted in addition.
11. Webinars on Disability (Divyangta) Issues were launched in association with

National Institute for Empowerment of People with Visual Disabilities. Series of webinars were specifically designed for the Principals, Teachers and Parents of Students with Disabilities.

12. Training of all Elementary Level Teachers in NISHTHA Modules was launched with the NCERT. NISHTHA courses are available now for all the elementary level teachers (Classes I to VIII) across the country through DIKSHA Portal.
13. Fireside Chat with Nobel Laureate (Physics 2018), Donna Strickland, University of Waterloo, Canada was conducted on 26 November 2020.
14. An Online Teacher Training Course on Competency-based Education (CBE) was launched on DIKSHA. Central Board of Secondary Education in association with Central Square Foundation developed this interactive online course for teachers and school leaders to ensure proficiency of students in learning through demonstration of the knowledge, skills, values and attitudes required for dealing with real life situations.

IT Initiatives

- 1) **Business Processing Re-engineering (BPR) of affiliation system** to make it completely automated and data driven with reduced compliances.
- 2) **OSAMS - Online School Affiliation & Monitoring System R-3.0**
An end-to-end digitized system from submission of application for various categories of affiliation to the grant/rejection.

- 3) **AICA – Automatic IC Allocation System R-2.0**
A system for automatic allocation of Inspection Committees based on some pre-defined parameters and business rules.
- 4) **VIOS-Virtual Inspection of Schools**
Due to current COVID-19 pandemic schools were closed and the Inspection Committees were not able to proceed for the inspection. Keeping in view ‘‘Virtual Inspection of School (VIOS)’’ system was developed and implemented.
- 5) **OASIS - Online Affiliated School Information System R-3.0**
A portal for CBSE affiliated schools to submit/ update online information against 500+ parameters annually. HPE Portal is also integrated with OASIS
- 6) **(e-परीक्षा): Examination Processing & Management System R - 3.0**
Entire examination system of the Board has been digitalized. A comprehensive one stop portal has been developed and implemented for all exam related activities. Results are being processed simultaneously & parallel and collation of data / results is being done to ascertain accuracy.
- 7) **e-Prac R – 3.0**
A portal for online submission of Practical/ Project Marks and geotagged lab images with students and examiners (both internal as well as external).
- 8) **IAPX –R-3.0**
A portal for online submission of Practical/ Projects/ Internal Assessment marks of Class-X by the schools.
- 9) **e-Theory R-3.0**
An online system for bag allocation to Chief Nodal Supervisor, evaluation monitoring, question-wise theory marks uploading and online generation of award lists.
- 10) **TETra: Theory Evaluation Trend Analysis R-2.0**
A unique portal and Decision Support System based on Real Time Evaluation Monitoring. In this system evaluation trend can be visualized, analysed and monitored. This also generates various statistical data and gives graphical representation in real time.
- 11) **ECL - Exam Centre Locator App R-2.0**
To facilitate CBSE Examinees of both Board as well competitive exams, a mobile app was developed and implemented through which they can locate their examination centres by just entering exam and roll no. This also gives route to reach
- 12) **OEQPD - Online Encrypted Question Paper Delivery System R-2.0**
A system for just in time encryption, dissemination, decryption and printing of question paper for instant and secure delivery of QP to prevent any possible chance of leakage.
- 13) **OECMS- Online Exam Centre Management System R-3.0**
Comprehensive Decision Support System comprising of a portal and backend system to get real time information about centres and conduct of exams including feedback about the question paper(s), packing of answer books & dispatch, information about Observers etc.

- 14) Re-Engineered Outlier System**
 Unique Software to finely detect inconsistent marks cases at pre-result declaration stage for remedial action at RO level.
- 15) MCRCS – Modular Computerized Result Compilation system R-2.0**
 Re-engineering and implementation with new business rules for 2020 exam due to COVID-19.
- 16) Successful compilation, processing, collation and declaration of Class X & XII results for both Main & Comptt Exams 2020**
- 17) OECCS -Online Exam Centre Consent System for Competitive Exams R-2.0**
 Portal to obtain details and consent of institutions to act as examination centres for various Examinations being conducted by CBSE.
- 18) OEPCS -Online Exam Observer Consent System for Competitive Exams R-2.0**
 Portal to obtain consents from academia and education officers to act as observer(s) for various Examinations being conducted by CBSE.
- 19) परीक्षा सुविधा App and Web Portal**
 An App & Portal for private candidates who wish to change exam centre district for July Examination 2020 due to COVID-19.
- 20) A portal for schools for changing exam centre district in respect of regular candidates for July Examination 2020 due to COVID-19.**
- 21) CMTM – Confidential Material Tracking & Monitoring Apps R-2.0**
 For electronic surveillance of highly confidential and sensitive materials, three different apps have been developed for Custodians, Centre Superintendents and Administrator of Board Exams.
- 22) CMTM Web Portal for monitoring by ROs**
 A web portal for monitoring of above mentioned CMTM apps and analysis of various data for actions/decisions.
- 23) CTET-CMTM – Confidential Material Tracking & Monitoring Apps for CTET Exams R-2.0**
 For electronic surveillance of highly confidential and sensitive materials tracking and monitoring, five different apps have been developed for Custodian, Centre Superintendents, Board Representatives, Observers and Administrator.
- 24) CTET-CMTM Web Portal for monitoring by Director (CTET)**
 A web portal for monitoring of above mentioned CTET-CMTM apps and analysis of various data for actions/decisions by Administrator.
- 25) परिणाम मंजूषा- A CBSE Academic Repository**
 Result data of 2020 was also uploaded. Now At present result data of X & XII examinees of Seventeen years i.e. 2004 to 2020 is available online for verification by employers and higher education institutions. Approx. 12 crore digital academic documents such as Marks Sheets, Migration Certificates and Pass Certificates are available on this repository.
- 26) Providing approx. 1 Crore Digital Documents pertaining to Main & Comptt. Examinations 2020 for Class X and XII students through Digital Locker including Skill subjects.**

- 27) Development of unified dashboard for all types of statistics. Data sharing through API with various academic /admission bodies
- 28) **Face Matching Technology in Parinaam Manjusha**
The face match authentication has been added as a second factor authentication in the same system for foreign students where mobile OTP based authentication cannot be performed on foreign mobile numbers. The system that uses facial matching technology is created as one of the emergency responses in COVID situation to provide digital certificates to foreign students for their college admissions.
- 29) **OVERS - Online Verification of Evaluation & Revaluation System R-3.0**
A comprehensive and computerized system for post result marks verification, photocopy and re-evaluation of answer sheets.
- 30) Online Uploading of registration cards for Class IX & XI
- 31) **e-हरकार-Rapid Communication System for School**
A portal for schools, through which schools can communicate their issues with the appropriate authority of the Board directly and can track the status of their requests. The concerned authority can address the issue online directly.
- 32) **e-Sandesh Portal**
A Portal to send bulk SMS and E-mails to various stake holders.
- 33) **Art-Integrated Exemplar Portal**
Art-Integrated exemplar portal was developed and implemented to facilitate teachers and principals for implementing experimental and joyful learning in classroom. Through this Portal, Teachers can research, innovate and create unique exemplars and showcase their skills of creativity and innovation.
- 34) **Annual Pedagogical Plan**
Annual Pedagogical Plan Portal aims to capture the pedagogical plan of a teacher's i.e. His/her vision of the teaching learning process in his/her classroom to action. It imbibes all thinking, preparation and steps of execution involved in making each stage of curriculum transaction meaningful and comprehensive for students.
- 35) **कला सेतु- A Portal for Art Education and Art Integrated Learning**
A portal for obtaining information from schools about Art Integrated Education & Learning.
- 36) **CBSE Reading Challenge R-2.0**
A portal for Reading Challenge competition to assess the reading abilities of children studying in class VIII to X.
- 37) **OTAS - Online Teachers Award System R-2.0**
Comprehensive and highly transparent system comprising of a portal and backend system for CBSE/ National teacher awards.
- 38) **प्रशिक्षण : A Training Portal for CBSE Affiliated Schools Teachers R-2.0**
A comprehensive Training Management System (TMS) portal for Principals and Teachers of CBSE affiliated schools.
- 39) **e-Office Implementation**
Implemented across all offices of the Board including 16 ROs & 16 CoEs. Upscaling of e-office from 500 users to 1000 users.
- 40) **Sparrow**
Sparrow implemented for all Employees of the Board.

41) CBSE EGIF-CBSE Employees Grievances Ideas and Feedbacks

CBSE EGIF is a rapid communication system developed specially for CBSE employees through which they can directly communicate with the Chairman about grievances, ideas and feedback about CBSE's working and can also track the status of their request.

42) VDIS- Virtual Departmental Enquiry System

Due to current COVID-19 pandemic situation, Inquiry Committees were not able to proceed further conducting inquiry proceedings physically. Keeping in view the sensitivity of matters and timelines system of "VIRTUAL DEPARTMENTAL INQUIRY SYSTEM (VDIS) was developed and implemented.

43) OIPR – Online Immovable Property Return

A Portal was developed to submit Online Immovable Property Return and integrated with e-Karmic Portal with a provision for monitoring by Vigilance.

44) Central Command Centre C3

One stop portal for all data driven decisions. C3 consists of all types of data available with the Board. User (All HoDs) can mine the data as per their requirements. This portal also has dashboard.

45) The Galaxy - Alumni Web Portal

This Web Portal has been developed inhouse for registration of Alumni of the Board

46) Stakeholders Support System (S3)

An integrated one stop portal to disseminate information/services being offer to all stakeholders of the Board and processing

of their requests appropriately.

47) MIS National Component Portal for Ministry of Education

MIS National Component Portal is an integrated portal for management of MIS data, developed for Ministry of Education.

48) नवशाला Apps

An app for Navodaya Vidyalayas and Navodaya Vidyalaya Samiti to record and monitor the activities related to Library, Lab and Smart Classrooms.

49) Development of portal for online JNV applications for admission in class VI and IX.

50) NCMTM Apps for NVS Custodians, Centre Superintendent. , Principals & Administrator R- 2.0

Four Apps for electronic surveillance of highly confidential and sensitive materials (Pertain to JNVST Examination) tracking and monitoring by custodian, centre superintendent, administrator and Principal.

51) NCMTM Web Portal for monitoring by NVS R- 2.0

Portal for monitoring of NCMTM Apps by various authorities.

Scholarship Schemes

In order to promote meritorious students from socially and economically weaker sections and girls, the Board has following scholarship schemes:

- Central Sector Scheme of Scholarship for College & University Students (CSSS), sponsored by MHRD
- Single Girl Child Merit Scholarship Schemes

- Board Merit Scholarship Scheme for SC/ST students
- Scholarship Scheme for ward of the employees of CBSE
- (Late) Sh. Lakshman Singh Kothari Memorial Award

Details of Award of Scholarship Schemes with effect from Jan 2020 to Dec 2020

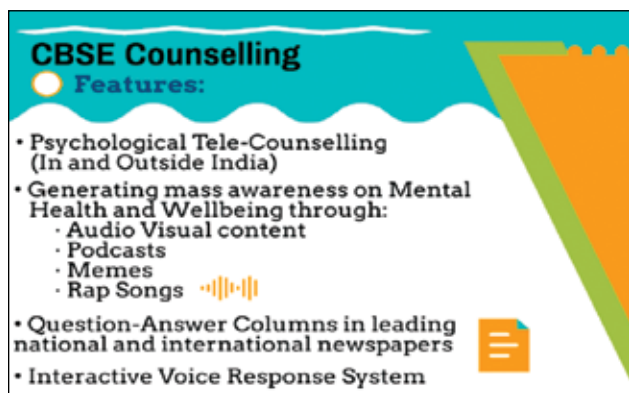
Sl. No	Scheme	Award of scholarship
1.	Central Sector Scheme of Scholarship (CSSS) for College & University Students (2020 – fresh) (Scholarship disbursed by MoE) <i>1st Renewal 2019, 2nd Renewal 2018, 3rd Renewal 2017 and 4th Renewal 2016</i> (Scholarship disbursed by MoE)	Registered - 6163 Verified - 2325 (Verification is under Process) (Through National Scholarship Portal) Renewed - 6198 Verified - 5565 (Verification is under Process) (Through National Scholarship Portal)
2.	Single Girl Child – X Pass 2019 (fresh) Single Girl Child – X Pass 2018 (Renewal 2019)	1487 (awarded) 519 (awarded)
3.	Board's Merit Scholarship for SC/ ST students – Class X & XII 2019 No. of awards for Class X & XII are 23 & 25 respectively.	Year 2019 25 for Class X 25 for Class XII
4.	Board's Wards Scholarship Scheme for the year 2020	166 (awarded)
5.	Issue of 0.1% Merit Certificate of Class XII & X 2019 Issue of 0.1% Merit Certificate of Class XII & X 2020	Class XII / 2019 – 22,969 (No. of Merit Certificates were got printed in-house and dispatched) Class X / 2019 – 29,196 (No. of Merit Certificates were got printed in-house and dispatched) Class X / 2020 – 20892 (No. of Merit Certificates) Class XII / 2020 – 35661 (No. of Merit Certificates) (Work is under process)
6.	(Late) Sh. Lakshman Singh Kothari Memorial Award for the year 2020	Felicitation function held on 13.08.2020 at Conference Hall, Shiksha Kendra, CBSE, Preet Vihar, Delhi. Divyanshi Jain & Tushar Singh (Awardee)

Pshycho-social Well Being: The CBSE Counselling Program

CBSE Counselling is an annual flagship program of the Board, which aims to facilitate different categories of secondary and senior secondary students at national and international level through free of cost pre and post exam counselling.



Traditional and advance modes of communications and outreach are adopted to achieve this very objective. CBSE started this pioneering community work 23rd years ago in 1998 by initially offering telephonic counselling, which now has expanded into different modes and verticals:



Interactive Voice Response System (IVRS)

CBSE has been providing the facility of IVRS on a toll-free number. The students/parents/stakeholders can obtain pre-recorded useful information on tackling board exams which included tips for better preparation, time and stress management, FAQ's along with live tele-counselling services.

Counselling for Differently Abled Students

CBSE also arranges counselling facility for differently abled Students. Experts are available to attend to the queries throughout this period.

Counselling through Audio- Visual Presentations

Audio-visual presentations were provided on CBSE website on various topics relevant to students as well as parents like Aggression, Internet Addiction Disorder, Depression, Exam Anxiety, Specific Learning Disability, Substance Use Disorder, and Life Skills.

Podcasts

Podcasts and other support material for students, parents and the public were also created and made available. Queries of the students were responded favourably and quickly through e-mails of the Board.

Social Media Engagements: YouTube, Facebook and Instagram platforms were utilized for promoting healthy practices, sharing important messages and connecting with students in a proactive way. Tips and FAQs were also shared on these platforms for the benefit of the students.

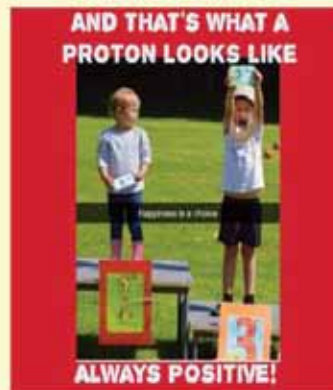
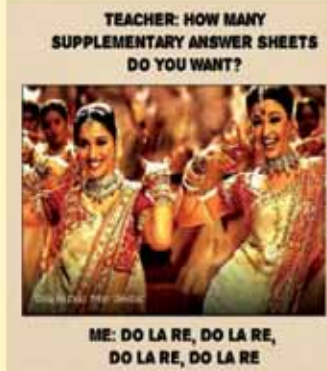
Question-Answer Columns in Newspapers-

CBSE experts answered queries of students through weekly question-Answer columns, which were published in major national newspapers in India and abroad during the month of February.

The New Language of Memes: A novel venture to engage with youth

CBSE engaged with students/parents in more interesting ways during X/XII exam 2019-20. In order to ease their exam anxiety and at the same time making them aware about time management, ethics of exams, 22 memes were created in house and posted on social media handles starting from 15.02.2020 which garnered overwhelming response from the students.

Memes during COVID-19



Instead of:	Say:
Dude, these are my favourite clothes	Only school uniform
Mera mobile, meri duniya	No mobiles at exam centre
Running late counts as exercise	No entry after 10 am
But this pouch goes with my style	Only transparent pouch
Oops! Forgot to take parent's autograph	Only fully signed admit cards

IN EXAMS ITS COMPULSORY TO WRITE IN PENS "BLUE"

BALLPOINTS OF ANY KIND OR GEL PENS WILL DO

NOW DON'T SAY LATER "I DIDN'T HAVE A CLUE"



**ME:
TUJHEY BHULA DIYA
OOOOO
PHIR KYOON TERI YADON NE
OOOOO
MUJHEY RULA DIYA...**



WIFI

**MOM:
JITNA PREM WIFI SE HAI
UTNA APNI KITABON SE BHI KAR LO!**

When you pull an all nighter and don't sleep before the exam
Your brain during the exam:



**NAMASTE FROM CBSE
WE BOW TO THE LIGHT IN YOU**



**AND MAY YOUR HANDS
BE ALWAYS CLEAN
TO TOUCH YOUR FACE
BE NEVER KEEN
COUGH AND SNEEZE
THEY HELP TO SCREEN
DO NAMASTE TO ALL
NO HANDSHAKE ROUTINE**

**ON THIS 22ND MARCH
BETWEEN 7 AM AND 9 PM**

**FOR YOU AND YOURS
AND FOR THE HEALTH OF ALL
STAY INDOORS**

**AND EVEN AFTER THAT
WE REQUEST ENCORE**

**STAY SAFE INDIA
CBSE**

#examtime #besafe #stopcorona #happyholi

WASH YOUR HANDS OFTEN LIKE YOU HAVE JUST COME HOME AFTER PLAYING A VERY COLORFUL HOLI

CBSE WISHES YOU A VERY SAFE AND JOYFUL HOLI



**HAATH KI SAFAEE ZAROORI HAI.....
EXAMS MEIN LIKHNA KE LIYE,
AUR VIRUS SE BACHNA KE LIYE**



**ALL DAY, ALL NIGHT
STAY INDOORS
AND PLAN IT RIGHT**

**DO WHAT YOU LOVE MOST
READ, PAINT, COOK, POST
SPEND TIME WITH YOUR FOLKS**

**STAY SAFE, DON'T ROAM
BE MATURE, STAY HOME**

**CBSE
AAPKA SACHCHA DOST**

Podcasts: During exams, 09 podcasts on following topics have been shared with the students to assist them in managing exam time situations and prepare for exam in a better way. 87 audio visuals of FAQs were also made available on Twitter and YouTube channels for students.

Rap Song a Hit with Media and Public

Exam Anthem: A rap based on Exams was shared on Board website and Social Media to connect with students and sharing exams aspects. It has scored more than 469,140 views.



Handling the Unprecedented: The Lockdown Period

Additional Helpline-Due to the corona pandemic, CBSE started two additional Toll-Free Tele Helplines on CORONA VIRUS safeguards for students from 24th March 2020 up to 15th April 2020. The dedicated corona virus safeguards

tele-counselling service was provided by trained Counsellors who dealt with students/parents as well as general public and provided guidance on preventive care and counselled them about how to handle their fears and concerns. This facility was available on Toll Free No from 8 AM to 8 PM. The dedicated corona virus safeguard tele-

counselling service was provided by additional trained Counsellors who dealt with students/parents for preventive interventions, reducing transmission and counsel on First Aid to stop Corona spread. They will also assist students to engage in useful and productive activities while at home.

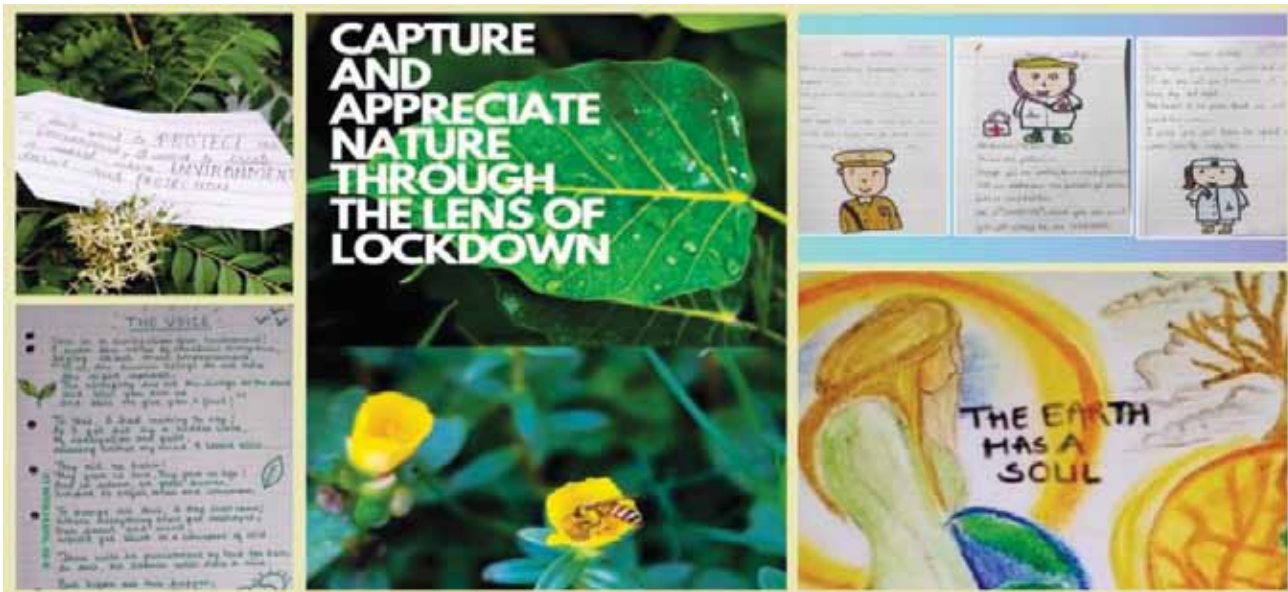
Special Assistance and psychological counselling to Hostel Students: CBSE also provided assistance and psychological counselling to students of boarding schools affiliated with the Board by establishing contact with the residential schools and their school management. Tele- counselling numbers were informed to all schools and given to each child

who had stayed back in hostel.

Public Grievance Settlement under COVID Category

A special CORONA Category was made for grievances pertaining to COVID-19 and the Public Grievances received under this special category were replied within 03 days.

Sharing Student Activities: The students from all affiliated schools were invited to send videos/ pictures/ messages during Lockdown period. Some of videos reflecting creative thoughts and innate talent of students during Covid-19/ Lockdown were shared on social media for all.





Awareness for Fit India Activities: To promote and ensure fitness activities during lockdown, CBSE supported and facilitated FIT India Activity during lockdown. As live sessions of Fit India activities were organised on daily basis, their posts were shared on social media for wider public awareness and participation/viewership.

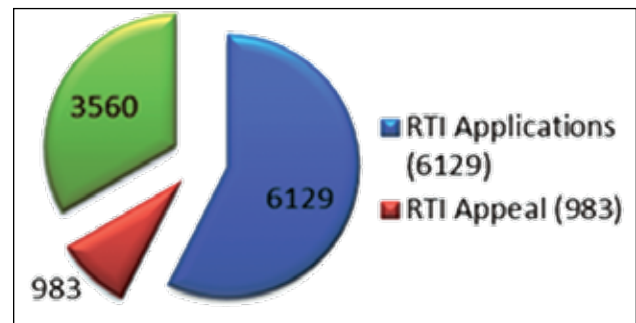
Public Responsiveness and Outreach

With the emergence of Social Media in recent times and growing public involvement and interest in this sphere, the Board has proactively created Social media Platforms on YouTube, Twitter, Facebook and Twitter perceiving its importance and utility for wider connectivity & communication with Board's stakeholders.

Monitoring of RTI and Public Grievances Redress

CBSE, in its drive for public facilitation, has aligned public grievance redress mechanism and information disclosure processes under RTI Act 2005 with online systems to ensure transparent and quick response. The Board proactively monitors and facilitates the online and offline RTI and public Grievance settlement.

Total RTI and Grievances settled (January 2020 to December 2020)



Social Media: Upsurge

CBSE social media handles have emerged as authentic sources of information for the public. During Lockdown period, there has been a remarkable increase in the number of followers and subscribers.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

The National Institute of Open Schooling (NIOS) formerly known as National open school (NOS) was set up in 1979 as a pioneering project titled "open school" under the Central Board of Secondary Education (CBSE), New Delhi. In pursuance of the provisos of the National Policy

on Education(NPE-1986), the Government of India, Ministry of Human Resource Development(MHRD) set up on 23 November 1989 the National Open School (NOS) as an autonomous institution. The ‘Open School’ project of CBSE was amalgamated into National Open School (NOS). The NOS was vested with the authority to examine and certify students registered with it upto pre-degree level courses through a Resolution dated 14 September 1990 of the Government of India, which was published in The Gazette of India on 20 October 1990. The National Open School (NOS) was renamed as National Institute of Open Schooling (NIOS) by the Government of India in July 2002 in order to extend its scope and functioning.

VISION

- To provide “Sustainable inclusive learning with universal and flexible access to Quality school education and skill development”

MISSION

- Providing relevant continuing and holistic education of degree degree level through Open and Distance Learning (ODL) System.
- Contributing to universalisation of School Education.
- Catering to the educational needs of the prioritized Target group for equal equity and social justice.

ACADEMIC

- **Live Telecast on SWAYAM PRABHA/ E-vidya Platform**

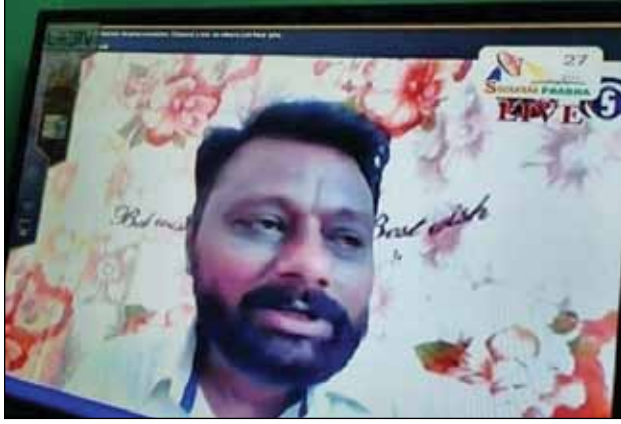
In pursuance of the directives of the Ministry of HRD and the need for necessary social distancing resulting in school closures, NIOS harnessed available learning platforms during the COVID-19 period and after unlock period

for optimum utilization for the benefit of the learners. NIOS started with this innovative idea of imparting live programmes every day on Swayam Prabha – Panini (Secondary) and Sharda (Senior Secondary) channels from 7th April 2020. Through this initiative, NIOS successfully reached out to the learners of the country especially in far flung areas who do not have access to internet during this period.

The discussion broadcast on Channel no. 27 (Panini) and 28 (Sharda) of Swayam Prabha comprise six hours of live interaction from 1:00 pm to 7:00 pm with the secondary and senior secondary learners of NIOS and CBSE. Recorded videos of the different topics were telecast from 7:00 am to 1:00 pm. The programmes were available free of cost with different service providers across the country.

Later, the broadcast of these programmes was done through PM E-vidya channel from September, 2020. NIOS also expanded the live session by 2 more hours (total 8 hours) to induce Vocational Courses and programmes in Sign Language on various subjects at secondary level. Vocational programmes were helpful in hands on training and Sign Language Programmes were a boon for hearing impaired and hard of hearing learners. These live programmes were held for addressing the learning requirement of formal School Education system other than NIOS courses by covering the core subjects of formal School system in the live and interactive session to ensure continued learning support to maximum number of learners across the country. The live sessions attained popularity as lot of queries/questions were received from the learners across the country during the sessions that were submitted either on email or on toll free telephone. NIOS involved teachers from KVS and NVS in this endeavor. The contents were provided by NIOS by connecting to the teacher through Skype as well as from NIOS studio. The channels were

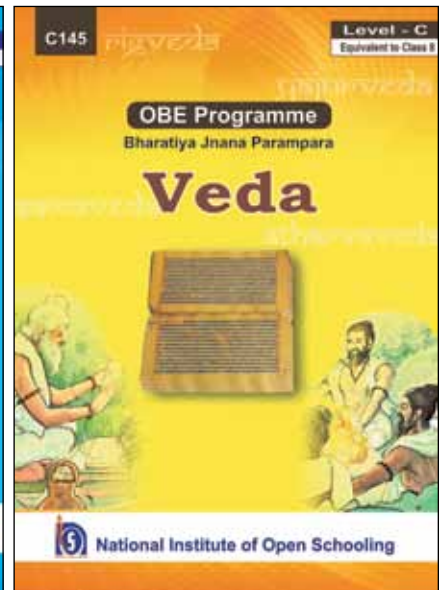
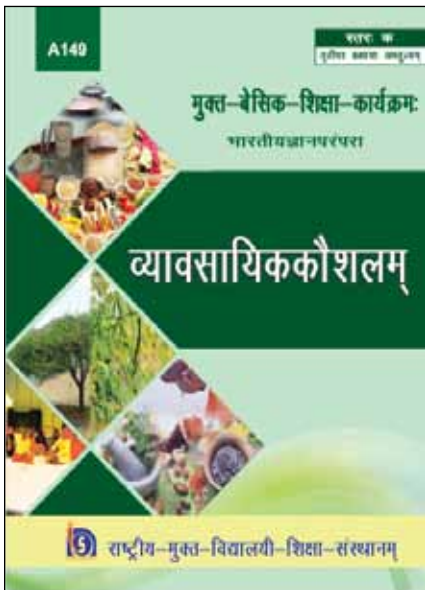
uplinked from BISAG, Gandhinagar. Learners from United States, United Kingdom, Germany, France, United Arab Emirates, Saudi Arabia, Singapore and Nepal also joined and participated.



➤ Development of 5 New subjects at A/B/C levels under Bharatiya Jnana Parampara in Sanskrit, Hindi and English medium

The Bhartiya Jnana Parampara (Indian Knowledge Tradition) courses were introduced at Secondary and Senior Secondary level in Sanskrit medium. The purpose of the course is to revive the Indian knowledge traditions and make it accessible for everyone. The courses in Bhartiya Jnana Parampara at Elementary level under Open Basic Education Programme at Level A, B and C have been developed in 5 subjects. These courses have been developed in Hindi, Sanskrit and English medium. Following courses have been developed under Bhartiya Jnana Parampara programme:

Level A	Level B	Level C
Sanskrit	Sanskrit	Sanskrit
Veda	Veda	Veda
Yoga	Yoga	Yoga
Vijnana	Vijnana	Vijnana
Vocational Skills	Vocational Skills	Vocational Skills



➤ **Development of Videos in Indian Sign Language for Enhancing inclusion of Persons with Disabilities**

Persons with Disabilities are one of the prioritized groups for NIOS. NIOS strives to reach a large number of learners with the flexibilities and unique set of facilities especially, learners with special needs. Proactive steps towards facilitating their education resulted in introducing DAISY enabled Talking Books. There are about 70 lakh Deaf and Hard of Hearing people in the country. NIOS has devised numerous strategies to make the Sign Language learning resources available to deaf learners through use of technology. In order to provide wider access to educational contents at the senior secondary level, 84 Videos in Indian Sign Language were developed. These Videos were uploaded on NIOS Channel on YouTube. NIOS is also broadcasting live programme in Sign language in different subject at Senior secondary level through PM e-vidya 10 channel from September, 2020. NIOS is the first National Board of School Education which has provided educational content in Indian Sign Language in the country.

➤ **Introduction of New Courses and Translation**

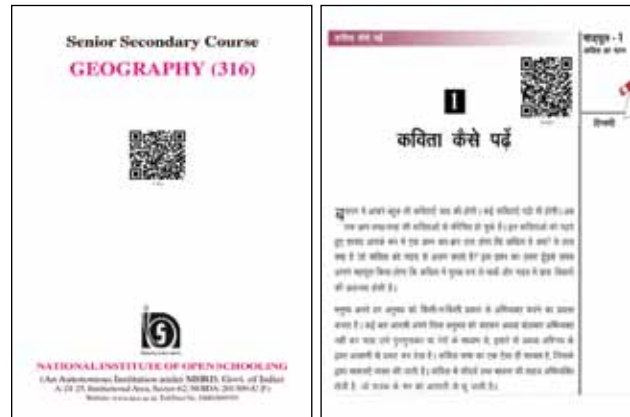
Development of Self Learning Material and introduction of new courses is a continuous activity to widen the reach of NIOS. In this context, NIOS has introduced following new courses from the year 2020 at Secondary level:

Secondary Level

- i. Entrepreneurship
- ii. Hindustani Music (Translated in Hindi medium)
- iii. Carnatic Music (Translated in Hindi medium)

➤ **QR Code integration and digitalization of Self Learning Material**

NIOS has introduced QR (Quick response) code and digitization of SLM at Secondary and Senior Secondary level. QR code comes with a list of advantages that makes it important for the printed learning material to attract and reach out to more readers. QR Codes contain text, links (to web sites, videos, files), and much more. 54 courses at Secondary and Senior Secondary level were digitalized.



➤ **Development of MOOCs for SWAYAM**

The NIOS has taken up development of Massive Open Online Courses (MOOCs) for its secondary and senior secondary study material. Through this new initiative, NIOS aspires to provide access and freedom to learners to study and also undertake self-assessment through the in-built self-check exercises anytime, anywhere. However, for certification, the learners will register and write the examination at their own convenience through “On-Demand Examination System”.

‘Study Webs of Active Learning for Young Aspiring Minds’(SWAYAM) is a programme initiated by Ministry of HRD, Govt. of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including

the most disadvantaged. NIOS is a National MOOCs Coordinator (NMC) under SWAYAM and offer courses at Secondary and Senior Secondary levels. As of now, NIOS has developed MOOCs in 18 subjects of the secondary courses and 20 subjects of the Senior Secondary courses. There is ample integration of audio and video in the e-content. The courses are available at www.swayam.gov.in.

Worksheet for NIOS Learners

NIOS developed worksheets in all subjects at Secondary and senior secondary levels for learners to make learning more engaging and comprehensive. Each worksheet has 10 questions which enable learners to think and apply their knowledge and also relate with their individual experiences. The worksheets were developed in English and Hindi and uploaded on NIOS website.

Evaluation and Assessment

Evaluation and Assessment is an integral component of teaching-learning system. The Government of India in 1990 vested NIOS with the authority to examine and certify learners upto pre-degree level. NIOS is the only Board which conducts two Public Examinations every year for Secondary(10th), Sr. Secondary(12th) and Vocational Examination. The NIOS has been conducting Public Examinations since 1991. Besides, NIOS also conducts ICT enabled 'On Demand Examination (ODE)' at Secondary and Senior Secondary level at its Regional Centres and 45 KVs identified across India round the year except during public examination.

Flexibility in the NIOS Examination System

The NIOS provides a lot of flexibility to the learners in issues related to examination such as

(no compulsion of appearing in all the subjects at the same examination) appearing in one or more subjects in the examination as per the preparation and convenience of the learner, credit accumulation of the passed subjects, nine chances to appear in the Public Examinations over a period of five years of validity of the admission, and transfer of credit of two subjects passed from other other recognised Boards and upto four subjects in the case of ex-NIOS learners. The learner has freedom to write answers in any of the scheduled languages of India.

Since 1991 till 2019-2020 – About 7.78 million learners (3.93 million Secondary 3.85 million Sr.Secondary) appeared out of which 4.6 million (2.41 million Secondary and 2.27 million for Sr.Secondary) (60%) were certified

The above statistics is learner wise where-in, on an average each learner might have appeared 3 times in the examination.

The April 2020 examination could not be conducted due to Covid-19 Pandemic however, the results were computed on the basis of formula devised by high level committee based on the internal assessment and practical award. A total of 3.67 lakhs learner's results were computed out of which 2.76 lakhs (75.20%) were certified

As per direction of Ministry of Education, the Oct-Nov-2020 examination is now being conducted in Jan-Feb-2021. A total of 2.25 lakhs learners (Secondary - 89K, Sr.Secondary- 1.2lakhs and Vocational- 17K) are appearing in this examination. The result is expected in the 2nd week of March 2021.

The next scheduled April-May, 2021 examination will be conducted in June, 2021 for which approximately 3.5 lakhs learners are expected to appear.

➤ **Important initiatives**

1. There is a Bye-laws governing examination of NIOS w.e.f. 2012.
2. The norms and guidelines for establishment of examination centres for conduct of NIOS public examinations w.e.f. April 2011.
3. The bar code has been introduced and printed on the mark sheet and certificates from October 2012 Examination as an additional security features.
4. The scanned Pass certificates of Secondary and Sr. Secondary Courses have been uploading on NIOS website and Digi-locker.
5. OMR Award sheet has been introduced in Result Processing work from April 2014 Examination.
6. MoU signed between Kendriya Vidyalayas Sangathan (KVS) and NIOS for establishment of Public Examination Centres and On Demand Examination Centres in KVs.
7. The registration for examination is completely online. Also Online acceptance of examination centres introduced and allocation of students to exam centres is done centrally randomly through software, using geo-mapping and split mapping concepts. This has enhanced transparency in the system.
8. Examination centre materials like attendance, photo Roll/Nominal roll made online for the examination centre for conduct of examination.
9. In an effort to introduce transparency and accountability in exams, **Online submission of awards of Practical Examinations (Formative and**

Summative) introduced. All practical exam centers are required to submit the awards online. This enables NIOS to reduce time in result processing.

➤ **Capacity Building Cell**

Capacity Building is an integral component of NIOS and important aspect for growth of any organization. The Capacity Building Cell (CBC) of NIOS facilitates regular and periodic capacity building programmes, training/workshop for its faculty, staff, SWAYAM portal, Open School functionaries and other stakeholders.

Capacity Building of NIOS Faculty, Staff AI/AVI Coordinators

During the year, CBC conducted ten training/workshops for its faculty and staff at HQs and at Regional Centres to enhance their capacity.

➤ **Swayam and Swayam Prabha Workshop**

The National Institute of Open Schooling (NIOS) is one of the National Coordinator of SWAYAM – a MOOC Platform, and Swayam Prabha – a bouquet of DTH TV Channels initiated by MHRD, Govt. of India. CBC conducted nine SWAYAM and SWAYAM Prabha workshops in various Universities and Institutions for the Teacher’s Training Programme.

➤ **Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA)**

The Government of India launched a new scheme titled ‘Pradhan Mantri Gramin Digital Saksharta Abhiyan’ (PMGDISHA) as an extension of NDLM since June 2017. The scheme is aimed at empowering the citizens in rural areas (one in every eligible household) by training them to operate computer or digital access devices and hence enable them to use the information technology and related applications especially Digital Payments to actively participate in the

process of nation building. The online training is provided by the CSC -e-Governance Services India Ltd. through its Common Service Centres (CSC) and partner institutions all over India. The online assessment and certification is done by NIOS as one of the Nodal Agencies identified by Ministry of Electronics & Information Technology (Meity) through online remote proctoring facility from NIOS HQ. About 95.24 lakhs learners were assessed and certified under PMGDISHA by NIOS till Dec.2020 including about 30 lakhs learners certified during 2019-20.

➤ **Capacity Building and Orientation of Visiting Teams**

Many institution, organization and stakeholders schedule their faculty/delegates visit to NIOS to understand the functioning of Open Schooling every year. Capacity Building Cell facilitated and organized two orientation programmes for the visiting teams.

Vocational Education

➤ **Introduction:**

VED provides around 100 vocational programmes in six major vocational sectors, which include Agriculture & Animal Husbandry, Home Science & Hospitality, Computer & Information Technology, Business & Commerce, Engineering & Technology, and Health & Paramedical including Yoga.

These programmes are conducted by the Study Centres known as Accredited Vocational Institutes (AVIs). The classes at the AVI are taken by a Teacher/Instructor who is qualified as per the accreditation norms developed by NIOS for each course by the Curriculum Committee.

➤ **Initiatives of the Department:**

Diksha: As per the roadmap received from MoE, NIOS initiated to develop online credit courses

for vocational subjects jointly with CBSE and PSSCIVE, which is to be made available on Diksha portal of the MHRD in both Hindi and English. Accordingly four vocational subjects have been identified and work is in progress for the same.

SWAYAM: For the Swayam platform, VED introduced three more courses to be offered as MOOCS for the benefit of the learners. These courses are Hair Care & Styling, Mushroom Production and Community Health.

➤ **Initiation of Second Phase of Training of Handicraft Artisans:**

Approval from Office of DC Handicrafts (Ministry of Textiles) was received for the conduct of training of 300 Handicraft Artisans in the districts of Varanasi, Jaunpur and Chandauli. The Standard Operating Procedures for the implementation of the project was finalized in consultation with the Ministry of Textiles and the concerned Department of NIOS. The training of 100 learners was conducted successfully in the district of Varanasi in November -December 2020 and for the rest 200 learners, the work has been initiated in Jaunpur and Chandauli districts from the month of February 2021.

➤ **Food Safety Standards Authority of India (FSSAI)**

MoU with the Food Safety and Standards Authority of India, Ministry of Health & Family Welfare, was signed on 22nd January 2020 at FDA Bhawan, Delhi. The objective of the MoU is to integrate food safety and awareness content of FSSAI in NIOS curriculum and jointly develop courses on Nutrition and Food Safety to provide joint certification. A first Joint Coordination Committee (JCC) meeting was held at FSSAI on 4th February 2020.

➤ **MoU with Kasturba Gandhi Balika Vidyalaya (KGBV), Gandhinagar:**

NIOS signed an MoU with Gujarat Council of Elementary Education in November 2019 for offering vocational skills to the girl students enrolled in the KGBVs. The KGBV schools 168 in number were accredited to the NIOS for imparting skill training to the girls. The vocational subjects shortlisted for training are Beauty Culture, Basic Computing, Yoga, Indian Embroidery and Cutting Tailoring & Dress Making by the schools. Virtual Training programme cum orientation was organised for 8 days in the month of November 2020 for the teachers of the KGBV schools who are involved in providing the skill training to girls. The sessions on topics such as vocational pedagogy, development of lesson plan, Work attitude, occupational health and safety, Communication Skills & Entrepreneurial Skills etc were held apart from the theoretical aspects of the five courses which were selected.

➤ **Establishment of Skill Development Centre**

One of the objectives of NIOS is to impart education and skills up to the pre-degree level especially for the disabled, socially and geographically disadvantaged sections, working youth, rural women and scheduled castes / scheduled tribes. Keeping this objective in mind, NIOS has set up a Skill Development Center in Amethi to train SC / ST / BPL categories girls / women, free of cost in various areas of skill for the purpose of women empowerment. Hon'ble Minister of Textiles and Minister of Women and Child Development, Smt. Smriti Irani inaugurated this Skill Development Lab at NIOS Regional Center Amethi. The main objective of this training program is to train SC / ST / BPL girls / women in the business of Cutting and sewing, as well as provide them with awareness about entrepreneurship, functional Hindi and GST. Training of these female students has been

done in this special skill development laboratory specially set up at NIOS Regional Center, Amethi.

**NATIONAL COUNCIL FOR
TEACHER EDUCATION (NCTE)**

The following important activities have been undertaken by NCTE:

1. The dynamic web portal of NCTE was developed by NCTE and it has been functioning fulfilling all the requirements of web related issues.
2. NCTE (Regional Committee Territorial Jurisdiction) Regulations, were notified on 27th January, 2020. The Notification was brought out by NCTE after abrogation of Article 370 of the Constitution of India and consequently the UT of Jammu & Kashmir and Ladakh were incorporated under the jurisdiction of the Northern Regional Committee of NCTE. In the wake of notification of Jammu & Kashmir and Ladakh, NCTE invited applications from existing Teacher Education institutions in the UTs of Jammu & Kashmir and Ladakh between 30th July 2020 to 31st August 2020.
3. The Chairperson, Member Secretary and several other Officers of NCTE attended a two day Consultative meet on Teacher Education organized by Sri Aurobindo Society, Puducherry on 4th - 5th February, 2020. Dr. Kiran Bedi, Hon'ble Lieutenant Governor of Puducherry graced the occasion. She addressed the gathering with her thoughts on Teacher Education. The broad theme areas of the two day meet were:-
 - i) Ideal Teacher for the child of today – Developing teacher competency framework.

- ii) Preparing teachers for the challenges and opportunities in a digital environment.
 - iii) Preparing teachers for an inclusive ecosystem.
 - iv) Broad contours of professional development of teachers.
4. NCTE notified the Recruitment Regulations, 2020 in the Gazette of India on 17th February, 2020 giving due emphasis to all levels of employees enabling them promotional avenues in their cadre.
 5. The General Body of NCTE was re-constituted by the Ministry of Human Resource Development vide Notification No. 876 dated 04.03.2020.
 6. The various tasks performed by NCTE, as mandated by National Education Policy, 2020 are:
 - a) A Committee of Experts has been constituted to evolve guidelines/structure/roadmap for revamping and extension of TET to all levels (5+3+3+4) aligned with NEP 2020.
 - b) Conduct of National Common Entrance Test (NCET) for entry/admission to 4-year Integrated Teacher Education Programme (ITEP) by NTA
Notification for amendment in Appendix-16 and Appendix-17 of NCTE amended Regulations, 2019 relating to entry/admission to 4-year ITEP by National Testing Agency is being notified.
 - c) Introduction of 4-years Integrated Teacher Education Programme (ITEP) in multi-disciplinary colleges/universities

The course shall be offered in dual mode comprising disciplinary and professional knowledge. This shall be the minimal degree qualification for an aspirant to become a teacher in the school system under NEP guided pattern of schooling system i.e. 5+3+3+4. The Course will be introduced from the academic session 2021-22 in the selected teacher education institutions on pilot basis.

- d) Framing Curriculum for 4 Year Integrated Teacher Education Programme:

NCTE was to redesign Teacher education curriculum for 4 Year Integrated Teacher Education Programme in which the suggestive curriculum is being developed in line with the recommendations of NEP 2020. The curriculum is in synchronization with specifications of the UGC-70% mandatory syllabus and 30% flexibility for local/regional inputs. This is being prepared in consultation and incorporating the suggestions given by various stakeholders. Final curriculum will be prepared based on the responses received from the pilot Government Teacher education Institutions.

- e) An action plan was to be developed to extend Teacher Eligibility Test (TET) to all levels of school education. A committee of experts has been constituted by NCTE to evolve guidelines/structure/roadmap for revamping & extension of TET to all levels (5+3+3+4) aligned with NEP 2020. The committee is expected to give its report by 31.03.2021.

- f) To cater the needs of children with specific disability as mandated in NEP 2020, accessibility has been incorporated in the curriculum. NCTE is also in the process of having an MoU with Rehabilitation Council of India to ensure inclusive nature of Teacher Education Sector in the country.
7. The validity of Teacher Eligibility Test (TET) is being extended from seven years to Life-time.
 8. There was no system of awarding teacher educators by any organization or State. NCTE took the initiative in the year 2019 and instituted the Best Teacher Awards. The Award was conferred to 14 Teacher Educators in 2019 across the country. The applications for the year 2020 are to be invited.
 9. The NCTE has an Online Teacher Pupil Registration Management System (OTPRMS) wherein an applicant can apply online for a certificate which certifies that the educational institution he/she has attended is an NCTE recognised institution in that corresponding period. The OTPRMS was linked with DigiLocker whereby the applicant could also get the certificate from DigiLocker. Around 31,000 certificates have been shared with DigiLocker. This significant step undertaken by NCTE has been done to improve ease of doing business and to enhance public delivery mechanisms. The certificates issued by NCTE to the candidates are now free of cost.
 10. NCTE has organized 15 webinars involving around 1200 stakeholders. The webinars with the teacher education institutions and other experts in the field of teacher education covered topics like Quality Teacher Education for All, Transforming Regulatory System: Teacher Education, Development of Curricular Framework for Teacher Education, Quality concerns in Teacher Education: A Challenge for Teacher Education, NEP 2020: Challenges Ahead of its Implementation and Foundational Literacy and Numeracy: NEP 2020, Standardization of Teacher Education institutions.
 11. The 3-year Integrated B.Ed.-M.Ed. Degree is being incorporated as one of the minimum qualifications for a person to be appointed as a school-teacher.
 12. With a view to provide quality Online Educational Resources (OER) free of cost, NCTE formed a Committee of Experts to prepare and curate quality OERs for teacher-educators, teacher-pupils and school teachers. To begin with, quality OERs from TISS University and Azim Premji University were hosted on the NCTE website.
 13. NCTE took measures to mitigate the impact of the COVID-19 crisis on G-20 Education System as follows:
 A separate domain was created as Online Educational Resources (OERs) which was hosted on the NCTE website as under:
 OER of Institutions on 30 broad categories of Teacher Education subjects to facilitate when classroom engagement is not possible to the NCTE stakeholders such as Teacher Educators, Student-Teacher and School Teachers.
 All Teacher Education Institutions (TEIs) were directed to conduct the online classes using Open Learning Resources and other free education resources initiated by

- Ministry of Education, Govt. of India.
14. The second (web) meeting of the High-Power Committee constituted by MHRD for Sectoral Reforms in Teacher Education was held on 30.07.2020. The agenda for the meeting was (i) Amendment in NCTE Act (ii) Status of over-supply of teachers against the demand of teachers and recommendations for the way forward and (ii) Whether teacher education should come under Higher Education or School education. Since the National Education Policy has been declared on 29.07.2020, most of the activities as proposed in the agenda of the meeting have been subsumed.
 15. The guidelines to Teacher education institutions to cope with COVID-19 Pandemic Crisis were issued and uploaded on NCTE website.
 16. A web meeting of the Member Secretary, NCTE with the Education Secretaries of States/UTs was held on 27th & 28th August 2020 so as to understand their issues concerning the teacher education in general and issues faced during Covid-19. The following issues remained the focal points of discussion:
 - Pending issues with States/UTs related to Teacher Education.
 - Processing of Applications received by NCTE for 4-year ITEP Programme.
 - Any issues related to policy/Regulation of 4-year ITEP programme in light of Regulation 2019 and NEP.
 17. Activities currently in hand
 - a) Preparation of NCFTE
The task of preparation of National Curriculum Framework for Teacher

Education has been undertaken by NCTE in close coordination with NCERT. The curriculum is in final stage and the task will be completed in the near future and all the stakeholders will be disseminated this curriculum framework.

- b) Two-year B.Ed. programme and One-year B.Ed. programme

The process of forming committees for the same is underway.

CENTRAL TIBETAN SCHOOLS ADMINISTRATION (CTSA)

A. 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 an 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:-

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;

- 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;
- To pursue excellence and set pace in the field of school education;

- 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 this conducts public examinations for the purpose of preparing the students for such examinations;
- 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.;
- 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;
- To do all such lawful acts, deeds, or things as are necessary incidental or conducive to the attainment of any of the above objects.

B. Infrastructure of CTSA

Central Tibetan Schools Administration is a small organisation and its school units spread all over the country. At present 1784 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 strength of 173 Teaching staff (99 Regular & 74 contractual) and 144 Non-teaching staff (89 Regular & 55 contractual).

C. 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 house 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 Education 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 Hq. 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.

D. Major Outcomes

- CTSA has imparting quality education to 1784 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 during COVID-19.
- Online training was imparted to teachers from 01.06.2020 to 30.06.2020 in three schools i.e. CST, Shimla, CST Herbertpur and CST Darjeeling through NITCOM ltd to impart effective online teaching learning.
- During the pandemic of COVID-19, all schools had adopted prevention of such as all classrooms, beds, library and offices were sanitized, masks, hand gloves and sanitizer was compulsory for all students and staff, temperature was measured at school gate, social distancing was mandatory of all, banner were displayed, visitors were discouraged to come to schools, online classes were taken by teachers and schools were closed as per the directions of Govt. of India and state Govt. Yoga and physical exercised were promoted by PETs of school through online mode etc.
- The performance of CTSA School’s students in the all India secondary schools and senior secondary school’s examination

has been very encouraging. The Result of CTSA School Units during the last 02 years are given as under:

Year	X		XII	
	Std. App	Pass%	Std. App	Pass%
2019	231	91.77	269	93.31
2020	278	92.09	222	96.4

E. Current Focus Areas and Development Objective of CTSA

- 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 extracurricular activities through online teaching learning.
- Protection from COVID-19 improves physical and mental health of students and staff.
- To implemented various schemes of Govt. of India and Ministry of Education in letter of sprit in school under EK Bharat Shrestha Bharat “Abhiyan”.
- 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.

NATIONAL BAL BHAVAN

Introduction

The National Bal Bhavan is an Autonomous Body under the Ministry of Education fully

funded by the Government of India. It has 142 affiliated centres across the country. The Head Quarter of National Bal Bhavan is located at New Delhi. Jawahar Bal Bhavan at Mandi village and 48 Bal Bhavan Kendras located all over Delhi are under the administrative control of National Bal Bhavan.

Functions:

1. To formulate, implement policies and programmes for nurturing and enhancing and sustaining creativity through various non formal techniques revolving around learning by doing activities, workshops, seminars, camps and conferences etc.
2. To monitor the functioning of National Bal Bhavan, Jawahar Bal Bhavan Mandi, 48 Bal Bhavan Kendras in Delhi.
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 children from across the country.

Programme Highlights from January, 2020 till December, 2020

National Bal Bhavan Activity sections during this period of pandemic, came up as the hope for children by arranging online encouragement programmes through motivational videos and educational programmes from home as well as office. These videos were uploaded at NBB YouTube channel as well as instructors interacted with children through video chats and calls. (Due to lockdown National Bal Bhavan is closed for children and visitors as per instructions of Ministry of Home Affairs.)



‘Amod Diwas’ Celebration

Programmes

- On the occasion of New Year, the ‘Amod Diwas’ program was organized with great pomp on January 1, 2020 at National Bal Bhavan. During the program, Bal Bhavan’s Deputy Director (Administration) along with children and staff participated in sports like Musical Chair, Tug of war, Shooting, Lemon, and Spoon Race, Three Leg Race, Badminton Competition, Table Tennis Competition, Optical Race, etc.



Celebration of Lohri, Makar Sankranti, and Pongal

- A three-day workshop based on astronomy was held at National Bal Bhavan from 9 to 11 January 2020. The purpose of this workshop was to stimulate children minds to understand the universe and astronomy. Children got information from

basic astronomy to advanced astronomy. It helped children to know universal facts.

- Lohri, Makar Sankranti, and Pongal program was organized on 11 January 2020 (Saturday) at the National Bal Bhavan. a colourful cultural program was presented by the performing arts section. About 300 participants attended the event.



Judo Championship competition

- The Judo Championship competition was held at National Bal Bhavan from 2 to 4 January 2020. The chief guests at this event was Mr. Praveen Saulanki (World Champion Power Lifter) and Mrs. Sonia Sinha. 348 boys and girls participated in this judo championship, out of which 154 boys and girls proved their superiority in different weight classes. Medals and T-shirts were presented to the winning, runner-up children on behalf of the National Bal Bhavan on the occasion. The objective of this program was to encourage children to perform by providing them a sports platform.
- Camping facility was provided to 700 children for 'Pariksha Pe Charcha 2020' programme under the 'Ek Bharat, Shreshtha Bharat' during January, 2020. Performance by NBB children at Talkatora stadium on 20th January, 2020 was appreciated.



Program on Birth Anniversary of Dr. B.R. Ambedkar

- On February 1, 2020, a program was organized to commemorate the birth anniversary of Dr. Bhimrao Ambedkar at Mekhla Jha Auditorium of National Bal Bhavan which was attended by about 150 persons (children, parents, employees). On this occasion, two songs were presented by children which were based on patriotism. Children of the drama section performed a play called 'Saheb Mere Bhimrao' which depicted the biography of Dr. Bhimrao Ambedkar and his principles, which was very interesting.
- National Bal Bhavan organized Three day activities for Govt. School's children from January, 2020 to March, 2020. About 800 Children participated in various activities of NBB.



Activity on Matribhasha Divas

- For 150th Birth Anniversary of Mahatma Gandhi. Children singing of ‘Vaishnav Jan’ and visit to Gandhi Museum on 13 February, 2020
- Children of Jawahar Bal Bhavan Mandi were invited by National Book Trust to present cultural programmes at the World Book Fair. The children presented a rich repertoire of dances, songs and instrumental music at Cultural Fiesta at World Book Fair, Pragati Maidan on 7th January 2020. The Chari Dance was greatly appreciated and so was the nakkara recital.
- On February 6, 2020, 14 children from the National Bal Bhavan’s choir group performed at the Indo-Georgia Meet on the Invitation by NCERT. On the occasion children sang the National Anthem, welcome song *Saraswati Vandana*, and series of folk songs, which were highly praised by the attendees.
- Celebration of Matribhasha Divas on 21st February, 2020 was another programme.
- Mandi Divas were celebrated from 5th to 16th February, 2020 at Jawahar Bal Bhavan Mandi.
- Holi was celebrated on 7th March, 2020 with children and staff.
- **World Environment day** was observed on 5th June 2020. Staff present in office as per Roster planted saplings. A poster on Jungle Administration was shared with the children by Environment Section.
- On the occasion of the **International Yoga Day** 21st June 2020 Instructors of Physical Education of NBB, Museum and JBB Mandi shared meditation and yogic exercises on online platform. Activities were also shared digitally by Bal Bhavan Kendra part time instructors. On the same day **Annular Solar eclipse** was also observed. Astronomy Section and How and Why section made children aware of the eclipse.
- Hindi Pakhwada was observed from 1st September to 15th September 2020.
- Unity Day was observed on 31st October, 2020 – all the staff of NBB took Oath and Run for Unity.
- Vigilance awareness week programmes was conducted from 29th October 2020 to 2nd November 2020.
- Constitution Day was observed on 26th November, 2020. All staff members of NBB read the Preamble of Indian Constitution on 26th November 2020 at 11:00 am.



Reading Preamble of Indian Constitution



Oath ceremony on Unity Day



Oath ceremony on Vigilance Awareness



Unity Run

Online activities of various sections (April to December, 2020)

➤ **Performing Arts**

- **Bharatnatyam** – Children learnt different types of mudras and Bharatnatyam forms etc.



Footwork of 2nd half ‘Alaripu’

- **Vocal Music** – Children learnt different types of songs like lok geet, Sargam geet, Kajri (Sthayi), Antra of Kajri, Simple taans in Raga Alhaiya Bilawal and introduction of Raga Alhaiya Bilawal, Raga Bihag etc. as well as how to make songs. Students of vocal section practiced online and more than 40 children contributed and participated.
- **Instrumental Music (Tabla & Sitar)** - Instrumental Music taught children with

Sitar like definition and types of Tihai, 13th Toda of Raag Kalyan (Strocks), 14th Toda of Raag kalian (Finger position) 15th Toda of Raag kalian (introduction), How to increase speed in bandish before jhala etc.

- **Folk Dance** - Folk dance of different states been taught.
- **Drama** - Drama section created videos on topics Mirror exercise, Parsi theatre, Navrasa, Swang dance, Janmashtami Story, Observation skills, Body language and expression, four aspects of Abhinaya according to Natyashastra etc.



Playing Jhala in Raag Kalyan

➤ **Creative Arts**

- **Painting** - Painting section introduced various paintings as well as art forms through videos.

- **Handicraft** - Handicraft section created videos of how to make paper crafts.
- **Stitchery** - Children of Stitchery section created various objects at home through learning videos prepared by Instructor. These videos contained various topics covering waste materials as well as materials available at home like smocking technique on cloth, how to sew laddoo gopal poshak (dress), canadian smocking, 3D Fabric Origami Butterfly, Smocking stitch with Hand embroidery etc.



3D Fabric Origami Butterfly

- **Integrated Activity** - Integrated activity were taught children Making Photo frame, Making duck, Making Wall hanging, Mask making of rabbit, Making Door hanging of flower and many more things from colour paper and simple paper.
- **Weaving** - Tutorials on weaving, was introduce to children by Weaving section on various topics like Different types of optical illusion weaving, Independence Day woven card, Woven tricolour band, Rayon, Nylon, Polyester, Acrylic, Spandex, Different types of Loom machines for weaving
- **Clay** - Clay section taught children how to make model based on wild life which lives in the nature, any type of animals and birds, make some useful things from clay.

- **Wood Craft** - Wood craft section taught various activities like How to make a key ring by wood, How to do framing of painting, How to make a design in wood Inlay technique, How to make toys by wood, etc.

➤ **Science and Innovation**

- **Photography** - Online videos of essentials of photography, regular tutorials on different subjects and subject based tutorials like Landscape, Portrait, Table Top, and photo story were done by the photography section.
- **Computer** - Computer section created videos Online topics like What is SEO in detail, What is Blog and how to do blogging, Use Facebook Groups to get more fb blog Traffic, How to find and Read best Hindi Blogs, Starting a career in Blogging in Hindi and continue Blogging with different topics.
- **Environment, Animal Corner & Aquarium** - Environment section where children learnt about the Whirling papersnake, Air circulation, Heat capacity-sand versus water, Hair hygrometer Earth atmosphere, Interaction with children, Why stars are not visible in day time?, Why do stars twinkle?, Prepare your own Astrolabe, Structure of sun, Online interaction session with children, Soil pH-online interaction with children, Magic bottle – air pressure, Porosity of Soil, Compost making in jar, Online class on humus formation and mulching of soil, Air released by stomata, Water candle, Soil profile, Pollution catcher, etc.
- **Astronomy** - Astronomy section created videos on topics like Infrared Astronomy, Observatories in Astronomy, Radio Astronomy, Ultraviolet Astronomy,

X-Rays in Astronomy, Astronomy & it's all Branches, What is Astrobiology, Astronomical Units, What is Pulsar, How to calculate the distance of Stars, What is Interstellar Medium, What is Cosmology, etc.

- **Aero modeling** - Aeromodelling section created videos on topics like introduction of Introduction of Winds, What are Planetary Winds, What are the Westerlies Winds, Different Types of Periodic Winds, Tertiary Winds etc.
- **Museum** - Museum section Discussed about animals and their classification as per their habitat, followed by activity, gave information to children about classification of animal species like: endangered species,

rare species, extinct ones, role of Museums in safeguarding animals, A story telling session on Krishna Sudama's friendship etc. online exhibition on Constitution Day.

- **Physical Education** - Physical Education taught different type of exercises like body warming up head to toe, stretching exercise for flexibility of muscles and bones and Judo practice like Normal Uchikomi, High Speed Uchikomi, squats high jump, uchikomi with theraband etc.
- **Home Management** – Interesting and creative simple recipies videos were shared with children.

Similar activities were conducted at rural centre of NBB i.e. Jawahar Bal Bhavan Mandi and Bal Bhavan Kendra's.





ANNEXURES



Coverage of institutions and number of children enrolled
Number of children enrolled and number of institutions

S. No.	States/ UTs	Enrolment			Institution		
		Primary	Up. Pry	Total	Primary	Up. Pry	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	1816355	1145459	2961814	35201	10283	45484
2	Arunachal Pradesh	102583	58394	160977	1640	1140	2780
3	Assam	2817302	1503465	4320767	39820	13607	53427
4	Bihar	11268110	5971302	17239412	39246	30934	70180
5	Chhattisgarh	2295908	1100979	3396887	31397	13589	44986
6	Goa	115871	65505	181376	1029	439	1468
7	Gujarat	3267671	1904617	5172288	10758	24030	34788
8	Haryana	886804	561186	1447990	8734	5663	14397
9	Himachal pradesh	295772	202002	497774	10738	4775	15513
10	Jharkhand	2792149	1388805	4180954	21838	13935	35773
11	Karnataka	2743138	1768542	4511680	21026	33333	54359
12	Kerala	1692878	1092645	2785523	6766	5558	12324
13	Madhya Pradesh	4069825	2594421	6664246	81715	31193	112908
14	Maharashtra	6413406	4279211	10692617	46433	40066	86499
15	Manipur	132461	37342	169803	2456	1020	3476
16	Meghalaya	415093	177232	592325	8264	3414	11678
17	Mizoram	90629	41247	131876	1420	1091	2511
18	Nagaland	119144	40566	159710	1121	946	2067
19	Orissa	2759298	1754460	4513758	31271	24254	55525
20	Punjab	921740	652703	1574443	13026	6709	19735
21	Rajasthan	4136575	2130561	6267136	32079	34262	66341
22	Sikkim	31615	24290	55905	485	383	868
23	Tamil Nadu	2734392	2166204	4900596	27084	16162	43246
24	Telangana	1136170	659786	1795956	18966	8363	27329
25	Tripura	266326	165953	432279	4396	2128	6524
26	Uttar Pradesh	12454832	5738832	18193664	113162	54031	167193
27	Uttarakhand	404891	284416	689307	11800	5245	17045
28	West Bengal	7317679	4244786	11562465	67739	16206	83945
29	A&N Islands	18121	12994	31115	182	150	332
30	Chandigarh	51783	41979	93762	8	114	122
31	D&NH & Daman & Diu	53173	21120	74293	209	159	368
32	Delhi	929399	675106	1604505	1806	1240	3046
33	Jammu & Kashmir	584164	302869	887033	12882	9323	22205
34	Ladakh	11705	4872	16577	353	464	817
35	Lakshadweep	4961	2329	7290	15	24	39
36	Puducherry	27279	21148	48427	236	190	426
	Total	75179202	42837328	118016530	705301	414423	1119724



Honorarium to Cooks-cum-Helpers

S. No	States	Cooks-cum-Helpers - Honorarium Per Month	Additional Honorarium per month to cook-cum-helpers
1	Andhra Pradesh	3000	2000
2	Arunachal Pradesh	1000	0
3	Assam	1000	0
4	Bihar	1500	500
5	Chhattisgarh	1200	200
6	Goa	1000	0
7	Gujarat	1000	0
8	Haryana	3500	2500
9	Himachal Pradesh	1800	800
10	Jammu & Kashmir	1000	0
11	Jharkhand	1500	500
12	Karnataka	2700	1700
13	Kerala	9000	8000
14	Madhya Pradesh	2000	1000
15	Maharashtra	1000	0
16	Manipur	1000	0
17	Meghalaya	1000	0
18	Mizoram	1500	500
19	Nagaland	1000	0
20	Orissa	1400	400
21	Punjab	1700	700
22	Rajasthan	1320	320
23	Sikkim	1000	0
24	Tamilnadu	10083	9083
25	Telangana	1000	0
26	Tripura	1500	500
27	Uttar Pradesh	1500	500
28	Uttarakhand	2000	1000
29	West Bengal	1500	500
30	A&N islands	1000	0
31	Chandigarh	3000	2000
32	D&N Haveli	3876	2876
33	Daman & Diu	3721	2721
34	Delhi	1000	0
35	Lakshadweep	9500	8500
36	Puducherry	19000	18000



Cooks-cum-Helpers approval vs engaged

S. No	States	No. of Cooks-cum-Helpers - PAB Approval	No. of Cooks-cum-Helpers Engaged	% Engaged
1	2	3	4	5
1	Andhra Pradesh	88296	85143	96%
2	Arunachal Pradesh	6105	5791	95%
3	Assam	118998	118998	100%
4	Bihar	245316	238869	97%
5	Chhattisgarh	93420	86949	93%
6	Goa	2729	2729	100%
7	Gujarat	96329	96329	100%
8	Haryana	30423	30200	99%
9	Himachal Pradesh	21764	21532	99%
10	Jammu & Kashmir	32394	29987	93%
11	Jharkhand	79591	79591	100%
12	Karnataka	117927	117999	100%
13	Kerala	17673	13766	78%
14	Madhya Pradesh	231157	211713	92%
15	Maharashtra	175336	169931	97%
16	Manipur	7487	6277	84%
17	Meghalaya	18547	18400	99%
18	Mizoram	4894	4793	98%
19	Nagaland	4695	4623	98%
20	Orissa	145522	115479	79%
21	Punjab	49449	42636	86%
22	Rajasthan	109922	109922	100%
23	Sikkim	1891	1881	99%
24	Tamilnadu	128130	128130	100%
25	Telangana	54232	54201	100%
26	Tripura	11028	11011	100%

S. No	States	No. of Cooks-cum-Helpers - PAB Approval	No. of Cooks-cum-Helpers Engaged	% Engaged
1	2	3	4	5
27	Uttar Pradesh	396959	384475	97%
28	Uttarakhand	29187	25813	88%
29	West Bengal	248799	240830	97%
30	A&N islands	721	721	100%
31	Chandigarh	806	806	100%
32	D&N Haveli, Daman & Diu	1246	1112	89%
33	Delhi	19036	17739	93%
34	Lakshadweep	110	110	100%
35	Ladakh	874	864	99%
36	Puducherry	1031	1031	100%
	Total	2592024	2480381	96%



Physical Progress on Construction of Kitchen-Cum-Stores

Sl. No.	State/UT	No. of Kitchen- cum-stores sanctioned during 2006-07 to 2020-21	Physical Progress of Kitchen cum stores					
			Constructed		In Progress		Not yet started	
			No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
1	Andhra Pradesh	44316	18291	41%	1336	3%	24689	56%
2	Arunachal Pradesh	4085	4085	100%	0	0%	0	0%
3	Assam	56795	51192	90%	481	1%	5122	9%
4	Bihar	66550	58363	88%	484	1%	7703	12%
5	Chhattisgarh	47266	45659	97%	1607	3%	0	0%
6	Goa	0	0	0%	0	0%	0	0%
7	Gujarat	25077	24310	97%	0	0%	767	3%
8	Haryana	11483	10155	88%	653	6%	675	6%
9	Himachal Pradesh	14959	14855	99%	43	0%	61	1%
10	Jammu & Kashmir	11815	7118	60%	0	0%	4697	40%
11	Jharkhand	39001	29656	76%	1203	3%	8142	21%
12	Karnataka	40477	39305	97%	57	0%	1115	3%
13	Kerala	5481	2450	45%	2008	37%	1023	55%
14	Madhya Pradesh	103401	94697	92%	2897	3%	5807	5%
15	Maharashtra	71783	59405	83%	546	1%	11832	16%
16	Manipur	2966	1083	37%	1883	63%	0	0%
17	Meghalaya	9758	9651	99%	107	1%	0	3%
18	Mizoram	2541	2532	100%	0	0%	9	1%
19	Nagaland	2223	2223	100%	0	0%	0	0%
20	Odisha	69152	69152	100%	0	0%	0	0%
21	Punjab	18969	18969	100%	0	0%	0	0%
22	Rajasthan	77298	50595	65%	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	112835	92%	88	0%	9649	8%
28	Uttarakhand	15933	15691	98%	87	1%	155	1%
29	West Bengal	81856	81582	100%	274	0%	0	0%
30	A&N Islands	291	165	57%	3	1%	123	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	1011375	875980	87%	21963	2%	113693	11%

*Tripura has constructed 261 more kitchen-cum-store than sanctioned.

PART - III

**Common Activities of
Department of Higher
Education
and
Department of School
Education and Literacy**





**EDUCATION OF SCHEDULE CASTES,
SCHEDULE TRIBES, NORTH EASTERN
STATES AND MINORITIES**

Education of Schedule Castes, Schedule Tribes, North Eastern States and Minorities

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.

Development Action Plan for Scheduled Caste and Development Action Plan for Scheduled Tribes (DAPSC & DAPST)

The earlier system of Planning has been discontinued and there has been merger of plan and non-plan expenditure with effect from 2017-18. Based on the population, NITI Aayog had circulated New Guidelines for earmarking of funds by each Ministry / Department of Government of India for the specific schemes.

The proposed percentage allocation as per the New Guidelines issued by NITI Aayog for DAPSC and DAPST for MHRD is given below:

Department	SCSP	TSP
School Education and Literacy	20%	10.7%
Higher Education	16.60%	8.60%

The percentage allocation for SC and ST i.e. 16.60% and 8.60% respectively as prescribed by NITI Aayog is being followed by the D/o Higher Education under the Scheme Component. The Equity Support is exempted from SC/ST allocation. Similarly, under the Department of School Education and Literacy, the percentage allocation for SC and ST has been kept as 20% and 10.7% respectively, under the Scheme Component. The SC/ST allocation has also been made in Non-Scheme Components of both the Departments, to maintain the overall allocation of SC/ST at the level of last year's allocation.

(Amount in Crore)

Funds Earmarked under DAPSC and DAPST (2020-21)						
Department of Higher Education	Total		DAPSC		DAPST	
	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates
Scheme Component	10606.90	4744.12	1397.00	754.70	723.00	399.57
Percentage			16.62%	16.61%	8.60%	8.79%
Other than Scheme Component	28859.62	28155.88	1813.00	1786.67	917.00	905.20
Percentage			6.28%	6.35%	3.18%	3.21%
Total Higher Education	39466.52	32900.00	3210.00	2541.37	1640.00	1304.77

Funds Earmarked under DAPSC and DAPST (2020-21)						
Department of School Education and Literacy	Total		DAPSC		DAPST	
	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates	Budget Estimates	Revised Estimates
Scheme Component	50600.00	41753.58	10130.00	8374.71	5574.00	5231.01
Percentage			20.0%	20.06%	11.02%	12.53%
Other than Scheme Component	9245.00	10435.49	140.00	612.35	270.00	478.44
Percentage			1.51%	5.87%	2.92%	4.58%
Total School Education and Literacy	59845.00	52189.07	10270.00	8987.07	5844.00	5709.45

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 less than their share in the population (10.85%) as per census 2011 and an increasing trend can be seen over the years.

Gross Enrolment Ratio of SCs/STs

Years	Elementary (I-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
	All	SC	ST	All	SC	ST	All	SC	ST
2014-15	99.78	112.80	108.80	75.78	82.00	72.16	46.43	48.36	35.54
2015-16	100.20	113.30	107.70	77.20	83.69	73.47	48.32	49.65	38.82
2016-17	97.68	108.80	104.70	76.42	82.52	72.25	43.77	44.74	35.65
2017-18	97.22	107.20	106.00	76.43	82.15	75.70	48.13	49.13	41.04
2018-19	96.10	105.30	105.00	76.90	82.74	78.19	50.14	51.34	43.94

Source:- U-DISE report

Samagra Shiksha:

- i. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, represents the consequential legislation to Article 21-A inserted in the Constitution of India through the Constitution (86 th Amendment) Act, 2002. Article 21-A states that the State shall provide free and

compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine. RTE Act, 2009 provides every child of the age of 6-14 years, the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education.

- ii. Earlier the provisions of RTE Act, 2009 were implemented through erstwhile scheme of Sarva Shiksha Abhiyan (SSA), which has been subsumed along with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) into the integrated scheme of Samagra Shiksha. Now, the provisions of RTE Act, 2009 are implemented through Samagra Shiksha from 2018-19.
- iii. Section 2(d) of the RTE Act, 2009 defines “child belonging to disadvantaged group” means a child with disability or a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification. As defined in Section 2(a) of the RTE Act, 2009, the Central Government is the appropriate Government only in relation to a school established, owned or controlled by the Central Government, or the Union Territory, having no legislature. In other cases, State and UT Governments are the appropriate Governments, in relation to a school established within the territory of a State or a UT having legislature, respectively.
- iv. Further, Section 12(1) & (2) read with sections 2(d) & (e) of the RTE Act, 2009, stipulate the duties of the appropriate Government as well as responsibilities of schools and teachers **to ensure access to education for all “child belonging to disadvantaged group” and ‘Weaker Section’, including children of scheduled castes and tribes.**
- v. Bridging gender and social gaps at all levels of school education is one of the major objectives of the Samagra Shiksha Scheme. Consequently, the Samagra Shiksha Scheme aims to reach out to SC& ST communities. Steps being taken for SC/ST children under Samagra Shiksha:
 - i. Opening of schools in the neighbourhood as defined by the State.
 - ii. Provision of free text-books up to Class VIII
 - iii. Uniforms up to Class VIII
 - iv. Teachers’ sensitization programmes
 - v. Residential schools and hostels

Special Focus is accorded while planning, implementation and monitoring to :

 - i. 61 SC Concentrated Districts
 - ii. 109 ST concentrated Districts

Special projects for Social equity:

Under Samagra Shiksha, State Specific projects for varied interventions under Equity component are emphasized for enhancing access, retention and quality by promoting enrolment drives, motivational camps, gender sensitization modules etc. The benefits under this intervention are accorded to SC& ST communities.
- vi. **Kasturba Gandhi Balika Vidyalayas:** Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) especially for girls’ education. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools

and to reduce gender gaps at all levels of school education. The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State where the female rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

A total of 5726 KGBVs was sanctioned to States under Samagra Shiksha till 11.01.2021. Out of it, 4886 KGBVs are operational with the enrolment of 607771 girls. Out of the enrolment of 607771 girls, 171524 are SC girls, 159517 are ST girls, 213179 are OBC girls, 25827 are Muslims girls and 37724 are BPL category girls.

Upgradation of KGBV:

The task of up-gradation of KGBVs was started in the year 2018-19 and by the end of the year 2020-21, a total of 2410 KGBVs have been upgraded up to class XII.

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.

National Council of Educational Research and Training (NCERT):

In order to ensure quality education in the SC/ST concentrated areas, the NCERT has undertaken research studies and capacity building programmes. The research studies titled “ Assessing Community Participation in Promoting Elementary School Education in ST Dominated Areas’ Á Study of the Traditional Indigenous Practice Followed by Select Scheduled Tribes for Conservation of natural Resource in Different Climatic Region of India’, Interventions to Achieve Quality Learning in science in Selected Schools in ST Concentrated Districts of Nagaland: A Framework’, ‘Status of Girls’ Hostel Scheme: An Exploratory study Focusing on Scheduled Castes (SC) Girls at Secondary Tribal Learners of Andaman and Nicobar Islands’ area conducted by the Council.

National Council for Teacher Education (NCTE):

NCTE in its Statutory Role grants recognition to Teacher Education Institutions as mandated to it through its Act. The NCTE vide its notification dated 23.8.2010 and 29.7.2011 has already incorporated D.El.Ed (Special Education) for teachers to be appointed for class I to V and B.Ed (Special Education) in these notification making it one of the qualification for appointment of upper primary classes VI to VIII.

As per the above said notification, a teacher with B.Ed (Special Education) qualification for appointment as a teacher to teach classes I to V shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

As per the above notification Reservation Policy has been also determined. As per the Reservation Policy, relaxation up to 5% in the qualification marks shall be allowed to the candidates belonging to reserved categories, such as ST/SC/OBC/PH.

Similarly as per NCTE regulation 2014 (Recognition Norms and Procedure) there is provision for reservation and relaxation in marks for admission to various teacher education programmes for ST/SC/OBC/PwD and other categories as per the rules of the Central Govt./ State Govt. Whichever is applicable.

As per the NCTE Amendment Regulation 2017 notified dated 29.5.2017 there is provision of reservation for scheduled caste/scheduled tribes/ other backward caste/differently abled persons and other categories as per the extent policy of the Central Govt. or State Govt. as applicable to all other categories of service in Govt.

HIGHER EDUCATION

Higher Education and Human Development Indicators

Higher education is an important form of investment in human capital. In fact, it can be regarded as a high level or a specialized form of human capital, contribution of which to economic and social growth is very significant. The contribution of higher education to development can be varied: it helps in the rapid industrialization of the economy, by providing manpower with professional, technical and managerial skills. It creates attitudes, and makes possible attitudinal changes necessary for the socialization of the individuals and the modernization and overall transformation of the societies. Higher education is found to be very significantly related to the Human Development Indicators also. Higher the

level of higher education in a society, higher can be the level of human development, through its influence on two main components of HDI, viz., the life expectancy, and per capita income. Higher education can influence health of the population in a different way as well, through provision of skilled medical manpower to the society, thereby improving the quality and quantity of medical manpower in the society.

Central Educational Institutions (Reservation in Admission) Act, 2006

Government of India, MoE order No.6-30/2005-U.5 dated 6th December, 2005, in exercise of the powers vested under Section 20(1) of the UGC Act, 1956, directed the UGC to ensure effective implementation of the reservation policy in the Central Universities and those institutions Deemed to be Universities which receive aid from the public funds except in minority institutions under article 30(1) of the Constitution.

In compliance of this direction of the Government, the UGC had issued guidelines vide letter No. F.1-5/2006 (SCT) dated 25th August, 2006 to all Central Universities/Deemed to be Universities and State Universities for strict implementation of Reservation Policy in Universities. Central Government has been issuing various instructions from time to time for implementing the Reservation Policy of the Government; and UGC being an autonomous statutory body, under the administrative control of the Ministry of Education, under the directions from the Government is strictly implementing the said instructions in all the grant-in-aid institutions.

The Central Educational Institutions (Reservation in Admission) Act, 2006 came into force w.e.f. 4.1.2007. In pursuance of the MoE directions, UGC circulated the said Act to all Central

Universities for its implementation vide its letter No.F.36-2/2003 (CU) dated 8th January, 2007.

According to Para 3 of the aforesaid Act, as per the Policy out of annual permitted Strength in each branch of study or faculty, 15% seats are to be reserved for Scheduled Castes, 7.5% for Scheduled Tribes and 27% for Other Backward Classes.

As per the direction of Ministry of Education, UGC has forwarded the Central Educational Institutions (Reservation in Admission) Amendment Act, 2012 to all Universities vide letter No. F.1-5/2006(SCT) dated 19.11.2012 for compliance and necessary action as per the Gazette Notification No.33.

Reservation for backward classes (SCs, STs and OBCs) is called vertical reservation and the reservation for categories such as persons with disabilities is called horizontal reservation. Horizontal reservation cut across vertical reservation (in what is called interlocking reservation) and persons selected against the quota for persons with benchmark disabilities have be placed in the appropriate category viz. SC/ST/OBC/Unreserved depending upon the category to which they belong in the roster meant for reservation of SCs/STs/OBCs.

The University Grants Commission had issued instructions from time to time to all Universities for

- (i) implementation of Scheduled Castes/ Scheduled Tribes reservation policy of the Government /UGC
- (ii) display of reservation roster on University website

- (iii) filling up of remaining identified backlog reserved vacancies of these categories in teaching and non-teaching posts
- (iv) to adhere to the Government of India's policy regarding the reservation of SCs and STs, in admissions of students, admission to hostels, and allotment of staff quarters
- (v) appointment of Anti-discrimination Officer, appointment of Liaison Officer (SCs/STs), Constitution of SC/ST Cell, Constitution of Grievance Redressal Committee.

The UGC also provides financial assistance to establish the Centre for Study of Social Exclusion and Inclusive Policy to support focused research on the issue of social exclusion related to dalits, tribal and religious minorities. UGC has also established SCs/STs cells in various Universities with a view to safeguarding the interest of SCs/ STs students.

In order to ensure protection of the rights of SCs, STs and OBCs in appointments, Central Educational Institutions (Reservation in Teachers' Cadre) Act 2019 notified on 12th July, 2019 to provide reservation of posts in direct recruitment in teachers' cadre in Central Educational Institutions by considering the University as a unit.

The Central Universities are following the reservation policy of Government of India. However, the State Universities including their affiliated/constituent Colleges and other institutes are following the norms of percentage of reservation of SCs/STs as prescribed by the respective State Governments. The following table shows percentage (%) representation of SCs/STs during 2013-14 to 2018-19 in Centrally Funded Higher Educational Institutions (CFHEI):-

**Percentage (%) representation of SCs/STs in Centrally Funded
Higher Educational Institutions (CFHEI)**

CFHEI	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
Central University	10.42	3.85	10.65	3.85	11.53	3.89	12.4	4.5	12.2	4.4	13.8	4.1
IGNOU	8.99	8.32	9.2	8.16	8.54	7.57	8.6	7.0	11.2	8.2	12.7	8.6
IIITs	14.72	5.84	14.13	6.42	14.78	6.95	15.0	6.9	13.5	6.2	13.5	7.1
IIMs	9.86	4.08	9.73	4.05	10.53	4.51	12.1	4.8	10.9	4.4	10.7	6.4
IISc	4.25	1.67	4.26	1.92	4.49	1.65	4.5	1.7	11.5	2.8	11.3	4.0
IISERs	11.75	3.45	11.52	3.16	11.39	3.36	11.4	3.8	12.6	4.8	12.5	6.6
IITs	13.43	5.69	13.45	5.88	12.97	5.37	12.1	5.2	13.5	5.9	13.3	6.9
NITs	13.94	6.86	14.11	6.97	13.55	6.92	14.3	7.1	14.2	7.6	14.4	8.9
NUEPA	4.00	4.00	8.82	5.88	7.02	5.26	8.1	3.2	8.1	2.7	12.2	12.2
SPA (School of Planning and Architecture)	13.61	6.39	13.38	6.09	13.41	6.16	13.7	6.2	14.8	6.8	14.4	9.7

Source: All India Survey on Higher Education (AISHE), MOE

Programmes/Schemes for SCs/STs

Programmes/Schemes implemented by Department of Higher Education

Scheme of Scholarship for College and University Students:

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

Eligibility:- Students who are in top 20th percentile of successful candidates in class XII and having family income of upto Rs. 6 lakhs per annum, which has been increased upto Rs. 8 lakh per annum, are eligible to apply .

Scope:- 82,000 fresh scholarships are provided every year (41000 for boys and 41000 for

girls) and have been divided amongst the State Education Boards based on the State's population in the age group of 18-25 years.

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

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

Online Portal:- CSSS has on-boarded the National Scholarship portal (www.scholarships.gov.in) with effect from 1.8.2015. The eligible pass out students from the Academic Year 2015 onwards are required to apply online for fresh and renewal scholarship through

the portal. Due to COVID-19 pandemic, the portal was opened late in the month of August, 2020 and was progressively extended upto 30.11.2020, 31.12.2020 and finally to 20.01.2021. Accordingly the verification dates by Institute/ Board has also been extended.

Reservation:- Central Reservation Policy is being followed under the scheme 15% seats are earmarked for SCs, 7.5% for STs and 27 % for OBCs and 5% horizontal reservation for Persons with Disabilities (PwDs) in all the categories.

New Initiatives

- (i) Scheme is available in the Umang App and is LGD (Local Governance Directory)

compliant having the district level granularity.

- (ii) Aadhaar number is captured for fresh registration purpose.
- (iii) NIC has introduced a new module for disbursement of scholarships.
- (iv) The condition of applying for renewal on the basis of marks is relaxed due to COVID.

The budget is divisible for ‘General Category including OBC (Minor Head 107), SCSP (Minor Head 789) and TSP (Minor Head 796) respectively.

Number of SC/ST Beneficiaries and amount disbursed (Rs. In Crore)

Financial Year	Central Sector Scheme of Scholarship for College and University Students (CSSS)			
	SC	Rs.	ST	Rs.
2015-16	12849	14.21	4201	4.60
2016-17	7768	8.94	1813	2.14
2017-18	12819	14.00	4433	4.96
2018-19	11068	12.47	3179	3.58
2019-20	16578	17.68	4191	4.39
2020-21*	350	00.39	113	0.11

*data as on 31.12.2020.

Prime Minister’s Special Scholarship Scheme for Jammu & Kashmir:

Objective:- The Prime Minister’s Special Scholarship Scheme for Jammu & Kashmir (PMSSS) 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.

Eligibility:- Students of Jammu & Kashmir having family income of upto 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.

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

accruing from any shortfall in the number of students opting for General Degree courses.

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

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

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

New initiatives:

- (i) 14 Webinars were conducted during Covid-19 for generating scheme awareness among prospective beneficiaries, parents, school principals and other stakeholders.
- (ii) In AY 2020-21, Supernumerary seats for Nursing, HMCT and Pharmacy increased from 3 seats, 2 seats and 2 seats to 5 seats each respectively
- (iii) From AY 2019-20, for the benefit of students, Maintenance Allowance is now released in 9 installments (1st installment of Rs. 20,000/- and 8 subsequent installments of Rs. 10,000/- each).

Reservation:- 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).

Number of SC/ST Beneficiaries and amount disbursed

(Rs. in Crore)

Financial Year	Special Scholarship Scheme for J&K (SSS for J&K)			
	SC	Rs.	ST	Rs.
2015-16	379	5.81	361	5.68
2016-17	560	17.00	440	11.00
2017-18	676	-#	518	- #
2018-19	704	11.49	1045	14.29
2019-20	1219	22.00	1102	17.20
2020-21*	838	8.00	780	8.00

#Scholarship under SC and ST Head were utilized by using the carry forward funds of previous FY of 2016-17 (Rs. 13.37 under SC and Rs. 8.77 under ST Category)

*data as on 31.12.2020.

Interest Subsidy on Educational Loans:

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

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

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

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

DBT:- Disbursement of interest subsidy claims is done through Direct Benefit Transfer (DBT) mode.

Online Portal:- Every year an online portal is opened by the Canara Bank to enable the member banks to upload the interest subsidy claims. This year online portal was opened from 01.10.2020 to 15.12.2020.

**Number of SC/ST Beneficiaries
and amount disbursed**

(Rs. in Crore)

Financial Year	Central Sector Interest Subsidy Scheme (CSIS)			
	SC	Rs.	ST	Rs.
2015-16	62583	98.22	11834	21.21
2016-17	47240	72.73	10279	17.04
2017-18	50748	62.79	9079	14.68
2018-19	10974	45.37	6595	11.47
2019-20	60176	93.55	14077	23.15
2020-21*	NA	NA	97	00.08

NA: data not yet compiled for SC candidates in Current FY

*data as on 31.12.2020.

Rashtriya Uchchar Shiksha Abhiyan (RUSA): RashtriyaUchchar 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 AWSC and STC.

Tribal Universities:

To encourage Education in Tribal dominated areas, the Government of India, Ministry of Education 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.

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.

Programmes/Schemes implemented by University Grants Commission (UGC)

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.

To improve the access of the higher education institutes, centrally funded higher educational institutions are established in the unserved areas. The Rashtriya Uchchatar Shiksha Abhiyan and other schemes such as Community College, Development Assistant to universities/colleges by UGC and opening of IGNOU's study centers in educationally backward districts are all creating an impact on the socio-economic development of the weaker sections of the society.

Apart from these, several other programmes/schemes have also been launched which also equally lay emphasis on education development of students belonging to SCs / STs and PwDs,

which includes various students support initiatives such as Scholarships, Remedial coaching classes, opening of Equal Opportunity Cells in the Universities, Rajiv Gandhi Fellowships, Post Graduate Scholarship for Professional Courses, Post doctoral Fellowship, Remedial coaching for NET/SLET, Preparatory classes for IITs, Interest subsidy on Education Loan, hostel facilities for students especially for girls etc.

Several schemes for skill development have also been formulated to directly address the problem of unemployment. The National Skill Qualification Framework is set up to enable easy movement of the student between technical education, vocational courses and the job field. Other schemes such as National Scheme for Apprenticeship Training, Scheme of Community Colleges focus on practical training and creating a synergy between community, colleges and the job field.

UGC's Post-Doctoral Fellowships/Research Fellowships/Post Graduate Scholarships/ Under graduate Scholarships for SCs/STs (NE Region)

- (i) **National Fellowship for Higher Education of SC/ST students:-** This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ST to pursue higher studies leading to M.Phil and Ph. D. Degree (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities/ Institutions/Colleges. The UGC has been providing 2000 slots per year to SC candidates and 750 slots per year for ST Candidates.

(ii) Post-Graduate Scholarships for Students belonging to SCs/STs : The objective of this scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/Institutions/Colleges.

(iii) Post-Doctoral Fellowships for SC/ST: The objective of this scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering & Technology, Humanities and Social Sciences in recognized Indian Universities/Institutions/Colleges. UGC has been providing 100 slots every year to them.

Coaching for SC/ST / OBC (non-creamy layer) & Minorities: UGC has been contributing towards social equity and social economic mobility of the under privileged section of the society through following special coaching schemes in Universities/Colleges.

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

Financial assistance for the above scheme is as under:

Ceiling of the grant for university

Non-Recurring Rs. 5.00 Lakhs (One time)

Recurring Rs. 7.00 Lakhs per annum

Ceiling of the grant for college

Non-Recurring Rs. 5.00 Lakhs (One time)

Recurring Rs.2.00 Lakhs per annum

(ii) Coaching for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities: Coaching for NET/SET with the objective to prepare SC/ST/OBC and Minority Community candidates for National eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.

Financial assistance for each of the above scheme is as under :

Ceiling of the grant for university

Non-Recurring Rs. 5.00 Lakh (One time)

Recurring Rs. 7.00 Lakhs per annum

Ceiling of the grant for college

Non-Recurring Rs.3.50 Lakhs (one time)

Recurring Rs.1.50 Lakhs per annum

(iii) Coaching Classes for entry in services for SC/ST/OBC (Non-creamy layer) & Minorities Community Students: In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students. The Centres are provided due assistance to undertake the academic activities.

Financial assistance for the above scheme is as under :

Ceiling of the grant for university

Non-Recurring Rs. 5.00 lakh (One time)

Recurring Rs. 7.00 lakhs per annum

Ceiling of the grant for college

Non-Recurring Rs. 5.00 lakh (One time)

Recurring Rs.2.00 lakhs per annum

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

The main objective of the Residential Academy for Minorities/ SC/ST and Women is to provide equal opportunities to all section of society for equitable growth which entails affirmative action for Minorities, SC/STs and women by providing Coaching programme to the student, with Hostel facilities with free of cost/nominal fee, without tuition fee of the above category for coaching for entry into Central/State Governments private sector Jobs and entry into IITs/Medical Colleges.

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

Eligibility: Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and fit to receive central assistance under Section 12(B) of the UGC Act, 1956.

Ceiling of the grant for University:

Rs.2.00 lakh per plan

Ceiling of the grant for College:

Post Graduate Rs.75,000/- per annum

Under Graduate Rs.55,000/- per annum

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

Social exclusion not only generates tension, violence and disruption, but also perpetuates inequality and deprivation in society. In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of getting advantages of development. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. The consequences of macroeconomic factors such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities. The primary space where 'exclusion' can be studied, understood, and first transcended, are our universities, which can and must act as a beacon for society. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teachings-cum-research Centers in Universities to pursue these themes.

Objectives:

- ✓ Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity/ religion;
- ✓ Developing understanding of the nature and dynamics of discrimination and exclusion;
- ✓ Contextualizing and problematizing discrimination, exclusion and inclusion;
- ✓ Developing an understanding of discrimination at an empirical level;
- ✓ Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions:

- ✓ Teaching Courses at the M.A and M.Phil levels, leading eventually 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.

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

Establishment of SC/ST Cell in each of the institution is mandated as per instructions of the Govt. of India vide letter no. 43011/153/2010-Est.(Res) dated 04.01.2013. Further, UGC vide its D.O. letter No. F.1-5/2006(SCT) dated 8th June, 2015 requested all Central Universities and UGC funded deemed to be Universities to comply the instructions of DoPT for setting up of special Reservation Cell for enforcement of orders of reservations in Posts and services and other related works. The Commission in its 535th meeting held on 27th September, 2018 resolved to establish a SC/ST cell in newly established centrally funded universities where the SC/ST cell does not exist. For establishment of Cell, the Commission has approved the non-teaching positions.

Guidelines for implementation of Tribal Sub Plan (TSP) and Scheduled Caste Sub Plan (SCSP) in University Grants Commission released after approval by 529th Commission meeting of UGC dated 8th February, 2018. Ministry of Education allocates earmarked funds for SCSP and TSP to the extent of 15% and 7.5%, as a consequential step UGC should monitor that funds to the extent earmarked for SCSP and TSP are not diverted elsewhere. For this purpose, separate sanction letter are issued for SCSP and TSP funds. UGC obtains utilization certificate in respect of each of the three component viz general category, SCSP and TSP indicating inter alia the funds utilized during the year and unspent balance is carried forward in the next financial year.

Prevention in Caste discrimination: UGC has advised all the Universities/Colleges that:-

1. The official/faculty members should desist from any act of discrimination against SC/ST students on ground of their social origin.
2. The University/Institute/College may develop page on their website for lodging such complaints of caste discrimination by SC/ST students and also place complaint register in the Registrar/Principal office for the purpose. If any such incident comes to the notice of the authorities, action should be taken against the erring officials/faculty member promptly.
3. The University/College should ensure that no official/faculty member indulge in any kind of discrimination against any community or category.
4. The University may constitute a committee to look into the discrimination complaint received from SC/ST/OBC students/ Teachers and Non- teaching staff.

Reservation for Scheduled Castes/Scheduled Tribes in the matter of appointment to teaching posts in Universities/Colleges: With Reference the Allahabad High court in its order CMWP No. 43260 of 16 dated 07.04.2017 and later upheld by the Supreme Court in its judgment dated 21.07.2017 passed in SLP(C) No. 16515/2017, the UGC examine the issue relating to all aspects referred to in the judgments on the matter of reservation in teaching positions and submitted its recommendations to MoE 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.

MoE 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 MoE constituted Inter-ministerial committee and decided to file SLP before the Hon’ble Supreme Court of India by UGC and MoE separately. Accordingly UGC and MoE filled SLP, before the Hon’ble Supreme Court of India. On January 22nd, 2019 the Hon’ble Supreme Court dismissed the SLP.

Ishaan Uday: The UGC launched scheme of “Ishaan Uday” Special Scholarship Scheme for North Eastern Region from the academic session 2014-15. The Scheme has launched a Special Scholarship Scheme for Students of North East Region of 10,000 scholarships to students 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 5 years is given as below:

Ishan Uday Special Scholarship Scheme for NER

Years	SC Beneficiaries	Amount	ST Beneficiaries	Amount
2016-17	992	517.36	2727	1299.49
2017-18	1066	367.94	2702	960.45
2018-19	1239	953.28	2699	1795.34
2019-20	535	297.94	1157	661.15
2020-21	161	42.50	373	123.21

Programmes/Schemes implemented by All India Council for Technical Education (AICTE)

AICTE through its various schemes is providing financial and technical support to SC/ST Students pursuing technical courses in AICTE Approved Institutions. Brief details of schemes and support provided as desired by the MoE related to Development Action Plan for Scheduled Castes is furnished below:

Academic support Programme:

The Prerana scheme is an effort to overcome the acute shortage of faculty in engineering and polytechnic colleges by providing financial assistance to institutes who are willing to put extra efforts for encouraging SC / ST students to go for higher education and give coaching to clear admission tests like GATE / GPAT/ CAT/ CMAT/ TOEFL/ IELTS and GRE for getting admission in renowned institutions.

A limited one-time financial assistance of Rs. 10 Lakh is given to the institutes, for a period of two years, for paying the application fee of students for these exams and for meeting expenditure on

honorarium to eminent faculty members invited for conducting sessions.

From academic year 2020-21 this scheme will be operated through National Educational Alliance for technology (NEAT) initiatives of MoE and AICTE by providing direct online support to the SC/ST students by enrolling them in the online courses related to the above areas.

➤ Samridhhi Scheme

The broad objective of this scheme is to help SC/ST students as per AICTE's startup policy in designing, launching, and running their own business/startup through entrepreneurship development programme after formal education is over/during their education.

Maximum limit of funding to the institute under this scheme is limited to Rs. 20 Lakh to be spent within a period of 02 years. Up to 9 start-ups of SC/ST students are selected by the committee set up at the institute level and the seed money of Rs. 2 Lakh (non-refundable) is provided to the selected candidates. The institute is provided Rs. 2 Lakh (Rs. 1 Lakh per year) for meeting the expenditure on honorarium to eminent faculty members/entrepreneurs invited for conducting sessions on entrepreneurship.

Scholarship schemes:

➤ PRAGATI Scholarship Scheme for Girl Students

AICTE awards Pragati Scholarship to girl students with an aim to provide assistance to pursue technical education. This is an attempt to give young women the opportunity to pursue education and prepare a successful future by "Empowering Women through Technical Education".

The scheme was launched on National Educational Day i.e., 11th November, 2014. The present salient features of the scheme are as under:

- Two girl child per family where the family income should be less than Rs.8 Lakhs / annum.
- Number of scholarships per annum: 10000 (5000 for Diploma and 5000 for Degree) distributed across 23 States/UTs and for remaining 13 States/UTs (e.g. NER, J&K etc) all eligible girl students will get the scholarship.
- The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute or 2nd year through lateral entry.
- Amount of scholarship: Rs 50,000 per annum.
- Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant.

Pragati Scholarship Scheme For Girl Students

Years	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
2015-16	7	1,40,000	2	40,000
2016-17	221	47,86,017	64	14,15,870
2017-18	444	96,37,901	127	31,01,877
2018-19	622	1,39,34,171	149	36,29,050
2019-20	1020	2,31,61,490	182	41,08,573

➤ PG Scholarship

In order to ensure development of technical education in India AICTE awards Post Graduate Grant Scheme for GATE/GPAT qualified students @ Rs. 12,400/- month through its Post Graduate Scholarship Scheme. PG Scholarship is awarded to students admitted in Master of Engineering,

Master of Technology, Master of Architecture and Master of Pharmacy courses in AICTE approved Institutions and AICTE approved University / Departments.

Aicte-Post Graduate Scholarship

Years	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
2015-16	1516	39,52,90,467	233	5,80,20,349
2016-17	1510	39,58,84,326	264	6,72,23,081
2017-18	1575	41,43,50,519	265	6,49,88,530
2018-19	1386	38,45,88,900	308	8,53,39,214
2019-20	1215	18,34,02,795	299	4,58,81,653

➤ National Doctoral Fellow (NDF)

Scheme of National Doctoral Fellowship (NDF) was launched from the academic year 2018-19 for admitting full time meritorious students for Ph.D. program in the 28 identified research institutes of AICTE. Objectives of the National Doctoral Fellowship (NDF) are:

- To promote research culture in AICTE approved Institution.
- To nurture talents for technical research.
- To promote collaborative research between Institute and Industries leading to start-ups.

PSG College of Technology, Coimbatore was selected as National Nodal Center to handle the scheme on behalf of AICTE for the 3 academic years from 2018-19. Online applications were invited and the selected candidates after due selection procedures were directed to report to the Research Centers as per the research area chosen by the candidate and availability of

guides. Reservation policy of the Government was only followed.

Selected candidates are entitled to receive a fellowship of Rs. 31,000/- month for first two years and Rs. 35,000 for the 3rd year and house rent allowance as per government norms. In addition to it an amount of Rs.15000/- per annum as contingency grant is also made available to scholars. The duration of the scheme is for a period of 3 Years. However, extendable by 6 months in 2 spells in special cases.

From Academic year 2020-21 this scheme has been renamed as **AICTE – Doctoral Fellowship (ADF)** to be implemented through technical universities with maximum 300 scholars including SC/ST students will get the benefit of fellowship.

Aicte – Doctoral Fellowship

Years	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
2018-19	29	67,91,886	3	7,06,487
2019-20	76	2,41,65,817	15	44,28,419

Construction of Hostel:

➤ **AICTE-Scheme for providing Hostel for Students (SC/ST)**

Considering the accommodation problem being faced by SC/ST students in taking admissions in good engineering colleges, a scheme for providing financial assistance for construction of hostels for men and women depending upon the need of the Institution was launched.

The scheme aims to support Government / Government-aided engineering colleges for construction of girls / boys hostels for providing residential accommodation for students /

researchers belonging to SC/ST category and from the year 2020-21 Govt/Govt aided Polytechnic institutes are also eligible to apply under this scheme.

In addition to the construction of hostel, three more components are added namely establishment of Gym, establishment of Indoor sports club and establishment of library (including installation of 10 Desktop PCs) for preparation of test for competitive examination/higher education with funding limit of Rs.5 lakh, 10 lakh and 10 lakh respectively from the year 2020-21.

The scheme will be operated with the name Scheme for Campus Accommodation & Facilities Enhancing Social-experience (CAFES)-SC/ST Students from the year 2020-21.

Statistics on construction of hostel for SC/ST students till date

Sl. No.	Particulars of hostel	No. of hostels
1	Hostel received all instalments/completed hostels	38
2	Hostel refunded 1 st instalment alongwith interest	6
3	Hostel received 1 st instalment/under process of construction	36
4	Hostel received 2 nd instalment/under process of construction	27
Total		107

A total grant of Rs.166.69 crore (Rs.172.69 crore – Rs.6.00 crore refund of grant) has been released till date.

Soft Skill Development:

➤ **Skill and Personality Development Program Centre for SC/ST Students (SPDC)**

The scheme promotes the establishment of infrastructure in the form of a SPDP Centre in institutes to empower the SC and ST students by providing special skill trainings apart from regular study. The training is provided with the help of modules on communication, personality development and proficiency in English language. Thus, it boosts the confidence of SC and ST students and provides them with better career opportunities, so that, their employability in the industry increases. Maximum limit of funding to the institute under this scheme is limited to Rs.25 lakhs to be spent within a period of 03 years.

A total of 47 institutes supported (31 new SPDP Centres established and 16 already running SPDP centres) with disbursement of Rs. 279.02 lakh during the year 2019-20 and 63 institutes supported with disbursement of Rs. 468.01 lakh during the year 2020-21.

The scheme has been discontinued in Institutional Development Cell (IDC), AICTE, New Delhi from current year and subsumed in NEAT.

Technical Education Quality Improvement Programme (TEQIP-III)

1. **Enrolment Rate:** Under TEQIP, activities such as awareness programs for village school students about engineering and different scholarships are conducted by institutes to improve the enrolment rate. Mostly third year and final year students participate in such camps to encourage students from rural areas. During the Academic year 2020-21, 19.10% Students are enrolled from disadvantaged groups (SC/ST).
2. **Remedial Classes:** Under the project, Remedial classes are also conducted by the TEQIP institutions for the students who are academically weak and are from disadvantaged groups. The provision of
3. **Exit Exam Training:** Improving language competency, soft skills and confidence levels along with cognitive skills to improve the rate of employability among the graduates, the provision of exit exam training is there such as GATE training, Employability skills training etc. 8237 students from socially disadvantaged groups have been provided exit exam trainings.
4. **Digital Boards:** 1150 Digital Interactive boards have been provided to 105 project institutes for providing better remedial class experience especially to SC/ST students. As a result more than 25000 students from disadvantages groups are benefitting. The online courses available on SWAYAM are also taught to students. A list of database of the subjects with their online course link are made available to the students and faculties for doing the remedial teaching and learning. The second phase of 1000 Digital Board is also in process which will benefit 129 institutions under TEQIP-III.
5. **Diagnostic Test in Future Skills:** Under TEQIP-III, diagnostic test of students has been conducted through NASSCOM SSC

paying remuneration of Rs.700/hr for conducting remedial classes is there to improve the transition rate of first year students without any backlogs. Other activities such as diagnostic test, induction program, peer teaching groups, appointing student mentors and Faculty Advisers for Students etc. are conducted to improve transition rate.

Parameter	Academic Year 2018-19
Transition rate of first year students without any backlog (SC/ST)	71.38%

to identify their potential area among the 9 future skill technologies (AI, BC, IoT, VR, CS, CC, DS, 3D printing and Robotics). A total of 5530 students appeared in the diagnostic test from 108 institutes in SC/ST category across all disciplines of engineering. The diagnostic test is helpful in enhancing the employability skills in the corporate world. Currently the mid-term evaluation of around 900 students from disadvantaged background is going on and around 525 are in the stage of end-term evaluation. The evaluations will be completed by 31st March 2021.

6. **Others:** Under TEQIP-III, all the TEQIP institutions have to prepare Equity Action Plan which ensures equal opportunity to avail of the benefits of the project with substantial improvement in the performance of students who need greater assistance as well as students belonging to socially disadvantaged groups.

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 u.p to February 2019.

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.
- g) Free Book Bank facility for a semester is provider to SC/ST students

Benefits for SC/ST Students Provided by IIMs.

Reservation of seats as per the Government of India norms are followed for admission to various courses. A total of 965 SC students and 413 ST students took admission in the IIMs for 2020-22.

Benefits for SC/ST Students provided by NITs:

The National Institute of Technology (NITs) and Indian Institute of Engineering Science and Technology (IIST), 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 IIST 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.

Benefits for SC/ST Students provided by IITs:

- i. Reservation of seats as per the Government of India norms are followed for admission to various courses.
- ii. All SC/ST students are exempted from payment of tuition fee in Centrally Funded IITs whereas no such exemptions are followed to any category of students in IIT PPP.
- iii. Eligible Students are also granted scholarships of Ministries of Social Justice and Empowerment, Tribal Affairs and Minority Affairs and also of the Department of Disabilities.

Benefits for SC/ST students provided by IGNOU:-

The university established 26 Learner Support Centres (LSCs) in areas densely populated with

SC/ST population. The University has established at least one Regional Centre (middle layer of the students support network) in each states of the North East Region of the nation, these states are highly populated with ST Population, these Regional Centres regularly participate in local melas, festivals and visit schools and colleges for helping youths from SC and ST Communities in selecting courses/programs as per their academic , professional and vocational requirements. The cumulative numbers of Special Study Centres was about 497 spread across the country out of which 171 are inside jail premises, 152 in remote areas, 54 for SC/ST, and 45 for Minority. IGNOU has been providing the fee exemption to unemployed students belonging to Scheduled Castes and Scheduled Tribes in the academic programmes offered at Bachelor, Diploma and Certificate levels.

Benefits for SC/ST Students provided by National Institute of Educational Planning and Administration (NIEPA):-

- i. Reservation in admission as per the Government of India norms are followed for admission to M.Phil and Ph.D Programmes.
- ii. Relaxation of upper age limit upto 5 years is granted to SC/ST candidate for admission in M.Phil and Ph.D. Programme.
- iii. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, allowed for those belonging to SC/ STscholars.
- iv. Fellowship of Rs. 16000/- JRF and 18000/- SRF provided by NIEPA to all scholars, including SC/ST Scholars.
- v. Hostel facility for all female scholars belonging to outside station Delhi/NCR

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:-**

- (i) **Pre-matric scholarship for needy scheduled tribe students studying in classes ix & x:** Objectives of the scheme are: (a) To support parents of ST children for education of their wards studying in classes IX and X so that the incidence of drop-out, especially in the transition from the elementary to the secondary stage is minimized, and (b) To improve participation of ST children in classes IX and X of the pre-matric stage, so that they

- perform better and have a better chance of progressing to the post-matric stage of education.
- (ii) **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.
- (iii) **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.
- (iv) **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.



Educational Development of Women

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girl's enrolment which was less than 10% of the total enrolment on the eve of independence has now shown an increasing trend.

Gross Enrolment Ratio (GER)

The tables below indicate the time-series changes over the years in GER (General), GER (SC) and GER (ST) among both genders.

Gross Enrolment Ratio

Year	All Categories		
	Male GER	Female GER	Total GER
2012-13	22.7	20.1	21.5
2013-14	23.9	22.0	23.0
2014-15	25.3	23.2	24.3
2015-16	25.4	23.5	24.5
2016-17	26.0	24.5	25.2
2017-18	26.3	25.4	25.8
2018-19	26.3	26.4	26.3
2019-20	26.9	27.3	27.1

(Source: AISHE 2012-13 to AISHE 2019-20)

Female GER

Year	Female Total GER	SC Female GER	ST Female GER
2012-13	20.1	15.0	9.8
2013-14	22.0	16.4	10.2
2014-15	23.2	18.2	12.3
2015-16	23.5	19.0	12.9
2016-17	24.5	20.2	14.2
2017-18	25.4	21.4	14.9
2018-19	26.4	23.3	16.5
2019-20	27.1	23.4	18.0

(Source: AISHE 2012-13 to AISHE 2019-20)

In so far as GER (Female) is concerned, states such as Tamil Nadu, Haryana, Himachal Pradesh, Maharashtra, Telangana, Uttar Pradesh, Uttarakhand and North eastern states have made impressive progress.

Gender Budgeting Cell: Gender Budgeting cell has been 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.

Universities exclusively for Women: 18 Universities are exclusively for women with 3 in Rajasthan, 2 in Karnataka and Tamil Nadu, 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.

Gender Distribution: According to the AISHE report 2019-20, Student enrolment at Under Graduate level has 51% male and 49% female. Diploma has a skewed distribution with 66.8% males and 33.2% females. Ph.D. level has 56.2% male and 43.8% female. Integrated levels have 57.5% male and 42.5% female. PG Diploma student enrolment is 51.5% for male students and 48.5% for female students.

Uttar Pradesh, with its highest student enrolment in India, has 49.3% male and 50.7% female students. Maharashtra has the second highest student enrolment with approx. 55% male and approximately 45% females. Thereafter, Tamil Nadu has 50.9% male and 49.1% female, West Bengal with 50.4% male and 49.6% female students. In Karnataka, percentage of females enrolled is 50% whereas in Rajasthan more male students are enrolled as compared to female students.

Rashtriya Uchchatar 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 interdisciplinary and multidisciplinary courses and will provide an ecosystem for more creative, innovative and holistic learning. Five women colleges spread over 5 states viz J&K, Himachal Pradesh, Odisha, Manipur and Karnataka form part of these cluster universities.

Infrastructure grants to Universities – 142 State Universities are being supported under this component out of a target of 200 to be achieved. Mother Teresa University in Tamil Nadu and BPSM University in Haryana are two women's universities being supported under the component.

New Model Degree Colleges (General) – The purpose of creating model degree colleges in educationally backward districts (EBDs) is to improve access and reasonable quality consciousness in higher education. The objective has been to also address issues of backwardness by empowering youth and making higher education opportunities closer to them. 130 MDCs have already been created under this component. In Madhya Pradesh, one women's college in Sheopur district is being supported under the component.

Upgradation of existing degree colleges to model colleges: The upgradation of existing Degree College to Model College component of RUSA envisages covering institutions in non-EBDs (Educationally Backward Districts). 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.

In Telangana, three following existing Women Degree Colleges were upgraded to Model Colleges with RUSA funding at Rs. 4 Cr each - Govt. Degree College (W), Karimnagar, Pingle, Govt. Degree College (W), Warangal and Govt. Degree College (W), Hussainialam, Hyderabad.

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.

Equity Initiatives –One of the broad objectives of the scheme is to provide and improve opportunities for equal access. This component has now covered 28 states. It is significant to see that this scheme has been supported in states

like Andhra Pradesh, Assam, Gujarat, Haryana, Karnataka, Manipur, Meghalaya, Maharashtra, punjab, Puducherry and Tamil Nadu etc. Three colleges supported under this component in Gujarat are women colleges. In Haryana and Manipur construction of a Girls hostel is being supported. In Punjab renovation/upgradation of girl's common room and construction/renovation of girl's toilets and equipping girl students with necessary self-defence techniques and Martial Arts is being supported. In Telangana the Government has taken a decision to start at least one Model Residential Degree College for women in each District. In this direction 22 women's hostels are already functioning in Govt. Colleges.

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
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, Puducherry, Tamil Nadu

Name of the component	Number of women colleges/institutions	Number /Names of states
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 with the following objectives:

- (i) To support higher education of single girl child in Social Sciences.

- (ii) To recognize the value of observance of small family norm.
- (iii) To recognize the norm of single child in the society.
- (iv) To propagate the concept of single child norm.
- (v) Promoting single girls in the society

Scholarship for Single Girl Child:-

The Central board of Secondary Education (CBSE) is implementing Merit Scholarship Schemes for single girl child to provide scholarships to the meritorious Single Girl Students, who are the only child of their parents. It provides Rupees Five Hundred (Rs.500/-) per month to Single Girl Child who is pursuing further studies for class XI & XII and have passed the CBSE class X exam with 60% / 6.2 CGPA or more marks/grades.

Scheme of Capacity Building of Women Managers in Higher Education: This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions.

The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a gender friendly environment and to remove the glass ceiling.

The programme encompasses training and skills development Workshops as follows:

- Sensitisation, Awareness, Motivation Workshops Residential workshop.
- Sensitisation, Awareness, Motivation Workshops Non-Residential workshop.
- Training of Trainers/Master Trainers Workshops of the duration of six days not inclusive of travel.
- Management Skills Training Workshops
- Refresher Workshops courses for the duration of five days not inclusive of travel.

Construction of Women's Hostels for Colleges:

The UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff.

Development of Women's Studies in Universities and Colleges:

The scheme envisages assistance to universities for setting up new women study centres as well as to strengthen and sustain the university women study centres, set up till the Xth Plan by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to

make knowledge simulation and knowledge transmission through teaching and research till action and documentation.

Post-Doctoral Fellowships for Women: The scheme is implemented for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 1000 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for applicants is 55 years for the candidates belonging to general/open category and 60 years for SC/ST/OBC/PH/Minority communities, as on 1st July on the year of application.

Post Graduate Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education:

The purpose of the scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @Rs.3100/-per month.

Sexual Harassment: University grants Commission through a gazette notification dated 2nd May, 2016 notified Prevention, Prohibition and Redressal of Sexual harassment of Women employees and students in Higher Education institution regulations, 2015 (SAKSHAM guidelines). It is mandatory for all the central universities to ensure that the Internal Complaints Committee (ICC) is constituted for the benefit of women employees and students.

All the technical, Management and Professional institute are required to implement the SAKSHAM guidelines and submit the steps taken in this regard to Ministry of Education.

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 counselling at Learner Support Centres. The university introduced the online interactive forum to accomplish this aim.

The University has created a Women's and Gender Resources (WiNGS) Space to access books, documents, e-resources, monographs, reports and audio-visual material in the area of women's and gender studies which will be open to anyone in the University. There is provision of organizing training sessions, seminar and workshops on gender related issues. The University has established a network of Special Study Centres for women under the aegis of the Regional Services Division.

All India Council for Technical Education (AICTE)

In order to increase the enrolment of women in technical education, AICTE has special concessions in the regulations for setting up of new women technical institutions. These include relaxations in the norms for land availability, concession in processing fees, deposits etc. Implementation of the tuition fee waiver scheme for weaker sections has been made mandatory in all AICTE approved institutions.

Pragati (Scholarship for Girl Students) (<http://www.aicte-india.org/pragathiSaksham.php>)– Pragati is a scheme of AICTE aimed at providing assistance for Advancement of Girls participation in Technical Education. Education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. This is an attempt to give

every young women the opportunity to further her education and prepare for a successful future by “Empowering Women Through Technical Education”.

Female enrolment in IITs to be increased to 20% by 2020-21 by creating supernumerary seats

The low representation of female enrollment in Indian Institutes of Technology (IITs) was reviewed by a Committee constituted by the Joint Admission Board (JAB) and on the recommendations of the Committee, it has been decided to increase female enrollment in IITs from 8% in 2016 to 14% in 2018-19, 17% in 2019-20 and 20% in 2020-21 by creating supernumerary seats.

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

The centrally sponsored “National Scheme of Incentive to Girls for Secondary Education (NSIGSE)” was launched in May 2008. The objective of the scheme is to establish an

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

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



Educational Development of Persons with Disability

Education is the most effective vehicle of social and economic empowerment. The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

National Education Policy (NEP), 2020

The National Education Policy (NEP) approved by the Cabinet in July, 2020, advocates full equity and inclusion as the cornerstone of education to ensure that all students are able to thrive in the education system. The policy has introduced major reforms to facilitate equitable and quality school education. To facilitate learning for all students and bridge the gaps of access to school education, special emphasis has been laid on Socio-Economically Disadvantaged Groups (SEDGs) based on gender & socio-cultural identities & disabilities etc.

It also underscores within its framework, education of children with special needs (CwSN). The policy is in complete consonance with the provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016. In order to ensure equitable quality schooling for CwSN recommendations such as suitable content development, strengthening of resource centres, teacher training mod-

ules and capacity building of general teachers etc. has been incorporated in the policy.

Accessible India Campaign

The Ministry of Education issued various instructions from time to time to all the Centrally Funded Educational Institution to ensure barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaption of toilets for wheel chair users, braille signages and auditory signals, tactile flooring etc. to PwDs, as envisaged in the PwDs Act.

University Grants Commission (UGC) has also issued various instructions from time to time to the Universities regarding Accessible India Campaign (Sugamya Bharat Abhiyan), as a nationwide flagship campaign for achieving universal accessibility for PwDs. It is also mandatory for All India Council for Technical Education (AICTE) approved institutions to have barrier free structure to encourage persons with disabilities for technical education.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides that every school should have barrier-free access. The D/o SE&L, Ministry of Education on 7/01/2021 has instructed the States, UTs and Autonomous bodies to form a committee/sub-committee for reviewing and customizing the guidelines on barrier free access and advisory has been issued to make their websites accessibility complaint as per standard prescribers NIC.

The Centrally sponsored Scheme of Samagra Shiksha Scheme provides for barrier free access

in the elementary schools for the benefit of children with special needs (CWSN). As per UDISE+ 2018-19 (prov.), there are 8,33,703 schools having ramps with handrails and 1,49,501 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.

At present out of 1242 Kendriya Vidyalayas in the country, 1196 Kendriya Vidyalayas are provided with ramp up to ground level and 1082 Kendriya Vidyalayas with Special toilets facilities.

Under Samagra Shiksha Scheme (IE component) central assistance is provided for student oriented assistance @ Rs. 3500/- per child per annum, besides support for engagement of special teachers, equipping resource room, making school barrier free, orientation of parents, administrators, educationists etc.

UGC provides building grant to colleges. The guidelines for construction of building insists on colleges to ensure creation of special facilities such as ramps, rails, and special toilets and make other necessary changes to suit the special needs of differently abled persons. These facilities are mandatory.

Under the Scheme for implementation of Persons with Disabilities Act (SIDPA), 1995, the Ministry of Social Justice & Empowerment also provides grants-in-aid for making barrier free environment in Government building.

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 Enrolment of child with Special Needs as per U-DISE report: Year Elementary G-VIII):-

Year	Elementary		Secondary		Higher Secondary	
	Total	CWSN	Total	CWSN	Total	CWSN
2014-15	197666909	2313303	38301599	219571	23501798	61046
2015-16	196716511	2285530	39145052	218410	24735397	60869
2016-17	189887015	2097315	38823854	218244	22625448	62649
2017-18	187826741	1952915	38462408	228134	24681195	74014
2018-19	184497196	1785061	38334571	247788	25506817	78648

Source:- U-DISE report

Samagra Shiksha – Inclusive Education for CwSN Component:

The Centrally sponsored Samagra Shiksha Scheme covers children with special needs (CwSN) from primary to senior secondary level across the country. The Scheme is regulated and governed by the provisions of the Right to Free and Compulsory Education Act, 2009 for elementary education of all children including CwSN.

There is a dedicated inclusive education component for the education of children with special needs as an integral part of Samagra Shiksha. Through the component, children with special needs are provided support via specific student oriented interventions such as identification and assessment camps, provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, stipend for girls with special needs and teaching-learning materials etc. in order to appropriately address their unique educational requirements in general schools. Further, individualized support is also provided through therapeutic interventions at the block level. Samagra Shiksha supports CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

The following provisions for children with special needs have been included under Samagra Shiksha for the year 2020-21:

- a) Samagra Shiksha is presently covering over 20 lakh children with special needs from classes I to XII with an estimated outlay of Rs. 1159.41 crore.
- b) In order to encourage girls to enroll and complete their schooling, an outlay of Rs. 93.04 crore has been approved for stipend (Rs. 200/- month for 10 months) for 4.65 lakh girls with special needs. The stipend is disbursed through Direct Benefit Transfer (DBT).
- c) Aids and appliances for 2.3 lakh CwSN through convergence scheme(s) like ADIP etc. approved with an outlay of Rs. 76.32 crore.
- d) The provision for home based education covering 56,374 children with severe &/ multiple disabilities with an outlay of Rs. 12.94 crore for children till class XII under the scheme.
- e) Allocation for resource support through special educators has been made separately in order to appropriately address the learning needs of CwSN from elementary to senior secondary level. The Department has sanctioned financial assistance of Rs. 676.17 crore for 27,587 special educators for the year 2020-21.
- f) In addition, for access of children with disabilities have been made including, barrier free infrastructure through ramps with handrails and disabled friendly toilets availability in schools. As per UDISE+ 2018-19 (prov.), there are 8,33,703 schools having ramps with handrails and 1,49,501 schools with disabled friendly toilets for children with disabilities available in Government and Government aided schools (classes I to XII) across the country.
- g) Further, in view of the pandemic, the Department has initiated measures to ensure minimum learning loss of all students, which includes constitution of a Working group for e-content development for CwSN and Inclusive Education and online/Digital Learning constituted by the Department in August, 2020.

The focus of Samagra Shiksha is on providing inclusive education to children with special

needs wherein, children regardless of their abilities/disabilities participate and learn together in the same class, thus creating an enabling educational environment for all students.



Central Board of Secondary Education (CBSE):

An Inclusive Cell has been setup in the Board with the objective of developing vocational based courses and appoint special educators in schools. Board has also constituted a committee to formulate policy of the Board for Children with Special Needs (CWSN) and Schools are also invited to send their suggestions. The committee will formulate policy on:

- Inclusive Education of Children with Special Needs (CWSN)
- Level of inclusion (Inclusion vs Integration) for CWSN
- Examination of CWSN
- Guidelines for 'slow Learners'

National Institute of Open Schooling

The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of 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.

The NIOS has prioritized target groups mostly drop outs from the formal system and from the disadvantaged segment of the population, who otherwise have not been able to avail the formal education system due to various socio-economic and emotional reasons. One of such prioritized target groups are differently-abled learners, who are termed as children with special needs. Annually it admits about more than 10,000 learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED), which is located in different States throughout India in Special Schools and premises of NGOs working in the field. The learners are given fee relaxation as per Govt. of India rule. For making the education relevant to their livelihood, children are strongly supported to take a vocational subject while doing their Xth and XIIth. Since the system is in-built with flexibility to pace their study as per the ability of the learners, the subject chosen by them are also in consonance with their interest and aptitude.

Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a Braille's typewriter or a computer. Also they are allowed to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit. An interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions.

Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/

cerebral palsy), if they need them. Even in some extreme cases examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

National Council of Educational Research and Training (NCERT)

NCERT is working in the area of education of Children with Special Needs (CWSN) and children belonging to socially disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes (STs) and minorities. Implementation of an inclusive system of education for all assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the persons with disability. The council has taken up several time bound projects and programmes for the year 2019-20 in the SC/ST dominated areas and in the area inclusive education

Education of persons with Disabilities

Taking forward the aim of increasing accessibility and equity among students and teachers of the country belonging to different social groups and needs, the Council has developed e-Pubs for all Hindi Medium books from Classes I-XII and Barkha Series and are available on the E-Pathshala App. Forty seven audio-books have been developed from primary to senior secondary level and it is available on <https://ciet.nic.in/pages.php?id=audiobooks&ln=en>

Production of educational programmes for persons with disabilities has been taken up by the council since its inception. Sign language is a language that uses visual and manual modality to cover information or the communication. Education programmes in sign language can enable the understanding of a subject in a much better manner as compared

to only visual or only manual format. Keeping this into consideration, 11 Video programmes of sign Language have been produced and have been upload on the NERT Official YOUTUBE Channel https://www.youtube.com/playlist?list=PLUg1cpnvYidt_hBZcZO3y8oy7JzXxc). All the material developed are available for free access to all the stakeholders on its portal or app to support the Digital India initiative and the education for all initiative of the GOI NCERT's initiatives for CWSN can be accessed at on <https://ciet.nic.in/pages.php?id=audiobooks&ln=en>.

National Council for Teacher Education (NCTE)

NCTE in its Statutory Role grants recognition to Teacher Education Institutions as mandated to it through its Act. The NCTE vide its notification dated 23.8.2010 and 29.7.2011 has already incorporated D.El.Ed (Special Education) for teachers to be appointed for class I to V and B.Ed (Special Education) in these notification making it one of the qualification for appointment of upper primary teach classes VI to VIII.

As per the above said notification, a teacher with B.Ed (Special Education) qualification for appointment as a teacher to teach classes I to V shall undergo, after appointment, an NCTE recognised 6 month special programme in Elementary Education.

As per the above notification Reservation Policy has been also determined. As per the Reservation Policy, relaxation up to 5% in the qualification marks shall be allowed to the candidates belonging to reserved categories, such as ST/SC/OBC/PH.

Similarly as per NCTE regulation 2014 (Recognition Norms and Procedure) there is provision for reservation and relaxation in marks for admission to various teacher education

programmes for ST/SC/OBC/PwD and other categories as per the rules of the Central Govt./ State Govt. Whichever is applicable.

As per the NCTE Amendment Regulation 2017 notified dated 29.5.2017 there is provision of reservation for scheduled caste/scheduled tribes/ other backward caste/differently abled persons and other categories as per the extent policy of the Central Govt. or State Govt. as applicable to all other categories of service in Govt.

Higher Education:

Rights of Persons with Disabilities Act, 2016 has been brought into force w.e.f. 19.04.2017 and notified on 28th December, 2016, Gist of the Act is given below:

- ✓ All Government institutions of higher education and other higher education institutions receiving aid from the Government shall reserve not less than five per cent seats for persons with benchmark disabilities in terms of section 32 of the Act.
- ✓ The persons with benchmark disabilities shall be given an upper age relaxation of five years for admission in institutions of higher education in terms of section 32 of the Act.
- ✓ Every appropriate Government shall appoint in every Government establishment not less than 4% of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons with benchmark disabilities

It is enjoined upon Ministry of Human Resource Development to ensure effective implementation of RPwD Act, 2016 in the Organisation/ Institutions/Autonomous Bodies comes under the purview of MHRD, particularly for Section 32 of the said Act.

Enrolment of PwD students in Higher Education:

Year	All Categories	PwD Students
2014-15	34211637	64298
2015-16	34584781	74435
2016-17	35705905	70967
2017-18	36642378	74317
2018-19	37399388	85877

Source: All India Survey on Higher Education, MHRD

University Grants Commission (UGC): The UGC, from time to time, has been conveying to the Universities and Deemed Universities the policy decisions, including reservations in admissions and employment in the Government of India pertaining to the persons with disabilities. In addition, the decisions taken and the guidelines framed at the level of the Commission in this regard have also been circulated to all universities for implementation. The Commission had also circulated the Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 2016 to the universities requesting them to strictly follow the provisions contained therein.

The UGC has issued the letter to all Universities regarding Gazette Notification of the Rights of Persons with Disabilities Act, 2016 vide this office letter number F.6-5/2017(SCT) dated 19.01.2018 with a request to provide the action taken report on the following recommendations:-

- (i) To issue appropriate instructions for implementation of reservation of 5% of seats in every Government and Government aided higher educational institutions in terms of section 32 of the Act.
- (ii) To work out mechanism for orientation and sensitization at college and university level regarding rights of PwDs in terms of section 39 (2) (d) and also to include

rights of persons with disabilities in the curriculum in the colleges and universities in terms of Section 39 (2) (f) of the Act

- (iii) To issue general instructions to all the establishments under its control regarding implementation of other provisions of the Act.

UGC has also issued following letters to the Universities:

- ✓ to provide facility of cassette recorders for Blind Students in universities,
- ✓ to make barrier free environment within a reasonable time-frame of, say, two years for Universities and three years for college and schools,
- ✓ to provide facilities of Braille books and talking Books,
- ✓ to provide sign language and interpreter in institution having hearing impaired students.

The University Grants Commission (UGC) is also implementing following schemes for the benefits of persons with disabilities:-

- (a) **Higher Education for Persons with Special Needs (HEPSN)-** The scheme is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences for differently-able persons. Creating awareness about the capabilities of differently –able person, construction aimed at improving accessibility, purchase of equipment to enrich learning etc. are the broad categories of assistance under this scheme.
- (b) **Teacher Preparation in Special Education (TEPSE) –** The Scheme is meant for assisting Departments of Education to launch special education

teachers' preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed and M.Ed Degree courses with specialization in one of the disability areas. The UGC has approved two centres at Banaras Hindu University and 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.

Relaxation provided by the UGC to persons with Disabilities in the NET Examination:

- (i) In compliance of the "Guidelines for Conducting Written Examination for Persons with Benchmark Disabilities" issued by the Ministry of Social Justice & Empowerment vide Office Memorandum No. F.No. 34-02/2015-DD-III dated 29 August, 2018, the following provisions would be available to the Candidates with Benchmark Disabilities, as defined in Section 2(r) of the Rights of Persons with Disabilities (RPwD) Act, 2016.
- (ii) A person with benchmark disability, as defined in Section 2 (r) of the RPwD Act, means a person with not less than

40 percent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority.

- (iii) A specified disability, as defined in Section 2 (zc) of the RPwD Act, means the disabilities as specified in the Schedule of the said Act, which includes:
- (a) Locomotor Disabilities: Leprosy, Cerebral Palsy, Dwarfism, Muscular Dystrophy, Acid Attack Victims;
 - (b) Visual Impairment: Blindness & Low Vision;
 - (c) Hearing Impairment: Deaf & Hard of Hearing;
 - (d) Speech & Language Disability;
 - (e) Intellectual Disability: specific learning disability (dyslexia, dysgraphia, dyscalculia, dyspraxia & developmental aphasia), autism spectrum disorder;
 - (f) Mental illness;
 - (g) Chronic Neurological Conditions: multiple sclerosis, Parkinson's diseases;
 - (h) Blood Disorder: Haemophilia, Thalassaemia, sickle cell diseases;
 - (i) Multiple Disabilities: more than one of the specified disabilities including deaf blindness
- (iv) In case of candidates with benchmark disabilities in the category of blindness, locomotor disability (both arm affected-BA) and cerebral palsy, the facility of scribe/reader shall be given, if so desired by them.

- (v) In case of other category of persons with benchmark disabilities (the Schedule of the said Act may be referred to), the provision of scribe/reader can be allowed (if they so desire) on production of a certificate to the effect that the person concerned has physical limitation to write, and scribe is essential to write examination on his behalf, from the Chief Medical Officer/ Civil Surgeon/Medical Superintendent of a Government health care institution.
- (vi) Such candidates will have the discretion of bringing his/her own scribe/reader or may opt to have Scribe/Reader from NTA or through any of its authorised Institute/ Agency/ Personnel involved in the examination.
- (vii) An eligible PwD candidate, desirous of having facility of scribe/reader, shall have to mention his/her appropriate PwD category in the relevant column of the application form and have also to record as to whether he/she will have his/her own arrangement of scribe/reader or it has to be arranged by NTA or through any of its authorised Institute/Agency/Personnel.
- (viii) The qualification of the scribe shall be one step below the qualification of the candidate taking the examination. The persons with benchmark disabilities opting for own scribe/reader should submit details of the own scribe.
- (ix) In case a PwD candidate who has opted the scribe/reader from NTA or through any of its authorised Institute/Agency/Personnel, the Centre Superintendent shall arrange a meeting of the candidate with scribe/reader, a day before the examination, for giving him/her a chance to check/verify whether the scribe/reader is suitable or not.
- (x) Compensatory time of not less than 20 minutes per hour of examination shall be given to a candidate allowed to use scribe/reader. If the examination is 03 hours duration, the compensatory time shall be 01 hour. In case the duration of the examination is less or more than 03 hours, the compensatory time shall be on pro-rata basis.
- (xi) As far as possible, the examination for Person(s) with Disabilities should be held at the ground floor.

Saksham Scholarship Scheme:-

AICTE awards Saksham Scholarship to differently abled students with an aim to provide encouragement and support to pursue technical education. This is an attempt to provide young differently abled students an opportunity to study further and to prepare for their successful future. The salient features of the scheme are as under:

- The scheme is for the differently abled students having more than 40% disability and whose family income is not being more than Rs. 8 lakhs per annum
- Number of scholarships per annum: All eligible students (degree & Diploma).
- The candidates should have been admitted to 1st year of the Degree or Diploma programme in any of the AICTE approved institute or 2nd year through lateral entry.
- Amount of scholarship: Rs 50,000 per annum.
- Reservation-15% for SC, 7.5% ST and 27% for OBC candidate/applicant.

Saksham Scholarship Scheme for Specially-Abled Student

Years	SC		ST	
	Beneficiary	Amount	Beneficiary	Amount
2018-19	51	10,37,690	13	2,70,000
2019-20	29	5,80,000	9	1,80,000

Education of Persons with Disabilities in IGNOU:-

Indira Gandhi National Open University is continuously striving to build a knowledge society through inclusive education. In a very short span of time IGNOU has made significant contribution in higher education, community education, extension activities and continual professional development through open and distance mode of education. Over the years IGNOU has lived up to the country's expectations of providing education to the marginalized sections of society. One such important section is that of persons with disabilities. Disabled friendly delivery of learning, flexible entry criteria and door-step delivery of education encourage admission of Person with Disability (PwD). The study materials are made available on demand in Braille for blind learners.

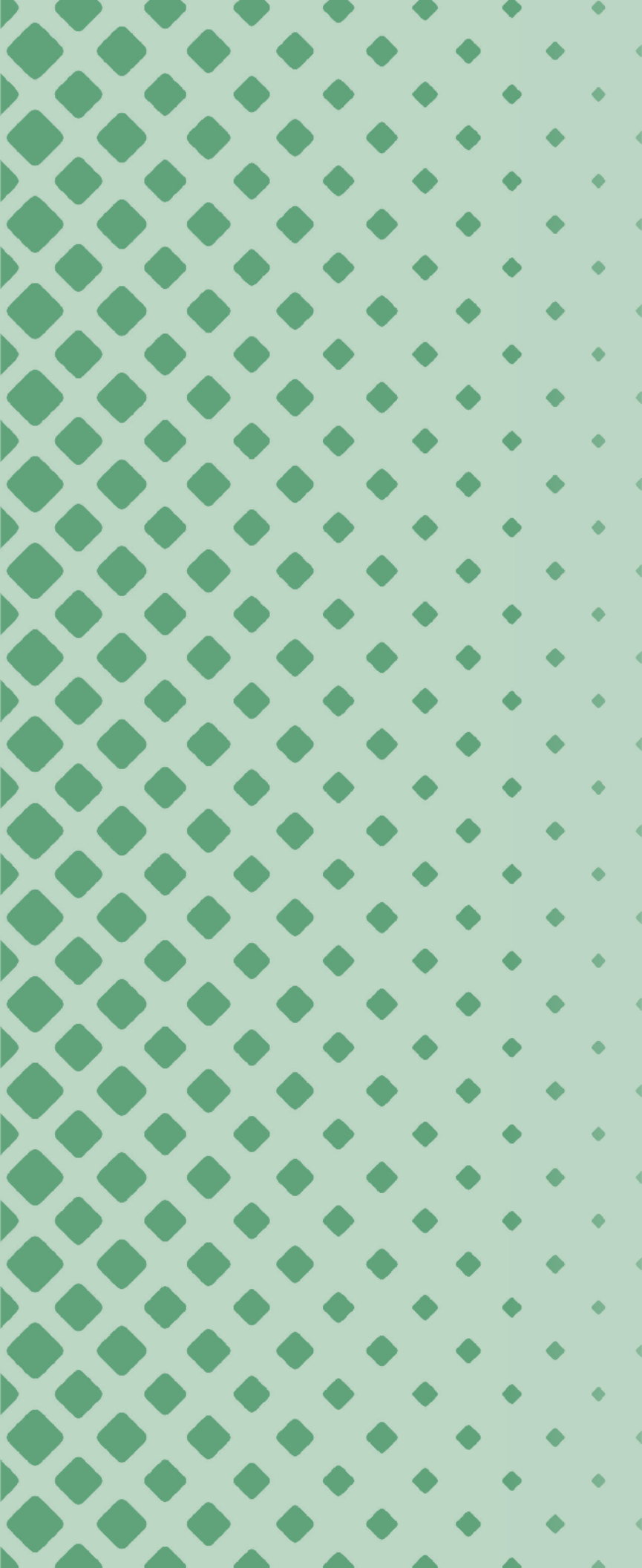
The university has established 15 special Learners Support Centres (LSCs) for PwD students, and enrolled 1062 students with disability in various academic programmes on offer by the University in the reported period. The type of disabilities of the enrolled students includes visual impairment, speech and hearing impairment, low vision and locomotor impairment. To facilitate the students in completing their studies successfully, the University provides soft copies of study materials of selected courses to students having Visual Impairment and Low Vision and also

conducting counseling for using soft copies through various software. The soft copies are provided on demand to students. The university established Equal Opportunities Cell to priorities resolving of issues of disabled students and other disadvantaged groups. The National Centre for Disability Studies (NCDS) has been set up exclusively for promoting advocacy, research and development in the field of Disability Studies and Rehabilitation.

The university obtained membership of SugamyaPustakalaya so that disabilities enrolled can have access to over 3.5 lac books in accessible format. The study materials of MA – Hindi are converted into electronic form for easy access of PwD.

The university telecast eight teleconferencing programmes and orientation programmes to spread awareness and sensitize on issues of PwD. The university celebrated the World Mental Health Day and the International Day of Persons with Disabilities. This year a series of programmes like a Painting Competition, a Sensitization Programme for Parents on the topic "Mental Health for Adolescents", Slogan Competition, a teleconference session on the topic "International Day of Persons with Disabilities", NukkadNatak on the theme "Rights of Persons with Disabilities and Societal Attitude towards them" were organized during 01st to 04th December, 2019.





Administration

The Ministry of Education is under the overall charge of the Education Minister, assisted by a Minister of State. There are two Departments in the Ministry of Education namely the Department of School Education & Literacy and the Department of Higher Education.

Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 5 Joint Secretaries, 1 Economic Adviser and 1 Deputy Director General (Statistics). Similarly, The Secretary, Department of Higher Education is assisted by 2 Additional Secretaries, 4 Joint Secretaries, 1 Economic Adviser & 1 Additional Director General (Statistics). In addition, there is 1 Joint Secretary & Financial Adviser, common for both the Departments.

The Departments are organized into Bureau, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary, assisted by Divisional Heads at the level of Director/ Deputy Secretary/ Deputy Educational Adviser.

The organizational set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-I and Annexure-II respectively.

Establishment and service matters in respect of the Officers/ Staff deployed at Secretariat proper of both the Departments are handled in Administration Bureau of the Department of Higher Education. The activities in the year 2020 included:

- a) Establishment matters of officers appointed under Central Staffing Scheme and officers of the Central Secretariat Service, Central Secretariat Stenographers Service and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc. for both the Departments.
- b) Sending of Immovable property returns for calendar year 2020 (as on 01.01.2021) to concerned cadre controlling authorities.
- c) Verification of service books of employees of this Ministry retiring in coming months are under process in consultation with Pay & Accounts Office.
- d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on e-Office [File Tracking System, e-Leave, e-Tour], Legal/ Court Cases Monitoring System and Employee Payment System through Comp DDO. Besides, an On-line system called "SPARROW" (Smart Performance Appraisal Report Recording Online Window) has been made operational for all IAS/ IFoS Officers, and of ASO/ PS and above level officers of CSS/CSSS, in this Ministry successfully. The APAR matters in respect of these Officers are being processed through this portal only. Also, an On-line system called "BHAVISHYA" is being used for Pension sanction and Payment Tracking System. The process of digitization of service records of all employees is being done on war footing to complete the e-HRMS project.

- e) Updating of database of Annual Performance Appraisal Reports [APARs] on their receipt in the Branch. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

Training Cell

The E.IV Section (erstwhile Training Cell) under Establishment Branch 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 for training is liaised with Institutions like Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), Institute of Secretarial Training and Management (ISTM), New Delhi, National Institute of Financial Management (NIFM), Faridabad and National

Productivity Council etc. for nominating/ imparting training to the staff/officers of the two Departments in the areas of Management, Public Administration, Vigilance, Cash and Accounts, Personnel etc. based on request received through different quarters.

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.

During the year 2020-21 (01.04.2020 to 31.01.2021) and in view of circumstances prevailed during COVID-19, Officers/Officials of different grade were nominated for attending the various training, **preferably on online mode**, which is briefed in tabular form as below:

Sl. No.	Nomenclature of training and trainee	Training Institute	No of officers/ officials sent/ Nominated
1.	One Week training on Environment Governance in India, Administrative and Judicial Perspective.	National Law School of India University, Bengaluru.	1
2.	Different Level Training Programmes (A, B, D, E, Level I, II, Level III, Level IVetc.) conducted by DoP&T	ISTM, New Delhi (Mostly on online mode)	84
3.	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.	5
4.	Level 2 Programme for Capacity Development and Training for Officials of Integrated Finance Division of Ministries/Department of Government of India	NIFM + University of California, USA	2
5.	Course in Legislative Drafting	M/o Legal Affairs, New Delhi	4
6.	Reservation in Service/Training on Administrative Vigilance	ISTM, New Delhi (online mode)	3
7.	Training on Cyber Security	C-DAC, Hyderabad (online mode)	7

Vigilance Activities

The Vigilance Cell in the Ministry is under the overall supervision of Secretary (Higher Education), who is assisted by a part time Chief Vigilance Officer of the rank of Joint Secretary as well as one Deputy Secretary, two Under Secretaries and other support staff.

During the period under report, a total of 630 references were received in the Vigilance Wing from the Central Vigilance Commission and the Central Bureau of Investigation along with several complaints directly from individuals. Seven (7) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 10 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 27th October 2020 to 2nd November, 2020 with the theme “Satark Bharat, Samriddh Bharat”. Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings.

Information & Facilitation Centre (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of Education. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information

to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/ Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.education.gov.in.

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced on 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i.e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005.

The Department has been overseeing the implementation of the RTI Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. Online facility has been extended to autonomous organizations under the Ministries. For meeting the purpose, Passwords to all Organizations have been assigned and intimated to them to upload the information on the site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is as under: -

Year	Total No. of RTI applications & appeals received and action taken thereon
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11028
2014	17681
2015	16643
2016	16336
2017	13645
2018	13214
2019	13321
2020	12911

(Status upto 31.12.20 including offline & online applications & appeals)

Public Grievances

A grievance redressal machinery is in place in the Department of Higher Education under Economic Adviser who has been designated as a Public Grievance Officer. Public Grievances Division has been making endeavour to bring excellence in public service delivery and to redress grievances of citizens in a meaningful manner by effectively coordinating with different divisions/bureaus/ organizations under the Ministry of Education.

The Director of Grievances in the Ministry is accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 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 have also designated their officers as Public Grievance officer.

During the period under report (01.01.2020-31.12.2020) a total of 28748 grievances were received through PG Portal, viz. Centralized Public Grievances Redress and Monitoring System (CPGRAMS) and from various other sources, including Prime Minister's Office, Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare and also through the Integrated Grievance Redress Mechanism (INGRAM) portal developed by Department of Consumer Affairs. Details of Public Grievances received from 1st January, 2020 to 31st December, 2020 are given in the following table:

Total grievances received on CPGRAM Portal (D/o HE)	Total Grievances received in physical form	Total grievances received on INGRAM portal	Grand Total (Received)	Total grievances Disposed off on CPGRAM Portal (D/o HE)
28028	196	524	28748	27593

Citizen's/ Client's Charter

With the objective to empower the citizen in relation to services deliverable as well as commitments by their Ministry for each of such services towards them, and to build bridges between citizens and Government functionaries through the delivery of Charters as live instruments of citizen – administration interface, both the Departments [i.e Department of School

Education & Literacy and Department of Higher Education] of Ministry of Human Resource Development have brought out their Citizen's/ Client's Charters (CCC) to emphasize good governance and continuously strives to serve the citizens in an effective and efficient way so as not only to meet but to exceed their expectations. The CCC has been updated and uploaded on the website of the Ministry.





C&AG Audit

Department of Higher Education Summary of pending Audit Observations made by C&AG

S.No.	Name of the Institution	Brief gist of the Para
1.	University of Allahabad	<p>Unfruitful expenditure</p> <p>Construction work was started at Beli Farm without prior approval from Allahabad Development Authority and in prohibited area, which was in contravention of Hon'ble High Court's direction resulting in unfruitful expenditure of Rs. 4.99 crore.</p> <p>(Para No. 13.9) <i>Report No. 12 of 2017</i></p>
2.	Central University of Tamilnadu	<p>Delay and cost overruns in construction activities</p> <p>Procedures prescribed in UGC guidelines and CPWD Works Manual was not adhered to in executing construction works resulting in cost overrun of Rs. 46.32 crore as well as delay in completion. Library building remains partly vacant and incomplete even after incurring of expenditure of Rs. 15.40 crore and delay of four years. Further, injudicious site selection and excess construction as well as deviation from norms resulted in avoidable expenditure of Rs. 19.82 crore.</p> <p>(Para no. 12.2) <i>Report No. 4 of 2018</i></p>
3.	BHU, Varanasi, IIM, Ahmedabad, IIM, Kolkata	<p>Overpayment of interest to the GPF/CPF subscribers</p> <p>Banaras Hindu University, Varanasi, Indian Institute of Management, Ahmedabad and Indian Institute of Management, Kolkata, paid higher rates of interest to GPF/ CPF subscribers in contravention of extant orders resulting in overpayment of Rs. 6.28 crore.</p> <p>(Para no. 12.4) <i>Report No. 4 of 2018</i></p>
4	Central University of Gujarat, Gandhinagar	<p>Non-functional equipment</p> <p>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.</p> <p>(Para no. 12.13) <i>Report No. 4 of 2018</i></p>

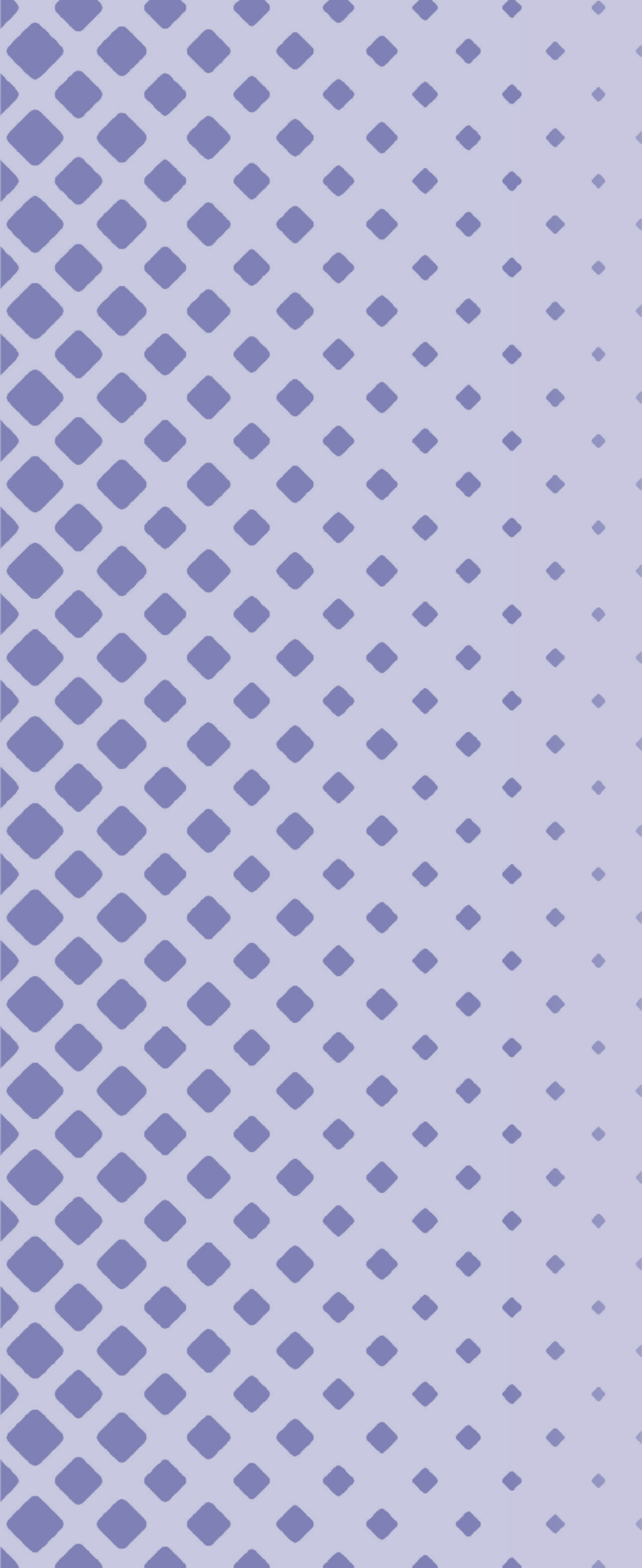
S.No.	Name of the Institution	Brief gist of the Para
5.	Visva-Bharati, Shantiniketan	<p>Irregular payment of honorarium</p> <p>Payment of honorarium in violation of provisions of Financial Rules resulted in irregular payment of Rs. 1.07 crore.</p> <p style="text-align: right;">(Para no. 12.14) <i>Report No. 4 of 2018</i></p>
6	Satyawati College, Delhi University	<p>Misrepresentation of facts to the PAC</p> <p>Satyawati College made overpayment of interest on GPF/CPF amounting to Rs.83.30 lakhs to its employees during the period 2008 to 2011. Ministry in their ATN (May 2017) to the PAC stated that officiating Principal of the College had informed that the amount had been recovered from the concerned employees. However, on subsequent examination of records, Audit found that the College had recovered Rs.83.31 lakh from the surplus income arising from investment of the PF balances and not from the employees. Thus, the PAC was falsely informed..</p> <p style="text-align: right;">(Para no. 11.1) <i>Report No. 6 of 2020</i></p>
7	<ol style="list-style-type: none"> 1. NIT, Bhopal, 2. NIT, Hamirpur, 3. NIT, Kurukshetra, 4. NIT, Jalandhar, 5. National Institute of Siddha, Chennai 6. Central University of Tamil Nadu, Thiruvavur, Tamil Nadu 7. National Institute of Health and Family Welfare, New Delhi 8. CIIL, Mysore 9. IISc, Bengaluru 10. NIT, Surathkal 	<p>Irregular payment of service tax (NITs/CU/CIIL/IISc) (pertaining to 10 institutes)</p> <p>Ten Educational Institutions under three Ministries (including Ministry of Education) made payment of service tax aggregating to Rs.5.34 crore to service providers during the period July 2012 to March 2017 for availing various services like security and housekeeping, even though it was exempted from payment of service tax.</p> <p style="text-align: right;">(Para no. 11.2) <i>Report No. 6 of 2020</i></p>
8	CIIL, Mysore	<p>Assessment of internal control of drawing and settling of Abstract contingent bills</p> <p>Failure of internal controls for settlement of advances drawn on Abstract Contingent Bills during the years 2006-07 to 2017-18 to the tune of Rs.1.86 crore.</p> <p style="text-align: right;">(Para no. 11.3) <i>Report No. 6 of 2020</i></p>

S.No.	Name of the Institution	Brief gist of the Para
9	IIT, Gwalior	<p>Recovery/Adjustment of Advances from M/s EdCil – Rs.4.32 crore</p> <p>Atal Bihari Vajpayee Indian Institute of Information Technology engaged M/s EdCil as Project Management Consultant (PMC) to provide professional services for Phase II construction works. Institute paid Rs.4.32 crore to M/s EdCil as Mobilisation advance, which was in contravention of extant CPWD rules. Hence, undue favour was extended to the PMC by execution of faulty agreement in violation of CPWD norms and recovery of Rs.3.98 crore including interest was pending from M/s EdCil.</p> <p style="text-align: right;">(Para no. 11.4) Report No. 6 of 2020</p>

Department of School Education & Literacy
Summary of pending Audit Observations made by C&AG

S. No.	Name of the Institution	Brief gist of the Para
1.	Right to Education Act, 2009	<p>Implementation of right of children to free and compulsory Education Act, 2009 for the year ended March,2016</p> <p>Report No.23 of 2017</p>





Budget

BUDGET ANNOUNCEMENT - Department of Higher Education

Sl.	Para No.	Budget Announcement	Year/ Date	Achievement/Status as on 31-12-2020
1	31	By 2030, India is set to have the largest working-age population in the world. Not only do they need literacy but they need both job and life skills. Dialogues have been held with State Education Ministries, Members of Parliament and other stake-holders about Education policy. Over 2 lakh suggestions were also received. The New Education Policy will be announced soon.	2021-21	National Education Policy 2020 has been announced on 29.07.2020. Fully/Substantially Implemented.
2	32	It is felt that our education system needs greater inflow of finance to attract talented teachers, innovate and build better labs. Therefore steps would be taken to enable sourcing External Commercial Borrowings and FDI so as to able to deliver higher quality education.	2021-21	University Grants Commission (UGC) has constituted a Committee to deliberate upon the changes required in existing Regulations and Guidelines of 2016, to promote research and innovation with foreign institutions, and facilitate Dual Degree, Joint Degree and Twinning Programme. The Committee has held two meetings and the regulations in this regard are being finalized. All India Council of Technical Education (AICTE) is making a comprehensive note about establishment of Centers of Eminence by foreign institutes in Indian institutions. The provisions of establishment of such centers will be worked out in consultation with Finance/Commerce Ministry and the Reserve Bank of India. Under NEP 2020 top foreign universities are being allowed to operate in India. The UGC Committee is examining the issue of formulating guidelines in this regard. Action taken but under implementation.

Sl.	Para No.	Budget Announcement	Year/ Date	Achievement/Status as on 31-12-2020
3	33	Students in the general stream (vis-a-vis services or technology stream) need their employability improved. About 150 higher educational institutions will start apprenticeship embedded degree/ diploma courses by March 2021.	2021-21	<ol style="list-style-type: none"> 1. UGC has approved the Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme. 2. The UGC Guidelines were released by Minister for Education on 7th August 2020 at the National Conclave on Transformational Reforms in Higher Education under National Education Policy-2020. <p style="text-align: right;">Fully/Substantially Implemented.</p>
4	35	In order to provide quality education to students of deprived section of the society as well as those who do not have access to higher education, it is proposed to start degree level full-fledged online education programme. This shall be offered only by institutions who are ranked within top 100 in the National Institutional Ranking framework. Initially, only a few such institutions would be asked to offer such programmes.	2021-21	<p>PM eVidya - Higher Education:</p> <p>Full Commission meeting of UGC was held on 29th May, 2020. The following decisions were taken:</p> <ul style="list-style-type: none"> • Higher education institutions (HEIs) ranked in top 100 in NIRF or NAAC score of 3.26 to offer online programme without prior approval of UGC. • Institutions with NAAC score between 3.01 to 3.25 would be permitted to offer online programme with prior approval of UGC. • For conventional courses, the UGC has decided that the limit of online course contents be increased from upto 20% to upto 40% in regular degree programmes. • The Regulation effecting the above provisions have been issued. A copy of Gazette Notification of the same is attached. • Presently 7 Universities are permitted to offer online full Degree/ Diploma Programmes. With the new regulatory changes, the number of HEIs eligible to offer programmes in online mode is likely to increase to 239 and in ODL mode it is likely to increase to 204. <p style="text-align: right;">Fully/Substantially Implemented.</p>

Sl.	Para No.	Budget Announcement	Year/ Date	Achievement/Status as on 31-12-2020
5	36	India should be a preferred destination for higher education. Hence, under its Study in India programme, Ind-SAT is proposed to be held in Asian and African countries. It shall be used for benchmarking foreign candidates who receive scholarships for studying in Indian higher education centers.	2021-21	Ind-SAT exam took place on 22 nd July, 2020. Fully/Substantially Implemented.
6	63 (1)	A digital platform would be promoted that would facilitate seamless application and capture of IPRs. Also, in an Institute of Excellence, a Centre would be established that would work on the complexity and innovation in the field of Intellectual Property.	2021-21	<ul style="list-style-type: none"> • Digital platform: An IPR digital platform is available with DPIIT with facility to: file online applications for patents, designs, trademarks and copyrights, receive information about examination report and information about dates, file replies and attend hearing on video conferencing, downloading certificates of registration/ grant. Action Completed by DPIIT • Establish centre in an Institute of Excellence: Rajiv Gandhi School of Intellectual Property Law has been set up in IIT Kharagpur in 2006. The School is functional in the field of IPR related matter. Accordingly, it has been decided to entrust IIT, Kharagpur to address the issues related to complexity and Innovation on IPR. Fully/Substantially Implemented

BUDGET PROVISIONS

D/o Higher Education

(Rs. In Crores)

S.No.	Name of the Autonomous Body	BE 2020-21	RE 2020-21	BE 2021-22
	Centre's Expenditure			
	Establishment Expenditure of the centre			
1	Secretariat- Social Services	135.77	139.39	140.00
2	Directorate of Hindi	47.51	22.51	30.00
3	Commission for Scientific and Technical Terminology	12.54	16.40	12.00
4	Central Institute of Indian Languages, Mysore and Regional Language Centers	54.88	56.88	57.88
5	Educational Institutions Abroad*	7.56	7.56	7.56
	Total- Establishment Expenditure of the centre	258.26	242.74	247.44
	Transfers to States/UTs			
	Centrally Sponsored Schemes			
6	National Education Mission: RashtriyaUchhatar Shiksha Abhiyan (RUSA)	300.00	166.00	3000.00
	Other Grants/Loans/Transfers			
7	Improvement in Salary Scale of University & College Teachers	1900.00	348.51	10.00
	Central Sector Schemes/ Projects			
	Higher Education			
8	National Initiative on Sports and Wellness	5.00		1.00
9	National Initiative to Foster Social Responsibility	5.00		1.00
10	National Research Professors	1.30	1.30	1.30
11	Establishment of Multi- Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for Excellence in Humanities	0.10	0.10	0.10

D/o Higher Education

(Rs. In Crores)

S.No.	Name of the Autonomous Body	BE 2020-21	RE 2020-21	BE 2021-22
12	Higher Education Financing Agency (HEFA)	2200.00	200.00	1.00
13	World Class Institutions	500.00	1101.39	1710.00
14	Prime Minister's Girls' Hostel	20.00	20.00	20.00
15	Indian Knowledge Systems			10.00
	Total-Higher Education	2731.40	1322.79	1744.40
	Student Financial Aid			
16	Interest Subsidy and Contribution for Guarantee Fund	1900.00	700.00	1900.00
17	Scholarship for College and University Students	140.00	206.32	206.32
18	Indian Scholars Going abroad against Scholarships offered by foreign Govt.	1.00	1.00	1.00
19	Special Scholarship Scheme for Jammu and Kashmir	225.00	225.00	225.00
20	PM Research Fellowship	50.00	75.89	150.00
	Total-Student Financial Aid	2316.00	1208.21	2482.32
	Digital India- e-Learning			
21	National Mission in Education through ICT	85.00	48.05	150.00
22	Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)	75.00	75.00	200.00
23	e-Shodh Sindhu	242.00	154.61	154.61
24	Higher Education Statistics And Public Information System (HESPIS)	20.00	14.00	20.00
25	National Digital Library	12.40	8.72	20.00
26	National Academic Depository	10.00		1.00
27	PM e-Vidya			50.00
28	Academic Bank of Credit		5.00	50.00
	Total-Digital India- e-Learning	444.40	305.38	645.61

D/o Higher Education

(Rs. In Crores)

S.No.	Name of the Autonomous Body	BE 2020-21	RE 2020-21	BE 2021-22
	Research & Innovation			
29	Training & Research in Frontier Areas		8.00	
30	National Initiative for Design Innovation	35.00	16.00	35.00
31	Startup India Initiative in Higher Educational Institutions	100.00	167.50	100.00
32(i)	Unnat Bharat Abhiyan	30.00	5.00	5.00
32(ii)	Swachhata Action Plan (SAP)	2.40	2.44	2.40
32	Unnat Bharat Abhiyaan- Total	32.40	7.44	7.40
33	Implementation of the IMPRINT Research Initiative (IMPacting Research INnovation & Technology)	50.00	25.00	25.00
34	Impactful Policy Research in Social Science (IMPRESS)		25.00	25.00
35	Scheme for Promotion of Academic and Research Collaboration (SPARC)	40.00	10.00	10.00
36	Scheme for Transformational and Advanced Research in Sciences (STARS)	50.00	25.00	25.00
37	Multidisciplinary Education and Research Improvement in Technical Education-EAP (MERITE)			10.00
	Total-Research & Innovation	307.40	283.94	237.40
38	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)	50.00	25.00	90.00
39	National Institutional Ranking Framework	2.00	3.00	3.00
40	Global Initiative for Academic Network	15.00	4.00	10.00
41	Technical Education- Quality Improvement Programme of Government of India (EAP)	650.00	670.00	20.00
42	Programme for Apprenticeship Training- Scholarships & Stipends	175.00	175.00	500.00
43	Study in India	65.00	25.00	25.00

D/o Higher Education

(Rs. In Crores)

S.No.	Name of the Autonomous Body	BE 2020-21	RE 2020-21	BE 2021-22
44	Planning, Administration & Global Engagement			
44.01	Initiatives for Global Engagement	65.00	66.69	100.00
44.02	National Monitoring Committee for Minority Education	0.35	0.35	0.35
44.03	Expenditure on Seminars, Committees Meetings etc. / TA/DA to Non-Official Members	0.60	0.60	0.60
44.04	Shastri Indo- Canadian Institute	7.16	2.86	7.16
44.05	Refund of Income Tax and Customs Duty to United States Education Foundation in India	1.64	1.64	1.64
44.06	Contribution to UNESCO	18.20	18.20	18.20
44.07	Deputation and Delegation to UNESCO Conferences etc.	0.80	0.20	0.80
44.08	Visit of Foreign Delegation to India	0.15	0.05	0.15
44.09	Holding of meetings of Committees/ Conference and organisations of exhibition in furtherance of UNESCO's aims and objectives	0.30	0.20	0.30
44.1	Asian Institute of Technology, Bangkok	0.50	0.50	0.50
44.11	Commonwealth of Learning	8.00	12.00	12.00
44	Planning, Administration & Global Engagement	102.70	103.29	141.70
45	Education Quality Upgradation and Inclusion Programme (EQUIP)	1413.00		
	Champion Services Sector Scheme			
46	Champion Services Sector Scheme-Education Services-Internationalization of Higher Education	102.00	100.00	160.00
47	ASEAN Fellowship	33.00	4.00	10.00
	Total- Central Sector Schemes/ Projects	8406.90	4229.61	6069.43
	Total Schemes	10606.90	4744.12	9079.43

D/o Higher Education

(Rs. In Crores)

S.No.	Name of the Autonomous Body	BE 2020-21	RE 2020-21	BE 2021-22
	Other Central Sector Expenditure			
	Statutory and Regulatory Bodies			
48	Support to University Grants Commission (UGC)	4693.20	4444.70	4693.20
49	All India Council for Technical Education (AICTE)	416.00	415.00	416.00
	Total-Statutory and Regulatory Bodies	5109.20	4859.70	5109.20
	Autonomus Bodies			
50	Grants to Central Universities (CUs)	7477.26	8468.32	7477.26
	Grants to IMS BHU	166.00	166.00	166.00
51	Central University, Andhra Pradesh	60.35	4.80	60.35
52	Andhra Pradesh and Telangana Tribal Universities	53.80	4.00	53.80
	Total- Central Universities	7757.41	8643.12	7757.41
53	Deemed Universities Promoted by Central Government	351.00	442.82	351.00
	Indian Institutes of Technology			
54	Support to Indian Institutes of Technology	7182.00	6615.35	7536.02
55	IIT, Hyderabad (EAP)	150.00	225.30	150.00
	Total-Indian Institutes of Technology	7332.00	6840.65	7686.02
56	Support to Indian Institutes of Management	476.00	465.29	476.00
57	Support to National Institutes of Technology (NITs) and IIST	3885.00	3265.12	3935.00
58	Support to Indian Institutes of Science for Education & Research (IISERs)	896.00	993.05	946.00
59 (i)	Support to Indian Institute of Science (IISc)	570.25	590.60	600.25
59(ii)	Centre for Nano- Science and Engineering (CeNSE)	21.40	14.00	21.40
	Total-Support to Indian Institute of Science (IISc)	591.65	604.60	621.65

D/o Higher Education

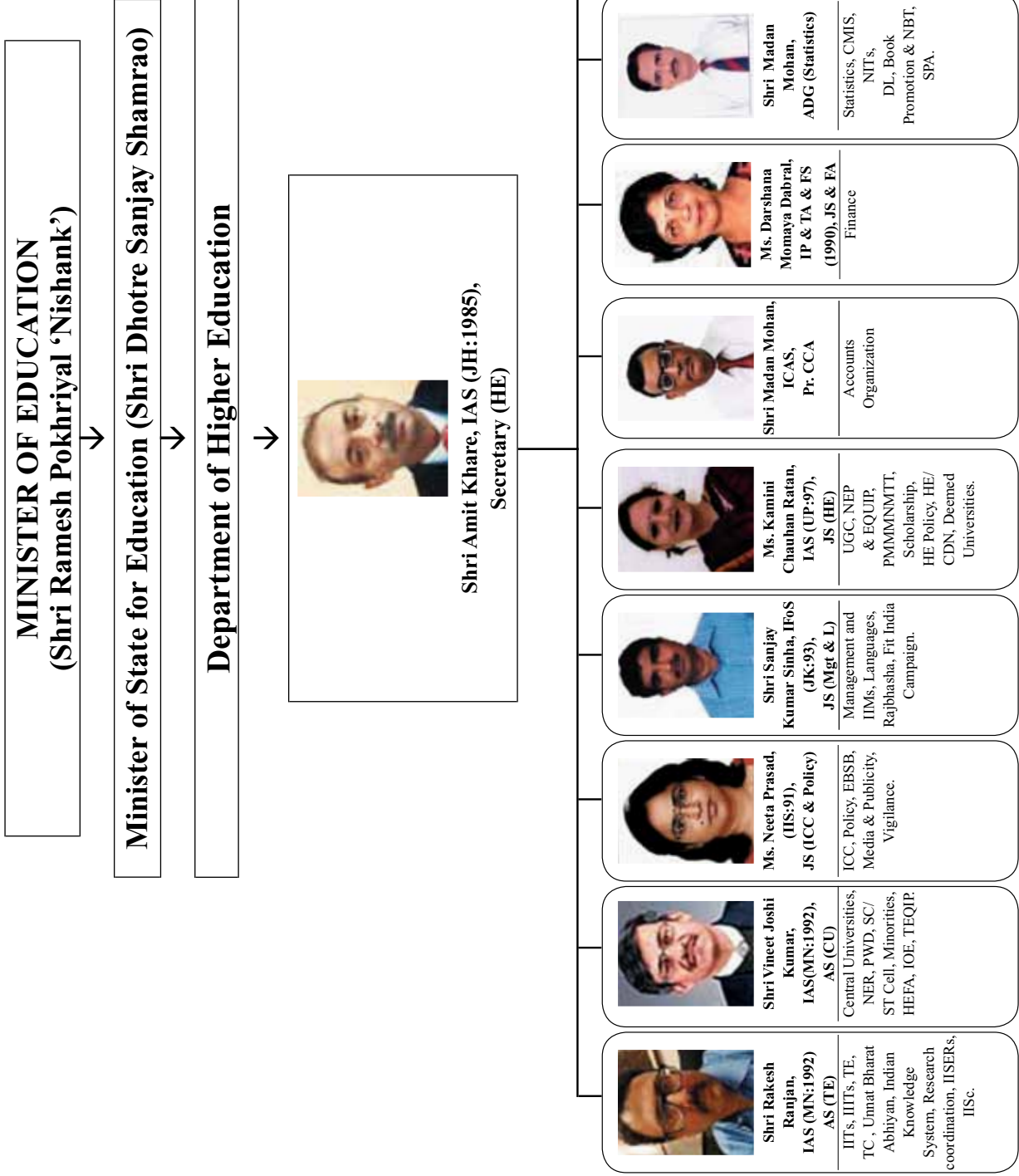
(Rs. In Crores)

S.No.	Name of the Autonomous Body	BE 2020-21	RE 2020-21	BE 2021-22
60	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur & Kanchipuram)	226.35	195.40	226.35
61	Setting up Indian Institutes of Information Technology in PPP mode	167.00	144.02	167.00
	Total-Indian Institutes of Information Technology (IITs)	393.35	339.42	393.35
62	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	254.80	194.95	256.30
63	Grants to Institutes for Promotion of Indian Languages	433.00	370.73	433.00
64	Bharatiya Bhasha University & Institute of Translation			50.00
65	National Institute of Industrial Engineering, Mumbai	53.90	60.57	53.90
66	Schools of Planning & Architecture	275.00	98.75	175.00
67	National Institutes of Technical Teachers Training & Research	154.90	168.40	173.00
68	Board of Apprenticeship Training, Bombay, Calcutta, Madras and Kanpur	21.25	21.36	24.25
69	Indira Gandhi National Open University (IGNOU)	140.00	110.50	103.00
70	Assistance to Other Institutions			
70.01	Association of Indian Universities	2.50	2.50	1.00
70.02	National Book Trust	49.98	36.83	49.98
70.03	Grants for Book Promotion Activities and Voluntary Agencies	0.02	0.02	0.02
70.04	National Institute of Educational Planning and Administration (NIEPA)	39.70	38.68	45.00
70.05	Auroville Management	18.20	4.58	18.20
70.06	National Commission for Minority Educational Institutions	7.15	7.02	7.15
70.07	Assistance to Other Institutes including SLIET, NERIST, NIFFT & CIT Kokrajhar	359.35	344.48	358.35
	Assistance to Other Institutions	476.90	434.11	479.70
	Total- Other Central Sector Expenditure	28601.36	27913.14	29023.78
	Grand Total	39466.52	32900.00	38350.65



ORGANISATION CHART

Annexure –I



ORGANISATION CHART

MINISTER OF EDUCATION

(Shri Ramesh Pokhriyal 'Nishank')

Minister of State for Education (Shri Dhotre Sanjay Shamrao)

Department of School Education & Literacy





Smt. Anita Karwal, IAS
(GJ:1988)
Secretary (SE&L)



 <p>Ms. Lamchonghoi Sweety Changsan, IAS (AM: 1994), Joint Secretary (Inst.)</p>	 <p>Shri Ramchandra Meena, IRS (IT) (1992), JS(MDM)</p>	 <p>Ms. Geetu Joshi (IES:1996) Economic Adviser (SE&L)</p>	 <p>Shri Santosh Kumar Yadav, IAS (UP:1995), JS(SS-1)</p>	 <p>Shri Vipin Kumar, IAS (BH:1996), JS(AE/Adminin)</p>	 <p>Shri Maneesha Garg, IAS (HP:96), JS (SS-2)</p>	 <p>Shri P.K. Banerjee, (ISS: 1993) DDC (Stats)</p>
<p>KVS, NVS, CBSE, NCERT, CTSA, NIOS, all School Boards, matters relating to UTs, matters relating to Private Schools, International schools, Lovedate schools, Indo Mongolian School, Life skills, Yoga inschools, Experiential Learning through, Rangasav, Language Festival, Kaha usav etc. National Scheme, National Scheme for incentive to the Girl Child for Secondary Education, NCF for School Education, Annual report on MHRD – new initiatives by autonomous bodies. Nodal officer for residual work not allotted to anyone relating to the Ministries/Departments of AYUSH, Defence, Railways and Tribal (Eklaya School), Culture, Minority Affairs.</p>	<p>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, Eco and Youth Clubs, Media, Vice-Chairperson KVS, PM E-VIDYA, DIKSHA And other digital education initiatives., DHKUV and PPC for residual work not allotted to anyone relating to the Ministries / Departments of Higher Education, Consumer Affairs, Food & Public Distribution., all work related to MyGov., Preparation of annual India Report on Digital Education. Implementation and monitoring ICT component of Samagra Shiksha including ODB, Shiksha including ODB.</p>	<p>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, Eco and Youth Clubs, Media, Vice-Chairperson KVS, PM E-VIDYA, DIKSHA And other digital education initiatives., DHKUV and PPC for residual work not allotted to anyone relating to the Ministries / Departments of Higher Education, Consumer Affairs, Food & Public Distribution., all work related to MyGov., Preparation of annual India Report on Digital Education. Implementation and monitoring ICT component of Samagra Shiksha including ODB, Shiksha including ODB.</p>	<p>All matters under Samagra Shiksha pertains to NEP, Early Childhood Education (ECE/Pre-Primary Education and Fit India campaign Promotion and Fit India campaign Incentive for Reading /Libraries, Inclusive Education - Girls, Digital (CEPI)-aided, SC, ST, OBC, PwD, and other categories, Adolescent Education, Mahila Samakhya, Fundamental duties Organisation of PAB meetings, SWAYAM, Socialization including Samakhya, Appointment of Language Teachers (ALT) Scheme, Matters relating to COVID-19, Monitoring of ODMF, Coordination work of TWE, all matters with MHA, Prement, Preparation of inclusion report, Scheme for Providing Quality Education in Madaras (SQEM), Scheme for infrastructure Development in Minority institutions (DM)</p>	<p>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 & Implementation work of Government of India, National Component including, e-office, National Component all reviews by PM, Sectoral Group of Secretaries, etc. Administration & International Cooperation relating to Dg SHEL, Samkhya, IAS, CS, CHS, AM, SWAYAM, Socialization including Samakhya, Appointment of Language Teachers, Coordination with SCERTs, DIETs etc., NCTE, NCF for Teachers Recruitment and training of untrained teachers, Coordination with SCERTs, UTs, Delhi, Puducherry, Jharkhand, Lakshadweep, A&N Islands, and States of HP, Chattisgarh, Coordination work of all UTs including with MHA, Preparation of India report on Innovation in Education (IIE), PARAKH, World Bank, ADB School, Externally Aided Projects</p>	<p>All matters under the Samagra Shiksha pertaining to Policy & Planning, Finance, Budget, Monitoring and evaluation, PMS or PRABANDH system, Learning Outcomes, Assessment including NAS, School based assessments (Excluding PARAKH), Model Schools, RTE Act, Infrastructure, Access including universalisation, Out of school children, T2I) JC, residential schools and hostels, Swachh Vidyalaya, UNICEF, PISA, Samagra Shiksha Matters related to SCERT, NIEPA, Matters related to TCG of Samagra Shiksha, Foundational Literacy and numeracy including foundational years of 3-9, Coordination of implementation of NEP and its implementation plan (QUEST), UT of Chandigarh & States of Gujarat, U.P, Goa, Kerala, TN, Rajasthan, Bihar, Jharkhand, Haryana, Punjab,</p>	<p>Statistics relating to School Education, Global and Performance Grading Index UDISE+, Supply of data to UNESCO Institute of Statistics (UIS) and other International Agencies, Sustainable Development Goals (SDGs), Publications "Examination Results", "Selected Statistics at a Glance", "Selected Information on School Education", Index of Service (Education), Production, Population Projection, Coordination work with Ministries concerning data convergence, Analysis of Major Reports related to School Education, Coordination with other Ministries for education related indices,</p>



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