ANNUAL REPORT
2014-15

Consultation Meeting with State Governments for New Education Policy
21st March 2015, Vigyan Bhawan, New Delhi

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

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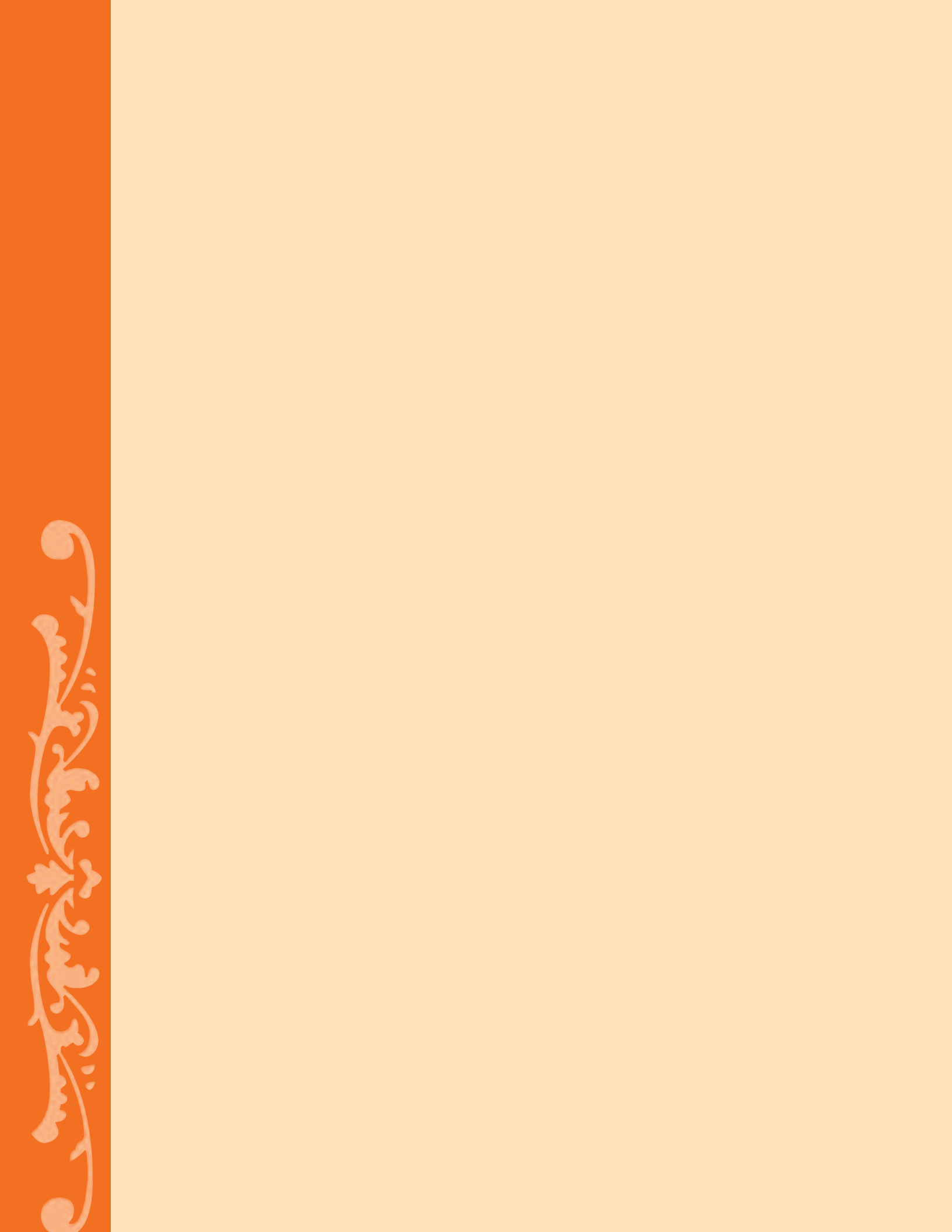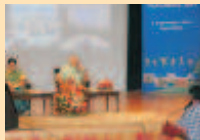Ministry of Human Resource Development
Government of India

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Chapter 01

Overview

OVERVIEW

"Education should become a force for the nation's character building"

Shri Narendra Modi, Hon'ble Prime Minister of India

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

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

To lay emphasis on the educational development of students of weaker sections of the society, a number of innovative initiatives have been taken by the Ministry such as (i) Setting up of National Monitoring Committee on Minorities (ii)Setting up of National Monitoring Committee for Education of SCs, STs and Persons with Disabilities (iii) Student Support Initiatives such as National Means-cum-Merit Scholarship Scheme (NMMSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE), Special Scholarship Scheme for Jammu & Kashmir, Scheme of Interest Subsidy on Educational Loans (iv) Regulations on prevention of discrimination and Establishment of Ombudsman and (v) Development of an Anti-Ragging Web Portal. Keeping in view the priority of the Govt. of India, the guidelines for the implementation of the SCSP/TSP in the schemes of this Ministry have been prepared and forwarded the same to all within the Ministry and all Organizations/ Institutions under this Department for implementation. The Ministry's focus has also been on the overall and balanced educational development of all regions of the country including North Eastern Regions (NER) and Jammu & Kashmir.

Currently, the Ministry of Human Resource Development works through two departments - Department of School Education & Literacy and Department of Higher Education.

OBJECTIVES OF MHRD

- Formulate the National Policy on Education and ensures that it is implemented in letter and spirit
- Planned development, including expanding access & improving quality of educational institutions throughout the country
- Promote gender equity and social inclusion of disadvantaged groups as SC/ST, minorities & economically weak sections of society
- Provide financial help in the form of scholarships, loan subsidy, etc to deserving students from marginalised sections of the society
- Encourage international cooperation in the field of education, including working closely with the UNESCO and foreign governments and Universities

The Department of School Education & Literacy has its eyes set on the "universalisation of education" and making better citizens out of our young brigade. The Department of Higher Education is engaged in establishing world class institutes of learnings with leading professors, ample opportunities for research and skill development to ensure that we create the world's largest skilled workforce. For this, various new schemes and initiatives are taken up regularly.

CHALLENGES, SOLUTIONS & NEW APPROACH

SCHOOL EDUCATION

ACCESS
- SARVE SIKSHA ABHIYAN
- Rashtriya Madhyamik Shiksha Abhiyaan
- Swayam

EQUITY
- Swami Vivekananda Scholarship for Girls
- Saakshar Bharat
- Udaan: Mentoring and Scholarship Initiave

EXCELLENCE
- Padhe Bharat Badhe Bharat
- Teacher Education Reforms
- Saaraansh

HIGHER EDUCATION

ACCESS
- 19 new Institutes have been announced in various parts of India
- SWAYAM - A free MOOCS platform
- Implementation of RUSA
- Ishan Uday

EQUITY
- Ishan Vikas - Scholarship for NE students
- Pragati - Scholarship for Girls in Technical Education
- SAMVAY - choice based credit framework
- Saksham - scholarship for differently abled students

EXCELLENCE
- Committees to review regulators : UGC , AICTE.
- GIAN International faculty collaboration
- Portals like Know Your College
- Madan Mohan Malviya Teacher Training Program

Ministry of Human Resource Development has adopted a fresh approach to meet its challanges. It is this approach that will define the thrust areas and make sure we achieve our goals with the right value system, sensitivity and responsibility. The various policies and programmes of the Ministry have successfully enabled the access to quality, inclusive, affordable and meaningful education to children and the people across the length and breadth of the country.

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PM interacts with students on Teachers' Day

Chapter 02

New Approach

NEW APPROACH

Education is the manifestation of the perfection already in man.

Swami Vivekananda

The future belongs to India-the largest vibrant democracy in the world, teeming with opportunities. With hope in their eyes and a yearning to learn, the youth of this great nation awaits a new paradigm of education that fosters knowledge with analytical skills, logical reasoning and the ability to imagine beyond the given; that aims at transforming lives by instilling 21st century skills and stimulating lifelong learning. The commitment of the Ministry of Human Resource Development (MHRD) for the future and its steps, so far, are in this direction.

Education for any person is not only a tool to enhance his understanding and knowledge of everything present and happening around him but is also an avenue for ensuring an all-round growth and development of his or her personality in all respects. Our country's educational system should be so attuned and implemented so that the benefits of education reach one and all especially the most deprived sections of our society.

Education in India requires a fresh approach to meet its challanges. It is this approach that will define the thrust areas and make sure we achieve our goals with the right value system, sensitivity and responsibility. New initiatives with fresh approach taken by the Ministry during 2014-15 are area-wise highlighted below:

01 Quality

School
- Padhe Bharat Badhe Bharat
- Saraansh
- Mid Day Meal

Higher Education
- Imprint India
- UGC Review
- AICTE Review
- Regulator Review
- Ranking Framework
- Accreditation
- 19 New Institutions in 100 Days

Teacher
- Pandit Madan Mohan Malviya Teachers Training Program
- Teachers Education Reform

Skills Development
- Bachelor Of Vocational Studies
- National Skills Qualification Framework
- Samvay
- Education Sector Skill Council
- Kaushal Kendras

Padhe Bharat Badhe Bharat

The programme was launched on 26th August, 2014 to improve learning outcomes. The program focuses on language development to create interest in reading and writing in comprehension & teaching mathematics in a way that develops liking and understanding during the early years of schooling, particularly in class I and II.

Saransh

The CBSE Board has launched an on-line facility titled 'Saransh' on 2nd November, 2014 for affiliated & CBSE schools. It helps the schools to look at their performance at an aggregate level and at the level of each student. All performance matrices are presented through numbers as well as in charts/ graphs for easy understanding. Saraansh helps schools compare their performance vis-à-vis all CBSE schools at various levels.

Tithi Bhojan - Mid-Day Meal Scheme

MDMS has a big effect on school participation, not just in terms of getting more children enrolled but also in terms of regular pupil attendance. The Minister for Human Resource Development has requested all Members of Parliament to involve themselves with the committee monitoring mid day meals in their constituency. The Best Practices from various states were identified and shared as a guide for all states in the implementation of MDMS. Regular monitoring of the health of school going children and required interventions with supplements has been suggested. The Central Government has written to the States to consider the concept of Tithi Bhojan for mid day meal in a suitable manner, to encourage local community participation in the programme.

Pandit Madan Mohan Malviya National Mission for Teachers Training

An umbrella scheme to create synergies among the various ongoing initiatives on Teachers and Teaching was launched. The Scheme will address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design. Develop a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching. The scheme will also address the need to induct qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges.

Reform in the Teacher Education sector through suitable regulatory changes, to improve quality standard has been initiated. 12 teacher education courses have been revised and the curriculum upgraded and three new programmes have been approved and notified (4 years B.A./B.Sc. B.Ed., 3 years B.Ed.-M.Ed. and part time B.Ed. in vacations). Teacher Education Institutions are now required to obtain accreditation within a period of five years from NCTE recognized accreditation agencies (including NAAC).

Impacting Research Innovation and Technology - Imprint India

To identify the needs of the country in terms of its research and technology requirements and to enable proper planning for an power, research infrastructure, and resources, ten goal posts have been identified and Research groups on each of eminent experts are being set up to formulate time-bound plans of action for each. Leading academic institutions like IITs and ISC have been identified to set the process in motion.

Regulator Review

(i)   University Grants Commission

Lots of private institutions have come up in higher education sector with the growing trend of commercialization. They sometimes are not maintaining the laid down standards. UGC's entire functioning continues to be oriented more towards grant giving rather than regulation and enforcement of minimum standards. The Central Government, therefore, recognizing the need for restructuring the University Grants Commission has constituted a UGC Review Committee, on 30th July, 2014.

(ii)   All India Council for Technical Education

The MHRD, recognizing the need for restructuring and strengthening the All India Council for Technical Education to address imperatives and challenges in the Technical Education Sector for fullest realization of the higher/technical learning and research potential in the Country, has constituted the AICTE Review Committee. The Committee is to conduct a review of the present status of AICTE and suggest restructuring and reorganizing of AICTE for attaining even better performance to meet the desired objectives.

National Ranking Framework

A Committee on National Ranking Framework under the chairmanship of Secretary (HE) has been constituted to evolve a ranking framework for Universities and Institutions. Workshops were organized in coordination with the THER and the QS ranking agencies to address various ranks parameters. The MHRD & MHA are collaborating to address employment VISA requirements which aims at increasing the number of foreign faculty. This will help improve the internationalization parameter in various ranking systems.

Mandatory Accreditation

National Assessment and Accreditation Council had submitted a project proposal to MHRD under Rashtriya Ucchatar Shiksha Abhiyan (RUSA) and has been sanctioned ₹ 17 crores. The major features of the National Quality Renaissance Initiative (NQRI) are (i) Awareness building, popularisation and promotion of quality assurance mentoring Higher Education Institutions, (ii) Building collegium of assessors and (iii) Quality sustenance and enhancement initiatives.

19 New Higher Educational Institutions

Five IITs - Andhra Pradesh, Jammu & Kashmir, Chhattisgarh, Goa, Kerala, Six IIMs -Himachal Pradesh, Andhra Pradesh, Punjab, Maharashtra, Bihar, Odisha, Four New Central Universities – Andhra Pradesh (1 Central University & 1 Tribal University), Bihar (Mahatma Gandhi Central University), One IISER – Andhra Pradesh, One NIT- Andhra Pradesh, One IIIT – Andhra Pradesh, One Tribal University - Telengana

Bachelor of Vocational Studies

The UGC has introduced the scheme for B.Voc degree with multiple exits at Diploma/ Advanced Diploma under National Skill qualification Framework (NSQF). The Objectives - (i) to enhance the employability of youth (ii) to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility, (iii) to fill the gap between educated and employable and (iv) to reduce the dropout rate at the secondary level.Currently, 2035 schools across 25 States are implementing the scheme.

Skills Assessment Matrix for Vocational Advancement of Youth (SAMVAY)

A credit framework – SAMVAY - is now in place which allows vertical and lateral mobility within vocational education system and between the current education systems. The strength of this framework is the seamless integration of pursuit of academic knowledge and practical vocational skills. Efforts like these will improve the employability of our educated youth.

Education Sector Skill Council

Education Sector Skill Council was constituted on September 2014, to consider job roles other than academic faculties and teacher qualifications. The functions of the SSC, include Setting up of Labour Market Information System (LMIS) to assist planning and delivery of training Identification of skill development needs and preparing a catalogue of skill types Develop a sector skill development plan and maintain skill inventory Developing skill competency standards and qualifications AICTE is anchoring the initiative as the Lead Organisation.

Kaushal Kendras

100 'Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood' (KAUSHAL) to be set up. These Kendras will formulate courses at postgraduate level keeping in mind the need of i) Industry in specialized areas; ii) Instructional design, curriculum design and contents in the areas of skills development; iii) Pedagogy, assessment for skills development education and training. iv) Trained faculty in the areas of skill development; and v) Entrepreneurship. A Kaushal Kendra will work for coordination between the higher education system and industry to become a Centre of Excellence for skill development in specialized areas.

Yukti - Yogya Kalakriti ki takneek

Yukti aims at Skill Development and upgradation of design and technologies enhancing the economic prospects of those engaged in traditional crafts and arts as a means of livelihood. With this view it aims at Introducing appropriate designs and technology for innovation and production. Designing pedagogical methods for introducing skills for upgradation.
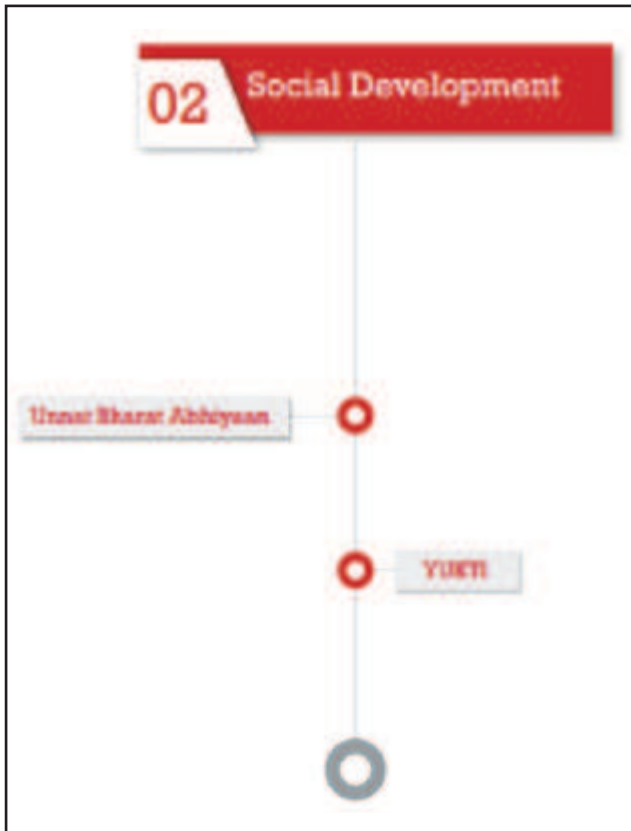
Unnat Bharat Abhiyaan

IIT, IISER, NIT to adopt villages and develop appropriate rural technologies for sustainable development through peoples' participation. The Abhiyan will enable processes that connect institutes of higher education with local communities. Focus on water management, organic farming, renewable energy, frugal technology, infrastructure, and livelihood.

SAKSHAM - Scholarship for Differently-Abled Children

Saksham' Scheme of AICTE aims at providing encouragement and support to Differently-Abled children to pursue Technical Education. Scholarships amounting to ₹ 5 Crore per annum as tuition fees and incidentals are to be provided to needy and meritorious students for pursuing technical education at AICTE approved institutions, aiding them to achieve their college goals, despite learning issues, environmental challenges or medical bills. 1000 S cholarships per annum. For Differently-Abled students whose family income is less than Rs. 6 Lakhs per annum. Tuition fees

of Rs. 30,000/- or actual, whichever is less and Rs. 2,000/- per month for 10 months as incidentals each year.

Ishan Uday - Scholarship Scheme for Students of North East Region

The UGC has launched a Special Scholarship Scheme for students of North East Region, Ishan Uday from the academic session 2014-15. The Scheme envisages grant of 10,000 scholarships to students from North East Region whose parental income is below ₹ 4.5 lakh per annum and would be provided scholarship ranging from ₹ 3,500 to 5,000 per month for studying at under graduate level in Colleges/ Universities of the country.

Ishan Vikas - Academic Exposure for North Eastern Students

The programme has been launched with a plan to bring selected college & school students from the North-Eastern states into close contact with IITs, NITs and IISERs during their vacation periods for academic exposure. 2112 school students, 528 school teachers from North - East will be visiting Premier Institutes every year. From 25 Institutions, about 250 collage students will be visiting 16 IITs and 6 NITs (start with six NITs are being considered) every year. The first visit has been initiated in December 2014.

Women Leader

Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes of Technology (Nits). For the first time in the history of IITs, two women scientist nominated on the IIT council.

Udaan

The Scheme is dedicated to the development of girl child education, so as to promote the admission of girl students. 951 students have been selected by the CBSE. The aim is to address the teaching gap between school education and engineering entrance examinations. It seeks to enhance the enrolment of girl students in prestigious technical education institutions through incentives & academic support. It offers free online supplementary lessons in physics, chemistry and maths specially prepared in the form of videos, text and practice tests on a tablet.

## Saakshar Bharat : Adult Literacy & Pradhan Mantri Jan Dhan Yojna

Centrally Sponsored Scheme of Adult Education & Skill Development has a special focus on underprivileged groups. 410 Districts are covered under the programme. Initiatives have been taken under Financial Literacy to include certified adult literates under Pradhan Mantri Jan Dhan Yojna (PMJDY) and mobilize them to open bank accounts. 82.25 lakh certified adult literates have reportedly opened accounts under the PMJDY.

PRAGATI - Scholarships for Girl Child for Technical education

PRAGATI aims at providing encouragement and support to girl child to pursue technical education. The scheme envisages providing a scholarship of Rs. 30000 and tuition fees ₹ 2000 month for 10 months until the duration of the course. 4000 girls will be benefited every year with the restriction that only one girl per family with income less than 6lakhs/annum will be considered. The Candidates will be selected on merit through the qualifying examination of the State.

Swami Vivekananda Scholarship for Single Girl Child

The dropout ratio at various levels of education for girls is much higher than that of boys. Keeping Swami Vivekananda's ideas of women education and to promote girls education, UGC has introduced the Swami Vivekananda Scholarship for Single Girl Child for research in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family.
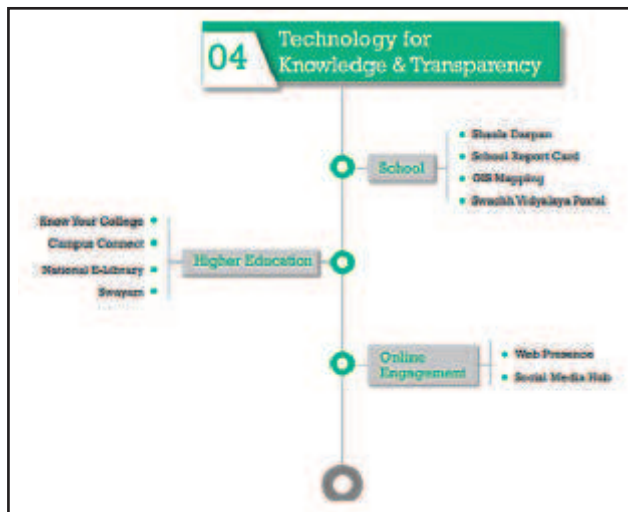
Shaala Darpan - A focused approach to give the right impetus to all the States in deploying ICT

Shaala Darpan – an ICT programme of Ministry of Human Resource Development was launched to provide mobile access to parents of students of Government and Government aided schools. Using Shaala Darpan parents can view updates on their child's progress. They can view records of attendance, assignments and achievements of their child. The ministry aims to launch the service by 2015 academic session.

School Report Card

Report cards of schools across the country based on Unified District Information System for Education (UDISE), that is annually updated by States through its schools- covering all aspects of school and its functions. UDISE media campaign was launched for the first time in September 2014, to generate awareness amongst stakeholders and also ensure participation of schools specially the private ones. Availability of empirical data and its use in Planning and monitoring under SSA and RMSA has enhanced need based provisioning and utilization of resources.

GIS Mapping

Based on the GIS mapping exercise conducted by the States, Department initiated steps to converge it at the national level with the NICGIS platform, in September 2014. The focus has been to test the accuracy of State data and then to create a layer of school information (GIS) system over the platform. Data of 22 States have been made available and has been further linked with the UDISE school level data.

Swachh Vidyalaya Portal

A user-friendly web-portal launched in October 2014, has so far facilitated support of more than 200 entities by way of registering online and to enable all process including selection of schools (without toilets), confirmation of their request and to further update the progress of construction with 'geolocation enabled' uploads of actual photographs of the site.

Know Your College

Know Your College is a portal developed for helping a prospective student make a valued judgment for selection of college providing the necessary information about the college. Details like collaborations, mobile education, vocational education, community colleges, use of ICT, model curriculum, and a research portal are available. Details about facilities for specially-abled, facilities for girls, placement facilities and entrepreneurship details are available. Students can lodge online grievances on the portal for redressal. This application allows a student either in the country or outside to submit an online grievance.

Campus Connect

The National Mission on Education through Information and Communication Technology (NMEICT) Scheme aims to leverage the potential of ICT for teaching and learning processes. The Mission has two major components. (a) content generation, (b) providing connectivity along with provision for access devices to the institutions and learners. Under the NMEICT Mission connectivity to 419 Universities/ University level Institutions and 25000+ colleges and polytechnics in the country has been envisaged to be provided.

National E-Library

The National Digital Library of India is envisaged as a National knowledge asset which will provide ubiquitous digital knowledge source. It will support and enhance education, research and innovation catering to the needs of all types of learner groups over the country. Developing and providing efficient access to quality e-content addressed to various learners with different backgrounds, expectations and languages.

SWAYAM - Study Webs of Active -Learning for Young Aspiring Minds

SWAYAM is a Massive Open Online Courses (MOOCs) initiative on a national platform with a comprehensive academic structure. The integrated platform will offer courses covering Engineering, Humanities and Social Science etc. to be used by learners at large. Formation of a Consortium of Premier Educational Institutions & Universities to offer flipped online courses instantaneously after due authentication and award of certification.
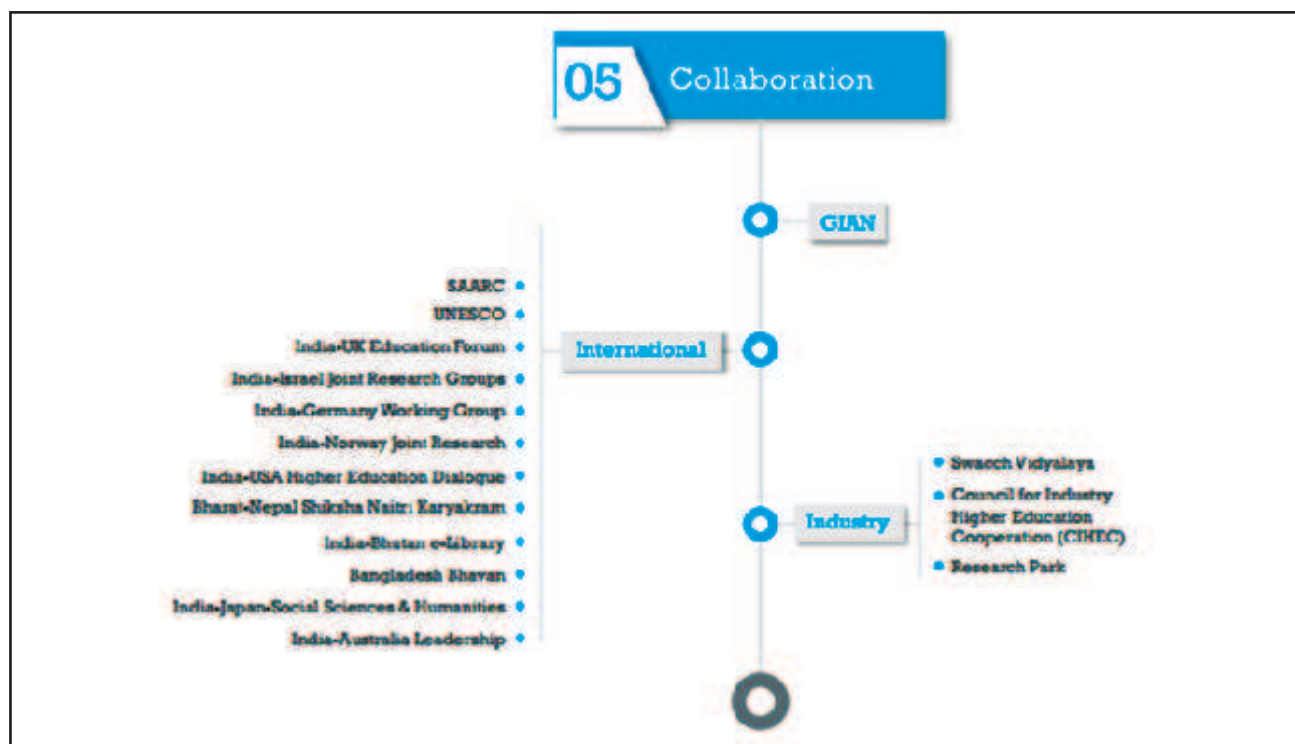
GIAN Global Initiative for Academic Network

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. It is proposed to initiate the program under collaboration with various countries.

Swachh Vidyalaya

The Government has approved 1.70 lakh toilets under SSA & RMSA. In addition, public sector corporations have blocked 91,422 toilets. Private sector corporations have committed to construct 2734 toilets. In addition, PSUs have also undertaken renovation/re-construction of 67592 dysfunctional toilets.

CIHEC - Council for Industry Higher Education Cooperation

One of the decision points that emerged in the Meeting taken by the Principal Secretary to the Prime Minister on 26th September, 2014, relates to creating linkages between the Industry and Academia. A nodal agency—potentially called the Council for Industry and Higher Education Collaboration (CIHEC) — would be established to promote and facilitate industry- higher education collaboration. The CIHEC has been constituted as an Advisory Group chaired by Minister for Human Resource Development with members from academia, industry and stakeholder ministries. A proposal is now being moved for creation of CIHEC as a Society.

Research Parks

The objective of the Research Parks is to create a Knowledge and Innovation Ecosystem through collaboration between industry and academia to enable, encourage and develop cutting edge technology and innovation that exceeds the global standard. Phase-I of IITMRP is fully functional. Two more Research Parks apart from IIT Madras have been approved, one each at IIT Bombay and IIT Kharagpur with an allocation of Rs.100 crore each.

SAARC - New Delhi Declaration

This was the first SAARC Declaration on Education & a rare declaration at the ministerial level indicating enhanced common understanding and commitment to Education. The meeting was attended by Ministers from 7 SAARC member countries and officials from all the 8 member countries. The New Delhi Declaration identified SAARC Perspectives on the Post-2015 Education Agenda & Regional Priority Areas of Action.

UNESCO

UNESCO Director-General, Irina Bokova had a bilateral meeting with the Minister for Human Resource Development

In the field of education, India's leading role at the 2014 Global EFA Meeting (GEM) held in Muscat, Oman from 12-14 May, 2014 was widely appreciated by all, especially the developing countries and civil society. The Indian proposal to set up an E-9 School in New Delhi to serve as a focal point for student and faculty exchange is one of the ways in which India has managed to reinvigorate E-9.

India-UK Education Forum

Minister for Human Resource Development, Government of India and Minister for Universities, Science and Cities, United Kingdom signed a joint statement highlighting the educational cooperation between India and the United Kingdom and the future areas of collaboration. Both sides acknowledged that institutional links supporting all levels of elementary education, secondary, higher, further and professional education have increased and continue to expand. Both sides recognized that UKIERI has made a significant contribution and welcomed new areas of work under UKIERI in its second phase including community colleges, further education leadership and acknowledge support of new partners.

India-Israel Joint Research Group

21 Joint Research Projects between the Institutions from India and Israel have been finalized for the first year. Cost of these 21 projects from Indian Institutions is about Rs. 18.00 crore. Fund release has been made by UGC for these projects during November, 2014. The initiative will enhance research activities in both countries in areas of mutual interest. Such a jointly funded programme is being implemented for the first time between India and Israel.

India-Germany Working Group

Under Indo-German Strategic Partnership Programme (IGSP), it was agreed to extend the period of implementation from 2015 to 2019 via exchange of letters. India welcomed the German initiative for establishment of International Centre for Advanced Studies in Humanities and Social Sciences. It was agreed to further strengthen the existing Cooperation with IITs and IISERs. To increase the number of German students coming to IIT-Mandi under the DAAD-RISE programme. Both sides would welcome partnership for establishment of a new IIT. It was agreed to extend cooperation in the area of skills in higher education.

India-Norway Joint Research

This is for the first time that a jointly funded initiative was launched between India and Norway. The first batch of 13 projects was announced during the visit of Hon'ble President of India to Norway in October 2014. Fund release has been done by UGC for the first batch of Projects during November, 2014. The initiative will enhance research activities in both countries in areas of mutual interest.

India-USA Higher Education Dialogue

A Joint Statement was released on the occasion highlighting the existing cooperation and new areas. Meeting of Task Force on Community Colleges held to forge institution level linkages for development of Community Colleges in India. USIBC will facilitate industry linkages in skill sector, further scaling up MOOCs and involvement of more MOOC platforms, support to GIAN initiative of India. USAID will

facilitate technical cooperation for the development of a new IIT in India.

Bharat-Nepal Shiksha Maitri Karyakram

Bharat-Nepal Shiksha Maitri Programme was announced during the visit of Hon'ble Prime Minister of India in August, 2014. The first batch of Nepalese students attended the first programme at Calcutta University during November, 3-24, 2014. Academic content developed to facilitate understanding of contemporary India. Cultural content will help the participants to be immersed in the Indian experience. Visits to different institutions, industries of importance and rural areas will allow the participants first hand exposure to India.

India-Bhutan E-Library

The announcement was made during the visit of Hon'ble Prime Minister of India to Bhutan. India will assist Bhutan in the establishment of digital section/ e-Library in the National Library of Bhutan and in all 20 districts of Bhutan.

Bangladesh Bhawan

The proposal to set up Bangladesh Bhawan at Vishwa Bharati University, Santiniketan has been approved for which Government of Bangladesh will provide funding of about ₹ 25 crore. Approval to the proposal was granted and the formal announcement was made during the visit of Hon'ble External Affairs Minister to Bangladesh in June 2014

## India-Japan Social Sciences and Humanities

A bilateral meeting between Hon'ble Minister of Human Resource Development and Hon'ble Mr. Hakuban Shimomura, Minister of Education, Culture, Sports, Science and Technology, Japan was held on August 5, 2014 at New Delhi. Two Letters of Intent

towards establishing academic cooperation between Indian Council of Social Science Research (ICSSR) and Indian Council of Historical Research (ICHR) with the Japan Society for Promotion of Science (JSPS) for advancing academic cooperation in the fields of humanities and social sciences between Indian and Japanese Researchers were also signed during the meeting.

India-Australia Leadership

Under Australia-India Education Council (AIEC), a separate working group has been constituted on skills. A Vocational Education Leadership Training Workshop was organized by UGC. The workshop focused on building the leadership and organisational capacity of 40 new Indian Community Colleges, under the purview of the University Grants Commission (UGC). The Leadership Development Workshop aimed at sharing the institutional mechanisms at Australian institutions with Indian leaders and to develop linkages of Indian community colleges with vocational training institutions in Australia.
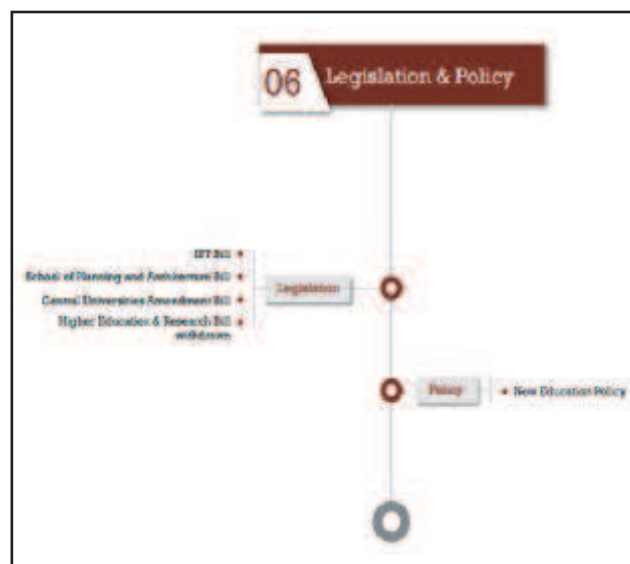
National Education Policy consultations

The National Policy on Education, 1986, as amended in 1992, has been the guiding document for the policies of the Central Government in the education sector. The education scenario has seen monumental changes. Hence, the Government proposes to review the current policy and formulate a New Education Policy. The new education policy will be framed through a consultative process using offline and online methods. Background work has already started and the consultation on MyGov.in has been launched.

IIIT Bill

The IIIT Bill, 2014 was passed in parliament and received assent from President of India on 8th December, 2014. Grants statutory status to the four existing Indian Institutes of Information Technology (IIITs) and bring them under a single umbrella. Declares them as Institutes of National Importance and so enables them to grant degrees to their students in the academic courses. Institutionalize structures such as IIIT Council headed by the Minister of HRD for discussion on policy matters of common interest.

School of Planning and Architecture Bill

SPA Bill was passed in both houses of Parliament during the winter session of 2014. The SPA Act, amongst other provisions, declares three Schools of Planning and Architecture as institutions of National importance, establishes a Council for Schools of Planning and Architecture, empowers these institutes to grant degrees to students. By enactment of above said Bill, SPA Bhopal and Vijayawada will be able to award degree to 456 students who have already graduated between the period 2012-14.

Central Universities Amendment Bill

The Central Universities (Amendment) Bill, 2014 seeking to establish a second Central University in the state of Bihar by name of "Mahatma Gandhi Central University" and renaming the existing "Central University of Bihar" as "Central University of South Bihar" has been passed by both the Houses of Parliament. The Bill has received the assent of the President on 17th December, 2014.

Withdrawal of Higher Education & Research Bill

The Higher Education & Research Bill (HE&R Bill) provided inter-alia for the establishment of an overarching authority called National Commission for Higher Education and Research (NCHER). The PSC on HRD in its report had suggested, inter-alia that functioning of existing institutions like UGC & AICTE should be reviewed and steps taken to strengthen them. Accordingly, a Note for Cabinet proposing the withdrawal of the Bill was moved and Bill was withdrawn from Rajya Sabha on 25th November, 2014.

Bal Sansad

The Ministry of Parliamentary Affairs, Govt. of India has launched Youth Parliament Scheme in order to make the students understand parliamentary procedures and working of parliament, form opinion about public issues, train them in techniques of group discussion, develop abilities to arrive at decision, develop respect and tolerance for views of others, develop leadership and other desirable qualities. The trained KVS Officers and Teachers train the students for "Youth Parliament" sessions. 27th KVS National Youth Parliament Competition has been conducted this year.

Teacher's Day

Sh. Narendra Modi, Prime Minister of India interacted with the students at the Manekshaw Centre, Delhi Cantt on 5TH September, 2014. 765 students from different States & organisations participated in face to face interaction.

Gurutsav

CBSE organized an Essay Writing Competition, 'Gurutsav 2014', on the 1st of September, 2014. The entries were invited in English and all the 22 Scheduled Languages (Assamese, Bengali, Gujarati, Hindi,

Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Bodo, Santhali, Maithali and Dogri). A total of 1,31,972 candidates registered for the competition and 39010 entries were received from 35 states and union territories. The results were declared on 5th September 2014, on the occasion of Teacher's Day. 146 Students from 11 boards, including CBSE, were among the winners.

Sanskrit Week

Sanskrit Week focused on enhancing the interest of students in Sanskrit language and also on providing channels and platform for the creative potential of students, teachers and schools was organized from 7th August, 2014.

Swachhata Abhiyaan - Bal Swachhata Mission

The CBSE initiated the Swachh Vidyalaya Abhiyan in its schools on 25th September 2014 by asking them to take up a programme for cleanliness. The students, teachers, parents, along with School Management Committees were encouraged to participate in this programme. 18 out of 2060 schools were selected for award. A total of 3454 schools have submitted their self rating report. 247 green -rated schools need to take physical verification. In its effort to enhance students' awareness and participation in achieving a 'Clean India', CBSE also launched a five day Expression Series

on 'Bal Swachhata Mission' from 14th to 19th November 2014.

Matribhasha Diwas

In order to promote the dissemination of mother tongues and fuller awareness of linguistic and cultural traditions, the CBSE has decided to celebrate 'International Mother Language Day' or 'Matribhasha Diwas'.

GANIT (Growing Aptitude in Numerical Innovations & Training) Saptath (December 16-22, 2014)

GANIT Week in the schools affiliated to CBSE was organized to commemorate the birth anniversary of Sh. Srinivasa Ramanujan and to actively promote interest of students in Mathematics. Lecture on Mathematics by eminent scientists, essay Writing Competitions, quiz competitions, experience sharing on innovation by teachers and students, screening of films produced by Vigyan Prasar, origami and poster competition followed by a formal culmination function were held.

Shaala Utsav

There are many schools in the country which were established more than 100 years ago. Shaala Utsav is an effort to celebrate the foundation day of the schools. The community participates in celebrating the foundation day. It gives community a sense of ownership and pride in the school in their locality. Invitation to distinguished retired teachers from the local school and honouring them on such occasions were extended. These Utsavs will engage community to start an education dialogue (Shiksha Samvad) on various issues of improving school functioning and quality of learning.

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Chapter 03

Elementary Education

ELEMENTARY EDUCATION

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT, 2009/SSA (SARVA SHIKSHA ABHIYAN)

Article 21-A of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010. This development implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The reform processes initiated in 2010-11, pursuant to this important development, were continued during the year 2011-12, 2012-13, 2013-14 & 2014-15. All States/UTs have notified their State RTE Rules.

PROGRAMME INTERVENTIONS

Universal Access

(a) **New Schools**: Progress in achieving the goal of universal access under SSA has been consistent over the years. There were 1,73,757 habitations un-served by primary schools in 2001-02 when SSA was launched. Over the years 2, 04, 686 primary schools were sanctioned, of which 347 were sanctioned in the 2014-15. At the upper primary stage there were 2,30,941 habitations un-served by upper primary schools in 2002. Over the years 1,59,427 upper primary schools have been sanctioned in a radius of 3 km, including 248 sanctioned in 2014-15.

(b) **Special Training for mainstreaming out-of-school children:** The RTE Act makes specific provision for Special Training for age-appropriate admission for out-of-school children. A majority of out-of-school children belong to disadvantaged communities – scheduled castes, scheduled tribes, Muslims, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc.

The SSA Framework of Implementation provides that the duration of Special Training may be flexible, varying from 3 months to 2 years, depending on the child's needs. Special Training may be in the form of residential or non-residential courses organized, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used. At the end of the duration of Special Training for a particular child, the suitability of placing the child in a class may be reviewed.

In the AWP&B 2014-15, a total of ₹ 569.22 crore has been provided for Special Training to 14.77 lakh out of school children.

(c) **Residential facilities:** In sparsely populated or hilly and densely forested areas with difficult geographical terrains and in densely populated urban areas, where it is difficult to get land for establishing schools residential facilities are provide. In urban areas there are a number of urban deprived children: homeless and street children in difficult circumstances, without adult protection, who require not merely day-schooling facilities, but also lodging and boarding facilities. As of now SSA has provided 797 residential institutions with a capacity of around 88,400 children.

(d) **Transportation or Escort facilities:** Is available for children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or children with special needs. Such children may be provided support for transportation or escort facilities. The requirement of funds for this facility will be kept under the National Component, to be utilized on receipt/appraisal

of district specific proposals from the State, justifying the need for providing transportation facility to children in sparsely populated, hilly/densely forested/desert terrains, as well as urban areas where unavailability of land makes it unviable to set up schools as per the 'neighbourhood' norms of the State. For the year 2014-15 SSA provided ₹ 23.92 crore for provisioning of transport and escort facility to 82 thousand children.

(e) **Uniforms:** The RTE Act mandates free and compulsory education for all children in Government schools. SSA provides two sets of uniform to all girls, SC, ST children and Below Poverty Line (BPL) children, wherever (i) State Governments have incorporated provision of school uniforms as a child entitlement in their State RTE Rules, and (ii) State Governments are not already providing uniforms from the State budgets. In case any state government is partially subsidizing the cost of uniform being supplied to children in school, than the amount under SSA is restricted to the remaining children.

(f) **Ensuring an eight-year elementary education cycle:** The National System of Education envisages a common educational structure. At the elementary level, the national system of education comprises five years of primary education and three years of upper primary. Efforts have been made to follow an eight-year elementary education cycle

throughout the country; however, few States continue to follow a seven-year elementary education cycle. SSA norms provide support to States to move towards an eight-year elementary education cycle through provisioning for additional teachers and classroom for Class VIII at the upper primary stage and teaching learning equipment for Classes V and VIII, in order to facilitate States to adopt an eight-year elementary education cycle. Now all States/UTs have been provided support for moving to an eight year elementary education cycle by 2013-14.

BRIDGING GENDER AND SOCIAL CATEGORY GAPS IN ELEMENTARY EDUCATION

(a) **Girls Education:** Bridging gender and social category gaps in elementary education is one of the four goals of SSA. Consequently, SSA attempts to reach out to girls and children belonging to SC, ST and Muslim Minority communities. SSA has also given attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations. SSA has identified Special Focus Districts on the basis of adverse performance on indicators of girls' enrolment, as well as concentration of SC, ST and minority communities.

RTE-SSA provides a clear thrust and special focus on education for girls and children belonging to disadvantaged groups and weaker sections. The general interventions under SSA apply to all girls and children belonging to disadvantaged and weaker sections; these include ensuring availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, uniforms, textbooks, etc. Special Training interventions are also largely focused on girls and disadvantaged groups, because it is this category of children who are most deprived of opportunities to pursue their education.

(b) **Kasturba Gandhi Balika Vidyalaya (KGBV)**: KGBV are residential upper primary schools for girls from SC, ST, OBC Muslim communities and BPL girls. KGBVs are set up in

educational backward blocks where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education.

KGBVs reach out to adolescent girls who are unable to go to regular schools to out of school girls in the 10$^+$ age group who are unable to complete primary school and younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.As of now till 30th September 2014-15, 3609 KGBVs have been sanctioned in the country enrolling 352389 girls therein.

Status of KGBVs

	Status of KGBV	Status % Wise
Total KGBV Sanctioned	3609	-
Total KGBV Operational	3593	99.56%
KGBV yet to be Operationalised	16	0.44% Gap in Operationalisation
Enrollment Category wise:		
SC Girls Enrolment	105378	29.9%
ST Girls Enrolment	87459	24.82%
OBC Girls Enrolment	110004	31.22%
MINORITY Girls Enrolment	21525	6.11%
BPL Girls Enrolment	28023	7.95%
Total Girls enrolled	**352389**	**95.1%**

The scheme is being implemented in 28 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

STATUS OF KGBV SPECIAL FOCUS DISTRICTS (SFDs) (SC, ST, Muslim) Districts

	Sanctioned	Operational	Total Girls Enrolled	Category wise Enrolment	% of Girls (According to Category
In Scheduled Tribes [SFD] Districts	508	508	52564	37361	71.08%
In Scheduled Castes [SFD] Districts	330	329	31650	14106	47.37%
In Muslim Concentration [SFD] Districts	544	544	45233	9859	21.80%

Success Story Jumoi Boro:

Jumoi Boro D/O Sri Binamn Boro and Smt. Romoi Boro of Deori Gaon, Rowta, Udalguri district Assam had to discontinue her studies in class V due to the reluctance of her parents. According to them, JUMOI must stay at home and look after her younger siblings. Whatever she had studied, they thought was good enough for her future prospects.

In the year 2008, SSA set up a KGBV in Dalgaon Sialmari CD Block of Darrang district and admitted children from SC, ST, OBC & minority community, who were school dropout girls of upper primary level, so that education of good standard can be imparted to such children. JUMOI stepped into KGBV despite her parent's unwillingness. In KGBV she acquired good habits, good manners, discipline within a very short span of time, which impressed her peers and teachers. Her learning levels in academic aspect also grew up gradually.

Jumoi showed great zeal during her stay in KGBV in co-curricular activities such as embroidery, weaving, knitting, tailoring etc., under the guidance of experts at the KGBV. She performed well in Martial Art's training provided at school. During her stay at KGBV, she was awarded prizes at district level competitions. In 2009, she was awarded 3rd prize at state level Karate Competition, which gave her more confidence.

In 2012 she completed her class VIII and was admitted to class IX at Rowta Higher Secondary School. Her studies continued. However, she didn't give up the habit of Karate practice. During her schooling at Rowta Higher Secondary School she participated in Kata Event All Assam Competition held at Guwahati in 2012 and was awarded a Gold medal. In the same year of 2012, she participated in the Girls Kumite event in Guwahati and won a Silver Medal.

(b) Removal of Gender bias from School Curriculum and Text Books

1. School/Classroom Environment: Schools are important institutions for both education and socialization. Not only does it mirror the dynamics played out in the society but it also has the potential for bringing about attitudinal and behavioural changes in the students and indirectly the parents. A review of research in the area have found positive and inclusive practices in our schools with the most dominant factor being the interest and commitment of the Head teacher and the voluntary initiative taken up by the teachers in promoting inclusion of all kinds and form i.e., caste, class, gender or disability. Evidence was also observed in a recent MHRD study on 'Inclusion and exclusion in the Schools and Classrooms' (2012). Girls were also observed taking lead during the morning assembly in majority of the schools covered in five states i.e., AP, MP, Bihar, Assam and Rajasthan.

2. Gender Sensitive Curriculum, Syllabus & Textbooks: Following the NCF 2005 Guidelines, States have consciously taken a decision to establish gender as a critical marker of transformation through increasing visual representation of girls and women and facilitating role reversal.

3. School Management Committees: The RTE Act clearly outlines the 50% stake of women's in constitutions of SMC (School Management Committees) at school level. Under the SSA program the school level tasks such as- enrollment, infrastructure development, ensure of resources availability are being manage by SMC and it also responsible to sensitize for gender responsiveness in schools. It is observed that the women members are playing the key role while handling the following issues at school level. Most of the states have incorporated the gender sensitization in their regular SMC training modules to deal with issues such as enrolment, retention and completion of education of girls; creating suitable atmosphere for girl students in schools; rapport with female teachers for discussing gender awareness, etc. In several states the Panchayat Raj Institutes (PRI) stipulates that 50% of the member will be women. However, SMC being a bridge between School and Local Authority (PRI's) ought to give inputs in school to implement a strong element of gender sensitization and awareness.

4. Teacher training on gender sensitization in Assam: Training of teachers on gender related issues was organized in the state specifically for orientation

on gender issues facing adolescent girls in particular. A total of 5200 teachers were covered in this training programme- 200 per district in 26 districts.

(d) Some recent major initiatives of the Government of India

(i) "Beti Bachao, Beti Padhao": For the newly announced Scheme of the Govt. of India "Beti Bachao, Beti Padhao" ₹ 5 crore has been made available for strengthening girls' education in 100 specified districts on the basis of Child Sex Ratio which works out to ₹ 5 lakh per district, for instituting district level awards to be given to 5 schools in each district every year on the following parameters:-

a. ₹ 1 lakh award may be given to the School Management Committee (SMC) which enrolls

100% girls in the neighbourhood of the primary school and also retains them in the first year.

b. Another ₹ 1 lakh can be given as an award to the SMC of a primary school which causes the transition of 100% girls studying in class V into class VI of same/other neighbourhood upper primary schools.

c. Two awards each of ₹ 1 lakh may be given to SMCs of upper primary schools which affect a 100% transition of girls studying in class VIII to class IX in same/other neighbourhood secondary schools.

d. Rs. 1 lakh award can be given to the SMC of the school which affect 100% transition of girls studying in class X to class XI in same/ neighbourhood higher secondary schools.

Under Sarva Shiksha Abhiyan, among the enabling strategies funded for innovations for girls at the upper primary classes were provided as following:

S. No.	State	Financial Outlay 2014-15		
		Physical	Financial (Rs. In Lakh)	Remarks
1	Arunachal Pradesh	16	240.000	Life skill defense training for girls awareness on gender sensitization on drug abuse, health and hygiene.
2	Bihar	534 Blocks	587.400	Martial Arts training
3	Chandigarh	4200 girls	4.360	Self defense training for girls residing in slum areas.
4	Haryana	1487 Clusters	154.673	Self Defence training and organise Meetings with role model personalities
5	Himachal Pradesh	500 Girls	9.000	Self Defence Training
6	Jammu & Kashmir	201 Blocks	80.400	Self Defence Training
7	Jharkhand	24 Districts	360.000	Gender Resource Room, Self Defence Training and Smart Class
8	Karnataka	1 District	9.000	Robotic Activity for Class VIII for 1000 children for 3 days at a unit cost of Rs. 300/- per child
9	Kerala	330	49.500	Life skill education through medium of drama and living camps
10	Odisha	30 Districts	380.300	Self Defence Training
11	Puducherry	4 Districts	21.500	Self Defence Training
12	Rajasthan	10	30.000	Meena Munch in 10 districts of high gender gap
13	Uttar Pradesh	632 Centers	442.000	Self Defence Training to cover 63200 girls
	Total		**2368.133**	

Source: AWP&B 2014-15

(ii) Construction of Toilets with separate girls' toilets: Under SSA, the requirement of school infrastructure facilities including toilets and drinking water are worked out by the state based on need at school/village/block and district level, and reflected in their Annual Work Plans & Budgets. All new schools sanctioned under SSA are composite schools with facilities for girls and boys toilets. In existing rural schools, facilities for toilets & drinking water are provided in convergence with the schemes of the Ministry of Drinking Water and Sanitation.

The provision of toilets is one of the important provisions prescribed in the Schedule to RTE Act to be provided in all schools. Total of 9.18 lakh toilets have been sanctioned under SSA so far, of which 4.49 lakh are girl's toilets. Under SSA annual maintenance grant @₹ 5000 per school for schools with three classrooms and Rs. 10000 with schools more than three classrooms, for the maintenance and repair of exiting school infrastructure including toilets, is provided annually. In additional to this school grant is also provided @ 5000 per primary school per year and @7000 per upper primary school per year. Several States are utilizing these funds for maintenance and cleaning of toilets.

As per U DISE 2013-14 a total of 2.44 lakhs schools still do not have toilet facilities. The Prime Minister in his Independence Day speech on 15th August, 2014 gave a call for education of girls and made a commitment to the Nation that every school will have toilet within one year with a separate girls' toilet, so that girls are not compelled to leave the schools mid way. The Prime Minister also gave a call to the Parliamentarians to use their MPLAD fund for construction of toilets. He also called upon the corporate sector to use their corporate social responsibility (CSR) funds this National endeavour.

EDUCATION OF SCHEDULED CASTES (SC)/ SCHEDULED TRIBES (ST) AND MINORITIES

Under SSA, the enrollment of SC children increased substantially. There was also a significant reduction in the number of out-of-school SC children from 8.2% in 2005 to 5.9% in as per an independent study commissioned by the Ministry. Similarly there is reduction in the percentage of out-of-school ST children from 9.5% 2005 to 5.2% in 2009. In the case of children from Muslim minorities the percentage of out-of-school children reduced from 10% to 7.7% in the same period. This reflects a positive trend of increased awareness among parents towards accessing education, despite economic and social constraints, as also validating the effort by the State to make schools available to SC, ST and Muslim minority children. States' own estimation of out of school children was 17.24 lakh in 2014-15 as per PAB meeting 2014-15. A third independent study has been commissioned by the Ministry on estimation of out of school children.

Current efforts to promote elementary education among children from disadvantaged groups and weaker sections have been a mix of both general and specific/targeted. General efforts include: expanding infrastructure for physical access, incentives like uniforms/ books/ cycles, tracking disaggregated data to reflect social groups and gender dimensions, provision of mid day meals etc. Many specific/ targeted programmes like uniforms, books that were originally special provisions for SC, ST children have been expanded to cover all children. Hostels and scholarships under the Ministry of Social Welfare are examples of specific/targeted programmes for SC children.

(i) Inclusive Education: A group that forms a very important part of equity issues under SSA is Children with Special Needs (CWSN). RTE-SSA seeks to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The main components of SSA interventions for children with special needs include:

- Identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.

- Special training for children with special needs (CWSN) with the main objective of preparing children with special needs for schools, thereby ensuring better quality inclusion for them. Home-based education for children with severe profound disabilities with the objective of either preparing children with special needs for schools and for life, by imparting to them basic life skills.

- Financial support up to ₹ 3000/- per child for integration of disabled children, as per specific proposals.

Household surveys and special surveys have been conducted by all states to identify children with special needs. 27.79 lakh children with special needs have been identified. 25.03 lakh children with special needs (90.07% of those identified) are enrolled in schools. Further 12946 children with special needs are being covered through School Readiness Programme and 1.85 lakh children with special needs are being provided home-based education in 31 States/ UTs. In all 97.19% of the identified children with special needs have been covered through various strategies.

Making schools barrier free for children with special needs for easy access is incorporated in the SSA framework. Till now 82.33% have been provided with barrier free access. Focus is on improving quality, monitoring of services provided to and retaining children with special needs in school. 212197 schools have been provided with disabled friendly toilets.

33.06 lakh teachers have been covered through regular teacher training programmes, which include a 2-3 day capsule on inclusive education so far. 25.41 lakh (42.45%) teachers have been provided 3-5 days additional training for better orientation to Inclusive Education. States/UTs have appointed 19778 resource persons for providing support on inclusive education to regular teachers.

(ii) Curricular Adaptation: The School Education & Literacy Department had instructed NCERT to develop exemplar material for children with special needs. The handbook, developed by NCERT, in particular deals with curricular adaptations to be done by the mainstream teachers in regular classrooms, teaching strategies and adapted evaluations. It gives simple tips that a regular teacher can adopt in his/her classroom to address the learning needs of all kinds of children with special needs.

The handbook:

- Is based on an approach whereby the teacher provides meaningful learning experiences to all children in the class

- Includes tips, suggestions, examples and case studies

- Has exemplars in the form of textbook lessons in subjects like EVS, Mathematics & Languages

- Uses simple language and expressions that values all children

- Presents the regular teachers with basic understanding about disabilities and their impact on teaching-learning process

- Contains strategies for creating inclusive classrooms from perspective of sensory, cognitive and intellectual disabilities

- Has a section on suggestions for Continuous and Comprehensive Evaluation in inclusive classrooms.

Resource persons and teachers are being trained on this handbook by NCERT through regional workshops. Training of master trainers based on this exemplar has also begun. The objective is to train all primary level teachers on this material. Similar material is being developed by NCERT for the upper primary level.
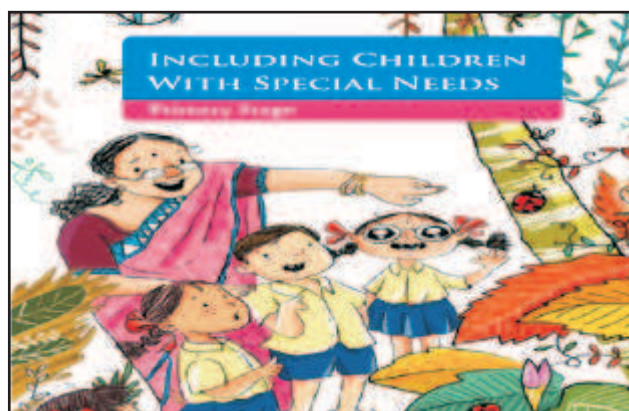
(iii) Provision of aids and appliances: Many children with special needs are not able to attend school for lack of essential aids and appliances. Required aids and appliances are being provided to these children in convergence with the Ministry of Social Justice and Empowerment. Thus far 80.59% CWSN requiring assistive devices have been provided with such appliances. To further strengthn resource

support to CWSN in SSA, 1.76 lakh CWSN have been provided transport/escort support, 2.96 lakh CWSN are given therapeutical support and 52869 CWSN have been provided surgeries. 764 NGOs across 31 States/ UTs are involved in providing support to Inclusive Education. Arushi in Madhya Pradesh, Indian Institute of Cerebral Palsy, Kolkatta, Sightsavers in Rajasthan and National Association for Blind, India in Maharashtra are some of the renowned NGOs helping SSA.

Story of Bhagyashree

Bhagyashree Barua is a 9 year old girl with Cerebral Palsy, who lives in Ulutolia Gaon of district Jorhat in Assam. Her upper and lower limbs are severely affected, due to which her milestones based development have been delayed. She is the only child of a lower middle class family and her condition deeply frustrated her parents as they could not improve her condition even after visiting a series of doctors. She was not provided any early rehabilitation services till the age of 2 years. Even her parents were not aware about her condition of disability.

In the year2007, she was taken to a block level assessment camp organized by SSA where she was advised regular physiotherapy, exercises and other requisite support services. Accordingly, she was provided a wheel chair from SSA. Her teacher, Majuli brought her to the block resource room for therapeutic service. Regular home-based and resource room support through teacher, volunteer and parents helped improve her condition. These efforts resulted in her enrollment in a regular neighbourhood school. She now goes to school independently. Bhagyashree has now improved tremendously in her mobility, communication and daily living skills, which at one point in time were her greatest challenges. Bhagyshree is also talented in drawing. Today she can stand with minimum help and is coming to school regularly.

IMPROVING QUALITY

One of the major goals of RTE-SSA is to provide elementary education of equitable quality to every child. As such, the program aims to bring a broad shift towards improvement of what is happening schools including classroom process and build up systems that are child-friendly and inclusive, responsive to each child's needs and able to ensure their learning. Across the country, States are being supported to design and implement comprehensive Quality Improvement Programs, to bring about overall changes in their teachers training , curricula, learning materials, learning processes, learning outcomes, assessment and monitoring systems, in order to ensure that the quality of teaching learning is improved.

(i) **'Padhe Bharat Badhe Bharat":** Another major initiative of the Government of India is a nation-wide sub-programme under the Sarva Shiksha Abhiyan called "Padhe Bharat Badhe Bharat" which has been planned in a twin track approach:- (i) to improve language development by creating an enduring interest in reading and writing with comprehension; and (ii) to create a natural and positive interest in mathematics related to their physical and social world. The two tracks of Padhe Bharat Badhe Bharat are Early reading and writing with comprehension (ERWC) and Early Mathematics (EM).

The Objectives of this programme are to enable children to become independent and engaged readers and writers; with comprehension possessing sustainable and lasting reading and writing skills and achieve learning levels appropriate to the class of study; to make the children understand the reasoning in the domains of number, measurement and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills and to associate reading, writing and early mathematics with the experience of joy and real life situation.

An amount of Rs.397 Crores has been approved for Padhe Bharat Badhe Bharat for 2014-15.

(ii) Focus on Quality of Elementary Education: Specific steps have been taken to focus on programmes to improve learning levels of students. States have been supported for initiatives to improving learning in foundational classes of school (classes 1 and 2) and specific initiatives to improving learning of maths and science in upper primary classes. These include a variety of programmes like Activity based learning in Tamil Nadu and Gujarat; specific programmes designed by states like Bihar and Jharkhand, bridging from home language to school language programme in Odisha.

(iii) Curriculum Reform: The National Curriculum Framework (NCF) 2005 prepared by NCERT calls for a significant shift in the education system towards schools that are more child-friendly and inclusive, and teaching learning processes that are more constructivist in nature. Each State has been urged to renew its own State curriculum in light of NCF 2005 recommendations, by bringing in cohesive changes in their curriculum, teaching learning material, pedagogy and assessment systems. 23 States so far have renewed their curriculum based on NCF 2005, 10 States have followed the curriculum of NCERT, 3 States have followed the curriculum of neighboring States, to make them more activity-based, child-friendly and sensitive to gender and marginalized groups.

(iv) Textbooks for children: All children are provided free textbooks up to class VIII. In 2014-15 provision was made for providing text books to 8.72 crore children. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity-based classroom processes and to supplement learning processes.

(v) Enhancement in the learning achievement levels of children at the primary and upper primary stage: SSA has steadily invested in quality improvement in schools, with more than half its' annual outlay going to quality interventions. 15.06 lakh additional teachers have been appointed under SSA leading to a sharp improvement in pupil-teacher ratios (PTR) to a level of 26:1 in 2013-14. The average number of teachers per school for Government schools has also improved to 4.2 teachers in 2013-14.

V. Continuous and Comprehensive Evaluation

Various states have been making efforts under SSA to move towards more continuous and comprehensive modes of assessment wherein each child's learning progress is continually tracked as an integral part of the teaching learning process, so that assessment does not become stressful or threatening to children. 34 States are developing their own module for implementation of CCE as well as modules for teachers training to implement CCE. Apart from said 34 states, two states are piloting CCE and planning to upscale CCE near future. To help States in their efforts, NCERT has developed an example CCE module and shared the same with the States.

VI. Teacher Training

(i) Availability Additional Teachers provided: To meet the shortage of teachers in elementary schools, 19.85 lakh additional teacher posts have been sanctioned under SSA up to 2014-15. Out of this, 15.06 lakh posts are reported to have been filled up. After RTE it is mandatory that only those people may be appointed as teachers who are able to clear TET. CBSE has conducted six rounds of Teacher Eligibility Tests (TETs) and 30 States have also conducted TET. Apart from these 2.43 lakh part-time instructors have also been sanctioned under Sarva Shiksha Abhiyan (SSA).

(ii) In-service Teacher Training: To upgrade skills of teachers, SSA provides for annual in-service training up to 20 days for all teachers. Support of Rs 6000 per teacher per year is provided for two years to untrained teachers, already employed for the NCTE recognized training program. Apart from this induction training for 30 days is given to freshly trained recruits. In 2014-15, 30.14 lakh (at BRC Level) 26.94 lakh (at CRC Level) teachers have been approved by MHRD for in-service training, 0.89 lakh teachers for induction training. Also 2.53 lakh untrained teachers have been targeted to be trained under SSA. All training programmes cover pedagogical issues, including content and methodology, aimed at improving teaching learning transactions in classrooms and

learning process in schools. Some of the major focus areas include guiding principles of NCF 2005, CCE, how children learn, subject-specific content or learning difficulties, activity-oriented methods, use of TLMs or learning kits, etc. States are oriented towards improvement of training program through four regional workshops.

(iii) Training of Headmasters: In order to orient the teachers in managerial skills the heads of the schools are provided training for 10 days in academic management, financial management and human resource management. During 2014-15, 900 RPs and 3200 Head teachers will receive school leadership training based on NUEPA School Leadership Framework.
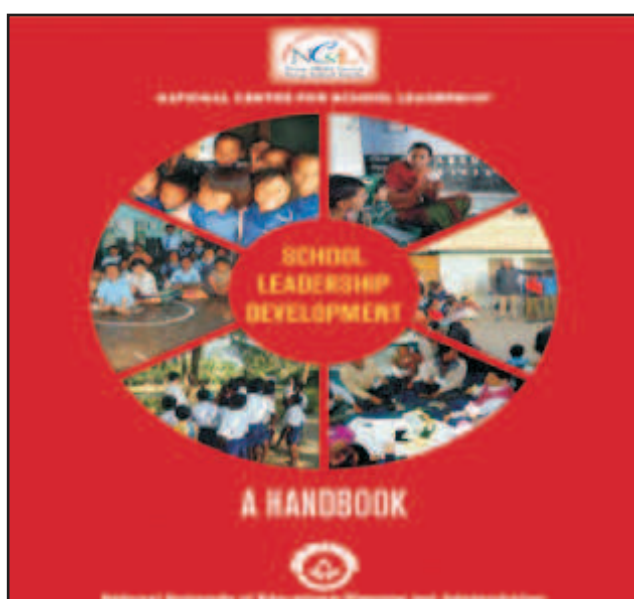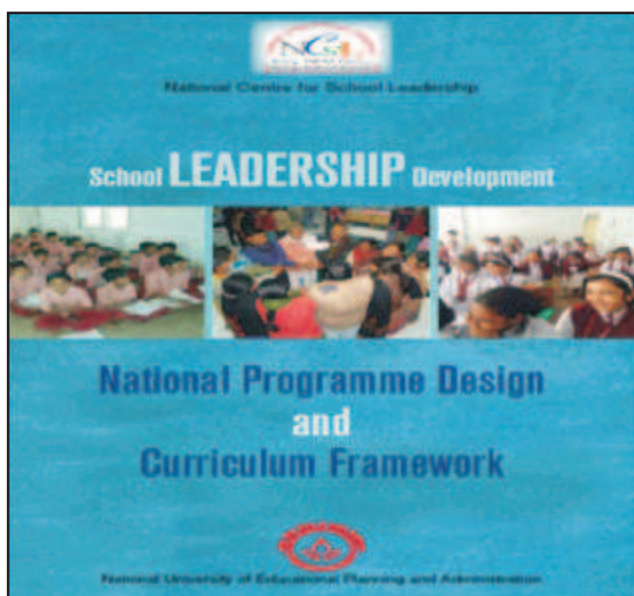
(iv) Distance Education Programmes for teachers: Capacity building of institutions and personnel at the national, state, district and sub-district levels is being facilitated with assistance of IGNOU and other teacher education institutions in different States. The distance education programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials training of untrained teachers, thus facilitating training of professionally untrained teachers in the states. The Department of School education has had several rounds of consultations with the State Governments to develop a strategy for enabling teachers to acquire professional (Diploma in Elementary Education D.El.Ed) qualification through the Open Distance Learning (ODL) mode and seek approval of the NCTE. The NCTE has given permission to the States of Uttar Pradesh, Madhya Pradesh, Bihar and Orissa for training of the untrained teachers through SCERT, Lucknow and IGNOU, respectively.

ACADEMIC SUPPORT SYSTEM

(i) Academic Support Structures: 6,716 Block Resource Centers (BRCs) and 75,954 Cluster Resource Centers (CRCs) have been set up till September, 2014 across the country as resource centers in each block and cluster, to provide decentralized academic support, training and supervision to teachers and schools. There are subject-specific Resource Persons placed at each BRC and CRC who conduct training programs for teachers, and also visit schools to provide on-site support to teachers on pedagogic and content related issues. BRCs/CRCs are also involved in academic monitoring of schools, classroom observations, and development of resource materials for teachers and students. Monthly meetings are organized at CRCs for regular peer-sharing and reflective discussions. Moreover, 35 States have set up State, District, Block and Cluster Level Resource Groups in order to work in conjunction with SCERTs, DIETs & BRCs for guiding a comprehensive gamut of quality improvement measures, by bringing in technical resource networks outside the

government system, including talent also in the teacher community, as well as to enrich efforts at systematic reforms and changes at decentralized levels for improved teacher and school performance.

(ii) **School and Teacher Grants:** SSA also provides annual Teacher Grants of Rs. 500 to all teachers for developing contextual teaching aids. DIETs and BRCs hold regular workshop and training programmes to develop subject and topic related low cost teaching aids. States have also issued guidelines to schools and teachers on optimizing use of such funds. In 2014-15 about 2.10 lakh teachers will receive teacher grant under SSA. In addition, an annual School Grant of ₹ 5000 is provided to each primary and ₹ 7000 to each upper primary school separately, to meet the cost of school consumables, ₹ 7500 per school is given to each school for maintenance purposes, as well in 2014-15, about 13.54 lakh schools were targeted to receive School Grant. For new schools, onetime 'Teaching Learning Equipment' grant @ ₹ 20,000 per new primary school and @ ₹ 50,000 per new upper primary school is provided for school equipment and setting up expenses. In 2014-15, about 2112 schools were targeted to receive TLE grant.

(iii) **Computer aided learning:** Under SSA, grant up to ₹ 50 lakh is available to each district for strengthening computer aided learning in schools to support enhancement of children's learning. Activities include providing computer equipment or labs to schools, development of curriculum-based e-learning materials in local languages, and training of teachers in computer use. Since inception of the program, approximately 87753 schools have been benefited from this intervention.

(iv) **Improved learning processes and learning outcomes:** In addition to the annual in–service teacher training and monthly reflective meetings; an annual grant of ₹ 500 is provided to each teacher to develop & use contextual teaching learning materials; action research is promoted to enable teachers to study various issues related to their teaching learning processes, etc.

(v) **Learning Enhancement Programs:** 2% of the total SSA outlay for each district has been made available for 'Learning Enhancement Programs' that aims specifically at improving the quality of learning processes and learning outcomes. In 2014-15, 29 States have been supported for carrying out Learning Enhancement Programs focused on the primary level (especially for strengthening early reading and mathematics skills), and all the States have been supported for Learning Enhancement Programs with a focus on strengthening Science and Maths learning at the upper primary level.

To support States in designing these subject-specific programs, NCERT has launched a Reading Programme for the early primary grades, as an exemplar for States to build their own programmes for strengthening children's reading skills. This includes a prototype graded series of 40 early readers, a teachers' training manual, and a dossier of materials on reading pedagogy. Similarly, NCERT has initiated a programme for strengthening the teaching of Mathematics at Early primary grades, which includes development of a prototype maths learning kit for Class I and II, and a teacher training manual with appropriate pedagogic strategies.

(vi) **Improving student learning outcomes**: The impact of various quality interventions of SSA are reflected in the enhancement of children's learning levels which is a major thrust in SSA. NCERT on the advice of MHRD launched a programme to measure the achievement level of children studying in classes 3, 5 & 8. The learning levels were measured as Baseline Achievement Survey (BAS), Midterm Achievement Survey (MAS) and Terminal Achievement survey. The year in which it started and the classes for which it was carried out have been given in the Table below.

Survey Cycle	Class V	Class VIII	Class III
Cycle I	2001 - 05	2003 -08	2003- 07
Cycle II	200 5- 08	2007 -10	2007- 09
Cycle III	2009 -12	2011 -13	2012 -13
Subject tested	Mathematics, Language, Environmental Studies	Mathematics, Language, Science Social Science	Mathematics, Language

All the three rounds have been completed and the results of the same have been entered in Table below.

The fourth round has started and data for class V have been collected the report will be available shortly.

	Round -I			Round-II			Round-III		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
CLASS-III									
Math	57.95	58.54	58.25	62.62	62.16	61.89	253	252	252
Language	63.31	62.94	63.12	67.96	67.71	67.84	258	256	257
CLASS-V									
Math	46.09	46.9	46.51	48.37	48.54	48.46	252	251	247
Language	58.79	58.94	58.57	60.35	60.27	60.31	248	247	251
EVS	49.99	50.59	50.30	52.23	52.15	52.19	250	249	249
CALSS-VIII									
Math	39.80	38.97	39.17	42.50	42.93	42.58	245	246	245
Language	56.30	53.07	53.86	56.72	56.41	56.50	249	246	247
Science	41.68	41.17	41.30	42.52	42.94	42.72	251	252	251`
S. Science	46.33	46.15	46.19	47.81	48.24	47.90	248	247	247

Third round testing has been based on Item Response Theory being a superior methodology for measuring achievement levels has been completed. Findings for class V indicated improvement in learning levels, but there are few areas of concern. Third round class V result shows that in Language there has been an improvement in learning achievement in 24 States/UTs, in Mathematics, 14 States have improved learning levels and in Environmental Studies, 24 States/UTs have shown an improvement in learning level. In case of class VIII results it has been found that in Mathematics average score of 33 states/ 1UTs was 245 with SE of 0.6. Uttar Pradesh students scored highest average score (278), whereas Meghalaya and Puducherry students scored lowest average score (227) in Mathematics. In reading comprehension Kerala students scored highest average score (277) but Jammu & Kashmir Students scored lowest average score (217) in Reading Comprehension. In Science the Performance of rural students is significantly higher than urban students in Science however in social sciences the Uttar Pradesh (267) was the highest and Meghalaya (226) was the lowest performing state.

(vii) Quality Monitoring: A computerized District Information System for Education (DISE) is operational in the country which looks into several quality related parameters like student-classroom ratio, teacher-pupil ratio, teachers' profiles and examination results. In addition, Government of India, with the help of NCERT, has operationalised a quarterly monitoring system in the form of Quality Monitoring Tools (QMTs) to monitor quality aspects such as student attendance, teacher availability in schools, classroom practices, student learning achievement, academic supervision provided by BRC/CRCs, community support, etc.

(viii) Workshops and Capacity Building Programmes done under SSA: The Ministry organizes workshops/review meetings for capacity building of state functionaries and reviewing progress of programme implementation. These fora are also opportunities to share best practices from States/UT's and learn from each other's experiences. In 2014-15 workshops were held with States/UT's on Gender where progress was reviewed on the recommendations of national evaluation of the KGBV's. Technical sessions were organized for developing life skills curriculum and strengthening the pedagogical approach to support girls enrolled from disadvantaged background. A National workshop was organized on the issue of identification of hardest to reach out of school children in urban areas and strategies to enrol them in schools. The participants included representatives from State/UT and NGO's. Capacity building workshops have been organized for state and district level MIS functionaries to improve the quality of data collected from schools under UDISE and the reports that can be used for evidence based planning. With a focus to improve the quality of education for children with disabilities two national level workshop have been organized the first focused on "Empowering through use of Information, Communication and Technology"; the second workshop was on promoting successful learning of CWSN through Inclusive education. Since improving quality of learning is the focus of SSA two

national level workshops have been organized to review the progress made by States/UT's on the comprehensive quality plans approved by the Project Approval Board of the MHRD; technical sessions on foundational programmes focusing on reading and writing with comprehension and mathematics in classes 1 and 2; conducting large scale learning achievement surveys. States shared their initiatives on teacher performance assessment and school assessments. From the national level 21 States/UT's were visited to see the implementation of the comprehensive quality improvement programme.

From the national level there is review on a quarterly basis of financial progress with financial controllers from all States/UT's. Capacity building sessions on procurement and accounting are organised during the quarterly review. Similarly quarterly review of progress of civil works activities is also done at the national level. In order to ensure that the RTE Act 2009 is implemented in letter and spirit, a national workshop was organized on mapping of the activities/responsibilities of local authorities/ panchayats and school management committees.

VIII. Research Studies under SSA

Independent assessments have been commissioned under SSA at the national level to provide independent feedback on quality related aspects of Sarva Shiksha Abhiyan (SSA). In 2013-14, a study on 'Out-of-School Children was commissioned and the results of the same were compared with the results of the studies conducted during 2006 and 2009. It has been found that efforts made under SSA have brought down the number of OoSC significantly from 134 lakhs in 2006 to 81 lakhs in 2009 and 61 lakhs in 2013. The percentage of out of school children aged 6-13 years has decreased from 6.94% in 2006, to 4.28% in 2009 study and to 2.97% in this round. Accordingly latest figures have been given in the Table below (Results of the National Sample Survey of Estimation of Out-of-School Children in the age of 6-13 in India, IMRB study, 2014, available on the MHRD website).

Comparative Picture of Out of School Children in the Country over the Years

	2006		2009		2014	
	Out of children	%	Out of children	%	Out of children	%
Over all	134.5 lakh (13459734)	6.94	81.5 lakh (8150617)	4.28	60.6 lakh (6064229)	2.97
Male Children	67.7 lakh (6,772,506)	6.18	41.0 lakh (41,05.097)	3.92	31.6 lakh (31,66,409)	2.77
Female Children	66.8 lakh (6,687,228)	7.92	40.4 lakh (40,45,521)	4.71	28.9 lakh (28,97,820)	3.23
SC Children	3,104,866	8.17	23,08,850	5.96	19,66,027	3.24
ST Children	1,656,978	9.54	10,69,298	5.6	10,07,562	4.20
OBC Children	4,602,260	6.90	2,896,726	2.67	22,06,001	3.07
Hindu Children	-	-	-	-	44,02,414	2.73
Muslim Children	2,253,252	9.97	1,875,744	7.67	15,57,100	4.43
Christian Children			-	-	62,699	1.52
Other Children (Religion)	1,842,378	3.73	-	-	42,017	1.26

For finding out the facilities available for the marginalized sections of the society, a study was commissioned entitled "Assessment of Facilities available for Primary and Upper Primary Education in Muslim Predominant Areas". Coordinated by Jamia Millia Islamia, Study was conducted in 13 selective states with higher Muslim population districts. It was found that majority of parents of Muslim as well as non-Muslim children prefer to send their male child to a private school and the female child to a government school. Regarding facilities, the study revealed that in KGBV schools percentage of enrollment of children from Muslim community is 60.4% and the percentage of girls among them was 50%. About the space for Children in Classrooms this study found that there were on an average 4 classrooms per school were available in the sampled schools. Average student classroom ratio (SCR) in government schools was 39. About the distribution of text books the study shows that 95.5% schools had given free textbooks to all students. Regarding the Educational and Professional

Qualification of Teachers the study says that the percentage of Muslim teachers having minimum graduate degree was 37%. Furthermore IDMI and SPQEM are two schemes launched to give quality and infrastructure support to recognized Madarasas. As per the findings of the study, Uttarakhand (approx. 65%) is highly benefited under the SPQEM scheme while only 2.4% Madarsas of sampled districts are getting benefit of IDMI scheme.

Another study commissioned under SSA is the study on "Assessment of Facilities available for Primary and Upper Primary Education in Tribal Predominant Areas". The Study has been coordinated by NUEPA. The draft report has been submitted and is in the process of being reviewed.

Improving student learning outcomes has been the key component of SSA. After the NCERT National Achievement Survey (NAS) on learning outcomes, the States/UTs have been urged to carry out their own State Learning Achievement Survey (SLAS) in order to

get the micro level picture of the learning achievements at the district and block level. For this purpose the States have been provided technical know-how for conducting such surveys through workshops, soft and hard copies of Standard Operation Procedure (SOP) to be used as guidelines while carrying out such surveys. Twenty nine States have completed the SLAS and nine States shared and webhosted their SLAS results (Bihar, Himachal Pradesh, Karnataka, Odisha, Punjab, Rajasthan, Tamil Nadu, Uttarakhand, and Uttar Pradesh). The results of the States are not comparable as they applied different methodology and different sampling procedure. The Table below gives the sampling procedure and results of different States in different subjects. This exercise is expected to contribute towards the assessment of the impact of various quality interventions carried out by the States under SSA for enhancement of children's learning levels which is a major thrust in SSA. Also it will help the States to revamp their curricula, teaching-learning process as well as in-service teacher training.

State	Sample	Classes	Language (Average scores in %)	Maths (Average scores in %)	Salient features
Bihar	38 districts 2% schools (1598) 100,000 Students	III	56.1	60.1	Class 3 test in Language and Maths had multiple choice and free response items. Test items read by teachers during the test.
		V	51.4	44.1	OMR sheet was used for answers for the classes 4 & 7
		VII	56.6	45.7	

State	Sample	Classes	Language (Average scores in %)	English (Average scores in %)	Maths (Average scores in %)	EVS (Average scores in %)	Science (Average scores in %)	Salient features
Himachal Pradesh	All (12) districts All schools All Students 508944 students	II	48.66	46.46	46.38	36.19		Baseline assessment of each and every child enrolled in the Himachal Pradesh government schools.
		III	58.69	48.10	48.31	49.48		
		IV	48.45	53.71	37.24	48.85		
		V	49.86	40.71	46.64	44.93		
		VI	50.02	63.75	34.19		45.26	
		VII	40.23	44.39	33.76		43.48	
		VIII	32.50	35.01	28.67		42.49	

State	Sample	Classes	Language (Average scores in %)	English (Average scores in %)	Maths (Average scores in %)	EVS (Average scores in %)	Science (Average scores in %)	Social Science (Average scores in %)	Salient features
Karnataka	34 districts 204 blocks 2039 schools 142404 Students	II	74.53		74.97	79.77	-	-	Question papers covered both oral and written test for 2nd standard
		IV	68.04		63.41	59.67	-	-	
		VI	58.81	64.37	59.53	-	67.49	60.85	

State	Sample	Classes	Language (Average scores in %)	Maths (Average scores in %)	Salient features
Odisha	30 districts 890 schools	IV	49.0	62.0	Test based on learning indicators

State	Sample	Classes	Language (Average scores in %)	Maths (Average scores in %)	English (Average scores in %)	Salient features
Punjab	22 districts 217 blocks 2164 schools 31793 Students	III	71	68	59	Covered all the districts of state.

State	Sample	Classes	English (Average scores in %)	Maths (Average scores in %)	EVS (Average scores in %)	Salient features
Rajasthan	33 districts 130 blocks 1650 schools 26238 Students	V	42.61	48.47	50.69	• Covered all the districts of state. • Competency-wise results not interpreted

State	Sample	Classes	Tamil (Average Scores in %)	English (Average Scores in %)	Maths (Average Scores in %)	Salient features
Tamil Nadu	30 districts 413 blocks 10 schools per block 30 children per class 30X3X10X413= 371700 children	III	75	63	69	Test pilot tested on 10 children per subject per class
		V	58	61	48	
		VIII	62	48	49	

	Sample	Classes	Language (Average scores in %)	Maths (Average scores in %)	Salient features
Uttarakhand	13 districts 1700 students per district 19176 Students	III	61.18	61.69	Tools piloted twice Test items based on skills related to learning indicators Test items read by teachers during the test.

Uttar Pradesh	Sample	Classes	Hindi (Average in %)	Maths (Average in %)	Science (Average in %)	English (Average in %)	EVS (Average in %)	Social Science (Average in %)	Salient features
	4 regions 10 districts 17000 Students	IV	47	40	-	50	42	-	The study covered Government, Aided and KGBV schools
		VII	51	35	41	42		36	

For 2014-15 the States have planned their SLAS for different classes. Kerala & Punjab have conducted the test and seven States have decided the sample and prepared the test (Assam, Bihar, Himachal Pradesh, Maharashtra, Odisha, Punjab, Rajasthan and Uttar Pradesh). Other States are different stages of conducting the SLAS.

IX. Infrastructure

Progress in construction of school buildings till September, 2014 is as follows:

	Work Completed	Work in Progress	Total
School Buildings	280060	16440	296500
Additional Classrooms	1629990	156506	1786496
Drinking Water Facilities	225440	2066	227506
Toilets (All)	717036	73917	790953

School infrastructure provisions, however, is not a standalone activity. The design and quality of school infrastructure has a significant impact on enrolment, attendance and retention of children in schools. Thus 'civil works' under SSA are undertaken to provide all weather schools as per provision of RTE Act.

SSA provides flexibility to States in the execution of civil works. Neither designs nor unit costs are centrally prescribed. States are free to evolve building designs based on local site conditions and develop cost estimates based on the State Schedule of Rates notified by the State Governments. SSA has conducted a series of workshops in order to encourage States to adopt a Whole School Development approach to planning and construction, ensuring proper location of classrooms, drinking water and sanitation facilities and playgrounds within the school premises, simultaneously keeping in view the need for future expansion arising out of increased enrollments, incorporate child friendly elements in school buildings, i.e. designing indoor and outdoor spaces from the perspective of children. This could include provision of adequate learning elements, like display or chalk boards, storage shelves that are accessible to all children, designing different facilities, such as drinking water and urinals at different heights for children of different age groups/heights, etc, design indoor and outdoor spaces, such as floor, walls, staircases, windows, doors, ceilings, etc. as pedagogic resources to facilitate learning in many different ways.

For example, a range of angles can be marked under a door shutter on the floor to explain the concept of angles, or moving shadows of a flag pole can act as a sundial for understanding different ways of measuring time, or ceiling fans can be painted with colour wheels for children to enjoy the changing formations, etc, incorporate appropriate 'safety features' in school designs based on National Building Code of India, 2005 to ensure that children receive education in a safe and secure environment, incorporate all essential amenities in the school, including drinking water, sanitation, kitchen for mid day meal, playground, boundary wall/green fencing and making school buildings energy efficient through appropriately locating doors, windows, ventilators and sky lights, and using shading strategies to minimize or maximise heat gain.

SSA encourages participation by the local community in all civil work activities in order to instill a sense of ownership in them. Community driven construction of schools have proved to be of a better quality compared to construction through a contractors. The community is also expected to play a pro-active role in the selection of the site, choice of design and maintenance of the school facility. There are a number of examples across the country where the community has contributed significantly in terms of money/labour for the improvement of their village school. SSA now also supports repair of old school buildings, provision of school buildings in respect of building less, dilapidated schools and retrofitting of school buildings to make them hazard resistant.

'Swachh Bharat': 'Swachh Vidyalaya'

Recently a major initiative has been taken to provide new toilets both for boys & girls to schools which are not having toilets facilities and to make the non functional toilets to functional by March 2015. The States have started construction of toilets on 2nd October 2014. A website has been created 'Swachh Bharat': 'Swachh Vidyalaya' and the details of schools not having toilets, non functional toilets have been uploaded. Many Govt./Companies, under takings,

private companies have come forward to assist MHRD on the efforts taken up under SSA to provide new toilets and to make the non functional to functional. Special PAB meetings have been held for sanctioning of additional fund for the construction of toilets for both boys and girls. A hand book and a brochure on "SWACHH BHARAT" "SWACHH VIDYALAYA" were released during October/November 2014 " Under clean India" Clean school programme awareness camps, painting completions, cleaning of office premises, schools etc. were taken up on 2nd October 2014 and about 40000 school toilet construction activities were started on this day.

GOI Reviews: National level meetings conducted by MHRD with State Education Secretaries and State Project Directors of SSA on 27th & 28th January, 2014 and 26th August, 2014.

IX. Decentralized Grievance Redressal Mechanism as per Section 32 under RTE Act

With the RTE Act, 2009, which came into effect on 1st April, 2010, India has moved forward to a rights based

framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21 A of the Constitution, in accordance with the provisions of the RTE Act. The RTE mandates that the implementation of rights enshrined in this Act be monitored by the National Commission for Protection of Child's Rights (NCPCR) and corresponding State Commission for Protection of Child's Rights (SCPCR) (Section 31). A well defined institutional mechanism for grievance redressal involves a system of registering, investigating and responding within a well-appointed time frame. The RTE Act has made local authorities the grievance redressal agencies and SCPCR the appellate bodies at the State level. In pursuance of the Advisory issued by MHRD on 14th February, 2012 under Section 31 & 32 of the RTE Act, which requested the States to put in place a decentralized grievance redressal mechanism, 27 States have taken action by designating and identifying internal grievance redressal mechanisms at State, district level and sub-district including GP/School level.

X.   Joint Review Mission

SSA is largely funded through national resources with limited external funding by Development Partners (DPs) – the World Bank's International Development Association (IDA) and European Commission (EC). The programme provides for intense monitoring mechanisms including provision for bi-annual Review Missions. In the year 2014-15 two Joint Review Missions were launched 20th Joint Review Mission that has been completed in October 2014 and the 21st Joint Review Mission (JRM) has been completed in February 2015.

The major objective of the JRM is to review status of progress made by States across the four goals of SSA. Each JRM has a specific focus theme. Since SSA has been focusing on quality improvement initiatives, the JRM's focus for both the 20th and 21st JRM has been quality improvement aspects being undertaken by SSA

including in-service teacher training and system for measuring learning outcomes through CCE; SLAS and NAS. During JRM, the Mission members learn about the progress made against agreed indicators and processes, as well as cross share the experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities. The successive JRMs have invariably lauded the efforts and achievements of the programme with regard to provision of access to schooling, increased enrolment and falling trends in drop outs of girls and children from disadvantaged groups as well as identification and coverage of Children with Special Needs. The Mission also makes recommendations based on visits made to States during which they visit schools, meet with officials at all levels as well as community members.

XI.   Admissions under Section 12(1) (c) of the RTE Act

Section 12(1)(c) mandates all private unaided schools and special category schools to reserve a minimum of 25% of seats for Economically Weaker Sections. Under the SSA, the Government of India will reimburse the State expenditure towards 25% admissions to private unaided schools, based on per child cost norms notified by the State Government, subject to a maximum ceiling of 20% of the size of the SSA Annual Work Plan and Budget. The reimbursement will be available to the States from 1st April, 2015 for children admitted in schools in 2014-15.

28 Sates/UTs have issued notification or made provision in their State RTE Rules regarding admission of children belonging to disadvantaged and weaker sections in Private Schools under Section 12(1)(c). Among these 28 States/UTs notifying admission, 18 States/UTs have reported actual admission of children in private schools under Section 12(1) (c) during 2014-15. A total of 18.49 lakh children are studying in private schools under Section 12(1) (c) during 2014-15. 7 states have started reimbursement of fees to private schools.

Some Best Practices

Pratibha Parv (Madhya Pradesh)

Pratibha Parva is visionary programme of evaluation of students at elementary level with community Involvement launched in the year 2011-12. Its analyzed results are used to provide important feed back in the areas of schools infrastructure; teaching and learning processes; achievement level of student in different subjects and levels, identifying less able students, teachers training needs and other lacunae in the school as a sub system. The program covers a self –appraisal mode based evaluation of student learning and school and related activities including infrastructure of schools ,together with provision for a third party confirmation. The entire data base is made available on www.educationportal.mp.gov.in.

The results are used to develop a School improvement plan. The program provide important feedback in the areas of School infrastructure, Teaching and learning process, achievement level of student in different subject and levels, identifies weak students, hard- spots, teacher training needs and other lacunae in the School Sub System. For the decision makers, information on weak Schools, blocks district, their state wide ranking and identified areas of School improvement are made available as deserve support System.

SURAVI (Odisha)

(A mega RTE awareness and State level Children's Festival)

The School and Mass Education Department of the Government of Odisha has been every year hosting the festival. Every year, the festival starts from November 12 with the third and final day coinciding with the Children's Day. About 2,500 students are elected from various competitions at the block and district levels over a period of one month to take part in the event. The students participated in a series of competitions such as essay and slogan writing, art, craft, debate, dance, song and drama centered on various themes.

The true spirits of celebration was seen in the final day of Suravi 2014 festival held at the capital city of Odisha. The fun fill event was concluded in the evening of children's day with the ambition to educate, entertain, aware and inspire growing minds from across the State. There were 35 stalls displaying admirable clay models, RTE awareness material, paintings, projects on the theme of education all created by small children. Teachers even showed their interest and participated actively by their TLM display.

MID-DAY-MEAL (MDM)

Background

With a view to enhance enrolment, retention and attendance and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme "National Programme of Nutritional Support to Primary Education (NP-NSPE) "was launched on 15th August 1995. The Scheme was extended during 2008-09 to cover children of upper primary classes and the name of the Scheme was changed as 'National Programme of Mid-Day Meal in Schools'. The Mid-Day Meal Scheme covers all school children studying in I-VIII classes in Government and Government-Aided Schools, Special Training Centres (STC) and Madrasas & Maqtabs supported under Sarva Shiksha Abhiyan (SSA). The scheme is being revised from time to time in its content and coverage.

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 (STC) and Madrasas & Maqtabs supported under Sarva Shiksha Abhiyan (SSA).

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

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

Rationale

i.   **Preventing classroom hunger:** Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. Mid day meal can help 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 meals have 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 and 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. Appointing 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 the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal 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. The Mid Day Meal Scheme can help address these and facilitate cognitive, emotional and social development.

Coverage

Mid-Day Meal Scheme covers children studying in classes I-VIII in Government and Government-Aided Schools, Special Training Centres (STC) and Madrasas & Maqtabs supported under Sarva Shiksha Abhiyan (SSA). During the year 2013-14 10.80 crore elementary class children in 11.58 lakh schools in the country were covered. State & UT wise details are at Annexure-I&II.

Norms for Mid-Day Meal Scheme –

i)   Calorific Value of mid-day meal:

For children of Primary classes, a cooked mid-day meal 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 children 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 to provide 700 calories of energy and 20 grams of proteins.

ii)   Cooking cost under the MDM scheme

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. The cooking cost is shared between the Centre and the NER States on 90:10 basis and with other States / UTs on 75:25 basis. Accordingly, the cooking cost as on 01.07.2014 and sharing pattern between the Centre and the States is as under:

Cooking Cost

Stage	Total Cost per meal	Centre-State sharing			
		Non- NER States(75:25)		NER States (90:10)	
		Centre	State	Centre	State
Pry.	* ₹ 3.59	₹ 2.69	₹ 0.90	₹ 3.23	₹ 0.36
U. Pry.	* ₹ 5.38	₹ 4.04	₹ 1.34	₹ 4.84	₹ 0.54

* Applicable with effect from 1ˢᵗ July, 2014.

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

One cook-cum-helper can be engaged for up to 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to an honorarium of ₹1000 per month. The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis. Programme Approval

Board - Mid Day Meal headed by Secretary, School Education & Literacy, has approved the engagement of 28.29 lakh Cook-cum-helpers under the scheme. The States/UTs have engaged 25.71 lakh Cook-cum-helpers against the approval.

iv)   Construction of kitchen-cum-store:

The construction cost of Kitchen-cum-Store is determined on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having up to 100 children. For every addition of up to 100 children, 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 on 90:10 basis and with other States/UT on 75:25 basis.

Central Assistance of ₹ 8025.56 crore has been released to the States/UTs for construction of 10,06,263 kitchen-cum-stores since 2006-07.

Out of this 6,81,760 (68%) kitchen-cum-stores have been constructed and 1,48,062 (15%) are under construction. State wise details are at **Annexure-III**.

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

Transportation assistance in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) is payable at par with the PDS rates prevalent in these States. In case of all other States/UTs, transportation of food grains is given @ ₹ 75 per Quintal or the actual cost incurred whichever is less.

vi) **Decentralization of payment of cost of foodgrains 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.

1. **Pattern of Central Assistance**

Under the Mid-Day Meal Scheme, the Central Government bears entire cost of foodgrains, Transportation cost, Monitoring, Management and Evaluation (MME) and procurement of kitchen devices. The cooking cost; cost of the kitchen-cum-stores and honorarium to cook-cum-helpers is shared between the Centre and the NER States on 90:10 basis and with other States / UTs on 75:25 basis.

2. **Implementation of the Mid-Day Meal Scheme –**

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

ii) The guidelines of the scheme provide that in States, which have devolved the function of 'Primary Education' to Panchayats and Urban Local Bodies through legislation and/or executive order, the responsibility of implementation and day to day supervision of the Programme shall be assigned to the Gram Panchayat/Municipality. Standing Committees may be constituted by the Gram Panchayats and Municipalities to oversee the implementation of the programme. Alternatively, already existing Standing Committees, which have been assigned the task of supervising education related issues may be entrusted the task of monitoring, review and taking other necessary steps for the smooth implementation of the scheme. The Gram Panchayat/Municipality may, in turn, assign responsibility of the day-to-day management of the Programme at school level to the School Management Committee/ Village Education Committee/ School Management & Development Committee or Parent-Teacher Association as the case may be.

iii) School Management should also be encouraged to draw the support of the community especially mothers' groups. Gram Panchayat and School Management Committee (SMC) may be approached for organizing community members to regularly help the school management on a rotation basis, in ensuring efficient cooking, serving and cleaning operations. It has been clarified that teachers are not to be involved in cooking or its supervision in any manner, as it would affect the teaching –learning process adversely. However, the involvement of teachers

and community members in ensuring that children eat together in a spirit of camaraderie and develop sensitivity to their peers with different abilities by offering them precedence and instilling values of equality and cooperation could be very effective in attaining the objectives of the Programme.

iv) Support of the community members could also be solicited to ensure that children wash their hands properly before eating, use clean plates and glasses, avoid littering and wastage of food, clean their plates and rinse their hands and mouth after eating. Mid-Day Meal Scheme also offers wide opportunity of self-employment to poor women who could constitute Self-Help Groups (SHGs). Such groups can take the responsibility of cooking and serving mid-day meal with the overall assistance of the local level implementing agencies.

v) In order to facilitate uninterrupted implementation of the Scheme, the Government of India provides funds and foodgrains to States and UTs in advance. Generally Government of India releases funds to States / UTs in two installments. Both installments are released in advance provided the States / UTs furnish the requisite information in time. In order to ensure that the Programme does not suffer disruption in the beginning of the year, the Government of India releases 25% of the allocated fund in advance without asking for any information from the States / UTs.

vi) Foodgrains allocation is also issued 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 foodgrains one month in advance. Every school / cooking agency is to maintain a buffer stock of foodgrains for one month requirement.

3. Task of Cooking

i) The Guidelines provide that, as far as possible, the responsibility of cooking/supply of cooked midday 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.

4. 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 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 Agmark quality on the lines of Maharashtra;

iii) Convening of District Level Committee meeting under the Chairmanship of senior most Member of Parliament from the district;

iv) Testing of food samples by accredited laboratories.

v) An Empowered Committee under the Chairmanship of Hon'ble HRM has been set up

to monitor, access, quality, safety and hygiene under MDMS.

vi) Joint Review Missions have been set up to monitor and suggest measures for improvement in the Scheme.

vii) Social Audit of the Scheme has been started.

viii) Web enabled MDM-MIS has been launched for effective monitoring of the Scheme. The annual data entry has been completed for 2013-14 and monthly data entry upto December 2013. This has a scope to integrate MDM-MIS with IVRS to monitor the scheme on real time basis through community participation.

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

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

5. Monitoring Mechanisms

The 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 Government/ 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 Steering-cum-Monitoring Committee for monitoring the MDM scheme at district level, the States/UTs have been directed to constitute a District Level Committee under the Chairmanship of senior most Member of Parliament (MP) of the district to monitor the scheme on quarterly basis.

This committee also monitors the implementation of SSA, RMSA and Saakshar 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) **Monitoring by Institutions of Social Science Research**: Thirty Eight Institutions of Social Science Research, have signed Memorandum of Understanding (MOU) with MHRD for monitoring the mid-day meal scheme for a period of two years with effect from 1st April, 2013 to 31st March, 2015.

Sl. No.	Period	Number of Districts covered	Total number of Schools visited
1	01.04.2013 - 30.09.2013	48	1878
2	01.10.2013 - 31.03.2014	113	4155
3	01.04.2014 - 30.09.2014	19	748

The status of reports of Monitoring Institutes are as under-

viii) **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.

ix) **State level:** 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.

x) **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 mechanisms in place to ensure effective monitoring and evaluation of the scheme; Mechanism in place for community participation in the scheme and its effective monitoring.

b) Executive Council of the National Mission for Sarva Shiksha Abhiyan (SSA) 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.

xi) **Joint Review Missions (JRM)** - headed by Nutritional Experts/ Professors of Home Science Universities/ colleges and consisting of representatives of Ministry of HRD, representative of State Government, UNICEF, Office of Supreme Court Commissioner and Nodal officers from Monitoring Institutions have visited 20 States/UTs. In each State, 2 districts were covered to assess Nutritional indicators and actual implementation of the Scheme at the ground level as per the defined Terms of Reference (ToR). The report prepared by the Mission has been shared with these States for taking corrective action on the deficiencies reported in the implementation of the scheme and sending action taken note on the report. The collection of anthropometric data relating to Body Mass Index (BMI), level of malnutrition, stunting, wasting etc. has been collected for the first time. This would become a data base for measuring the impact of nutrition support under Mid-Day Meal on children. 41 visits of Joint Review Missions have been under taken so far. The year wise details of the visit of the JRMs to various States is given below-

Sl. No.	Year	No of States visited
1	2009-10	3
2	2010-11	2
3	2011-12	8
4	2012-13	8
5	2013-14	20

i) Social Audit –

Social Audit is a process in which the details of the resources, financial and non-financial, used by the public agencies for the development initiatives, are shared with the people, often through a public platform. It allows people to enforce transparency and accountability, thereby providing the ultimate users an opportunity to scrutinize the development initiatives. MHRD facilitated the Government of Andhra Pradesh to conduct social audit on Mid-Day Meal Scheme (MDMS) on pilot basis in two districts viz. Khammam and Chitoor in Andhra Pradesh for which MOU was signed between the Government of Andhra Pradesh and Society for Social Audit Accountability and Transparency (SSAAT), Hyderabad. The Social audit was conducted successfully during 2012-13 and very interesting findings were reported. To scale up this process in other States, a National Workshop on Social Audit was held in New Delhi on 25th July, 2013. Social Audit is now proposed to be conducted in two districts each on pilot basis in 9 States viz. Bihar, Karnataka, Madhya Pradesh Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh.

1. Impact of the Scheme

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 Commissioners 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.

12. Achievements during the 11th Plan -

The approved outlay of the scheme during 11th Five Year Plan was ₹48,000 crores against which releases of ₹38,490.91 crores have been made. The Planning Commission has approved ₹ 90,155.00 crores for the scheme during the 12th Plan. The Budget Estimates 2013-14 was ₹ 13215.00 Cr. against which an amount of ₹ 10927.21 Cr has been released in FY 2013-14. The BE for 2014-15 is ₹ 13215 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	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14
Children covered (in Cr.)	11.36	10.46	10.54	10.68	10.80
Foodgrains allocated (in lakh MTs)	27.71	29.40	29.09	29.55	29.77
Budget allocation (in Cr.)	7359.15	9440	10380	11937	13215
Total Exp. (in Cr.)	6937.79	9128.44	9901.91	10868	10927.21

13. The component wise budget allocation of 13,215 crore during 2014-15 is given below: -

₹ in crore
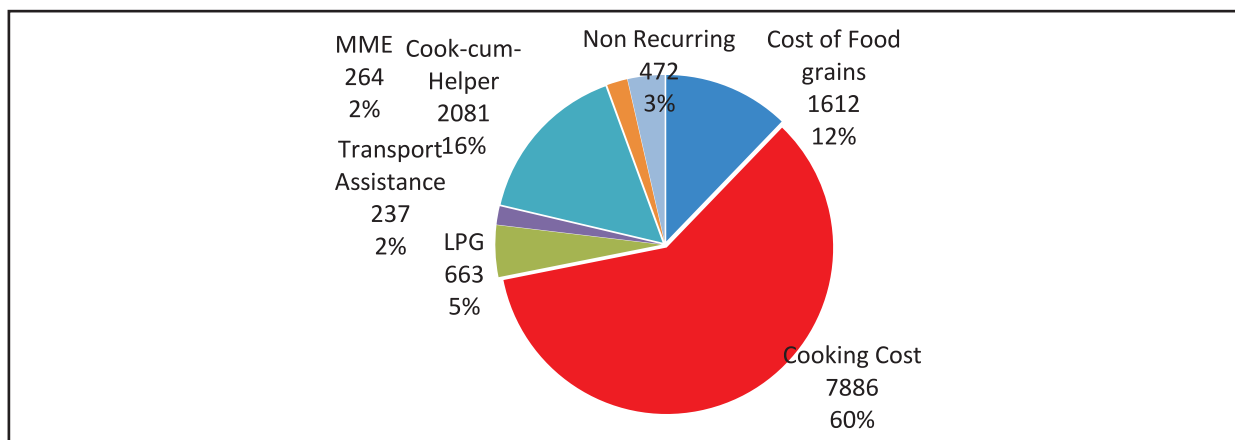
14. Component wise Performance of the Scheme during 2013-14 -
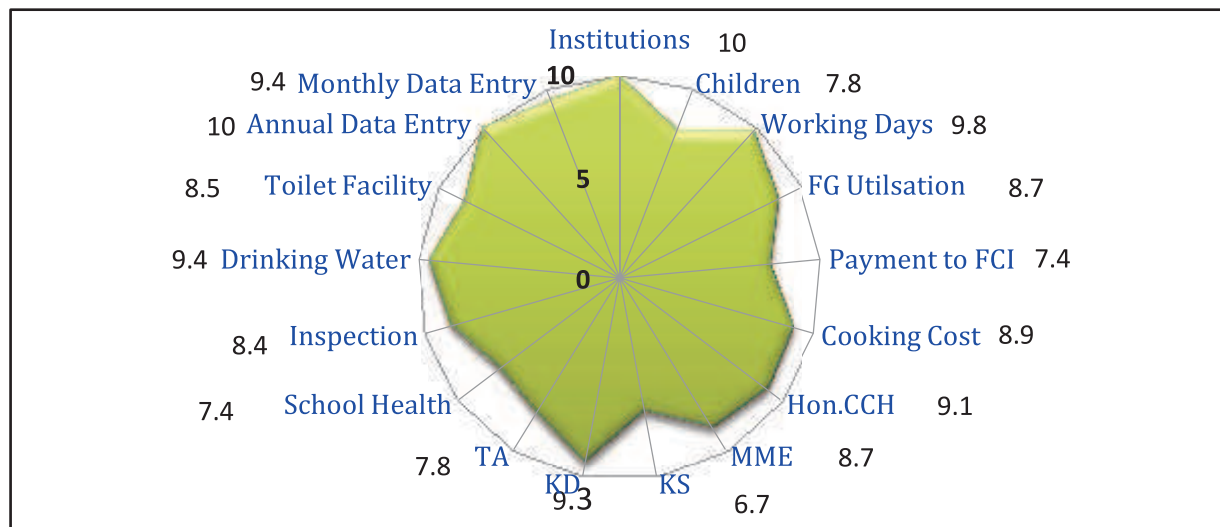
Preparation of hygienic and wholesome meal under the MDMS is contingent upon the knowledge and skills of staff and cook-cum-helpers engaged for providing meals in the schools. The Self Help Groups and Cook cum Helpers (CCH) who are the pillars of the MDMS, mainly come from the deprived sections of the 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. The 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, Food & Nutrition Institutes in the State Agricultural Universities.

16. Improvements in the scheme –

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

a) The cooking cost has been revised by 7.5% with effect from 01.07.2014.

b) A provision for payment of honorarium @1000/- per month to cook-cum-helpers has been introduced with effect from 01.12.2009. The States/UTs have been advised to enhance this honorarium by making additional contribution from their resources. 13 States are already making higher contribution from their resources for honorarium to cook-cum-helpers.

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

d) Decentralization of payment of cost of foodgrains to FCI to the District level with effect from 01.04.2010.

e) Memorandum of Understanding has been signed with 38 independent academic and research institutes for regular monitoring of the Programme. The Review Missions on MDMS has also monitored the scheme in twenty States and submitted report for taking appropriate action.

f) Re-imbursement of additional expenditure incurred on the procurement of unsubsidized LPG cylinders.

17. Common Findings of the Joint Review Mission Reports (5th JRMs)

i. **Fund Flow –**

a) Too many intermediary levels of fund flow should be reduced so that the funds should reach in time to the implementing agencies. Fund flow system may be streamlined for timely release of funds to the Districts, schools for the uninterrupted and smooth implementation of scheme; timely payment to cook-cum-helpers and Food Corporation of India. Andhra Pradesh' Green Channel Scheme may be adopted.

ii. **Manpower –**

a) Sensitization of officials at District and Block level towards their role and responsibilities for effective implementation of MDMS.

b) The State Govt. should engage adequate number of Cook-cum-Helpers in the schools as per norms.

c) Capacity building of CCH through training in safety, hygiene and cleanliness and cooking variety meals as per the local conditions and choice of students.

d) There Need to educate the cooks regarding proper weighment of raw ingredients

iii. **Health & Nutrition –**

Tasting of the meal by the teachers should be strictly followed as per the MDMS guidelines.

a) Testing of food samples through accredited laboratories.

b) Better convergence with the School Health program is essential. There is a need for the regular health monitoring. Vitamin A, Iron and Folic Acid supplements and de-worming tablets should be provided on regular basis to the schools. Further, proper instructions regarding their dosage should be given to the teachers. Health cards, with duly filled record of each child need to be maintained and updated regularly in all the schools.

c) Undernourished children, especially in the 14 year age group, should be identified by regular health checkups and given special care during MDM.

d) FIFO (First in and First Out) system may be followed in the utilisation of oil and other ingredients before their prescribed shelf life or 'best before use' period. Cooks and Helpers should be sensitized to 'First in First out' principle.

e) A concerted effort for Health and Nutrition Education (HNE) is required for children, parents, teachers, cooks and caretakers. Feeding program along with HNE, may prove more effective in improving the health and nutritional status of the children

f) The meals should be more nutrient dense and nutritionally balanced. Inclusion of higher amounts of non tuber vegetables is recommended.

g) Drinking water should be tested for any type of biological contamination and remedial purification to be done accordingly.

iv. **Awareness -**

a) The rights and entitlement of children, menu, MDM logo, and emergency contact numbers should be displayed prominently on the outside wall of the schools

b) Provisions of Social and Community Audits should be made by the government to evaluate the implementation of programme and to identify gaps, with the involvement of PRIs and S.M.C members.

c) The authorities may work out feasibility of supplying grains in MDM-Stamped gunny/Poly bags to avoid pilferage during transportation.

d) Certain amount may be earmarked from the MME fund for procurement of large containers for storing food grains in schools so that rats and other insects may not spoilt the rice.

v. **Infrastructure –**

a) In view of the high prevalence of fire wood chulhas as a mode of cooking in the rural areas, action may be initiated to provide environment eco-friendly smokeless chulhas in convergence with the concerned department in the State.

b) Action Plan may be drawn up with the time lines for construction of kitchen-cum-stores for which central assistance has already been received by the State Government.

c) Dining Halls may be constructed in convergence with MPLAD Scheme.

d) Eating Plates may be procured for all children.

vi. **Monitoring –**

a) Setting up of management structure at State, District, Block levels for the effective monitoring of the scheme.

b) Regular Meetings of State Level Steering-cum-Monitoring Committee (SLSMC), District Level Committee be held.

c) Special Focus Districts (SFDs) or the poor performing districts should be monitored regularly.

d) The State Review Mission may be constituted to monitor the implementation of the scheme on the pattern of Joint Review Mission. The Stat Govt. officials looking after MDMS may join the Review Mission in other states under exchange scheme. Orientation visits to other states to see the implementation of the scheme will also widen the horizon of the officials.

18. **Grievance Redressal Mechanism under Mid-Day Meal Scheme -**

In June, 2010, guiding principles for setting up Grievance Redressal Mechanisms (GRMs) for registering complaints through toll free number/ dedicated telephone number or through letters were issued to all States/UTs. States/UTs have established GRMs and they are redressing grievances on these guiding principles. Data on such complaints/ grievances received and redressed through GRMs is maintained by the States/UTs. Besides as and when complaints are received in Government of India against any aspect of Mid-Day Meal, a report is called from State Governments/UTs.

19. **Best Practices in MDMs - Best practices in MDM**

Name of State	Details
Andhra Pradesh	Introduced the Green Channel Scheme under which the Finance Department issues Budget Release Order (BRO) to the administrative department which gives periodical distribution statement for the entire year to the implementing agencies so that the scheme is implemented without any hindrance throughout the year. Growing of vegetables in the kitchen gardens and serving them under Mid-Day Meal is another best practice.
Bihar	Bal-Sansad (Child Cabinet) is actively involved in the orderly distribution of mid-day meal.
Gujarat	Initiated the concept of public participation through "Tithi-Bhojan". The villagers sponsor sweets and food for children on various occasions and provide utensils for MDM Scheme.
Jharkhand	Bal-Sansad (Child Cabinet) is actively involved in the orderly distribution of mid-day meal. School children's mothers association called Saraswati Vahini. Two mothers of these associations are nominated as Sanyojika, who are involved actively in cooking and effective delivery of the food to the children. Dining Halls constructed in schools.
Karnataka	All schools have gas based cooking. Payment of ₹ 1600 and ₹ 1700 honorarium to Cook-cum-helpers and Head Cook respectively per month. Growing of vegetables in the kitchen gardens and serving them under Mid-Day Meal is another best practice.
Kerala	Active participation of Community in MDM. Cook-cum-helpers are paid honorarium @ ₹ 4500 per month (₹ 200 per day up to enrolment of 100 students and ₹ 25 extra for addition of 100 students thereafter).
Odisha	Government of Odisha organised an Awareness Generation Mela for creating awareness. Egg is served twice a week.
Punjab	Cook-cum-helpers are paid honorarium @ ₹1200 per month. Growing kitchen gardens in the school premises and serving the vegetables in the MDM.
Sikkim	Cook-cum-helpers are paid honorarium @ ₹1500 per month. Growing kitchen gardens in the school premises and serving the vegetables in the MDM is also practiced.

Name of State	Details
Tamil Nadu	Variety meal introduced in two blocks of each district. Egg is served for five days a week. . Curry leaves and drum stick trees are grown in the school premises and added in the mid-day meal. Cook-cum-helpers are regular employees of the State Government and eligible for promotion.
Tripura	Construction of dining halls for eating MDM in the schools.
Uttarakhand	Mothers are appointed as Bhojan Mata and Sahayika in primary schools. Cook-cum-helpers are paid honorarium @ ₹1500 per month
West Bengal	There are fish pond in school premises. Payment of ₹ 1500 as honorarium is made to Cook-cum-helpers per month. Growing of vegetables in the kitchen gardens and serving them under Mid-Day Meal is also practiced.
Chandigarh	Cook-cum-helpers are paid honorarium @ ₹1872 per month
Dadra & Nagar Haveli	Cook-cum-helpers are paid honorarium @ ₹2400 per month.
Lakshadweep	Cook-cum-helpers are paid honorarium @ ₹6000 per month
Puducherry	In addition to the mid-day meal, Rajiv Gandhi Breakfast Scheme provides for a glass of hot milk and biscuits. The UT has three slabs for payment of honorarium @ ₹5000,6000 and 9000 to cook-cum-helpers.

TEACHER EDUCATION (TE)

(i)   Strengthening Teacher Education

The Centrally Sponsored Scheme for Teacher Education has been revised for the XII Plan with an approved outlay of ₹ 6308.45 crore over the XII Plan to be shared between the Centre and the States in the ratio of 75:25 (90:10 for NER) to strengthen SCERTs, establish DIETs in all districts created up to 31.03.2011, thereby increasing their numbers from existing 571 to 648; strengthen existing 106 to 122 Colleges of Teacher Education (CTEs) and up-grade existing Government secondary teacher education institutions into CTEs; strength existing 32 to 39 Institutes of Advanced Studies in Education (IASEs); up-grade Departments of Education in Universities as IASEs; and establish Block Institutes of Teacher Education (BITE) in identified 196 SC/ST/Minority Concentration Districts. Consequent upon the revision of the Scheme, for 2013-14, out of the allocation of ₹ 525.00 crore, a sum of ₹ 507.60 crore was spent and for 2014-15 out of the allocation of ₹ 550.00 crores, a sum of ₹ 463.45 crores has been spent as on till 30.01.2015.

(ii)   Quality in Teacher Education –

The Teacher Education Bureau is focusing on the following main components for improving the quality of teacher education:

- **National Curriculum Framework of Teacher Education (NCFTE 2009)**

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education (NCFTE 2009). This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009.While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under:

Reflective practice to be the central aim of teacher education; -

- Student-teachers should be provided **opportunities for self-learning, reflection, assimilation and articulation of new ideas**;

- Developing capacities for **self-directed learning and ability to think, be critical** and to work in groups.

- Providing opportunities to student-teachers to **observe and engage with children,** communicate with and relate to children.

- The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learning's, and curricular transaction and assessment strategies for the various initial teacher education programmes.

The Government of India has come up with the (NCFTE) 2009, with mainly emphasis on the following 5 issues:

i. Reflective Teaching
ii. Inclusive Education
iii. Constructivist environment
iv. Technology introduction
v. Teaching for democracy

28 States in the country have upgraded D.El.Ed. Curriculum based on the NCFTE 2009.

MHRD has been collaborating with Association of Indian universities and interacting with Vice Chancellors during their Zonal meetings for revision of B.Ed. curriculum as per NCFTE 2009.

- **Teacher Educators:** The Government has undertaken a programme for training of untrained teachers. Till now, NCTE has accorded approval for such programmes to 6, 82,804 untrained in-service teachers in 16 states in the Eastern and North Eastern States of the country. In addition, the Government has selected 110 teachers for a 3 month fellowship at the University of Arizona (USA) under the USAID in-STEP programme. 53 of these teachers have already completed the training in the US and second batch of 57 Teacher Educators have been sent for the professional development, teacher learner resources and support services-academic in the month of September, 2014 for the 3 months to the University of Arizona (USA).

The TESS-India is another programme for Teacher Educators with collaboration between Department for International Development

(DFID) and MHRD with UK's Open University as the implementing agency. The duration of the first phase of the project was June 2012 to May 2015 and the project aims towards development of Teacher Developmental Units (TDUs) for 7 States (U.P, Bihar, M.P, Odisha, Assam, West Bengal, Karnataka) in Mathematics, Science, English, Social Science and Leadership. The TESS-India project duration has been extended upto March 2016.

- **Teacher Education Institutions:** The Government of India has approved establishment of 77 District Institutes of Education and Training, 16 Colleges of Teacher Education, and 7 Institutes of Advanced Studies in Education around the country in year 2012-13 to 2014-15. The Centrally sponsored Scheme additionally envisages establishment of Block Institutes of Teacher Education (BITEs) for imparting elementary pre-service teacher education in 196 SC/ST/Minority Concentration districts, out of these 122 Block Institutes of Teacher Education have been sanctioned till 2014-15 to train teacher educators for SC/ST and Minority communities in different parts of the country. The States have also been asked to strengthen the cadre of teacher educators in their respective States and fill up the vacancies in the teacher education institutions.

The Government has taken up a programme for revision of norms and standards for approval of teacher education institutions to strengthen the process for setting up all teacher education institutions.

In accordance with the recommendations of the Justice Verma Commission; efforts are being made to strengthen pre-service and in-service teacher education. Schools of education are being approved on all the Central Universities. Simultaneously, efforts have been made to strengthen the teacher education system in the States. The NCTE has been strengthened for playing an effective role in regulation of teacher education as well as for developing teacher education.

Status of Institutions Countrywide: As on 31.03.2014, there are 17,254 institutions recognized by NCTE for running teacher education courses with approval intake capacity

of 13,25,341 students However the actual enrolment may differ from the approval intake capacity.

- **ICT in Teacher Education –**

  Ministry of Human Resource Development conducts periodic ICT trainings for Teacher Educators in collaboration with INTEL. Till now, 9 Educator Academies have taken place in which, 216 Teacher Educators from Assam, Bihar, Chhattisgarh, Madhya Pradesh, Meghalaya, Sikkim, Uttar Pradesh, Uttarakhand and West Bengal have been trained. For 2014-15, 06 more ICT trainings are scheduled. The Bureau has also made available audio visual material and link for online community for Educators on its website www.teindia.nic.in on core issues in teacher education.

- **Joint Review Missions for Teacher Education**

  The Centrally sponsored Scheme on Teacher Education puts emphasis on monitoring of the process and outcome parameters in respect of each level of institution, and for the purpose a comprehensive monitoring mechanism has been developed there. Joint Review Mission is a part of this monitoring mechanism. Joint Review Missions consisting of experts in Teacher Education have been sent to 21 states from the year 2012-13 till 2014-15 to ensure effective implementation of the Centrally Sponsored Scheme for Teacher Education. Follow-Up visit of Joint Review Missions was also completed in four states i.e. Assam, Chhattisgarh, Meghalaya and West Bengal during 2013-14. The JRMs are to be scheduled to visit Arunachal Pradesh and Rajasthan, during 2014-15.

  The main objective of the JRMs is to review status of progress and to consider issues related to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions under the Scheme, for each level of institution. The guiding principle is one of a learning Mission: (a) learning from progress made against agreed indicators and processes, as well as (b) cross sharing of experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities. The detailed reports

for the JRMs are available on the Bureau website: www.teindia.nic.in.

The International Task Force for teachers for EFA has elected India as its Co-chair. The representative of MHRD attended the 6th International Conference on Teachers for EFA Conference at Kinshasa in this capacity. The latest report of EFA (Education for All) 2014-15 is available on the Bureau website: www.teindia.nic.in.

SCHEME FOR PROVIDING QUALITY EDUCATION IN MADARSAS (SPQEM) –

SPQEM seeks to bring about qualitative improvement in madrassas to enable Muslim children attain standards of the national education system in formal education subjects. In 2013-14, an amount of 18273 lakhs was spent and in 2014-15 an amount of 5554.31 lakhs has been released. The salient features of SPQEM scheme are: -

I.   To strengthen capacities in Madarsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.

II. Training of such teachers every two years in new pedagogical practices.

III. Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage madrasas.

IV. Provision of Science/mathematics kits in primary/upper primary level madrassas.

V.   Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrasas.

VI. The unique feature of this modified scheme is that it encourages linkage of madarsas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madarsas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.

VII. The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.

VIII. For the monitoring and popularization of the scheme it will fund State Madarsa Boards. GOI will itself run periodic evaluations, the first within two years.

To find out the impact of various interventions the present status of primary and upper primary education for Muslims in these districts GOI commissioned a research study to Jamia Millia Islamia for assessing the facilities available for primary and upper primary education in Muslim predominant areas. The main recommendations of the Evaluation Study:

i)   There is unanimity among the various stake holders that the project is beneficial in the educational advancement of Muslims as is also seen in visible utilization of funds for books and teaching learning materials (TLMs) and the opinion of parents and students about it.

ii)   The parents of most children studying in Madrasas belonged to economically weaker section of the society.

iii)   Despite popular perception regarding Muslim parent's hesitation in sending their girls to co-educational institutions – the evaluation team was pleasantly surprised to find that across all the sample states, parents did not seem to have any reservation about sending the daughters to co-educational Madrasas.

iv)   Madarsas once taken up under the scheme should continue to receive its grant, after the submission of required Utilization Certificate. Coverage under the scheme should be for a minimum period of five years after which the madrasa needs to re-apply for coverage under the scheme.

v)   The salary for teachers should be appropriately enhanced to nearly double the existing salary with introduction of a system of `earned' annual increments to the SPQEM teachers and also enhance the other grants under the scheme;

vi)   Ensure timely disbursement of the salaries and the other grants;

vii)   The process of annual renewals to be streamlined;

viii) Awareness through print and social media to be created for popularizing the scheme;

ix)   A special Website to be developed for the SPQEM scheme which madrasas could access and get an update on their status rather than being at the mercy of officials and middlemen;

x)   To evolve an effective system of annual monitoring/evaluation on the progress being made by the madrasas and to provide additional budget for the same;

xi)   Every Madarsa follows its own pattern in the matter of study structure. Neither is there any uniformity with regards to subject taught, books recommended or even emphasis.

xii)   Training of teachers has been perceived as a welcome step by the parents. A large number of teachers have requested that special skill training in the use of computers should be provided.

SCHEME OF INFRASTRUCTURE DEVELOPMENT IN MINORITY INSTITUTIONS (IDMI)

IDMI has been operationalized to augment infrastructure in private aided/unaided minority schools/ institutions in order to enhance quality of education to minority children. In 2013-14, Rs. 2498.99 lakhs had been released covering 229 Institutions. Rs. 895.19 lakhs has been released in 2014-15 till date covering 68 Institutions. The salient features of IDMI scheme are:-

i.   The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.

ii.   The scheme will cover the entire country but, preference will be given to minority institutions (private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%,

iii.   The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

iv. The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of ₹ 50 lakhs per institution for strengthening of educational infrastructure and physical facilities in the existing school including (i) additional classrooms, (ii) science / computer lab rooms, (iii) library rooms, (iv) toilets, (v) drinking water facilities and (vi) hostel buildings for children especially for girls.

IDMI scheme has been evaluated in 2013-14 by the K.R. Narayanan Centre for Dalit and Minorities Studies of Jamia Millia Islamia University, Delhi. The evaluation has observed that the Scheme has had a positive impact on the education of minority children as their infrastructure has been strengthened under the Scheme. The main findings are: -

i) The centrally sponsored scheme – IDMI, has been hugely welcomed as a measure of social advancement of education of the minorities. Nearly 90% of the students who have benefitted belong to the Minority Communities. It has resulted in up gradation of infrastructure in many minority institutions.

ii) The scheme promises to have a positive impact on educational achievement of children especially those belonging to a relatively modest socio-economic background by helping them study in a far more comfortable environment with an improved infrastructure.

iii) Parents and members of the community, especially in the rural areas, are looking forward to their children too going to school in a proper building rather than being discouraged by the fact that proper school facilities are meant only for the elite.

iv) Development of infrastructure, such as toilet facilities for girls has ensured that girls are regular to the school. Building hostels has also proved to be an impetus for education amongst minorities in remote areas. With a proper building and infrastructure in place gives the community a confidence that the school will continue, thus adding to the interest generated in the schooling of their children, especially in rural and remote areas.

v) The Scheme should be seen as essentially as a hand holding measure to deprived communities which are clamouring for the cause of education for their children. Therefore, all out effort should be made to facilitate the process of grant of funds.

vi) The application process from the date of application to the release of funds to schools should be institutionalized and time bound so as to make the whole process smooth, transparent and avoid delays in disbursal of funds.

MAHILA SAMAKHYA (MS) PROGRAMME

(i) Brief Objective: Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The objectives of the MS programme is to create an environment in which education can serve the objectives of women's equality and where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society:

(ii) Coverage: Currently the programme is being implemented in 130 districts of eleven States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh, Uttrakhand and Telangana.

(iii) Targets/Achievements: Targets of the MS programme for 2014-15 were expansion of MS programme in newer areas and consolidation from older districts; strengthening Sanghas and federations for their active role in implementation of RTE; increased focus on mobilization of adolescent girls to ensure their access to mainstream educational resources, and other entitlements; and setting up Nari Adalats to provide greater access to women to alternative justice mechanism.

Against these targets, Mahila Samakhya has been able to expand into 4 new districts, 2048 villages into 17 EBBs in 2014-15. This has involved the formation of 2904 new Mahila Sanghas, with 49050 women members. 35 new federations were registered at the block level and 59 of the old 277 federations achieved autonomy during the

period. MS has played an important role in the overall implementation of RTE by training SMC members to monitor school infrastructure, teacher-student attendance and school functioning. A total of 2990 new members from Sanghas got nominated to SMCs during this period, reaching a total number of 30377. Further, 1215 girls were enrolled in formal schools after having passed out of Mahila Shikshan Kendras, which have been opened under the programme.

(iv) Overall outcome of the Programme: The MS programme is at present being implemented in 44446 villages in 679 educationally backward blocks of 130 districts in 11 states. The programme reaches out to close to 14.5 million women mobilized into 55402 collectives called Mahila Sanghas. These Mahila Sanaghas have been federated into 325 block level federations to provide a bigger platform to women and take collective action on issues of common concern particularly rights and entitlements of women and gender justice. Active participation of women in electoral processes and in seeking accountability in implementation and governance of government schemes has been a significant outcome of the mobilization process. Currently, close to 15000 Sanghas women are elected to Panchayats, and more than 30000 women from Sanghas are nominated to School management Committees who continue to play active role in girls' education and village level development. National Project Office (NPO) has organized 1 conference of SPDs and 1 meeting of National Resource Group (NRG) in the current financial year.

An independent National Evaluation of Mahila Samakhya programme was commissioned to Ravi J. Mathai Centre for Educational Innovation, Indian Institute of Management, Ahmedabad. The study was conducted in the months of September and October, 2104. The key findings are as follows:

- MS has successfully mobilized marginalized women, nearly 90% of the Sangha membership is drawn from the disadvantaged sections such as SC and ST.

- 96% of the Sanghas have members who regularly participate in GS meetings.

- 81% of the old Sanghas and 58 per cent of the newer Sanghas have taken concrete action to demand access to government services and benefits from the authorities/Panchayats.

- Over 55% of Sangha members have competed in elections and 27% are representing on various committees of PRIs, including 12905 Sangha members having won posts like Sarpanch and Ward members.

- 48% of the total federations (325) are functioning autonomously, and close to 60% will become autonomous by March, 2105. This indicates that MS has progressed well down the Sangha-Federation autonomy path.

- All the federations are involved in the education of girls, providing training to the Sangha representatives on education and spreading awareness on girls' education. Federations are well placed to handle social and developmental issues.

- As a consequence of access to information, knowledge and training there is a visible increase in the self-confidence and mobility of women.

- The agenda of girls' education occupies centre stage in the vision and action of Sanghas. Most girls from Sangha women families irrespective of caste and social location are now enrolled in schools in the village or sent out to complete their basic education.

- The educational impact of MS programme is quite strong and is evident from the inter-generational shift in favor of girls' education. 77% of the members with no formal education have all the girls in their families in the age group of 6-16 in schools. 30,377 Sangha members are on School Management Committees

- Key areas in which Sanghas have tried to develop links with the government education system include scholarships, fortified food grain, ensuring mid-day meal quality, uniforms and other schooling material, enrolment in KGBVs, construction of toilets and water tanks, adding classes to the school and ensuring teacher attendance.

- 60% of the villages where MS is present have at least one Sangha member on the school

management Committee having ensured regularity of teachers in the schools, and overall functioning and accountability of school towards children' education.

- The Nari Adalats (NA) are fairly significant, and their impact has been positive in terms of making available an alternative social justice forum that is gender sensitive, cost-effective and time-efficient to marginalized women.

- The decision of government of Gujarat to scale up Nari Adalat model to all the districts of the state is a vindication of NA's success as alternative justice mechanism for poor women.

Key Recommendations of the Evaluation were:

- There are significant strengths, mainly in the capability to address social injustice, on which future strategies can build. At the same time there are weaknesses related to inability to negotiate formal institutional structures and network for economic empowerment

- Establishing Resource Groups in three areas of focus: Institution Building (especially focusing on the federations); Entrepreneurship; and Gender Awareness, Education and Health.

- Use of technology to support the federations has to be improved phenomenally. A strong recommendation is to engage the services of an IT designer to suggest a platform for MS, which can be multilingual and enable sharing across the country.

- The National Resource Group (NRG) may have up to 20 nominated members, and a nominated member of the NRG will be required to contribute about four to five days during the year, or about eight to ten days during her 2-year term, to MS programmes in the 11 states.

The Nari Adalat

The Nari Adalat is an alternative system of social justice for women, rooted in Sangha-Mahasangha structures, operating as an informal, conciliatory, and non-adversarial social network to carry constitutional rights to the poor women in particular, victims of violence. Nari Adalat is an exceptionally powerful and significant innovation conceived by the Mahila Samakhya as a response to the discrimination and neglect women face in the arena of social justice. In 2007, the current Chief Minister of Gujarat observed a Nari Adalat in action and was impressed by its impact. She initiated the idea of taking this MS innovation to other districts as well. Following from this, support from the Mahila Ayog (Gujarat Women's Commission) was made available for the expansion. At present (2014) there are two sets of Nari Adalats in the state, the MS Nari Adalats and the "new Nari Adalats" which have their own structure.

An undated analysis carried out a few years ago in Gujarat of a few districts reported that domestic violence, wife-beating, sexual violence and other forms of harassment constituted about 54% of the cases taken up by the Nari Adalats; divorce accounted for 16%, dowry issues for 12%, property and family disputes for 18% and child custody for less than 1%. All cases accepted are women-centred and the complainant has to be a woman. The Adalats are now reported to be taking up many cases that are from non-sangha members.

ATIONAL BAL BHAVAN (NBB)

National Bal Bhavan is an autonomous institution under the Ministry of Human Resource and Development. Bal Bhavan as a movement is spread across the length and breadth of the country and presently there are 175 Bal Bhavans and Bal Kendras affiliated to National Bal Bhavan. In addition there are 50 Bal Bhavan Kendras in Delhi functioning as part of schools and also a rural bal bhavan at Mandi village in Delhi. These institutions conduct varied activities for children to provide them with experiences and activities not otherwise available to them. A Children's Creativity Centre – the first International centre on the pattern of National Bal Bhavan is also functioning in Mauritius under Ministry of External Affairs

Every year children take annual membership of National Bal Bhavan, Jawahar Bal Bhavan, Mandi and 50 Bal Bhavan Kendras of Delhi. This year 5319 children (including 440 free membership, 3250 boys and 2069 girls) took membership in NBB, 383 (296 boys and 87 girls) in JBB , Mandi and 13076 (6537 boys and 6539 girls) in 50 Bal kendras of Delhi. Besides

individual members all government schools are given free institutional membership, 21 public schools and 8 NGO run institutions in Delhi had taken institutional membership in National Bal Bhavan.

Programmes

National Bal Bhavan organizes programmes at local, zonal, national and international levels. Thousands of children participate in these programmes. Several special workshops on different themes and topics are also organised throughout the year. Some of the special programs organized by NBB in 2014 are as below:

Summer Fiesta

This year the 'Summer Fiesta' was organized from 15st May to 20st June 2014 in which 5216 enrolled members participated in science activities, creative art, photography integrated activity, performing arts, physical activities, home management, museum techniques, computer workshop etc. In the 50 Bal Kendras 9124 enrolled children took part in BBK's activities and 308 members participated in JBB Mandi's activities. Transport facility for girls up to 16 years and boys up to 13 years were also provided by National Bal Bhavan. All of them were provided free refreshment daily at NBB. Puppetry , skating , Magic Workshop and videography workshop were also organized for member children of NBB which was a special attraction during this summer. Visit to Aeroplanet was organized for members of science activity and visit to historical places in and around delhi –delhi Darshan was also organized for other member children.

The Union Minister for Human Resource Development, Smt. Smriti Irani at the National Bal Shree Honour function, organised by the National Bal Bhavan, in New Delhi on January 29, 2015.

Bal Shree Award:

The Bal Shree Scheme was initiated by National Bal Bhavan in 1995 to identify the exceptionally creative and talented children of the country in the fields of creative Arts, creative Performance, creative Writing and Scientific Innovation. After local and Zonal selection camps the National Bal shree Camp 2013 was organized from 26th -30th August 2014 in which -171 children participated. The Delhi State Local Level Bal shree camp was also organized on 7th and 8th October 2014

National Children's Assembly and Integration Camp- 2014

The Union Minister for Human Resource Development, Smt. Smriti Irani at the inauguration of the Bal Swachhta Mission, National Children's Assembly and Launch of 125th Birth Anniversary celebration of Pt. Nehru, in New Delhi on November 14, 2014.

Children's Day was celebrated at National Bal Bhavan and on this occasion Smt. Smriti Zubin Irani, the Minister for Human Resource Development launched the Bal Swacchta Mission in the presence of thousands of children and instructors assembled from different parts of the country as well as Delhi. National Children Assembly and integration camp 2014 was organised at National Bal Bhavan from 14th Nov. 2014 to 20th Nov. 2014 in which 299 children and 112 escorts from affiliated Ba lBhavans and Bal Bhavan Kendras across the country, member children of National Bal Bhavan, Bal Bhavan Kendras of Delhi participated. The camping group included 7 differently abled children 1 from Jammu Bal Bhavan (Sight impaired), 1 from shantineketan Bal Bhavan Jammu (Sight impaired), 4 from) Asha Lata Bal Bhavan (hearing impaired) and 1 from silvassa Bal Bhavan (sight impaired). Another special feature of this year's assembly was launch of 125th birth Anniversary celebration of Pt. JawaharLal

Nehru. Bal Sansad (Children Parliament) was another attraction of this year's assembly. For the inaugural and valedictory function children Presented cultural programme on the main theme of Swachhta. During the camp children were trained under experts in various fields and was also exposed to performances of renowned artists empanelled under SPIC MACAY and ICCR.

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Chapter 04

Secondary Education

SECONDARY EDUCATION

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

The scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. The schemes envisages inter-alia, to enhance the enrolment at secondary stage by of providing a secondary school with a reasonable distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc.

- Important physical facilities are provided which include, (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions, (vii) Electricity / telephone/internet connectivity and (viii) Disabled friendly provisions.

- Improvement in quality through, (i) Appointment of additional teachers to improve PTR (ii) In service training of teachers, (iii) ICT enabled education, (iv) Curriculum reforms and (v) Teaching learning reforms.

- Equity aspects addressed through, (i) Special focus in micro planning, (ii) Preference to areas with concentration of SC/ST/Minority for opening of schools, (iii) Special enrolment drive for the weaker section, (iv) More female teachers in schools and (v) Separate toilet blocks for girls.

Funding pattern and fund flow: The funding pattern under RMSA in respect of normal States is 75:25 and in case of North Eastern States it is 90:10. The scheme is being implemented by the Society set up by the State Government for implementation of the Scheme.

Programmatic Support from external funding agencies to RMSA -

- The World Bank, Department for International Development (DFID) and European Union have committed to extend their support to the RMSA programme. In association with these Development Partners, the RMSA programme will be implemented during 2012-16. During this implementation period, for this programme, DFID has provided financial support to the tune of 80 million Pounds. Of 80 Million Pounds, 20 Million Pounds has been earmarked for Technical Cooperation for capacity building of RMSA.

- International Experience of the External Funding Agencies have been in technical expertise to the programme, besides additional financial resources for the programme.

Merger of Schemes: With a view to ensure efficient utilization of funds and greater coordination, other Centrally Sponsored Scheme of Secondary Education i.e. ICT@School, Inclusive Education for the Disabled at Secondary Stage (IEDSS), Vocational Education (VE) and Girls Hostel (GH) have been subsumed under the existing RMSA scheme.

Progress of implementation (2014-15): A total Budgetary Allocation of ₹ 5000 Crores has been made for Integrated RMSA scheme. Out of this Rs. 5000 Crores an amount of Rs. 1702.61 Crore has been incurred till 24.10.2014.

Quality enhancement under RMSA: RMSA in association with NCERT, NUEPA, UKERIE etc. have taken several initiatives including school leadership development programme, national achievement survey at class X, development of framework for school standards and performance evaluation, national repository of open education resources, etc. to enhance quality of teaching at secondary stage.

VOCATIONALISATION OF SECONDARY AND HIGHER SECONDARY EDUCATION

The Scheme of "Vocationalisation of Higher Secondary Education" approved by the Government in September 2011 and subsumed under the Rashtriya Madhyamik Shiksha Abihayan with effect from April 2013 has been recently revised in Feb, 2014. The main reasons for revision were continuation of the scheme during the 12th Plan, incorporating the learning's emerging out from the Haryana Pilot on NVEQF, subsuming of the Scheme under the umbrella of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and alignment of the Scheme with National Skills Qualifications Framework. The revised Scheme is now known as "Vocationalisation of Secondary and Higher Secondary Education".

The Scheme seeks to enhance the employability of youth through demand driven competency based, modular vocational courses; to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchange ability in qualifications; to fill the gap between educated and employable; and to reduce the dropout rate at the secondary level and decrease the pressure on academic higher education.

The revised Scheme not only introduces vocational education for the first time, nationally, at the secondary level but also seeks to integrate vocational education with general academic education. It calls for greater involvement of industry in design, delivery and assessment of skills sets and also has a provision for incentivizing Government aided and Private schools.

Under the Scheme demand driven, modular vocation courses referenced to National Occupation Standards (NOSs) are offered through secondary and higher secondary government, government aided and recognized private schools.

Till date the scheme covers 2035 government schools in 24 States/UTs across 9 sectors including - automotive, retail, security, IT/ITeS, healthcare, agriculture, travel & tourism, physical education & sports and beauty & wellness.

Some of the significant modifications approved in the recent revision of the Scheme include:

- Introduction of Vocational Education from Class IXth onwards i.e. at the secondary stage.

- 75:25 sharing pattern between Centre and States for funds released under all the components of the scheme. 90:10 sharing pattern for funds released to the North Eastern States including Sikkim.

- Provision for a flexible pool of ₹ 14.50 lakhs per annum per school for engaging resource persons including Teachers/Skill Knowledge Providers/ Trainers etc.

- Provision of financial costs for engaging with the Industry/Sector Skill Councils (SSCs) for assessment, certification and training.

- Enhancement of funds for purchase of books and e-learning material.

- Financial provision (1% of total budgetary outlay) for Innovative Programmes under vocational education.

- Cost of development of curriculum and learning materials to be a maximum of ₹ 2.00 lakhs per skill level per job role.

ASSIMILATION OF NATIONAL VOCATIONAL EDUCATION FRAMEWORK WITH NATIONAL SKILLS QUALIFICATION FRAMEWORK

As per the Executive Order on National Skills Qualifications Framework (NVEQF) dated 2nd Sep , 2014 NVEQF "is to be assimilated in the National Skills Qualification Framework once that Framework is notified for the country". Therefore NVEQF was assimilated into the National Skills Qualifications Framework (NSQF) which was notified for the country on 27th December, 2013.The NSQF retains the basic spirit and components of NVEQF.

National Workshop on Vocational Education

A National level Guidance Workshop for hand holding the States/UTs regarding implementation of the Scheme was held in Bho pal in the month of July, 2014.

Document on Credit Framework

In order to provide progression routes within the Indian education and vocational/skill training system and to facilitate vertical and horizontal mobility of learners both within vocational education and vocational training and among vocational education, skill training, general education and technical education, The Document on Credit Framework *named SAMVAY (Skill Assessment Matrix for*

Vocational Advancement of Youth) for competency based skills and vocational education under National Skills Qualification Framework was launched by the Hon'ble President of India on 11th November, 2014. *The Credit framework, using the NSQF and NOS, is an exercise in recognising skills and education as part of an integrated learning system. It can be suitably adapted and adopted by the State / UTs.*

Sector Skills Council (Education)

The first ever Sector Skills Council (SSC) in the Education Sector has been set up by the Ministry. In pursuance of the decision taken for setting up a Sector Skills Council in the Education Sector in the Meeting of the Steering Committee on Skill Development held on 17th September, 2014 under the Chairpersonship of Hon'ble Human Resource Minister, the Sector Skills Council (Education) was notified by the Ministry on 13th October 2014. The scope of the SSC (Education) covers job roles other than academic faculty in Universities and Colleges and teacher qualification in school education. The functions of the Sector Skills Council (Education) include:

- Setting up of Labour Market Information System (LMIS) to assist planning and delivery of training

- Identification of skill development needs and preparing a catalogue of skill types

- Develop a sector skill development plan and maintain skill inventory

- Developing skill competency standard and qualifications

MODEL SCHOOLS

SETTING UP OF MODEL SCHOOL AT BLOCK LEVEL AS BENCHMARK OF EXCELLENCE

(i) Brief Objective: The objective of the scheme is to have at least one good quality senior secondary school in all the 6,000 blocks of the country.

(ii) Coverage: The Scheme envisages providing quality education to rural children through setting up of 6,000 model schools as benchmark of excellence at the rate of one school per block. The scheme has two modes of implementation, viz, (i) 3500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward.

(iii) Targets/Achievements: A total of 1286 Model Schools have so far became functional under State sector component of model schools scheme. In so far as PPP component of model school scheme is concerned, the Ministry has decided to undertake review of this component and any future course of action depend upon the outcome of the review.

(iv) Overall outcome of the Scheme (upto October, 2014): Since inception, under state sector component of the scheme 2490 model school have been approved in 23 states/UTs and financial sanction amounting to ₹ 3725.00 crore has since been released for setting up to 2329 model schools. As on 31-10-2014, 1286 model schools have been made functional in 13 states and amount of ₹ 260.00 crore has been released as recurring grants for these functional schools. As on 31-10-2014, about 3.10 lakh students were enrolled in these 1286 functional schools. It is expected that after 2490 model schools, which have been approved so far under state sector component are operationalized fully, a total number of 13.944 lakh students would be benefited @ 560 students per school.

MODEL SCHOOL MATHUR - ERODE DISTRICT

NCLUSIVE EDUCATION FOR DISABLED AT SECONDARY STAGE (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10 replacing the earlier scheme of Integrated Education for Disabled Children (IEDC). It provides assistance for the inclusive education of the disabled children in classes IX-XII. The aim of the scheme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) is an inclusive and enabling environment.

The scheme covers all children passing out of elementary school and studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999), namely, i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Locomotor disabilities, vi) Mental retardation, vii) Mental illness, viii) Autism, ix) Cerebral palsy and eventually cover Speech impairment, Learning disabilities, etc.

The components of the scheme includes: A) Student-oriented components: i) Assessment of medical / educational needs, ii) Provision of student specific facilities, iii) Development of learning material, iv) Purchase of screening reading software. B) Other Components: i) Appointment of special educators, ii) Special pay for general teachers trained in special education – ₹ 400/- per month iii) Construction and equipping of resource rooms, vi) training of general school teachers to build their capacity to fulfill the needs of children with special needs vii) make schools barrier free. Girls with disability receive special focus and efforts made under the scheme to help them gain access to secondary schools with a provision of a monthly stipend of ₹ 200/- for the disabled girls. ₹ 3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of ₹ 600/- per disabled child per annum.

Central assistance for all items covered in the scheme is on 100 percent basis. The School Education Department of the State Governments/Union Territory (UT) Administrations is the implementing agencies. They may involve NGOs having experience in the field of education of the disabled in the implementation of the scheme. Assistance is admissible for two major components viz:

i)   Student-Oriented Components, such as, medical and educational assessment, books support services, assistive devices, boarding and loading facility, therapeutic services, teaching learning materials, etc. ₹ 3000/- per child per annum is provided as Central Assistance to be topped by the State by a scholarship of ₹ 600/- per disabled child per annum.

ii) Other Components include appointment of special education teachers, allowance for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment, etc.

This Scheme has been subsumed under Rasthriya Madhyamik Shikhsa Abhiyan (RMSA) from 2013. The States/UTs are also in the process of subsuming it under RMSA as RMSA subsumed Scheme. At the central level, a Project approval Board approves the proposals received from the State Governments and also for monitoring and evaluation. This also has several experts in the field of inclusive education as members. Scheme guidelines are available on the website of Ministry: www.mhrd.gov.in

A total no of 211616 Children with Special Needs (CWSN) are approved to be covered under the scheme during the year 2014-15. The Budget Estimates for the year 2014-15 of the composite RMSA Scheme is ₹ 5000 crores. An amount of ₹ 143.34 Crore (as on 10.11.2014) has since been released to States/UTs under IEDSS component of composite RMSA Scheme provisions.

An evaluation study of the implementation of the Scheme was conducted by Department of Education of Group with Special Needs (DEGSN), NCERT, in 2012 to assess the impact of the Scheme on enrolment, access, retention and achievement of students with disabilities at secondary and higher secondary; to assess whether students covered under the Scheme are getting the required resource support in terms of trained (general and special) teachers; assistive devices; appropriate teaching material and learning environment etc. NCERT submitted its report in March 2013 Selected States and experts including NCERT, Departments of Disability Affairs, Rehabilitation Council of India and NGOs which had

implemented the scheme were consulted in a Workshops held in NCERT on 4th July 2014. The evaluation Report of the NCERT was shared with the States for seeking their inputs. Based on these inputs, the proposal for bringing out changes in the funding pattern and other components of IEDSS Scheme was shared with the States and finally discussed in the Education Secretaries' meeting held on 26th August 2014 at New Delhi. National Council of RMSA has also endorsed the proposals in its meeting on 18-09-2014. Accordingly, the proposal for amending some provisions of the IEDSS components of RMSA Scheme through EFC is under reference to Ministry of Finance.

NATIONAL MEANS-CUM-MERIT SCHOLARSHIP SCHEME

The Centrally Sponsored 'National Means-cum-Merit Scholarship Scheme (NMMSS)' was launched in May, 2008 with the objective to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue study at secondary and higher secondary stage up to class XII. One lakh scholarships of ₹ 6000/- per annum (₹ 500/- per month) per student are awarded to selected students every year for study in class IX and their continuation up to class XII in Government, Government aided and local body Schools. There is quota of scholarships for different States/UTs. Students whose parental income from all sources is not more than ₹ 1,50,000/- are eligible to avail the scholarships. There is reservation as per State Government norms. The selection of students for the scholarships is made through an examination conducted by the State Governments. Scholarships are disbursed by State Bank of India directly by electronic transfer into the bank accounts of students on quarterly basis. During 2014-15 (upto 31st October, 2014) 46563, scholarships have been sanctioned in accordance with the proposals received from the States/UTs.

NATIONAL SCHEME OF INCENTIVE TO GIRLS FOR SECONDARY EDUCATION

The Centrally Sponsored "National Scheme of Incentive to Girls for Secondary Education"(NSIGSE) was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of ₹ 3000/- is deposited in the name of the unmarried eligible girls as fixed deposit on enrolment in class IX, who are entitled to withdraw it along with interest thereon on passing X Class and attaining 18 years of age. The scheme covers (i) all girls belonging to SC/ST communities, who pass 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 Government, Government-aided and local body schools. Canara bank is the implementing agency for the scheme. During 2014-15 (upto 31st October, 2014) an amount of ₹ 66.21 crores have been sanctioned covering 220684 girl students.

IMPLEMENTATION OF DIRECT BENEFIT TRANSFER (DBT) SYSTEM

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

The digitized lists of beneficiaries were made available to concerned pilot district and concerned authorities in the States/UTs. The Department had advised the State Governments to collect aadhar Numbers of beneficiary students and seed the digitized database of beneficiaries with aadhar Numbers. The States have also been advised to seed the bank accounts of the beneficiaries under both the scheme with aadhar numbers to facilitate payment through Aadhar Payment Bridge. The Department of School Education and Literacy has been monitoring the necessary rollout activities and payments with the State Government/ UT Governments and Banks on regular basis.

Print and Electronic Media:

Kriti – 'Literacy Exhibition – 2014' was organised at Dilli Haat as part of ILD celebrations 2014. The exhibition was inaugurated by Smt. Smriti Zubin Irani,

Hon'ble Minister of Human Resource Development. The main focus of the exhibition was live demo of products crafted by the JSS beneficiaries to showcase the skills acquired by them through courses conducted by JSSs. The live demo provided opportunity to the beneficiaries to demonstrate their vocational skills at the National forum before the public. Cultural programmes were organized in the evening.

GIRLS HOSTELS (GH)

The Centrally sponsored scheme titled "Construction & Running of Girls' Hostel for Students of Secondary & Higher Secondary Schools" was launched in 2008-09 and is being implemented from 2009-10 replacing the earlier NGO driven Scheme. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3,500 Educationally Backward Blocks (EBBs) in the country.

The main objective of the Scheme is to improve access to and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors.

The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. Students passing out of KGBVs will be given preference in admission in hostels. At least 50% of girls' students should be from SC, ST, OBC, and Minority Communities.

The scheme is implemented by the State Government Societies established for implementation of the Scheme, with the sharing pattern being 90:10 between Government of India and State Governments. The Central share is released in two installments of 50% to each of the State and the UT (only to Dadra Nagar Haveli which has only 1 EBB) Governments, which in turn releases it to the implementing agencies along with their own share.

The components of the Scheme includes: (i) Non recurring and (ii)Recurring.

Non recurring: Non recurring components contains Central grant @90% (to be released in two instalments) (i) for construction of building based on State SORs including two room accommodation for warden (ii) ₹ 3.24 lacs for construction of Boundary wall (iii) ₹ 1.00 lac for boring and hand pump as per minimum rates prescribed by State Drinking Water Department (iv) ₹ 6.71 lacs for furniture, equipments, bedding and (v) ₹ 0.20 lac for gas connection to make the hostels functional.

Recurring: Recurring component contains ₹ 15.71 lac p.a. for (i) ₹ 10.20 lacs p.a. for Fooding and lodging expenditure @ ₹ 850/ per month (ii) ₹ 0.60 lacs for Honorarium of warden @ ₹ 5000/-per month (in addition to her salary as teacher) (iii) ₹ 0.36 lacs to Chowkidar@ ₹ 3000 p.m. (iv) ₹ 0.36 lacs p.a. for 1 Head Cook @ ₹ 3000 p.m. (v) ₹ 0.60 lacs for 2 Asstt. Cooks @ ₹ 2500/- p.m. (vi) ₹ 0.60 lacs p.a. for Electricity/water (vii) ₹ 0.40 lacs p.a. for maintenance (viii) ₹ 0.75 lac p.a. for medical care @ ₹ 750/- p.a. per girl student (ix) ₹ 1.20 lac p.a. for Toiletries and sanitation @ ₹ 100/- p.m. per girl student (x) ₹ 0.24 lac p.a. for Books/Newspaper/ magazines & Sports @ ₹ 2000 p.m. and (xi) ₹ 0.40 lac p.a. as Miscellaneous.

The Girls' Hostel Scheme has been subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2014-15.

At the Central level, a Project Approval Board approves the proposal submitted by the State Govts. after due

scrutiny. Monitoring is undertaken by continuing evaluation of the working of the scheme by State Govt. agencies through a regular and well structured system of field visits. State Governments also submits send half yearly reports indicating physical and financial progress.

Panchayati Raj institutions will also be involved in monitoring of the scheme. The beneficiary lists of students eligible for hostel facilities are to be verified against the household registers maintained by the Gram Panchayats and data available with other tiers to identify any gaps, missing names in the lists. Any data collection in this regard will be done through Panchayats.

Scheme guidelines are available are on the website of the Ministry at www.mhrd.gov.in.

Target & Achievement:

The target set is (i) approval and (ii) sanction of 75 girls' hostels in the year 2014-15. Against the target, the Project Approval Board approved 22 Girls' Hostels in 2014-15 (1 in Dadra Nagar Haveli, 18 in Haryana and 3

in Tripura). 180 hostels have been sanctioned in 2014-15 (1 in Dadra Nagar & Haveli + 49 in J&K (against the earlier PAB approval in 2012-13)+130 in Odisha (against the earlier PAB approval in 2009-10 (15)+2010-11(115).

Outcome (till 31.10.2014): Since implementation of the Scheme from 2009-10, 2160 hostels have been approved in 26 states + 1 UT except Kerala (which is yet to submit the proposal as per Scheme norms) and 1827 hostels have been sanctioned in 26 states + 1 UT till 31.10.2014. 524 hostels are functional 9 states (74 in Chhattisgarh, 2 in Haryana, 61 in Karnataka, 201 in Madhya Pradesh, 21 in Punjab, 100 in Rajasthan, 41 in Tamil Nadu, 5 in Tripura and 19 in Uttrakhand) which includes 46 fresh hostels which have become functional in 2014-15 (4 in Chattisgarh, 3 in Madhya Pradesh, 34 in Rajasthan and 5 in Tripura). An amount of ₹ 258.90 cr. has been released for construction of 49 fresh hostels in Jammu & Kashmir, 1 hostel in Dadra, Nagar & Haveli, 130 hostels in Odisha and 2nd instalment for hostels in Chhattisgarh, Tamil Nadu, Uttarakhand and West Bengal.

Girls' Hostels Scheme- Details of hostels sanctioned and Central share of grant released till 19.11.2014 (Rs. in Cr.)

Sl. No	Name of State	No. of Hostels sanctioned	No. of GH appvd in 2014-15	No. of GH sanctioned in 2014-15	Non-rec. Grant released in 2009-10	Non-rec. Grant released in 2010-11	Grant released in 2011-12		Grant released in 2012-13		Grant released in 2013-14		Grant released in 2014-15		Total Non-Recur. Grant released	Total Recur. Grant released	Total Grant (NR+R) released
							NR	Rec.	NR	Rec.	NR	Rec.	NR	Rec.	NR	Rec	Total
1	Andh.Pr.	355	0	0	-	-	96.99	0	113.93	0	0	0	0	0	210.92	-	210.92
2	Assam	80	0	0	-	-	17.12	0	18.44	0	23.24	0.49	0	0	58.80	0.49	59.29
3	Arnchal Pr	5	0	0	0.96	0	1	0	0	0	0	0	0	0.37	1.96	0.37	2.33
4	Bihar	115	0	0	11.56	6.03	41.76	0	15.65	0	0	0	0	0	75	-	75
5	Chhatsgrh	74	0	0	14.14	0	22.67	3.89	0	0.73	0	8.06	25.00	0.99	61.81	13.67	75.48
6	D N & H	1	1	1	0	0	0	0	0	0	0	0.03	1.16	0	1.16	0.03	1.19
7	Gujarat	85	0	0	0	0	0	0	0	0	75.42	0	0	0	75.42	-	75.42
8	Haryana	18	18	0	0	0	0	0	0	0	14.03	0.12	0	0	14.03	0.12	14.15
9	Hmchl Pr.	5	0	0	0.96	0	0	0	0	0	0	0	1.19	0.09	2.15	0.09	2.24
10	J&K	68	0	49	3.44	0.19	0	0	0	0	0	0	65.66	0	69.29	-	69.29
11	Jharkhand	81	0	0	-	-	0	0	20.01	0	32.28	0	0	0	52.29	-	52.29
12	Karnataka	62	0	0	10.56	0	0	0	36.57	0.58	11.44	8.02	0	0.12	58.57	8.72	67.29
13	Madhya Pr.	201	0	0	5.74	0	0	8.79	0.38	13.34	78.55	20.21	0	3.60	84.67	45.94	130.61
14	Maharashtra	43	0	0	-	-	0	0	25.6	0	0	0	0	0	25.6	-	25.6
15	Manipur	5	0	0	-	-	0	0	0	0	2.86	0	0	0.51	2.86	0.51	3.37
16	Meghalaya	9	0	0	-	-	0	0	6.95	0	0	0	0	0	6.95	-	6.95
17	Mizoram	1	0	0	0.19	0	0.2	0	0	0	0.67	0.04	0	0	1.06	0.04	1.10

18	Nagaland	11	0	0	-	-	0	0	10.61	0	0	0	0	0	10.61	-	10.61
19	Odisha	130	0	130	-	-	-	-	-	-	-	-	87.94	0	87.94	-	87.94
20	Punjab	21	0	0	4.02	4.01	0	0	0	0	0.61	1.66	0	0	8.64	1.66	10.30
21	Rajasthan	186	0	0	5.16	45.81	0	1.99	0	0	0	6.99	0	5.09	50.97	14.07	65.04
22	T. Nadu	44	0	0	8.42	0	0	0	19.76	0	0	4.50	28.18	1.51	56.36	6.01	62.37
23	Tripura	5	3	0	-	-	-	-	-	-	4.92	-	0	1.00	4.92	1.00	5.92
24	Uttarkhnd	19	0	0	-	-	0	0.28	16.99	0	0	1.14	14.29	0.50	31.28	1.92	33.20
25	Uttar Pr.	141	0	0	-	-	0	0	19.04	0	67.35	0	0	0	86.39	-	86.39
26	W. Bengal	62	0	0	-	-	-	-	-	-	9.69	-	21.70	0	31.39	-	31.39
Total		1827	22	180	65.15	56.04	179.74	14.95	303.93	14.65	321.06	51.26	245.12	13.78	1171.04	94.64	1265.68

KENDRIYA VIDYALAYA SANGATHAN (KVS)

The scheme of Kendriya Vidyalaya Sangathan (KVS) was approved by Government of India in November, 1962 to provide uninterrupted education to the wards of the transferable Central Government employees. Initially, 20 Regimental Schools were taken over as Central Schools during the academic session 1963-64. This number has now gone upto 1102 including 03 abroad (Kathmandu, Moscow and Tehran) as on 31.10.2014. Out of these 103 KVs are functioning in North-East and 64 KVs are running in double shift. The distribution of 1102 KVs sector-wise is as under (as on 31.10.2014):

Sl.No.	Sector	No. of KVs
1.	Defense	351
2.	Civil	618
3.	Institutes of Higher Learning	026
4.	Projects	107
	Total	1102

Criteria for opening of new KVs: Proposal for opening new Kendriya Vidyalaya is considered only if sponsored by any one of the following: (a) Ministries/Department of the Government of India (b) State Governments (c) Union Territories Administrations (d) Organization of employees belonging to the eligible categories. The sponsoring authority is required to provide free of cost land as per norms. There should be concentration of at least 500 employees of the Defence Services or of the Central Government employees or the Government of India Undertaking individually or jointly (250 in the case of Special Focus Districts). The minimum potential enrolment of children of specified categories for opening a Kendriya Vidyalaya belonging to categories I to IV which may be 200 or an average of 30 per class whichever is more. KVS is fully funded by the Ministry of Human Resources Development.

The Minister of State for Human Resource Development, Prof. (Dr.) Ram Shankar Katheria and the Minister of State for Human Resource Development, Shri Upendra Kushwaha releasing the postage stamp, at the presentation of the KVS Incentive Award for Innovation and Experimentation-2014 to the KVS Teachers, in New Delhi on December 15, 2014.

Salient Features of Kendriya Vidyalayas

- KVs primarily cater to the educational needs of the wards of transferable Central Government employees.

- All Kendriya Vidyalayas are co-educational.

- Common Text books, common curriculum and bi-lingual medium of instructions, i.e. English and Hindi are followed.

- All KVs are affiliated to the Central Board of Secondary Education.

- In case of girl students, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.

- No tuitions fee is charged from boys upto to class-VIII.

- Other categories where no tuition fee is charged upto class-XII are the following :

    - SC/ST students

    - Children of those Armed Forces employees who were martyred/disabled during the wars in 1962, 1971, 1999 & Kargil War against China and Pakistan.

    - The wards of KVs staff.

    - KVs mainly provide education in Science, Commerce and Humanities Streams.

Admissions: The basic criterion for admission in class-I in KVs is transferability of the parents during the last 07 years. Thereafter, other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available. A total number of 1142858 students are studying in various Kendriya Vidyalayas during 2014-15. There are 642722 boys and 500136 girls among these students. The Kendriya Vidyalayas are placed under Specified category of Schools under section 2(p) of RTE Act 2009. Accordingly, KVS provides reservation in admission to the extent of 25% of class strength to the children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory elementary education till its completion [Section 12(i) (c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009].

Admissions under RTE Act : (i) KVS has the provision for 22.5% reservation for SC/ST (SC-15% and ST-7.5%), (ii) 10 seats (out of 40 seats) in Class-I per section are to be filled up as per RTE Provision (25% of seats) and these 10 seats will be filled up by draw of lots from all applications of SC/ST/BPL/OBC (Non Creamy Layer)/Disabled taken together, (iii) Remaining seats are to be filled up as per existing priority category system. The short fall in the seats reserved for SC/ST will be made good by filling up of the seats as per order of Priority categories for admission.

Target/Achievements: In the 12th Plan, it has been envisaged to open 500 new KVs under Civil/Defence Sector. Out of these during the year 2013-14, 54 new KVs have been sanctioned by the Government in March 2014 which will be made operational in 2014-15 onwards soon after transfer of requisite extent of land and other infrastructural facilities.

Performance: The KVs have consistently been performing excellently over the years as may be seen by the Central Board of Secondary Education (CBSE) results of students of KVs for the last three years given below:

2012		2013		2014	
X	XII	X	XII	X	XII
99.36	94.15	99.90	94.82	99.59	97.39

Computer and IT related Initiatives: Kendriya Vidyalayas are a pace setting institution and have taken various initiatives for improving and overhauling School education system in the country including various Audio/Video devices and application as well as Information and Communication Technology (ICT).

ICT Infrastructure in KVs as on 31.3.2014:

(i)   Total number of computers available in KVs - 53156

(ii) Students Computer ratio - 21:1

(iii) No. of KVs with Computer Labs - 1080

(iv) No. of KVs having Internet Connectivity - 1084

(v)   No. of KVs having Broad Band Connectivity - 1065

(vi) No. of KVs having their own Websites - 1085

Setting up of e-class room in Kendriya Vidyalayas: Kendriya Vidyalaya Sangathan has implemented the Scheme of establishing E-class Room scheme in 125 Kendriya Vidyalayas located in 25 different regions. To begin with, in each Kendriya Vidyalaya, one section in each class from 3-12 has been equipped with Interactive Board, Multimedia Projector, Computer etc. After completing the pilot project in 1250 class rooms, Scheme can be rolled out in rest of the Kendriya Vidyalayas in a phased manner:

➢ **E-content:** KVS has taken a novel initiative of creating e-content by using expertise of its own teachers. By this way, large repository or content in offline/online mode has been created. KVS has provided teachers e-content creating software, by using that, teachers may develop their own lesson plan.

➢ In pursuit to use secured mails, KVS has started using MS exchange mailing solution with domain name--kvsedu.org.

Achievements in Sports/Co-curricular Activities: (i) the students of Kendriya Vidyalayas participate in various sports and games activities at regional and national level. The students also participated in Sports Games Federation of India 2013-14 and 66 students of KVs won medals in different games and sports events; and (ii) the students of KVs also participated in Jawaharlal Nehru Science Exhibition conducted by NCERT and won prizes at National level.

Navodaya Vidyalaya Samiti (NVS)

The 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 Registrat.ion Act XXI of 1860, with the objective 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.

JAWAHAR NAVODAYA VIDYALAYA

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 building at the permanent site.

Status of sanctioned JNVs and functional JNVs:

To start with, two Jawahar Navodaya Vidyalayas were established during 1985–86, at Jhajjar (Haryana) and Amravati (Maharashtra). As on date, out of 628 districts (excluding Tamil Nadu State), the Samiti has sanctioned 598 Jawahar Navodaya Vidyalayas for 576 districts out of which 589 JNVs are functional.

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. The Selection test is non-verbal and class neutral and is so 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 into JNVST, in case a new Vidyalaya has not been started in newly bifurcated district as yet. The JNVs run classes from Class VI to Class XII. The admissions are done for Class VI and IX through JNVST. The popularity of JNVs is rising over the years. The statistical figures for the students appearing for the JNVST and selected in the year 2014-15 are as under:

Class	Students Appeared	Student Selected
VI	1669254	41164
IX	73008	4035

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 no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to a maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.

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

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

Total number of students as on 31.08.2014 (Admission in Class VI is in progress through wait list):

Number of students	Boys	Girls	Rural	Urban	Gen	SC	ST	Total
	144243	90696	183783	51156	131740	59094	44105	234939
%age	61.40	38.60	78.23	21.77	56.07	25.15	18.77	

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

Year	2011-12		2012-13		2013-14	
Class	X	XII	X	XII	X	XII
Pass Percentage	99.58	95.96	99.73	96.14	99.80	97.67

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 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.

Computer Education:

● Vidyalayas. Computer pupil ratio is 1:12 JNVs.

● 33 Vidyalayas developed as Smart Schools as pace setters in ICT Programme.

● Video multicasting is organized periodically.

● About 10000 teachers have undergone computer training. Training for Principal/Other personnel at JNVs/ROs/NVSHqrs. undertaken.

● E-content, library management software, database for personnel.

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. The average operational expenditure per student per annum for the year 2013-14 was Rs. 71,166/-.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (NCERT)

The National Council of Educational Research and Training (NCERT) provides academic and technical supports for qualitative improvement of school education. The NCERT was established on September 1, 1961 as an apex national body to lead qualitative changes in school education. NCERT has been playing an advisory role guiding Central and State

Governments in formulating Policies, Acts and Government Programmes. NCERT has played a crucial role in the development of National Policies on Education (1968 and 1986) and National Curriculum Frameworks. The researches undertaken by the Council have led to building new perspective of schooling and also provided inputs for formulation of policies and programmes. NCERT has been designing and offering innovative and need-based courses for teachers, teacher educators and counsellors. The curricular and other learning materials developed by the Council have helped in bringing about quality schooling. NCERT has recognition both at national and international levels in the area of school education owing to its work done in the last 50 years. It is a unique institution in India, conducting researches, preparing skilled educational professionals and developing curriculum and curricular materials. The major constituent units of the NCERT are:

a. National Institute of Education (NIE), New Delhi

b. Central Institute of Educational Technology (CIET), New Delhi

c. Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE),   Bhopal

d. Five Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

NCERT has been designated as the academic authority for implementation of the Right of Children to Free and Compulsory Education Act, 2009. It has been providing academic support to States and UTs for the implementation of the Act. The Council has been working to address the issues and concerns of quality of education at the elementary stage under Sarva Shiksha Abhiyan (SSA).

In view of addressing the needs of States/UTs for the professional development of teachers, in-service Teachers' Professional Development (ITPD) packages in the areas of viz.,

Science, Mathematics, English, Hindi and Social Science have been developed and are available on the NCERT website (www.ncert.nic.in). In order to improve classroom processes and students' learning in various curricular areas, capacity building programmes for KRPs by using ITPD packages were conducted to give academic support to the states of Punjab, Assam, Meghalaya, Bihar, Mizoram, Goa, Jharkhand and Himachal Pradesh.

Central Institute of Educational Technology (CIET), NCERT, has developed The National Repository of Open Educational Resources (NROER) which has resources like videos, audios, documents, interactive objects and images in Hindi, English, Malayalam, Telegu, Manipuri, Marathi, Sanskrit languages. The institute has also organized progammes on development and management of NROER for the State core team members from different organisations covering 35 States/UTs. The first Massive Open Online Course (MOOC) on the use of Open Educational Resouces (OER) in the classroom was organized by the institute from 5 September to 5 October 2014. In addition, about 353 educational television and 79 educational audio programmes including 17 audio books were produced for the stakeholders from primary to senior secondary level.Keeping in view the importance of the implementation of an inclusive system of education, the council developed audio-visual materials to spread awareness about children with autism among the regular school teachers and other stakeholders in education.

The NCERT has been engaged in the production of educational kits in science and mathematics namely viz., Upper Primary Science Kit, Secondary Science Kit, Senior Secondary Microscale Chemistry Laboratory Kit, Solid State Model Kit, Molecular Model Kit, Upper Primary Mathematics Kit, Secondary Mathematics Lab Kit, Secondary Science Lab Kit (Biology), Secondary Science Lab Kit (Physics) and Secondary Science Lab Kit (Chemistry).

The Council organized 41[st]Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) at Chandigarh from 11 to 17 November 2014.

One of the major concerns of NCERT is the development and operationalisation of innovative pre-service teacher education courses, viz. four-year integrated B.A. B.Ed. course in social science and humanities education, B.Sc. B.Ed./B.Sc.Ed. courses in science education, two-year B.Ed. (Secondary) course in science and humanities, one-year M.Ed. course in Elementary Education and one-year Post-Graduate Diploma in Guidance and Counselling (PGDGC) in Regional Institutes of Education at Ajmer, Bhopal,

Bhubaneswar and Mysore. The RIEs also have the facilities for Ph.D. programme. RIE, Mysore started two courses-B.A.Ed. and B.El.Ed.; RIE, Bhopal has started B.A. B.Ed. course and RIE, Bhubaneswar started M.Phil.in Education course.

The Council houses the National Population Education Project (NPEP) launched in April 1980, as an educational intervention to help the country attain its demographic goals and also implements the Adolescence Education Programme (AEP) of the MHRD since 2005, funded by UNFPA, for imparting knowledge and awareness to learners about Adolescent Reproductive and Sexual Health (ARSH) concerns. As a collaborative effort of NCERT, UNFPA and KVS/NVS, an online Adolescence Resource Centre (ARC), is initiated to address the issues on adolescence health and well-being. It will serve as a knowledge bank for materials, and resources, both print and audio-visual, related to adolescence. The National Role Play Competition was organized by focusing on four major themes healthy relationships among adolescents, charms and challenges of adolescence, HIV/AIDS: stigmatization and cause and impact of drug abuse for class-IX students of government schools of States/UTs at NIE, New Delhi from 11 to 13 December 2013.

Under the National Talent Search (NTS) scheme, during the year 2014-15, the National Talent Search examination was conducted and three nurturance programmes were also organised at Bengaluru from 15 to 19 October 2014, Mumbai from 3-11 November 2014 and Mohali from 7 to 11 October 2014.

In the area of vocational education, Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal provides assistance to MHRD besides providing academic and technical support to a variety of vocational programmes and advises state governments and union territory administration on the implementation of vocational education programmes.

The institute has been entrusted the 'Scheme of Introduction of Yoga in Schools' the under which teachers of govt. and govt. aided schools are given yoga training in an integrated way as per the stipulations made in the National Curriculum Framework- 2005 and syllabus of health and physical education. For the conducting the yoga training, the financial assistance is being given by the Institute after verification process

of each of the school who has applied for the assistance.

NCERT publishes 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 in English, Hindi and Urdu. The NCERT textbooks are freely adopted in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas and Tibetan Schools. 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.

NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

- During the past one year, the National Council for Teacher Education has made the following implementations and achievements for the betterment of teacher education in the country and its quality enhancement.

- The National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 have been notified on December 1st, 2014 in the Gazette of India (as revision of the 2009 Regulations) after wider regional and national consultations with various stakeholders.

- The revised Norms and Standards for 15 Teacher Education programmes have been notified. Among them, four new teacher education programmes have been introduced, viz. B.A.B.Ed./B.Sc.B.Ed. Integrated, B.Ed. (Part-Time), B.Ed.-M.Ed. (Integrated), B.El.Ed. which will be implemented all over the country. Both UGC and NCTE have written to university Vice Chancellors to introduce these integrated teacher education programmes from 2016-17 session.

- The duration of three TE programmes, i.e. B.Ed., M.Ed. and B.P.Ed. have been extended from one year to two years to ensure more rigour and better quality in teacher education in particular and education in general. These programmes are being implemented from 2015-16 session.

- The curricula of teacher education programmes of all the 15 programmes have been revised; and to sensitise the teacher education institutions/ universities (TEIs) and teacher-educators, orientation workshops are being conducted across

the country in more than a dozen of places, so as to ensure that the revised curricula are implemented by affiliating bodies (Universities and SCERTs/State Departments of Education). Four important areas, i.e. ICT, Yoga Education, Gender and Disability/Inclusive Education have been made compulsory for all the 15 teacher education programmes.

- Accreditation of teacher education institutions once in every five years has been made mandatory in Regulations 2014 for which an MoU with NAAC/UGC has been signed; and NCTE is also planning to take help of other agencies which will accredit the TEIs on the basis of NCTE's provisions.

The Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, Ms. Vrinda Sarup releasing a module on Swami Vivekanand and Education, at a function, organised by the National Council for Teacher Education (NCTE), in New Delhi on January 12, 2015

- In order to ensure transparency in functioning of NCTE, its Regional Committees and all teacher education institutions in the country, E-Governance and office automation have been initiated to be implemented from the 2015-16 session. This also involves making the process of inspection and recognition online, institutional and faculty database with digital photographs, and GIS of institutions.

- The Academic Unit and its activities have been expanded along with engagement of Consultants, Research Assistants and academic support received from teacher-educators and university departments of education. Surveys on NCFTE 2009, TET, and demand and supply of teachers have been initiated. Also, a series of National Lectures has been initiated on the implications of Great Thinkers of India for teacher education. The first one on Swami Vivekananda has been organised along with the development of modules

on it to be used by teacher education institutions in the country.

Central Tibetan Schools Administration (CTSA)

His Holiness the Dalai Lama along with his followers came to India in 1956, he showed his deep concern for education of Tibetan children in India. The then Prime Minister of India Sh. Jawaharlal Nehru and His Holiness the Dalai Lama ji visualized the need of special schools for the Tibetan children and with their efforts CTSA was established in 1961.

In order to provide the children of Tibetans living in India with modern education, the Government of India established Central Tibetan Schools by a Resolution of the Govt. of India, Ministry of Education (Now Ministry of Human Resource Development) in 1961 and registered it under the Societies Registration Act XXXI of 1860. The main objectives of the Administration are to run, manage and assist institutions for the Education of Tibetan children in India by preserving and promoting their culture and heritage.

As on date there are 09 Senior Secondary schools (06 residential and 3 day schools), 05 Secondary day schools and 07 middle schools, 02 Primary Schools with a present enrolment of students is 5692 in July 2014. These schools mainly cater to the needs of Tibetan community, local Indian Children to the extent of 10% are also admitted from Class VI onwards. Medium of instruction from class- I to V is Tibetan medium.

The main underlying purpose of CTSA is to preserve and foster the Tibetan culture engulfing its heritage, identity and ethnicity in the Indian soil along with facilitating and providing modern hi-tech scientific education to the Tibetan children, to ensure and improvise their overall development and equipping them to face the challenges of the ever changing world.

All schools have computer labs, Science labs, Maths lab, Activity lab, Minimum Level of Learning Labs with modern electronic gadgets. Tibetan Students who pass out from the schools run by CTSA are provided merit scholarships for pursuing further studies. 15 Merit scholarships are awarded to meritorious Tibetan students in the age group of 17-22 years for pursuing degree level courses in area of Science, Engineering, Medicine and Teacher Training in recognized

Institutions. 5 Scholarships are awarded to Tibetan students for pursuing Diploma level/Vocational courses.

Schools are adequately equipped and armored with modern facilities and devices for quality education. They possess modern computers, Sky video conferencing gadgets, have resource centers where interactive classes are conducted. For further developments, the government of India had been releasing funds from plan budgets since 2000 with the aim to provide these schools an entirely new outlook and dimension for the upliftment of the Tibetan children. Each school has provision of Play field equipments, staff quarters and multipurpose hall.

Remedial teaching is being imparted to the students of Class X and XII for one month during winter vacation in schools to prepare them for Board examinations. Training to teachers is a regular activity to update the skills of teachers and Head of the Institution & Teachers are given trainings conducted by CBSE. Every year about 10 to 15 training courses are organized to update the knowledge and skill of students specially Board classes to achieve 100% quality results.

From the year 2000 onwards, CTSA is receiving annual grant of ₹ 6 crores under Plan Budget every year for construction and repair of infrastructure i.e. classrooms buildings, hostels, playfields, boundary walls, staff quarters, multipurpose hall etc. With this budget, a substantial infrastructural development took place in the CTSA schools. As on date, there are 345 staff quarters, 45 School buildings, 29 Play fields and 07 hostel blocks in CTSA schools. It is an ongoing process to build the best possible infrastructure in all the schools under CTSA.

CTSA students participate in CBSE Zonal meets; National Sports meets every year and get positions in different events. One girl named Phurbu Dolma won gold medal in High Jump in CBSE sports meet in 2014 (Photo attached). Tibetan students regularly participate in various Dance and Cultural activities at school level, zonal level and state level (Photo attached – celebrating International Day of Peace at CST, Herbertpur). CTSA Students participate in Bharat Scouts and Guides activities at state level, National level and even at International level.

The Administration has achieved a Results with pass percentage of 79.09% in class XII and 99.50% in class X in the CBSE Exam - March, 2014.

National Awards: To honour the services of sincere and dedicated teachers, the Govt. of India has allocated two national awards to CTSA from 2004.

Incentive Awards: In order to keep the morale of teachers high and to recognize the sincere dedicated and exemplary services of teaching and non-teaching staff, the CTSA offers four incentive awards for teaching and three for non-teaching staff every year. The award carries a cash prize of Rs. 5000/- a memento and a shawl. The awards are given by the Chairman, CTSA in a colorful ceremony.

Value education is imparted to students to make them physically fit and mentally alert, Yoga and aerobics are regular activities. Some schools have excellent band parties and dance troops. They participate in local district and state festivals.

Educomp Smart Class facilities have been established in Two Senior Secondary schools and also establishment of Science Centres in 03 schools namely Central School for Tibetans, Mundgod, Mussoorie & Bylakuppe, which will be equipped with working models, concept etc. to create interest in Science by CTA, Dharamsala.

Remedial teaching is being imparted to the students of Class X and XII for one month during winter vacation in schools to prepare them for Board examinations. There is provision of special coaching for talented students in various fields viz, academic, literary, sports and Music & Dance so that their skills can be sharpened to face the global challenges. Hostelare being given special care and attention by providing kitchen equipments, beds and mattress, clothing and articles of daily uses to hostellers.

It is also to be informed that Transfer of schools from C.T.S.A. to Department of Education, Central Tibetan Administration(CTA), Dharamsala vide letter no. F.4-3/2002-UT-2/Sch.3, dated. 18-01-2013 is under process & 33 Pre-Primary & 04 Primary schools have already been handed over in Dec.-2013 to CTA, Dharamsala. This handing over process will take place over a three years period, giving an option to Indian teaching and non-teaching staff of CTSA to join KVS/NVS/NCERT/CBSE.

The Union Minister for Human Resource Development, Smt. Smriti Irani initiating Swachh Bharat-Swachh Vidyalaya Campaign, at Kendriya Vidyalaya, R.K.Puram, in New Delhi on September 25, 2014.

Swach Bharat Abhiyan has been organized at CTSA HQ and all the Tibetan schools from 25th Sept. to 31stOct. 2014.

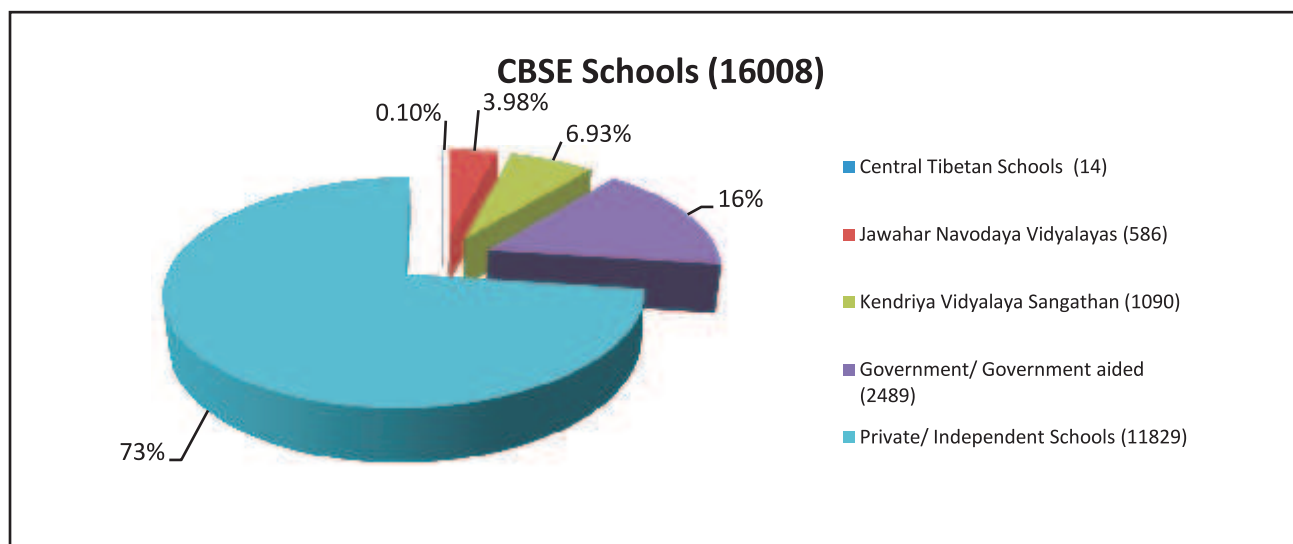## CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

The Central Board of Secondary Education (CBSE) is a National Board of School Education established in 1929 by a government resolution. It is a self-financed autonomous organization with Secretary (School Education and Literacy), Ministry of Human Resource Development, Government of India, as the Controlling Authority. Central Board of Secondary Education over the years has emerged as one of the pioneers in the field of school education. The board has taken some major initiatives and reforms in teaching methodology and assessment.

The prime objective of the Board is to act as the nodal agency for the affiliated educational institutions for the overall development of the education system. It is constantly striving to make sound educational processes and improved learning outcomes a more central part of the educational agenda of the country.

Jurisdiction

The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. From 309 schools in 1962 the Board today has 16008 schools as on 01-01-2015. Out of these 15811 are located in India and 197 in different countries of the world.There are 1090 Kendriya Vidyalayas, 2489 Government Schools, 11829 Independent Schools, 586 Jawahar Navodaya Vidyalayas and 14 Central Tibetan Schools.

CBSE Schools (16008)

0.10% 3.98% 6.93% 16% 73%

- Central Tibetan Schools (14)
- Jawahar Navodaya Vidyalayas (586)
- Kendriya Vidyalaya Sangathan (1090)
- Government/ Government aided (2489)
- Private/ Independent Schools (11829)

Decentralization

In order to execute its functions effectively Regional Offices have been set up by the board in different parts of the country to be more responsive to the affiliated schools.

At present the board has ten regional offices in Allahabad, Ajmer, Chennai, Guwahati, Panchkula, Patna, Bhubaneswar, Thiruvananthapuram, Dehradun and Delhi. Schools located outside India are looked after by Regional Office Delhi. The Headquarter constantly monitors the activities of the Regional Offices. Although, sufficient powers have been vested with the Regional Offices, issues involving policy matters are, however, referred to the Head Office. Matters pertaining to day-to-day administration,

liaison with schools, pre and post examination arrangements are all dealt with by the respective regional offices.

Main Objectives and Activities

- To raise the standard of Secondary Education.
- To make the services of the Board available to various educational institutions.
- To meet the educational needs of the students who have to move from State to State.
- To conduct examinations and such other examinations as it may consider fit, subject to the approval of the Controlling Authority or as it may be called upon to conduct by the Ministry of Human Resource Development (MHRD), Government of India.
- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII.

- To grant qualifying certificates to successful candidates of the affiliated schools.
- To prescribe and update the courses of instructions of examinations.
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

The Prime focus of the Board is on

- Innovations in teaching-learning methodologies by devising student friendly and student centered paradigms.
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

Examinations and Assessments conducted by the Board during the calendar year 2014-15

Examinations/Assessments	
School Examinations	➢ Senior School Certificate Examination (Class XII) ➢ Secondary School Examination (Class X)/Summative Assessments ➢ JawaharNavodayaVidyalaya Selection Test (JNVST) for classes VI & IX
Entrance Examinations for Professional Courses	➢ All India Pre -Medical Test (AIPMT) for medical/dental undergraduate programs ➢ Joint Entrance Examination (JEE -Main) for undergraduate engineering programs and gateway for JEE (Advanced) ➢ National Eligibility Test (NET) ➢ NIELIT Examination ➢ Recruitment test for the post of Assistant Review officer (ARO) and Routine Grade Clerk (RGC) -2014 In the Hon'ble High Court of Judicature at Allahabad
Assessment	➢ Proficiency Test of Class X students ➢ Performance Analysis Test (CBSE -i) ➢ Problem Solving Assessment (PSA) ➢ Students Global Aptitude Index (SGAI) ➢ Assessment of Speaking and Listening (ASL) Skills
Others	➢ Central Teachers Eligibility Test (CTET)

Examination 2015

The exams for class X and XII would commence for 2nd March 2015 and the process for the same has stared.

3rd Joint Entrance Examination (JEE) 2015

JEE is conducted by the Apex Board for admission to Undergraduate Engineering Programmes in NITs, IIITs, other Centrally Funded Technical Institutions, participating State Government Institutions etc. For admission to NITs, Centrally Funded Technical Institutions (CFTIs) like IIITs etc. and other participating Institutions, the merit/rank list is prepared based on 40% weightage to school Boards marks in class 12th or equivalent examination and 60% weightage to JEE(Main). The weightage to school Board/Equivalent examination marks is considered only after normalization.

The JEE (Main) is also the eligibility test for the JEE (Advanced) for admission to the undergraduate programmes offered by the IITs/ ISM Dhanbad. The offline examination for JEE (Main) is scheduled to be held on 04th April 2015 and the online examination to be held on 10th & 11th April, 2015.

28th All India Pre-Medical/Pre-Dental Exam 2015

In compliance with the directives of the Hon'ble Supreme Court of India, the Central Board of Secondary Education, Delhi will be conducting the All India Pre-Medical/Pre-Dental Entrance Test, on 03rd May 2015 for the academic session 2015-16. This entrance test is being conducted for the 15% merit positions in the Medical/Dental Colleges of India as specified in the directives of the Supreme Court and will be governed by the rules and regulations specified for the same by the Ministry of Health and Family Welfare, Government of India from time to time.

There are also State Governments/Universities/ Institutions voluntarily participating in the All India Pre-Medical/Pre-Dental Entrance Test - 2015 for using its merit list for admission in the Medical Colleges/Dental Colleges against seats under their control.

Central Teacher Eligibility Test (CTET)

To ensure the national standards and benchmark of teacher quality in the recruitment process, the board has been organizing CTET since 2011.

CTET was conducted on 21st September, 2014 at 965 examination centres across the country and 100 cities abroad. A total of 610889 candidates appeared in the test out of which 36418 qualified for paper I/II or both at All India Level. Next Central Teacher Eligibility Test (CTET) is scheduled to be held on 22nd February 2015.

Jawahar Navodaya Vidyalaya Selection Test

The selection test for admission to class VI in JNVs are conducted by the board thrice a year, In this year (2015) for summer bound school selection test will be held on 8th February, 11th April for winter bound schools and 6th June for extreme winter bound and newly established JNVs.

Problem Solving Assessment (PSA)

Problem Solving Assessment (PSA) is being conducted with the objectives of promoting problem solving skills, thinking skills and other life skills of the students. It is a compulsory assessment for all students of classes IX and XI studying in CBSE affiliated school. It is aimed to assess Quantitative, Qualitative Reasoning and Language Conventions of a student. Problem Solving Assessment for classes IX and XI for the academic year 2014-15were conducted on 20.11.2014.

Reforms for Holistic Development

School Based Assessment

The School Based Assessment (SBA) is one of the flagship programmes of the board which has been implemented for students up to secondary level, in all CBSE affiliated schools. SBA envisages conceptual clarification through experiential learning in classrooms for holistic development as the focus is placed on both scholastic and co-scholastic areas along with developing Life Skills, values and skills.

There are two schemes in vogue under SBA. Scheme I and Scheme II. In Scheme I; there is no board examination at secondary (Class X) level for students studying in the schools affiliated to the board who do not wish to move out of the CBSE system after class X. In Scheme II;Students of schools affiliated to the board who wish to move out of the CBSE system after class X (Pre-University, Vocational course, Change of Board etc.) are required to take the board's external examination at secondary (Class X) level.

Values Education Programme

The process of value inculcation cannot be same as that of developing abilities related to other subjects. Values are required to be internalised for practice in real life situations and not just remembered and recalled. The Values Education Programme of the board covers an entire spectrum of school education from grade I-XII. A wide range of themes like solidarity, unity, peace and conservation of environment are covered under this programme. It aids for more critical thinking about economic, social and moral issues as well as about universal human values. Activates in the value cards don't sermonize but involve the learner. The values are inculcated by initiating an explanation of values discussed in the card led by its analysis and abstraction, followed by the social action and application related to it and finally summing up the activity.

Health and Wellness Programmes

The board has initiated several programmes such as Adolescent Education Programme (AEP), Comprehensive School Health, Physical Education Cards (PEC) and psychological counselling through multiple modes to ensure physical and mental well-being of the students. These programmes are an extension of Life Skills education which is based on an open ended approach to prepare students for acquiring interpersonal skills, decision making abilities and effectively dealing with stress right from the beginning.

UDAAN- Giving wings to Girl Students

The number of girls joining the IITs is really low when compared to the total enrollment in technical education. Merely 10-12 % of girls are able to clear the entrance to these premier technical education institutions. Out of the several reasons the major ones are the reluctance of the parents to send their daughters for preparation of the entrance examination to distant places as well as lack of quality study opportunities in the neighborhood.

In order to promote educational opportunities for girl students, CBSE has launched the Udaan program, designed to provide a comprehensive platform to deserving girl students who aspire to pursue higher education in engineering, and assist them to prepare for the IIT JEE while studying in Classes XI and XII.

A program to give wings to girl students

The project aims at addressing the lower enrollment of girls in engineering colleges. Therefore it is envisaged as the first step towards achieving this larger goal of addressing the quality gap between school educations and engineering entrance, by addressing the three dimensions of education – curriculum design, transaction and assessment. The aim is also to enrich and enhance teaching and learning of Science and Mathematics at Senior Secondary level. The objective of this project is to provide a platform that empowers the girl students and provides better learning opportunities to them. As a result they will be able to compete confidently at the entrance examinations in the technical education institutions and eventually become important stakeholders in the technical growth of the nation. 946 girl students from across the country have been selected to be a part of this program. 54 girl students are from 6 Union Territories and 117 from North Eastern states. Most of these girls come from disadvantaged socio-economic backgrounds and have shown excellent academic performance in School. Of these girls, 305 have parental income less than ₹ 1 lakh.

The Highlights of the program are –

- No financial burden as the entire program is free of cost.

- High quality material provided on tablets and made available online to enable 24 * 7 learning.

- Material prepared by the students of IITD, BITS Pilani, Senior teachers of CBSE affiliated schools.

- Interactive by means of discussion forums.

- Highly qualified Mentors to facilitate learning during weekends.

- Student guides to help resolve queries during weekdays.

- Online weekend classes at 52 centers across the country on Saturdays and Sundays.

- 24 * 7 toll free helpline to resolve general, academic and technical queries.

- Queries enquired during the weekdays to form the basis for weekend tutorials.

UDAAN not only mentors the girl students to compete in JEE, it also ensures a means for making payments towards their fee for engineering courses. The girls will accrue points on doing well in weekly assessments. Financial assistance proportionate to their accrued points will be given by the CBSE when there girl students get admission in IITs/NIITs/CFTIs.

SCHOOLS QUALITY ASSESSMENT AND ACCREDITATION (SQAA)

CBSE has started to assess schools through standardized instruments and process of internal (self-evaluation) and external assessment (peer review) to encourage sustained qualitative enhancement. SQAA is a process which will bring a paradigm shift in quality of the schools affiliated with the Board. This assessment will be used to accredit schools to provide quality benchmarks in the concept, establishment and running of effective systems within an institution in accordance with changing socio-economic and cultural contexts.

Broadly, seven domains of assessment have been identified and different weightages have been assigned to them, Scholastic Processes and Outcomes (25%), Co-scholastic Processes & Outcomes (15%), Infrastructure-Human Resources (10%), Leadership (15%) and Beneficiary Satisfaction (10%.)

To be accredited, schools must have a clear shared vision and purpose, effective and responsive leadership; a vigorous curriculum taught through sound, research-based methods; collect reports and use performance results; provide adequate resources and support for its educational programmes; value its stakeholders and communicates with them; maintain a school-wide profile establish plans; assess interventions and document the results of the efforts to improve student learning and school effectiveness.

Saransh: A tool for Comprehensive self-review for schools

Saransh is created to equip schools to diagnose the scope of improvement in students/teachers/subjects/schools and take the necessary decision to improve the same. Saransh, as the name suggests, provides schools

a complete snapshot and comprehensive drill down analysis to take actionable decisions. It is a powerful tool which covers the following:

1. Saransh is available for (SBA) (Class IX & X), PSA (Class IX & XI) and Class XII. It shows a complete comprehensive picture of Class X since 2007 and of Class XII since 2009 to the latest academic session.

2. It helps to look at the school performance in scholastic and co-scholastic areas at an aggregate level, and at the level of each student in the school.

3. All the performance metrics are presented through numbers as well as in charts/graphs for easy understanding.

4. School can compare the performance vis-à-vis all CBSE schools at, All India, Regional, State level and within their school category (Government, Private, JNVs, KVs and CTSA).

Assessments:

Open Text-Based Assessment

The Board recommends that multiple modes of assessment need to be provided to cater to the varied abilities of individual strengths of learners. Open Text-based Assessment was introduced in the year 2014 for classes IX and XI, meant to incorporate analytical and theoretical skills, thus moving away from memorization.

Assessment of Speaking and Listening Skills (ASL)

The CBSE's implementation of the Assessment of Speaking Listening Skills project in classes IX & XI in English from the academic session 2013-14, has brought to the foreground, a reformatory approach to the teaching-learning and assessment of students' competency in the English language. Schools Head and teachers acknowledge that students get more opportunities to practise their oral-aural skills through the transaction of a well- structured, balanced curriculum.

CBSE International (CBSE –i)

Fulfilling its obligation to the international clientele, CBSE International (CBSE- i) curriculum has been launched in 28 CBSE schools in Middle East and South-Asia. CBSE-i is an internationally benchmarked

curriculum that provides opportunities for extended learning, development of perspectives, research orientation and Social Empowerment through Work and Action (SEWA). It aims to transfer learning and learners from a conditioned curriculum towards a constructivist domain wherein the learner continuously discovers, formulates, applies and synthesizes knowledge. CBSE-i is also in vogue in 29 schools in India.

Performance Analysis Test (PAT) under CBSE-i

The CBSE-i Performance Analysis Test is intended to measure the students' abilities and skills in a subject. It is meant to evaluate the proficiencies of the learner's knowledge, understanding and application in the given discipline/domain of learning.PAT for classes IX/X/XI/XII will be held in February 2015.

Proficiency Test

Proficiency Test is meant for class X students studying is secondary or senior secondary schools affiliated to CBSE who wish to assess themselves vis-à-vis their peers or for self-assessment. It is based on complete curriculum of class IX and X. A student can appear in one or more subjects. Proficiency Test for class X for the academic year 2014-15 will be tentatively held in April 2015.

Fifth Edition of CBSE Student Global Aptitude Index

In the last 4 years of having conducted the SGAI, the Board has constantly strived to improve the assessments and delivery format in ensuring its goal of helping students in their subject choices for Class XI through a more scientific and self-exploratory manner.

The SGAI has been specifically designed based on the Board's deep understanding of the needs of the students and of the schools, and unlike other Aptitude tests; the SGAI provides suggestive direction to students in their subject choices in class XI.

The SGAI, by taking into account the Aptitudes and the Interests of the students, allows a multi-dimensional analysis in helping make the relevant subject choices rather than basing it purely on marks and other extraneous factors.

The schools, in addition to their own policies and formats, can use the SGAI results as another input mechanism in helping the students and also understanding them better.

The board has designed an improvised version of the SGAI for its Fifth edition, which for the first time has been conducted online (computer based) in affiliated schools, in India and abroad. Keeping abreast with the technology and the need to provide hassle free guidance to students, this online edition allows students to instantly access their SGAI reports after completing the assessments. However, for those schools, which do not have a stable internet connection the board also provisioned for offline SGAI assessment.

The Board has devised the SGAI to be an optional program and the success of this program is evidenced in the growth of number of students opting for the same every year.

About 8 lac students from approx. 13,000 schools across the globe have opted for CBSE SGAI so far.

CBSE Counselling

CBSE started this pioneering community work 18years back in 1998 for the first time with Tele-counselling. CBSE is the only board in the country which provides psychological counselling via multiple modes to the class X and XII examines, such as Tele-counselling, Question Answer Columns in national newspapers and online counselling etc.

➤ Tele-counselling is offered by trained counsellors and Principals from within CBSE affiliated schools located in and outside India.

➤ It is a voluntary, free of cost service provided by the participants in two phases (Pre-exam and Post result).

➤ Prior to the annual counselling, feedback and training sessions are conducted regularly.

➤ Preparing and updating support material in the form of FAQs for students and parents, Training Manuals for the counsellors is a regular feature under this project.

NATIONAL VOCATIONAL EDUCATION QUALITY FRAMEWORK

CBSE aims to work towards imparting education that is holistic, meaningful and skill oriented. 40 courses are being offered by the board in vocational education in 6 domains namely.

Agro Production and Marketing

- Engineering and Technology
- Finance, Business and Management
- Hospitality and Tourism
- Health and Wellness
- Media, Entertainment and Production

CBSE is offering these courses consists of 100 subjects at senior secondary level in 636 affiliated schools in India and 11 schools in 5 countries, board also offers 4 vocational course at secondary level under NVEQF in more than 873 schools in India and 15 schools abroad.

Centres of Excellence for Teachers

Teachers as learners must be involved in the continual revision and enhancement of their knowledge and skills and their teaching and learning approaches. To achieve this, they must engage in an appropriately balanced range of personal and professional development activities, enabling them to progress and learn in ways relevant to their individual needs and those of their students throughout their careers.

Central Board of Secondary Education has decided to establish the Centres of Excellence at various locations throughout the country.

This new initiative of CBSE will bring about qualitative improvement in the field of school education through quality Teacher Training Programmes. The CBSE has been engaged in training of in-service teachers and Principals as a part of its mandate for the last decade. These are conducted throughout the country to support continuous professional development of the teachers and the heads of schools.

The identified locations for these centres are:

CBSE Expression Series

The Board is committed to the holistic development of the learners and it strongly advocates a creative and supportive environment in schools. In continuation of this effort Board announced various CBSE Expression series. Multiple mediums, like essay, poem, one act plays, drawings, paintings, sketches, or a mix of various mediums (that convey the message of the topic) are used to express the theme. Differently abled/Visually impaired students equally participate by using audio/video mode. The board organized:

- Series on the inspirational life of Sri PingaliVenkayya.
- National Education Day- 'Gurutsav'
- Series on PanditDeendayalUpadyaya.
- Swachh Bharat, SwachhVidyalya Campaign-on Mahatma Gandhi and Sanitation.
- Birth Anniversary of SardarVallabhbai Patel as RashtriyaEktaDiwas (National Unity Day)
- 'Bal Swachhata Mission'

Gender Sensitivity

To assist school management to mainstream gender issues at the school level, the board has prepared an educator manual for promoting teaching methodologies to develop skills and attitude towards gender sensitivity. The purpose of this manual is to provide guidelines for mainstreaming and being responsive towards gender with reference to the education sector. It provides an overview of gender issues in the educational setup, and equips teachers with information and tools required for promoting gender equality as well as equity. It examines such traditional indicators as literacy, enrolment, access to education and attainment, women in decision-making positions, resource allocation, curriculum development, and the organization of schools and classrooms. It also examines ways in which gender inequalities are perpetuated through the education system. It leaves the ground open for discussion, deliberation and decisions required to lead towards a gender sensitive and responsive society. The manual is supported with 3 sets of activity cards which provide guidelines and procedures to conduct interactive activities with students. The Gender Sensitivity Cards are designed to serve as tool for bringing in gender sensitivity in the classrooms and school systems. This knowledge of gender sensitivity that students will attain combined with understanding, respect and tolerance for difference; can empower them to tackle prejudice improve relationships.

CBSE Scholarships

➢ CBSE Reward Scheme for Meritorious Students From Government Schools Affiliated To CBSE

A reward of ₹ 1 Lakh to 400 toppers students including SC/ST and General category from classes IX to XII in CBSE affiliated Government School, from 2013.

➢ **Single Girl Child Merit Scholarship Schemes**

Single Girl child Scholarship for pursuing further studies for class XI & XII ₹ 500/- p.m. as per eligibility of candidates according to scheme.

➢ **Board Merit Scholarship Scheme for SC/ST students**

Merit Scholarship Scheme for SC/ST students @ ₹ 250/- per month each to 23 students of Class-X

and ₹ 500/- per month to 25 students of Class-XII.

➢ **Central Sector Scheme of Scholarship for College & University Students (CSSS), sponsored by MHRD**

Central Sector Scholarship Scheme(CSSS) for pursuing graduation and post-graduation level for professional as well as academic courses approx to 6854 meritorious students of Class-XII @ ₹ 10000/- for graduation level and ₹ 20000/- for post-graduation level (per annum). The scheme is fully funded by MHRD.

CBSE Award 2013 to Teachers and Mentors

CBSE reinforces the tradition of honoring the unique accomplishment, proficiency and ingenuity of teachers who have made a substantial contribution to the field of education and instituted awards scheme since 2000. For the year 2013, Thirty three (33) teachers from across the country and abroad were conferred CBSE award for their and innovations in classroom teaching. The selection of the awardees is based on the academic efficiency and desire for improvement, genuine interest and reputation in the community, love for children and perseverance commitment towards the field of education.

Mentor Awards - 2013 were also awarded to 15 teachers who successfully accomplished the task of mentoring the schools allotted to them.

Public Responsiveness and Facilitation

Centralized Access throughout India CBSE has started a Call Centre through a toll free number to provide information to various stakeholders like parents, students, schools and General Public. The Call Centre is meant for better accessibility and convenience related to administrative matters, affiliation,

scholarship, academics, examination, legal and other public oriented activities of CBSE.

Right to Information Act

Public Information Counter is functional in the Public Relations Unit at Preet Vihar, CBSE on all working days during regular working hours. Similar counters have been setup at CBSE Head quarter and all Regional Offices. The details of applications and appeals received the period under report are:

No of applications received /replied   1465

No. of appeals received /replied   236

Public Grievances:

The replies of board can be accessed through
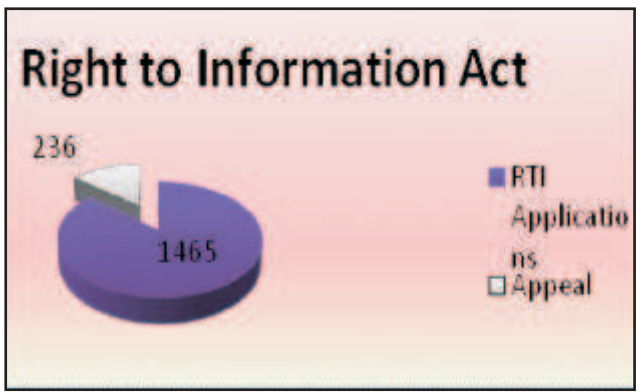
CPGRAMS by public. Every care is being taken to handle the grievance in the most efficient, effective and realistic manner. A special drive to bring the pendency to Zero level has been initiated in CBSE including subordinate offices.

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Chapter 05

Higher & Technical Education

HIGHER & TECHNICAL EDUCATION

The Indian Higher Education system, which includes Technical Education, is one of the largest of the world, just after the United States and China. Higher Education is the most powerful tool to build a knowledge-based society for the future. Higher Education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. Being at the apex of the educational pyramid, it plays a key role in producing quality teachers for the country's education.

The National Policy on Education-1986, revised in 1992 (NPE) states that in Higher Education in general and Technical Education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of Universities and other Institutions of Higher Education is to be underscored. In the areas of research and development, and science and technology, special measures will be taken to establish network arrangements between different Institutions in the Country to pool their resources in such a way that participation in projects of national importance could be made possible/accessible.

Higher Education System – A Statistical Overview

Name of Institutions/ Enrolment	2010-11	2011-12	2012-13 (Provisional)
Universities	621	642	665
Colleges Stand Alone	32974	34852	35829
Institutions	11095	11126	11443
Enrolment (in Lakh)	275.00	291.84	296.29
Enrolment in Distance mode (in Lakh)	33.14	34.15	35.25

Source: All India Surveys on Higher Education, MHRD
P Stands for Provisional

The above statistics shows that there is good growth in Universities, Colleges and Stand Alone Institutions. The enrolment between 2011-12 and 2012-13(P) indicates that Higher Education system is on right track. There is phenomenal growth of 977 colleges during the period of 2011-12 and 2012-13(P). At the same time enrolment figures also show positive picture of higher education.

Level-wise Enrolment during 2011-12 and 2012-13 (P) in Higher Education

Figure:1 Percentage of Students Enrolment at Various Levels in 2010-11

- Undergraduate — 79.90
- Post Graduate — 11.89
- Diploma — 6.59
- Certificate — 0.52
- P G Diploma — 0.51
- Ph. D — 0.28
- M. Phil — 0.21
- Integrated — 0.09

Figure:2 Percentage of Students Enrolment at Various Levels in 2012-13 (P)

- Undergraduate
- Post Graduate
- Diploma
- P G Diploma
- Certificate
- Ph. D
- Integrated
- M. Phil
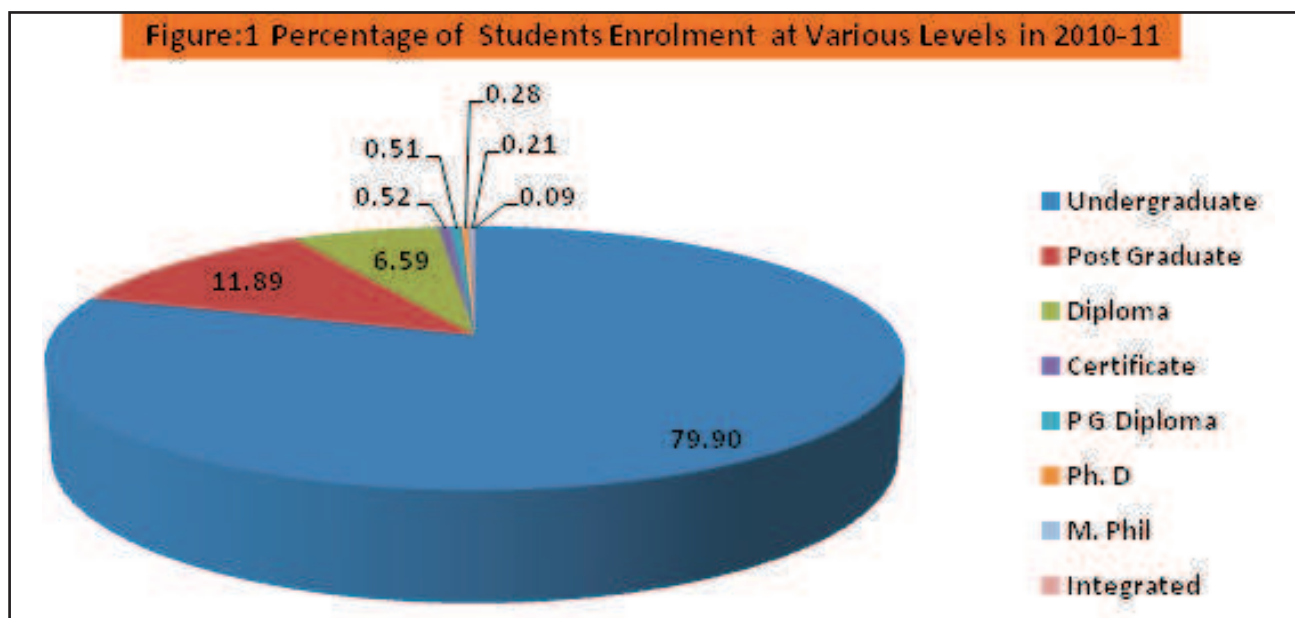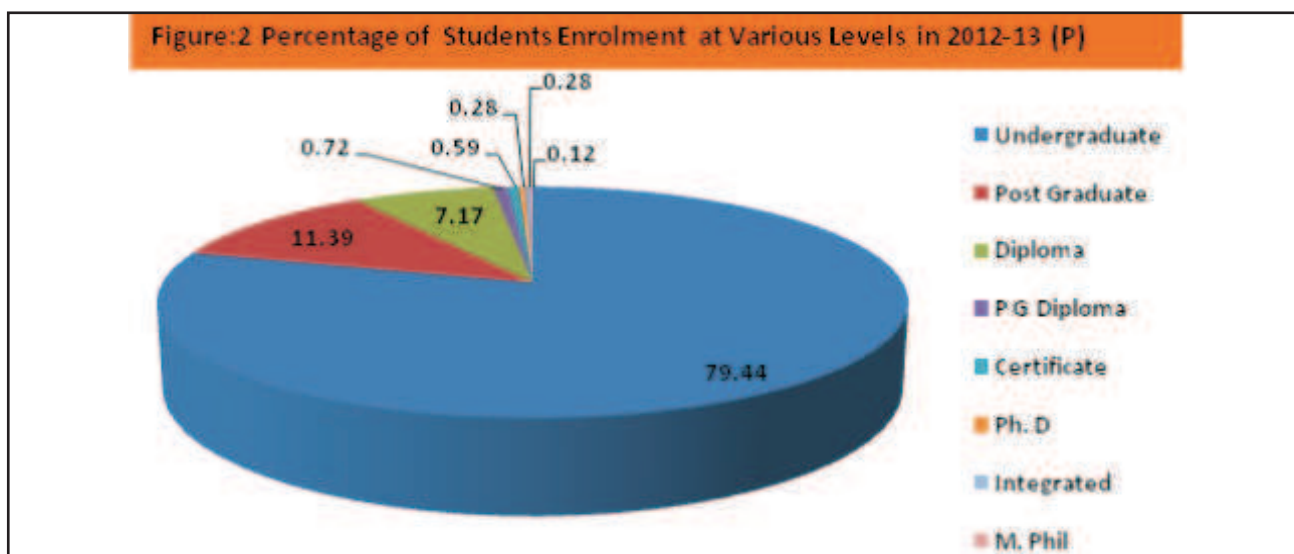
Source: All India Surveys on Higher Education, MHRD P stands for Provisional

Graphical representation (Figures 1 & 2) shows that highest numbers of students are enrolled at Under Graduate level followed by Post Graduate and Diploma etc. The Figures shows that the Enrolment for the year 2012-13 (P) has been slightly reduced for Under Graduate Degree and increased for the Courses like Diploma, Certificate, PG Diploma, M Phil and Integrated which is a good indicator for students of Higher Education.

Gross Enrolment Ration (GER) in Higher Education: The following table indicate Higher Education for 2010-11 to 2012-13

Category	2010-11	2012-13 (P)
Male	20.8	22.3
Female	17.9	19.8
Total	19.4	21.1

Gross Enrolment Ratio has increased to 21.1 in 2012-13 (P) from 19.4 in 2010-11 showing growth of 8.76 percentage point during that period. It may be seen that GER for male population is marginally higher which clearly indicates that women is also pursuing Higher Education and posing a challenge to male dominated society which is overall a healthy sign for Indian society.

NEW APPROACH & INITIATIVES

The first ever **Sector Skills Council (SSC)** in the Education Sector has been set up by the Ministry.

SAMVAY (Skill Assessment Matrix for Vocational Advancement of Youth) - A credit framework is now in place which allows vertical and lateral mobility within vocational education system and between the current education systems. The thrust is on integrating mental and physical development by incorporating learning by doing, learning by observation and experiential learning.

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching – An umbrella scheme which will create synergies among the various ongoing initiatives on Teachers and Teaching launched. The Mission will address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design.

The Union Minister for Human Resource Development, Smt. Smriti Irani addressing at the launch of the Madan Mohan Malviya National Mission on Teachers and Teaching, in Varanasi, Uttar Pradesh on December 25, 2014.

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Global Initiative of Academic Networks (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.

Legislative & Policy Reform : To meet the present challenge and restructure the Higher Education System, various legislative & policy reform are being taken which include (i) IIIT Bill, 2014 - to grant statutory status to the four existing Indian Institutes of Information Technology (IIITs) at Allahabad, Gwalior, Jabalpur and Kancheepuram and bring them under a single umbrella as in case of IITs, NITs and IISERs (All governed by an Act of Parliament), for uniformity in governance structure, administrative and financial management. (ii) School of Planning and Architecture Bill - The Act seeks to confer the status of 'Institution of National Importance' to all the three Schools of Planning and Architecture at New Delhi, Bhopal and Vijayawada, thereby enabling them to emerge as "centres of excellence" with the objective of meeting the national and international standards of planners and architects in an ever increasing environment of urbanization and industrialization; (iii) The Higher Education & Research Bill to provide inter-alia for the establishment of an over-arching authority called National Commission for Higher Education and Research (NCHER) for determination, maintenance and coordination of standards in higher education.

Regulator Review : UGC's entire functioning continues to be oriented more towards grant giving rather than regulation and enforcement of minimum standards. The Central Government, therefore, recognizing the need for restructuring the University Grants Commission has constituted a **UGC Review Committee**, on 30th July, 2014.

The MHRD, recognizing the need for restructuring and strengthening the All India Council for Technical Education to address imperatives and challenges in the Technical Education Sector for fullest realization of the higher/technical learning and research potential in the Country, has constituted the **AICTE Review Committee.**

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) : Under this programme, professors of centrally funded institutions like IITs, IIMs, Centrally universities will offer online courses to citizens of our country. All courses will be made available free of cost for learning. In case the learner requires a Verified Certificate, a small fee will be applicable.

Know Your College is a portal developed for helping a prospective student makes a valued judgment for selection of college providing the necessary information about the college.

Imprint India : Ten goal posts have been identified and Research groups on each of eminent experts are being set up to formulate time-bound plans of action for each. Idea is to identify the needs of the country in terms of its research and technology requirements and to enable proper planning for a power, research infrastructure, and resources.

SAKSHAM : Saksham' Scheme of AICTE aims at providing encouragement and support to Differently-Abled children to pursue Technical Education. Scholarships as tuition fees and incidentals are to be provided to needy and meritorious students for pursuing technical education at AICTE approved institutions, aiding them to achieve their college goals, despite learning issues, environmental challenges or medical bills.

Ishan Uday : The UGC has launched a Special Scholarship Scheme for students of North East Region. The Scheme envisages grant of 10,000 scholarships to students whose parental income is below Rs. 4.5 lakh per annum and would be provided scholarship ranging from Rs. 3,500 to 5,000 per month for studying at under graduate level in Colleges/Universities of the country.

Ishān Vikās - a comprehensive plan to bring selected schoolchildren and Engineering College students from the North-Eastern states into close contact with IITs, NITs and IISERs during their vacation periods.

APEX LEVEL BODIES

There are eight Apex Level Bodies (Regulatory Bodies/Research Councils) under the Department of Higher Education which are responsible for higher education in India. These bodies can be broadly divided into two categories (i) Regulatory Bodies and (ii) Research Councils.

(A) REGULATORY BODIES

There are three Regulatory Bodies – University Grants Commission, All India Council for Technical Education & Council of Architecture - to regulate higher education in India.

(i) University Grants Commission (UGC)

UGC is a statutory organisation established by an Act of Parliament in 1956 for the promotion and coordination of University Education and for the determination of teaching, examination, research and extension in Universities and maintenance of standards. Apart from providing grants to universities and colleges, the Commission also advises the Central and State Governments on the measures necessary for development of higher education. It functions from New Delhi as well as through its six Regional Offices located in Hyderabad, Bangalore, Guwahati, Kolkata, Bhopal and Pune. Brief details of sectorwise schemes/programmes of UGC are at Appendix-I

Performance of various Schemes/Programme of UGC : Plan grant is given for the development of 39 Central Universities including Medical Colleges and the Hospitals attached to them. The objective of development assistance is not only to improve and consolidate the existing infrastructure in the university but also to develop excellence in certain indentified areas. During the XII Plan, General Development Assistance to universities is being provided in the form of Plan Block Grant. For universities, it will include construction/renovation of building (including renovation of heritage buildings), campus development, staff, books & journals, laboratory, equipment and infrastructure, annual maintenance contract, innovative research activities, university industry linkages, extension activities, cultural activities, development of ICT, health care, student amenities including hostels, Non-NET Fellowships to students, Travel Grant, Conferences / Seminars / Symposia / Workshops, Publication Grant, Appointment of Visiting Professor / Visiting Fellow and Establishment of Career & Counselling Cell, Day Care Centres, basic facilities for women and Faculty Development Programme, etc.

Meta University Concept : During the XII Plan, UGC initiated a concept of Meta University: The main purpose of the Meta University is to share learning resources by different Universities by using latest technologies available in order to enable students to benefit from learning resources available in different institutions. Meta Universities represent 2nd Generation Universities, free from physical boundary conditions and able to operate in virtual space, taking advantage of the innovation and flexibility possible in such domains.

Academic Reforms during 2014-15 : The University Grants Commission (UGC) has taken various measures towards improving quality of higher education and Academic Reforms such as the introduction of semester system, the regular updating of curricula and introduction of Choice Based Credit Systems (CBCS), etc. The UGC has also issued Regulations on "Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2010" for improving the standard of teaching in Indian Universities. UGC has also issued the "Mandatory Assessment and Accreditation of Higher Educational Institutions, Regulations, 2012" whereby all eligible higher educational institutions are required to get themselves accredited. In order to improve quality of teachers and teaching, National Eligibility Test (NET) and State Level Eligibility test (SLET) have been made compulsory requirements, only exception being those who have completed Ph.D in accordance with UGC (Minimum Standards and Procedure for Award of M.Phil/Ph.D Degree), Regulations 2009. National Assessment and Accreditation Council (NAAC), an autonomous body established by the UGC, accredits universities and colleges on various parameters of quality.

UGC also implements various schemes aimed at improving the quality of higher education, such as Universities with Potential for Excellence (UPE), Colleges with Potential for Excellence (CPE), Centre with Potential for Excellence and a Particular Area (CPEPA) Special Assistance Programme (SAP), Basic Scientific Research (BSR) etc.

(ii) All India Council for Technical Education (AICTE)

AICTE was set up in 1945 as an advisory body and later on in 1987 given the statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions, for introduction of new courses and for variation in intake capacity in technical institutions. The AICTE has delegated to the concerned

state governments powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical institutions or programmes. In additional to its regulatory role, the AICTE also has a promotional role which it implements through schemes for promoting technical education for women, handicapped and weaker section of the society promoting innovations, faculty, research and development, giving grants to technical institutions.

The technical institutions under the AICTE include post-graduate, under-graduate and diploma in the whole spectrum of technical education covering engineering/technology, pharmacy, architecture, hotel management and catering technology, management studies computer applications and applied arts and crafts.

(iii) Council of Architecture (COA)

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. The Central Government after further inquiry as deemed fit and keeping in view the comments of the appropriate Governments and the architecture institutions is required to take decision regarding notifying de-recognition of the architectural qualification. The recommendations of the COA are taken before any architectural qualification is notified as recognized under the Act by the Central Government.

(B) RESEARCH COUNCILS

(i) Indian Council of Social Science Research (ICSSR), New Delhi

Government of India established the Indian Council of Social Science Research (ICSSR) as an autonomous organisation. The ICSSR has a network of 25 Research Institutes and Six Regional Centres situated across length and breadth of the country. The MHRD has sanctioned the budgetary allocations of releases by 31.12.2015 Rs. 12,25 lakhs under Plan and Rs. 7.235.32 lakhs under Non-Plan for the year 2014-15 It has the following programmes/ schemes to meet its objectives:

Under its 'International Collaboration Programme' the ICSSR has instituted bilateral collaboration and research networking in the field of social sciences with a number of countries under the framework of Cultural Exchange Programmes (CEP)/ Educational Exchange Programmes (EEP)/ Bilateral/ Multilateral Programmes. Besides, it is associated with several International Agencies – International Federation of Social Science Organizations (IFSSO), Association of Asian Social Science Research Councils (AASSREC), International Social Science Council (ISSC), Science Council of Asia (SCA), UNESCO, etc. EU-India Platform on Social Sciences and Humanities has been launched in which ICSSR is the nodal agency from India. The ICSSR provides financial assistance to organize International & National Seminars/ Conferences in India in order to promote social sciences research.

The ICSSR provides grant to the faculty members belonging to Social Sciences departments of universities, P.G. colleges and Research Institutes for organizing 'Research Methodology Course' for Ph.D. Students, and also, 'Capacity Building Programme' for young social science faculty to develop their research capabilities. The ICSSR awards a number of Doctoral, Post-doctoral, Senior and National Fellowships each year to eminent social scientists who have made outstanding contribution to research in their respective fields. The Council provides research grants to individual scholars to conduct research in the field of their interest in social sciences. Under the Research Survey and Publication Programme, the ICSSR has been conducting surveys of research in different disciplines of social science since 1970.

The ICSSR provides maintenance and development grant to 25 Research Institutes. Sponsoring of research institutes outside the scope of the University Grants Commission has been one of the major programmes of the Council.

(ii) Indian Council of Philosophical Research (ICPR), NEW DELHI

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

The Council was set up with the following main aims and objectives such as: (i) to review the progress of research in Philosophy from time to time; (ii) to sponsor or assist projects or programmes of research in Philosophy; (iii) to give financial support to institutions and organizations engaged in the conduct of research in Philosophy; (iv) to provide technical assistance or guidance for the formulation of research projects and programmes in Philosophy, by individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology; and (v) 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. Budget Estimates Released by 31.12.2015 and main objectives in the year 2014-15.

(iii) Indian Council of Historical Research (ICHR)

Indian Council of Historical Research 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 historians together, provide a forum for exchange of views between them, give a national direction to an objective and rational presentation interpretation of history, to sponsor historical research programmes and projects and to assist institutions and organizations engaged in historical research. It has a broad view of history so as to include in its fold the history of Science and Technology, Economy, Art, Literature, Philosophy, Epigraphy, Numismatics, Archaeology, Socio-Economic formation processes and allied subjects containing strong historical bias and contents.

Brief details of Programmes showing targets and achievements for the year 2014-15 (till November 2014):-

S. No.	Programme Achieved	Target	Targets
1	Research Projects	NA	14
2	Senior Academic Fellowship	10	03 (SC/ST)
3	Foreign Travel Grant	NA	38
4	Publication Subsidy	NA	21
5	Junior Research Fellowship	80	76
6	Post-Doctoral Fellowship	10	09
7	Study-cum-Travel Grant	NA	71
8	Seminar/Symposia/ Conferences, etc, by professional organizations of historians	NA	59
9	National Fellowship	3	3

The Council is also executing various special projects of national and international importance such as (i) Towards Freedom Project; (ii) documents on Economic History of British Rule in India 1858-1947; (iii) Dictionary of Social, Economic and Administrative Terms in India/South Asian Inscription; (iv) 1857 Project and (v) National Register of Martyrs (1857-1947).

Out of Rs. 700.00 lakhs under Plan an amount of Rs. 539.58 lakhs has been spent and out of Rs. 1057.29 lakhs under Non-Plan an amount of Rs. 800.07 lakhs has been spent.

(iv) National Council of Rural Institute (NCRI), HYDERABAD

The National Council of Rural Institutes (NCRI) was established by Government of India as per the programme of Action (PoA) on National Policy on Education (NPE)-1986. It came into existence in 1995 as an autonomous organization under the Ministry of Human Resource Development (HRD) with the mandate to promote rural higher education. It has the mandate to:

- promote Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro-planning for transformation of rural areas as envisaged in NPE 1986 (as modified in 1992); and as it was suggested by Radhakrishnan Commission (1948).

- consolidate network and develop Rural Institutes and endow them for recognition.

- develop Rural Institutes into Regional Development Institutes and Rural Universities, which shall function as hubs for knowledge connectivity, and emerge as effective agents for rural transformation in the backward regions, through voluntary initiatives, wherever possible.

- regulate the quality of education of rural institutes and educational programmes in the area of rural higher education of all the Universities in India.

- design a variety of courses at the tertiary level around emerging rural occupations.

- strengthen teacher training facilities for Gandhian Basic Education.

- strengthen the content of all these institutions with emphasis on science, technology and management on the one hand and traditional wisdom on the other.

- promote vocational training programmes and initiatives for self-reliance.

- encourage field-oriented courses of rural institutes.

- promote action-research as a tool for social and rural development.

- promote extension services to the community through micro-level planning, and

- advise Government of India on all such matters pertaining to rural institutes as may be referred to it from time to time.

Brief details of Programme showing targets and achievements for the year 2014-15

Conducted 6 one day workshops and seminars throughout the country for the farmers through KVK's

on different aspects concerning them incurring an expenditure of ₹ 0.89 lakhs from plan grant during 2014-15 (up to Nov. 2014).

Conducted two one day orientation programmes towards capacity building of youth through the NSS Units of various Universities in the country and an expenditure of ₹ 0.60 lakhs was incurred from the plan grant for the year 2014-15 (up to Nov. 2014).

NCRI has also conducted / organized awareness programme on Swatch Bharath on 2nd October, 2014 on the occasion of Gandhi Jayanthi celebrations incurring an expenditure of Rs.0.16 lakhs.

Out of ₹ 113.01 lakhs under Non-Plan an amount of ₹ 53.56 lakhs has been spent.

(v)   Centre for Studies in Civilizations

Project of History of Indian Science, Philosophy and Culture (PISHPC)

The idea of undertaking a comprehensive research project for inter-disciplinary study of Indian Science, Philosophy and Culture was conceived by Professor D.P. Chattopdhyaya, Founder Chairman of Indian Council of Philosophical Research (ICPR), in early eighties, but the idea could take practical shape only in 1990. As a result of series of discussions, deliberations and consultations amongst eminent scholars of history, science, philosophy and culture, it was decided to undertake inter-disciplinary study, so that interconnection between science, philosophy and culture as they developed in the long history of Indian civilization could be brought out in detail.

During the year 2014-15, following four Volumes have so far (i.e., till the 10th November 2014) been brought out bringing the total number to 104 Main Volumes including 2 Conceptual Volumes and 15 Monographs. It is expected that 2 or 3 more volumes will be published by March 2015**:**

Volumes

1. Volume V, Part 2, Section I, **A History of Agriculture in India (From C,AD 1200 to 1947),** edited by Lallanji Gopal and V.C. Srivastava.

2. Volume V, Part 2, Section II, **A History of Agriculture in India (from C.AD 1947 to the Present)**, edited by Lallanji Gopal and V.C. Srivastava

3. Volume XII, Part 5: **Foundations of Sciences**, edited by B.V. Sreekantan

4. Volume XIV, Part 5: **History of India's Polity, Governance and Constitutional Culture** edited by Subhash C. Kashyap.

(C) Other Bodies

(i) Indian Institute of Advanced Study (IIAS), SHIMLA

The Indian Institute of Advanced Study is an advanced residential centre for free and creative enquiry into the fundamental themes and problems of life and thought. It was established in 1964 under the Societies Registration Act 1860 and is housed in Rashtrapati Nivas, Shimla. The main aim of the Institute is to promote creative thought in areas which have deep human significance and to provide an environment suitable for academic research and also to undertake, organize, guide and promote advanced research in all areas of Humanities and Social Sciences.

Fellows form the core academic community of the IIAS. During the year 2014-15, five National Fellows, three Tagore Fellows, 23 Fellows and 7 Guest Fellows were at the Institute. Besides, the Institute invites scholars of eminence to deliver lectures at the Institute. In this regard, 5 Visiting Professors and 10 Visiting Scholars visited the Institute during the period under report. The Institute organises a large number of seminars, conferences, study weeks, schools, symposia and round tables on the themes of national and international importance. Out of ₹ 1700.00 lakhs under Plan an amount of ₹ 1160.57 lakhs has been spent.

(ii) Association of Indian Universities (AIU), New Delhi

The Association of Indian Universities (AIU) is a Society registered under the Societies Registration Act, 1860. The objective of AIU is to serve as an inter-university organization, act as a bureau of information dissemination, facilitate the coordination and mutual consultation among universities, act as representative of the universities and other institutions of higher education in India.

As an apex body, it provides a forum to academics and administrators of member Universities/Institutions to exchange views and discuss matters of common concern. The Association also acts as a bureau of information exchange in higher education and brings out a number of publications including the "University Handbook", research papers and a weekly journal titled "Universities News". The present membership of the Association is 536 (including Seven Associate Members viz. Kathmandu University, Kathmandu, Mauritius University, Mauritius, Royal University of Bhutan, Thimpu, Open University Malaysia, Malaysia, Middle East University, UAE, University of Technology, Mauritius and Semey State Medical University, East Kazakhstan).

The Association is substantially financed by the annual subscription received from the member Universities, research and other publications and consultancy. The Government of India, Ministry of Human Resource Development provides grant for meeting a part of the maintenance and development expenditure including research on topical issues relating to Higher Education.

AIU functions through its various Divisions such as Research Division, Evaluation, Students Information Service, Publication & Sales, Sports, Youth Affairs, Library and Documentation, Finance, Meeting, Administration, Computer, and International Division. Out of ₹ 140.00 lakhs under Plan an amount of ₹ 64.72 lakhs has been spent and out of ₹ 26.56 lakhs under Non-Plan an amount of ₹ 56.89 lakhs has been spent.

In the Calendar year 2014-15 the following Workshop /Seminar were held:

•   National Workshop on Examination Reforms in Higher Education [With Special Reference to Choice Based Credit Transfer System] during May 27 - 29, 2014, Bilaspur University, Bilaspur (Chhattisgarh)

•   National Seminar On Women Empowerment: Issues and Concerns with Special Reference to Regional Diversities during June 24-25, 2014 at Bastar University, Bastar

CENTRALLY FUNDED HIGHER AND TECHNICAL EDUCATIONAL INSTITUTIONS

Higher Education sector has witnessed a tremendous increase in the number of Universities/Universities level Institutions & Colleges since Independence. Education is in the 'Concurrent list' of the Constitution (7th Schedule) which gives Legislative Power to the Central Government for co-ordination and

determination of standards in Institutions of higher education or research and scientific and technical institutions. Central Government is responsible for major policy formulation for coordination and determination of standards in higher education. Accordingly, to maintain uniformity in Higher Education all over the country and also to take care of unserved areas, a number of Centrally Funded Higher Educational Institutions have been set up. Some such Institutions have also been set up to take care of area/sector specific requirements.

The Centrally funded Institutions are (i) Central Universities; (ii) Deemed to be Universities; (iii) Technical Institutions; (iv) Management Institutions;

(v) Information Technology Institutions; (vi) Science & Research Councils; (vii) Planning & Architecture Institutions; (viii) Training Institutions (ix) Planning & Consultancy Institutions; (x) Region/Sector Specific Institutions. These Institutions have been set up by/under (i) Parliament of India (ii) Section 3 of UGC Act, 1956 and (iii) Societies Registration Act, 1860. These Institutions have Under Graduate, Post Graduate, Doctorate and Research courses of various branches of higher education i.e. general/ technical/ management/ language/ humanity/ architecture/ Information Technology/ training etc. The name with website of above Institutions/Organisation are at **Appendix-III.**

HIGHER AND TECHNICAL INSITUTIONS AT A GLANCE

(i)	Central Universities	44*
(ii)	Deemed University	130
(iii)	Technical Institutions	16-- Indian Institutes of Technology(IITs) 30--National Institutes of Technology(NIT)
(iv)	Management Institutions	13--Indian Institutes of Management
(v)	Information Technology Institutions	4--Indian Institutes of Information Technology(IIIT)
(vi)	Science & Research Councils	5--Indian Institutes of Science Education and Research(IISER) 1-- Indian Institute of Science(IISc)
(vii)	Planning & Architecture Institutions	3 – School of Planning & Architecture
(viii)	Training Institutions	4--National Institutes of Technical Teachers' Training & Research(NITTTR)
(ix)	Planning & Consultancy Institutions	1-NUEPA & 1- EdCIL
(x)	Area/Sector specific Institutions	7 [1 -Indian School of Mines (ISM), Dhanbad; 1 -Sant Longowal Institute of Engineering and Technology; 1-North Eastern Regional Institute of Science & Technology (NERIST), Itanagar; 1 -Central Institute of Technology (CIT), Kokrajhar; 1 -National Institute of Industrial Engineering (NITIE), Mumbai and National Institute of Foundary & Forge Technology(NIFFT), 1-Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal.

*Of which, 39 are being given maintenance and development grant by UGC. The IGNOU, New Delhi, the Central Agricultural University, Imphal and the Indian Maritime University, Chennai are being funded by MHRD, Ministry of Agriculture and the Ministry of Shipping and Transport respectively. The funding for South Asian and Nalanda Universities is being made by MHRD.

(i)   Central Universities: Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by providing inter disciplinary studies, and innovation in teaching-learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all round development of the Society in general and the academic institutions around it. The Central Universities are governed by their respective Act and Statutes and Ordinance framed there under.

The Union Minister for Human Resource Development, Smt. Smriti Irani lighting the lamp at the 116th Founder's Day of Hindu College University of Delhi, in New Delhi on February 16, 2015.

(ii)   Institutions Deemed to be Universities: An Institutions of Higher Education other than a University, working with very high standard in specific area of study, can be declared by the Central Government (on the advice of the UGC) as on Institutions Deemed to be University. Institutions deemed to be universities enjoy the academic status and privilege of universities, as such some of the Deemed to be Universities are funded by UGC and some are privately managed. These 'Deemed-to-be-University' Institutions have expanded the base of higher education in the country and are offering education and research facilities in various disciplines such as Medical Education, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Armament Technology, Maritime Education, Yoga, Music and Information Technology, etc.

(iii) Technical Institutions:-   There are three types of technical Institutions to cater to the needs of technical education. The Indian Institutes of Technology (IITs) were set up to train scientist and engineers, with the aim to develop a skilled workforce to support the economic and social development of the country. Secondly, National Institute of Technology (NITs), formerly known as Regional Engineering Colleges(RECs) were set up to promote regional diversity and multi-cultural understanding in India. Thirdly, Polytechnics which have been set up to offer diploma courses.

(iv) Management Institutions:- To provide management education and to assist the industry through research and consulting services, the Indian Institutes of Management(IIMs) have been set up. The IIMs offer Post Graduate Diploma programme, fellowship programme in Management and other short-term courses.

(v)   Information Technology Institutions:-To meet the demand of high skilled professional in IT Sector, for centrally funded Indian Institute of Information Technology (IIITs) have been set up in Gwalior (1998), Allahabad(1999), Jabalpur(2005) and Kancheepuram (2007). Further, the steps are being taken to set up Technical Institutes at various levels on Public Private Partnership (PPP) mode. Presently, the proposals of seven States namely, Assam, Himachal Pradesh, Kerala, Madhya Pradesh, Tamil Nadu, Tripura and Rajasthan for setting of IIIT in the PPP mode have been approved by the Ministry. The State Government of Karnataka and Gujarat are in the process of finalizing the proposed industry partners.

(vi) Science & Research Councils:- The Government of Indian based on the recommendation of Scientific Advisory Council to the Prime Minister (SAC-PM), set up five Indian Institute of Science Education and Research (IISERs) at Pune, Kolkata, Mohali, Bhopal and Thiruvananthapuram. These IISERs are envisaged to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate level. Of the five IISERs, Pune and Kolkata started their academic activities in 2006 and Mohali in 2007. Two more IISER, in Bhopal and Thiruvananthapuram, began their sessions in August, 2008. All the IISERs are institutions of National importance as per NITSER Act, 2007.

(vii) Planning & Architecture Institutions:- To take care of needs of Planning and Architecture in India, the Schools of Planning & Architecture have also been set up.

(viii) Planning & Consultancy Institutions:

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

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

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

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

(x)   Area/Sector specific Institutions

Indian School of Mines (ISM), Dhanbad

The Indian School of Mines, Dhanbad was established in 1926 for providing instructions and research in mining and allied fields. In 1967, ISM was converted into an autonomous Institutions as Deemed to be University. Indian School of Mines also offers Executive Development programmes catering to the needs of mining, mineral, oil, steel, engineering, manufacturing sectors and emerging science & technology areas. In addition, the faculty members and research scholars of ISM undertake research in frontier areas of Science and Technology, and executes a large number of consultancy projects for solving real life problems of different industries.

Sant Longowal Institute of Engineering and Technology, (SLIET), Longowal (Punjab).

The Sant Longowal Institute of Engineering and Technology, (Deemed-University), Longowal (SLIET) Punjab was set up in 1989 by the Ministry of Human Resource Development, Govt. of India to provide Technical Education in emerging areas of Engineering & Technology under the Rajiv Longowal Peace accord. It caters to the technical manpower requirements at various levels by adopting a new concept of modular system and education with emphasis on practical training in industry. The education programmes of this Institute are non-conventional, innovative and impart training in emerging areas with due emphasis on practical applications.

The Institute has facilities spread in a sprawling campus spread over 451 acres. The Campus extends a beautiful and well developed area with many topographically featured picturesque landscape, numerous buildings of various nature and stature. Campus has lakes which attract migratory birds. The Campus presents a spectacle of harmony and natural beauty. It is embedded with all the amenities and is a

self-contained modern township with a dedicated Kendriya Vidyalaya from Class-I and XII for the wards of the SLIET Community. The Institute is committed to provide best possible technical education with moral values for giving good human resource for serving the nation.

The Institute 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 of communication and negotiation, teamwork and inter-disciplinary working planning-costing and entrepreneurial thought are synthesized with theoretical understanding, creativity and innovation, technical breadth and business skills.

The SLIET has implemented MHRD sponsored scheme for Integrated Persons with disabilities in the Mainstream of Vocational & Technical Education under which students with disabilities are admitted in formal (Certificate and Diploma) and non-formal programmes since 2001. A unique multi-entry and multi-exit academic structure has been introduced from the academic session 2014-15 which provide flexibility in admission to various professional programmes after 10th, certificate, 10+2, Diploma, UG and PG degrees in science and engineering. All UG/M.Tech./PG Admissions are linked to CSAB, DASA, CCMT, PUCET, CUCET, CAT and CMAT.

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

The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Arunachal Pradesh was established in the year 1986 as an Autonomous Institution to generate Technical & Skilled manpower in the field of Engineering and Technology as well as applied science streams mainly for the development of the North Eastern Region. The Institution was accorded Deemed University Status from 31-05-2005, and is fully funded by the Central Government.

The Institute aims at creating Technical & Skilled manpower for North Eastern Region through modular courses. The Institute also undertakes extra mural studies, extension programmes and field outreach activities to contribute to the development of local community.

NERIST offers modular courses of two years duration in the streams of Engineering, Technology and Applied Sciences. The Institute offers nineteen courses (six Certificate, six Diploma and seven Degree level) besides M.Tech, M.Sc, MBA & Ph.D Programmes. These modular programmes provide avenue for occupations such as Technicians, Supervisors and Engineers. The Certificate, Diploma & Degree level courses provide entry into the next higher module, subject to satisfactory performance by the students in lower level modules and with the provision to undergo bridge courses, if need be. The thrust of this modular and innovative system allows the students to perform exceptionally well either by pursuing higher level courses or to exit the system horizontally to take jobs depending on opportunities.

The eight States of North Eastern Region i.e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim have equal quota of Seats in this Institute. Out of total number of seats, 80% seats have been allocated equally to the eight States. Another 7% seats are filled from amongst the candidates with Permanent Resident Certificates (PRC) of these eight States i.e persons belonging to other States / UTs but residing permanently in those 8 State on purely merit basis. The remaining 10% seats are earmarked for the rest of the country which are filled on merit basis through All India Entrance conducted by the Institute 3% seats are reserved for physically disabled candidates from all categories taken together. Apart from conducting regular courses in Engineering, Technology & Applied Sciences, the Institute also undertakes activities like, Conduct various Seminars/Conferences/Workshops for its teachers, Conduct study tours for students and Undertake various Research & Development assignments of State Government Departments and central agencies,

National Institute of Foundry & Forge Technology (NIFFT), Ranchi.

The National Institute of Foundry & Forge Technology (NIFFT), Ranchi is a specialized Institution established in 1966 by the Government of India in collaboration with UNDP-UNESCO to provide qualified Engineers and Specialists for running Foundry and Forge Industries.

The Vision of the Institute is to accomplish excellence in the technical education and act as repository and leader of disseminating state-of-the art knowledge and expertise in the field of Materials Technology and other relevant/emerging branches of Engineering and Technology concomitant with industrial growth of the nation at the same time maintaining and further strengthening its position as a leader in the areas of Foundry Technology and Forge Technology. NIFFT Ranchi has five departments viz. i) Foundry Tech., ii) Forge Tech. iii) Manufacturing Engg., iv) Material & Metallurgical Engg. and Applied Science and Humanities. All the academic programmes have been accredited by National Board of Accreditation(NBA). Students are selected for admission through All India Engineering Entrance Examination, conducted by CBSE for B.Tech courses, whereas M.Tech students are taken through GATE score and interview and for Advanced Diploma courses through written examination conducted by NIFFT. For doctoral and post doctoral programmes, the students are taken through written test/interview.

National Institute of Industrial Engineering (NITIE), Mumbai

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

NITIE, Mumbai conducts Post-Graduate Diploma in Industrial Engineering (PGDIE), Post-Graduate Diploma in Industrial Management (PGDIM), Post-Graduate Diploma in Industrial Safety & Environmental Management (PDGISEM), Post-Graduate Diploma in Information Technology Management(PGDITM), Post-Graduate Diploma in Manufacturing Management (PGDMM) and Post-Graduate Diploma in Project Management(PGDPM).

NITIE also conducts a Fellowship(Doctoral) programme which aims at developing outstanding scholars who explore the inexact science of management with beyond the obvious perspective. NITIE is also recognized as a pre-eminent Indian institution engaged in Management Development Programmes(MDPs), professional industrial consultancy and applied research, in Industrial Engineering and allied areas.

In its Golden Jubilee year 2013-14, NITIE has undertaken an exercise to review its past, assess its current state and plan for its future. This review and strategic plan document provides the foundation of NITIE's strategic plan, goals, values it inculcates and objectives to achieve in order maintain its leadership position in the area of Industrial Engineering and allied areas.

The past one decade has witnessed several changes, globally and in India specifically. In response to these changes, NITIE's strategic plan is to transition from being primarily known as a training institute to be known as a research institute. The first step in this direction is to fine-tune NITIE's existing vision and Mission emphasizing Industrial Engineering driven productivity.

Central Institute of Technology (CIT), Kokrajhar, Assam

Central Institute of Technology (CIT), Kokrajhar is an autonomous Institute funded by the Ministry of Human Resource Development (HRD), Government of India. It was established as an outcome of the Memorandum of Settlement (MoS) on Bodoland Territorial Council (BTC) signed between the Assam Government, the Union Government and the Bodo Liberation Tigers, on February 10, 2003, in New Delhi. Consequently, CIT started to function from December 06, 2006. The Institute is run by an autonomous body registered with the Societies Registration Act 1860 and functions under a Board of Governors (BoG).

CIT was established for the basic objective of fulfilling he aspirations of the Bodo people relating to their cultural identity, language, education and overall economic development of the region. The academic programmes and curriculum lay emphasis on imparting the youth with requisite technological and vocational training to produce the required workforce to give an impetus for economic growth of this area and to integrate the people of Bodoland into the

mainstream of technical and vocational Education.

CIT is mandated to impact technical and vocational education such as Information Technology, Biotechnology, Food Processing, Rural Industries,

Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfill the aspirations of the people of Bodoland and the entire region. At present, the Institute is offering following courses:-

Sl.No.	Diploma	Degree
i	Computer Science & Engineering	Computer Science & Engineering
ii	Electronics & Communication Engineering	Electronics & Communication Engineering
iii	Control & Instrumentation Engineering	Instrumentation Engineering
iv	Food Processing Technology	Food Processing Technology
v	Construction Technology	Civil Engineering (Construction Technology)
vi	Animation & Multimedia Technology	Information Technology

CIT now has a modestly equipped modern Laboratory for the various academic branches, a Central Library equipped with state-of-the-art automated RFID Technology and dedicated web OPAC for online access from anywhere on the globe.

Ghani Khan Choudhury Institute of Engineering & Technology(GKCIET), Malda, West Bengal

Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal was established by Ministry of Human Resource Development in 2008 though academic activities initiated from 16th August, 2010 with 3 Certificate courses. The objective of the Institute was 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.

The Institute's main objectives are (i) to offer flexible, modular, credit based multi-point entry programs in engineering and technology; (ii) to promote self-employment in all programmes by introducing an element of entrepreneurship, providing guidance and counseling services to help students to take up self-employment ventures; (iii) to offer Non –formal programme in different areas of technology to strengthen the scope of institutional program; (iv) to provide technical education facilities for women, school dropouts and other disadvantaged sections of society through specially designed courses; (v) to offer continuing education programme for working personnel from industries at different levels to meet the requirements of small, medium and large

industries; and (vi) to offer bridge courses for lateral entry in all programme and for moving from one level of course to another level.

The Institute is temporarily located at Power Grid Corporation's Training Institute, Malda and the permanent location is being developed in a sprawling area of about 105 acres of land, at a distance of 7 km from Malda Town Railway Station and 0.7 km from 34 No. National Highway. It is surrounded by green land and mango orchard with beautiful landscapes. The campus construction work has been given to National Building Construction Corporation(NBCC), New Delhi. An academic block has been completed and formally inaugurated by Hon'ble President of India Shri Pranab Mukherjee on 01-08-2014 in order to enable the Institute to start its Degree programmes during in 2014-15 Academic Year.

GKCIET which is offering Seven (07) Certificate programmes and three (03) Diploma programmes has also commenced its Degree Programmes from the Academic year 2014-15 in three disciplines.

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 reimburses ₹ 33 lakh to the seconded faculty every year. The Ministry has deputed 8 candidates for January 2015 terms. In addition, the Government of India also provides funds to AIT to the tune of ₹ 3 lakh for purchase of Indian equipment, books and journals every year.

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

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.

OPEN AND DISTANCE LEARNING

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; offer high-quality, innovative and need-based programmes at different levels, to all those who require them; and reach out to the disadvantaged by offering programmes in all parts of the country and through its Centres abroad at affordable costs. IGNOU has been steadily expanding opportunities for life-long higher education and democratising education by making it inclusive. The University has adopted a flexible and innovative 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 dividend.

IGNOU offers academic support to students through a three tier network comprises headquarters at New Delhi, 67 Regional Centres and 2726 Study Centres spread across the country, out of which 71 Study Centres are established in the current financial year. IGNOU established Special Study Centres to ensure access of higher education to the marginalized and disadvantaged section of the society. IGNOU has established 21 Special Study Centres (11 in jail; seven in rural remote areas; two in minority-Economically and Educationally Backward Blocks (EEBB) and one in slum area). Counselling and academic support to individual student is provided through 40389 part-time counsellors engaged at Study Centres.

The University has staff strength of 549 Teachers/Academics, 1448 Technical/Administrative Staff. The University has about 27.7 lakh students cumulatively on-roll in its various academic programmes. IGNOU offers 228 academic programmes at Doctorate, Master, Bachelor, Diploma and Certificate levels through 21 School of Studies. The 27th Convocation of IGNOU was held on 16th April, 2014 in the Headquarters of the University as well as all its Regional Centres. The Chief Guest was Shri Ashok Thakur, the-then Secretary, Department of Higher Education, Ministry of Human Resource Development, Govt of India and the Guest of Honour was Dr. Vijitha Nanayakkara, Vice Chancellor, Open University of Sri Lanka. In all, 2,38,276 learners were awarded degrees, diplomas and certificates including M.Phil and Ph.D degrees and 93 students were awarded gold medals.

Shri Ashok Thakur, Secretary, Dept. of Higher Education, MHRD addressing 27th Convocation

The University has entered into Memorandum of Collaboration (MoC) with five North Eastern States of Arunachal Pradesh, Manipur, Mizoram, Sikkim and Tripura for providing professional training to untrained teachers of elementary (Primary and Upper Primary) level through two years D.EI.Ed. Programme, through Open and Distance Learning mode. The Teachers training has commenced in the current financial year.

IGNOU also entered into MOC with KVS for training for in-service teachers of KVS wherein IGNOU has registered 3628 primary teachers in July, 2014 admission cycle. The programme will train approximately 13,500 Trained Graduate Teachers (TGTs) in the next phase.

IGNOU is committed to democratize higher education by making it accessible to all sections of society. During the year 2014-15, the University has intensified its efforts on providing opportunities to jail inmates. The University has been offering academic programmes to jail inmates through 94 Special Study Centres located in jail across the country. IGNOU provides free education for Indian prisoners and so far 2500 inmates have been benefited from this initiative.

During the current year, 5 new academic programmes were launched by the University:

• Post Graduate Certificate Programme in Geoinformatics
• Post Graduate Diploma in Urban Planning
• Post Graduate Diploma in Applied Statistics
• MA in Translations Studies
• Certificate Programme for Professional Development of Primary Teachers

IGNOU has constituted Technology Enabled Education Group (TEEG), with the mandate to conceptualize, develop, implement, maintain, coordinate and promote technology based educational tools to support all stakeholders.

Consequent upon the Prime Minister's call of "Skilling India" and in line with the skill development initiatives of MHRD, the University is initiating steps to align some of its existing certificates programmes with the National Skill Qualification Framework (NSQF). Another initiative is a collaborative project with Hero Motors Limited for the Certificate in Motorcycle Service and Repair (CMSR), which is aimed at competency based skill development training.

A Campus Placement Drive was held at Regional Centre Delhi-02 on 4-5th July, 2014 and 264 students were given job offers.

Commonwealth of Learning (COL): The Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Government of Commonwealth countries in the year 1988. Its Headquarter is located at Vancouver, Canada. The COL's major function is to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is also helping developing nations improve access to quality education and training.

India made an initial pledge of 1 million pounds (₹ 250 lakh) towards establishment of COL. From the year 1995-96, India has been making its contribution to COL every year. COL is voluntarily funded by the Commonwealth countries and India is third major donor after United Kingdom and Canada. India made a contribution of ₹ 5.75 crore to COL during the financial year 2013-14. With effect from 2014-15, the GOI's share has been increased to ₹ 6.00 crores per annum. This year's GOI's share to the extent of Rs. 6.00 crore has already been sanctioned and released 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 India, located in New Delhi and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA.

Prof. Asha Kanwar, President & CEO, Commonwealth of Learning delivering the 19th Prof. Ram Reddy Memorial Lecture on 2nd July, 2014

PROGRAMMES/SCHEMES

(i) Rashriya Uchchattar Shiksha Abhiyan (RUSA)

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 for general category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/ union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

It has been decided to implement and monitor RUSA scheme online and real time basis. For the purpose, a web-based online real time system to have Government to Citizen (G to C) and Government to Government (G to G) interfaces through a well designed huge and strong database has been envisaged. G to C interface would be for dissemination of all information and data pertaining to tertiary education in the country and RUSA, its implementation and monitoring on real time basis in certain pre-defined formats, bar charts, pi charts and graphs through a real time website with easy navigation and equipped with Content Management System (CMS). The System should be able to provide data / information based on query. The G-G interface would essentially be a largely, e-form based electronic – office having components of digital files (both correspondence and notes), dash board feature for each stakeholders equipped with facility to fix timer for alerts using Masters. The entire system would be able to run on all platforms including those for smart mobile phones and other smart systems.

The system would have the following modules, which would have dash boards for each stakeholder and equipped with Masters.

(a) Database

System would have a meticulously designed database to store and process enormous data from 40,000 (forty thousand) (+) institutions pertaining to teachers, students, departments, libraries, hostels, sports facilities, infrastructures, finance, examination, administration etc. It should be capable of receiving and processing data into well defined depiction modes such as bar chart, pi-chart, graphs, tables etc. on real time basis. The data base should be capable of exporting data instantaneously to various well defined e-forms in the application.

(b) Module for Development of Plans & their Appraisal

RUSA would provide a number of formats to prepare and appraise the plans, and depict data and generate monitoring reports, that would be required to convert into e-forms. The e-forms would be downloadable with 2D bar code feature to facilitate operation of RUSA-Online in areas who do not have better internet connectivity. The e-forms for basic unit i.e. college/institutions shall lift the data as far as possible from database, validate it.

All e-forms shall have appropriate space to incorporate text material and feature to e-mail queries and receiving replies through system's own mailing server. There should be provision for Data validation and pre-population feature with in the forms.

(c) Meeting Module

The application would prepare draft agenda notes for the meeting of PAB in prescribed formats by extracting text and data from the above said appraisal notes/reports that is pre-appraisal report and comments of appraisers and would send as per the time fixed in timer to competent authority for

approval. This module shall be equipped with Masters. The application would also sent agenda and meeting notice to all members automatically as per time fixed through Masters. This module shall also have feature of writing and finalizing the minutes online. There would be provision for participation of members in meeting by physical presence as well as virtually by indicating the preference. In case a member decides to participate in meeting virtually, he/she would be able to see agenda notes as well as minutes on screen. In this module, there would be separate dash board for each member.

(d) MIS Modules

MIS module shall have certain fixed pre-defined MIS formats converted into e-forms for depiction of desired data on real time basis. This module shall also have a feature to show the data / report generation answer on the basis of queries.

(e) Training Module

As RUSA has to conduct a number of training programmes, workshops, seminars etc; a module to conduct webinars and web-based training including streaming of recorded videos shall be developed. This module shall be capable of announcing the programmes, attendance, registering the participants, receiving the fee, if any, from participants noting the attendance of participants and generating badges, managing training material, sending mails to trainers, key speakers, speakers and participants and managing all sort of data pertaining to training programmes etc. It shall also have dash boards for concerned persons.

(f) Short Message

System should have SMS feature for re-confirmation of certain communication or sending alerts and messages among RUSA community.

(g) e-office

The application would have e-files digital notes and correspondences features to set time-liners and alerts through masters to observe citizen charter and tools to provide hyper-links to Rules, Regulations etc. required to take decisions as also to material in correspondence and note portion of e-file for the purpose of referencing on notes. It would also have features for receiving and sending e-mails as also the paper mails and integrating them to e-files. The mail may be sent as e-mail, fax as also as paper mail.

(ii) Central Sector Scheme to provide Interest Subsidy on Educational Loan (CSISS)

The objective of the Scheme is to ensure that no one from the Economically Weaker Sections (EWS), including minorities, SCs/STs, women & disabled, is denied access to professional education only for the reason that she or he is poor. The Scheme was launched from the academic year 2009-10 onwards.

The scheme is intended to cover all those students belonging to EWS, with an annual income up to Rs.4.5 lakh per year. The Scheme provides for full interest subsidy during the period of moratorium (i.e. duration of recognised professional course plus 1 year or 6 months after employment, whichever is earlier) on educational loans availed of by all students belonging to EWS from Scheduled Banks, including Co-operative & Regional Rural Banks, as per the Model Educational Loan Scheme of Indian Banks Association. Canara Bank is the nodal Bank for this Scheme.

In the reporting year i.e. 2014-15 an amount of ₹ 2,081 crore was allocated which included ₹ 312.15 crore for SCs and ₹ 156.08 crore for STs out of which an amount of ₹ 13,28,48,99,011/- was spent, including ₹ 75,65,36,948/- for SCs and ₹ 27,56,62,063/- for STs. The Budget provision of Rs.2,081 crores also includes ₹ 500 crores for the Credit Fund Scheme for Educational Loans.

(iii) Credit Guarantee Fund for Educational Loan

Government has approved the Credit Guarantee Fund for Educational Loan. The Fund shall provide guarantee to the extent of 75% of the defaulted amount or such amount as may be specified by the Fund. Specified limit of the loan against which guarantee would be given is ₹ 7.5 lakh or such other amount as decided by the Fund. Any education loan with interest of more than 2% over the base rate shall not be covered under the Fund. The Fund may, however, revise the ceiling of 2%. The Fund will be settled by the Management Committee of MHRD Chaired by its Education Secretary. The management of the corpus of the Fund will be with the common Trust, namely, National Credit Guarantee Trustee Company (NCGTC) under the Department of Financial Services, Ministry of Finance, meant for education, skill development and factoring with separate management committees for each of three schemes. MHRD has signed a registered

Trust Deed with the NCGTC on 30.09.2014. The scheme shall come into effect from the date notified by the Government.

The advantages of the Credit Guarantee Fund are manifold; it will reduce the NPA burden of the banks, allow more educational loans at reasonable rates and also liquidity contributing to increasing GER and bring about competition.

(iv) The National Ragging Prevention Programme

To curb the menace of ragging in the educational institutions and make India a Ragging Free Nation, a National Ragging Prevention Programme was launched by the UGC

The programme covers the entire nation. Prevention is achieved through (i) improved communication among college authorities, parents & students (ii) effective monitoring & compliance of regulations & (iii) enhanced public awareness. The programme also provides for an effective mechanism for redressal of students complaints

Till date, nearly 2811 serious complaints of Ragging were recorded by the call centre. Nearly 85% of those cases were closed, after arriving at a satisfactory resolution & with the consent of the complainant. Nearly 15% cases required intervention of higher & regulatory authorities.

The scope of Anti Ragging helpline and its associated mechanisms was recently expanded to include cases of ethnic and racial discrimination amongst students across the nation. It is now an Anti Ragging & Anti-Racial Discrimination Helpline.

Overall monitoring of the programme is done by a Supreme court appointed Committee known as the Raghavan Committee. The Committee consists of eminent experts from the field of academics and education. Dr. R.K. Raghavan, former CBI Director, is the Chairman of the committee. The last meeting of this apex body was held on 12.06.2014.

(v) Technical Education Quality Improvement Programme (TEQIP) Phase-II

Building upon the satisfactory completion of the first phase of TEQIP, its second phase (TEQIP-II) is presently being implemented as a Centrally Sponsored Scheme (CSS) to improve quality of Technical Education through institutional and systemic reforms. It follows the same principles as the first phase, while beefing up implementation with rigorous and detailed monitoring procedures and emphasis on policy reforms. The second phase boosts efforts to prepare more post-graduate students to reduce the shortage of qualified faculty, and to produce more R&D in collaboration with industry.

The Project's objectives are to (i) Strengthening Institutions to produce high quality engineers for better employability; (ii) Scaling-up postgraduate education and demand-driven Research & Development and Innovation; (iii) Establishing Centers of Excellence for focused applicable research (iv) Training of faculty for effective Teaching, and (v) Enhancing Institutional and System Management effectiveness.

A total of 190 institutions i.e. [26 Centrally Funded, 127 State Govt. funded and aided and 37 Private Unaided institutions] have been selected for participation in the Project.

TEQIP's Achievements

- Establishment of Knowledge Incubation Centres at IITs (Bombay, Delhi, Guwahati, Gandhinagar, Hyderabad, Kanpur, Kharagpur, Madras, & Roorkee). A total of 1373 faculty members have been trained under KIT programme.

- Initiation of Phase –II of Quality Enhancement in Engineering Education (QEEE) Direct to Student programme for project institutions under TEQIP by IIT Madras. The programme has been launched in 82 project institutions.

- Capacity Development programme with IIMs (Indore, Lucknow, Bangalore, Kozhikode, Trichy, Udaipur, Raipur) through which 931 faculty members have been trained.

- Administrative Staff College of India (ASCI), Hyderabad was selected to conduct Project Evaluation Study in a sample of 30 project institutions. The study has been completed; however final report is to be submitted by ASCI.

- The fist online web based Student, Faculty and non-teaching staff Satisfaction Survey commenced on 1st October, 2014 and expected to

be completed by 10th November, 2014. The response from 190 institutions has been satisfactory for the participation in the survey. The 2nd online survey is expected to commence in February, 2015.

- Mentoring, Performance Auditing and Data Auditing is an important activity to be conducted in all the project institutions selected under TEQIP-II. As on date, the status of Mentoring and Performance Auditing is as given below :-

Activity	Mentoring				Performance Auditing along with Data Auditing		
No. of Mentoring / Auditing	1st	2nd	3rd	4th	1st	2nd	3rd
No. of Institutions	185	72	19	6	181	80	10

- A Letter of Intent (LoI) has been signed with Mitacs, Canada for student mobility exchange programme in February, 2014. Action has been initiated to implement the same.

- An amount of Rs. 779.76 crore had been released to the selected institutions, SPFU, IIMs & IITs participating under the project TEQIP-II since inception upto 31.03.2014. Further, an amount of ₹ 209.17 crore has also been released to aforesaid during the period of 01.04.2014 to 31.10.2014.

(vi) Establishment of Centres of Excellence for Training and Research in Frontier Areas of Science and Technology (FAST).

On recommendation of the XI Plan Working Group on Technical Education to establish Centres of Excellence for advanced training and research on certain areas, the Ministry of Human Resource Development constituted an expert committee which drafted the Concept Note on the scheme and set up a sub-committee for developing the scheme and selection of the centres.

The Centres of Excellence (CoE) are expected to be a collaborative activity between a team of high quality researchers in the institution and researchers or research-users in several companies or organizations. In case where the nature of research is related to production or improvement of public goods, collaboration may include appropriate public agencies. The Centres focus on new and emerging technologies, multidisciplinary and translational research relevant to national development goals. Priority will be accorded to thematic areas such as energy, water, clean environment, smart materials that promote sustainable development. Funding can be considered for new as well as existing centre of excellence for training and research (except those already considered under this scheme or TEQIP-II) for value addition or achieving next levels of research. The Centres are expected to trigger an R&D culture in the institution as evidenced by significant increase in applications of research outputs, collaborative and sponsored research, publications in reputed national/ international journals and conferences, patents, innovations, commercialized products and Masters and PhD enrolments.

On the basis of the report/comments of the experts 30 Institutions/Universities were shortlisted. On the basis of marks awarded by the experts of IITs to each proposal and the detailed deliberation of the presentation, out of 30 institutions, Steering Committee has selected 20 institutions in 2nd round of selection.

An amount of ₹ 16.15 crore had been released to the selected institutions participating under the scheme FAST since inception upto 31.03.2014. Further, an amount of ₹ 31.62 crore has also been released during the period of 01.04.2014 to 31.10.2014.

(vii) Scheme of Community Colleges (CCs)

Government of India has decided to set up 200 pilot Community Colleges in existing colleges/polytechnics from the academic session 2013-14. This was communicated to the States/UTs with a request for a time bound action for submission of proposals. The pilot scheme is being implemented by UGC & AICTE. It has been decided that UGC would fund the community colleges hosted in a college while AICTE would fund the polytechnics hosting the community college. Accordingly both UGC and AICTE have funded till date 120 CCs (51 colleges and 69 polytechnics) and about ₹ 45.00 crore has been released so far.

(viii) Sub-Mission on Polytechnics

The Sub-Mission on Polytechnics under coordinated action for Skill Development was launched to strengthen Polytechnic Education with the following components –

1.   Setting up of New Polytechnics

2.   Strengthening of Existing Polytechnics

3.   Construction of Women's Hostels in Polytechnics

4.   Scheme of Community Development through Polytechnics (CDTP)

Setting up of New Polytechnics

Under this component, Government of India provides financial assistance to the State / UT Governments, limited to Rs.12.30 crores per polytechnic to meet the costs of establishing a Polytechnic in 300 identified unserved / underserved districts, subject to the respective State / UT Governments providing land free of cost, meeting 100% recurring expenditure and also non-recurring expenditure beyond Rs.12.30 crores, if any.

Scheme of Community Development through Polytechnics (CDTP)

The Scheme of Community Development through Polytechnics **(CDTP)**, aims at providing non formal, short term, skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self / wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in its premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification.

Strengthening of existing Polytechnics

Under this component, financial assistance of upto ₹ 2 crores per Polytechnic is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics.

Construction of Women's Hostels in Polytechnics

In order to enhance women enrolment in polytechnic education, the component of Construction of Women's Hostels envisages a one time financial assistance subject to a maximum of ₹ 1.00 crore per polytechnic, to be provided to 500 existing AICTE approved Government / Government aided Polytechnics, for the construction of women's hostel in polytechnics.

Achievements of the Scheme upto 11th November, 2014

Out of 300 unserved / underserved districts to be provided financial assistance of Rs.12.30 crores, 291 Districts have been provided partial financial assistance of ₹ 2161.47 crores till 11.11.2014, for establishment of new Government Polytechnics.

Skill Development Training in Turner& Fitter at S.A.T.I. Polytechnic College, Vidisha, Madhya Pradesh under Scheme of Community development through Polytechnics (CDTP)

500 Polytechnics have been provided partial financial assistance of ₹ 461.40 crores till 11.11.2014 to upgrade their infrastructure facilities. 496 Polytechnics have been provided partial financial assistance of ₹ 349.98 crores till 11.11.2014 for construction of Women's Hostels at these Polytechnics.

518 Polytechnics are implementing the scheme of Community Development Through Polytechnics and recurring financial assistance of ₹ 212.72 crores released till 2014-15 till October, 2014 to carry out the Scheme's activities. As per available reports 77042 persons have participated in the non formal, short term, skill development programmes under the CDTP scheme till 31.10.2014.

Skill Development Training in 'Tailor Ladies' at Orissa School of Mining Engineering, Keonjhar, Odisha

(ix) Scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical & Vocational Education.

The Scheme upgrading existing Polytechnics to integrate the physically disabled in the mainstream of Technical & Vocational Education, was introduced in the year 1999-2000 with the objective of upgrading some of the selected polytechnics to integrate persons with disabilities in the mainstream of technical and vocational education.

The scheme envisages each polytechnic to train upto 25 disabled students per academic year through formal courses consisting of regular three-year diploma programmes and upto 100 disabled persons each year through non-formal courses consisting of vocational/ skill development programmes. The disabled students are encouraged through provisions like scholarship, supply of books/educational materials, uniforms, free boarding and lodging etc. At present the scheme covers 50 polytechnics throughout the country. To implement the scheme, Department of Higher Education, Ministry of HRD provides Annual recurring Grants-in-aid to these 50 Polytechnics.

(x) National Scheme of Apprenticeship Training (BOATs/BOPT)

The National Scheme of Apprenticeship Training is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kolkata, Kanpur & Chennai. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 Vocational pass outs in about 10,000 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. The four Regional BOATs/BOPT which are fully funded autonomous organizations of MHRD have been entrusted with the responsibility to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time in their respective regions.

The basic objective of the Scheme is to fulfill/match, any gap, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2.

Vocational pass-outs and also to enhance their technical skills for making their suitability in job absorption as per the needs of the Industry.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend which is shared between the Central Government and the Employer on 50 : 50 basis. The details of stipend rates payable to various categories of apprentices are as follows :-

Category of Apprentices	Rates existing since March, 2011	Rates enhanced w.e.f 19th December, 2014 (with 40% enhancement)
Graduate Apprentices	3560	4984
Graduate Apprentices (Sandwich)	2530	3542
Technician Apprentices	2530	3542
Technician Apprentices (Sandwich)	2070	2890
Technician (Vocational) Apprentices	1970	2758

To standardize the activities of the Regional BOATs/BOPT for uniform implementation of the Scheme of Apprenticeship Training and also to facilitate the Stake Holders to do online business transactions without any difficulty, it has been decided to introduce a National Web Portal for effective implementation of the Scheme with the objective of bringing more number of Industries/Establishments as well as students under the Scheme

(xi)   All India Survey on Higher Education

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.

Presently AISHE 2012-13 and 2013-14 are under progress. Provisional report for 2012-13 has also been finalized. **Survey for the year 2014-15 has also been launched on 22nd October** and with that time-lag in dissemination of higher education data has become negligible.

Key Results of the AISHE 2012-13 (Provisional)

- Survey covers entire Higher Education Institutions in the country. Institutions are categorised in 3 broad Categories; University, College and Stand-Alone Institutions. **List of 665 Universities, 35829 colleges and 11443 Stand Alone Institutions have been prepared during the survey.**

- 633 Universities, 24120 Colleges and 6772 Stand Alone Institutions have responded.

- Whole survey was conducted through online mode for which a dedicated portal (http://aishe.gov.in) has been developed. The e-version of DCF expands according to the structure/size of the Institution. No investigator is sent to the Institution to collect the data. One unique feature is that the filled in DCFs are

always available on the portal, which can be seen by the Institutions and higher level authorities.

- 201 Universities are privately managed. There are 42 Central University, 1 Central and 13 State Open Universities, 61 Institute of National Importance, 290 State Public University, 5 Institute under State Legislature Act, 38 Deemed University Government, 11 Deemed University Government Aided and 3 Others.

- The top 7 States in terms of highest number of colleges in India are Uttar Pradesh, Andhra Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and Madhya Pradesh.

- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 6 in Bihar and Daman & Diu to 61 in Puducherry as compared to All India average of 25.

- In UTs of, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu and Lakshadweep, there are no Universities.

- 73% Colleges are privately managed; 58 % Private-unaided and 14% Private-aided. Andhra Pradesh has more than 80% Private-unaided colleges, whereas, Bihar has only 6.3 % and Assam 9.5 % Private-unaided colleges.

- **Total enrolment in higher education has been estimated to be 29.6 million with 16.3 million boys and 13.3 million girls. Girls constitute 45% of the total enrolment.**

- **Gross Enrolment Ratio (GER) in Higher education in India is 21.1, which is calculated for 18-23 years of age group. GER for male population is 22.3 and for females it is 19.8. For Scheduled Castes, it is 15.1 and for Scheduled Tribes, it is 11.0 % as compared to the national GER of 21.1.**

- Distance enrolment constitutes 11.9 % of the total enrolment in higher education, of which 43.9 % are female students.

- About 80% students are enrolled in Undergraduate level Programme. 84058 students are enrolled in Ph.D. that is less than 0.3 % of the total student enrolment.

- Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu.

- Scheduled Casts students constitute 12.2 % and Scheduled Tribes students 4.4% of the total enrolment. 30.05% students belong to Other Backward Classes. 3.9% students belong to Muslim Minority and 1.9% from other Minority Community.

- The total number of teachers is 1337726. Out of which more than half about 61 % are male teachers and 39 % are female teachers.

- At all-India level there are merely 64 female teachers per 100 male teachers.

- **Pupil Teacher Ratio (PTR) in Universities and Colleges is 23.**

Since the survey has become the annual exercise, there is a need to institutionalize the system and create a permanent structure for its sustainability. During 12th Five Year Plan a new Plan Scheme is proposed for strengthening Statistical and Public Information System which includes AISHE. There is a proposal to create AISHE unit in each State and AISHE cell in each Affiliating Universities. Standing Finance Committee (SFC) note for the scheme has been circulated for comments of other Ministries.

SCHOLARSHIPS

(A) National Scholarship

(i) Central Sector Scheme of Scholarship for College and University Students

The objective of the scheme is to provide financial assistance to meritorious students from poor families to meet a part of their day-to-day expenses while pursuing higher studies. The scholarships are awarded on the basis of the results of senior secondary examination. The total number of scholarships has been divided amongst the State Boards based on the State's population in the age group of 18-25 years. Students who are above 80th percentile of successful candidates in the relevant stream for a particular Board of Examination, in class XII of 10+2 pattern or equivalent and having family income of less than Rs.6 lakhs per annum, pursuing regular courses and not availing of any other scholarship scheme, are eligible

for consideration under this Scheme. The rate of scholarship is ₹ 1000/- per month at Graduation level for the first three years of College and University courses and ₹ 2000/- per month at Post-Graduation level. Students pursuing professional courses would get ₹ 2000/- per month in the 4th and 5th year. The scholarship is paid for 10 months in an academic year and disbursed directly into the bank accounts of the beneficiary. The number of scholarships allotted to a State Education Board is distributed amongst the pass outs of the Science, Commerce and Humanities streams of the State Board in the ratio of 3:2:1.

The Central Sector Scheme of Scholarship for College and University Students is one of the Schemes covered under the Direct Benefit Transfer (DBT) w.e.f. 1.1.2013. Under the Direct Benefit Transfer (DBT) payments / funds are released to the State Education Boards / CBSE through the following two modes :-

(i) By Public Finance Management System (PFMS) and

(ii) By National Electronic Fund Transfer (NEFT)

For smooth operation of the Direct Benefit Transfer (DBT) and to facilitate retrieval of data, the Public Financial Management System (PFMS) has been devised by the O/o the Controller General of Accounts, Ministry of Finance, Department of Expenditure. The PFMS is a Web Based Transaction System, and it generates MIS on utilisation of funds released on real time basis.

From 1st November, 2013, all the State Education Boards were required to upload the digitized eligibility lists through PFMS.

During the period from 1.4.2014 to 25.11.2014, 44830 scholarships have been disbursed through CPSMS mode. Out of which 7978 scholarship were disbursed through Adhaar Payment Bridge (APB) mode and 36852 scholarships through Non-APB mode direct into the bank accounts of the beneficiaries.

In order to further streamline the procedure of disbursement of scholarship in a transparent way, the Department of Higher Education in collaboration with the Office of the Controller General of Accounts (CGA), Public Financial Management System (PFMS), has developed a software through which students can

apply for their renewal scholarship under the Central Sector Scheme of Scholarship for College and University Students through online PFMS portal. A User Manual has also been uploaded for this purpose in their Website address http://pfms.nic.in

(ii) Scheme of Scholarship to students from Non-Hindi Speaking States for Post-Matric Studies in Hindi

The objectives of the Scheme is to encourage the study of Hindi in non-Hindi speaking States and to make available to the State Governments, suitable personnel to man teaching and other posts where knowledge of Hindi is essential.

The Scheme was revised from 2004-05. Under the revised Scheme, 2500 Scholarships are provided to meritorious students studying at Post-Matric to Ph.D level, for recognized fulltime courses of education for study of Hindi as one of the subjects on the basis of the results of "examinations next below" conducted by a Board of Education or a University or a Voluntary Hindi Organization. The rate of Scholarship ranges from ₹ 300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Government /UT Administrations.

In the financial year 2013-14, annual grant was disbursed to 239 students for Fresh scholarship for the batch 2013-14 and renewal scholarship to 38 Students of State Government of West Bengal and fresh scholarship for 15 students for the batch 2013-14 and renewal scholarship to 10 students of State Government of Tripura respectively.

(iii) Special Scholarship Scheme for Jammu & Kashmir Students

The Scheme aims to provide tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir for pursuing higher education in Government colleges/institutes and other select institutes outside the State of Jammu & Kashmir.

For the students of Jammu & Kashmir, who after passing Class XII or equivalent examination through the State Board of Jammu & Kashmir and from Central Board of Secondary Education (CBSE) affiliated schools located in Jammu & Kashmir, have

secured admission in Government colleges/institutes and other select institutes outside the State of Jammu & Kashmir. Five thousand fresh scholarships are available every year, of which 4500 scholarships are for general degree courses, 250 for engineering and 250 for medical studies.

The scheme is being implemented through a web portal of All India Council for Technical Education (AICTE) (http://www.aicte-india.org/JnKadmissions.html). In order to provide an all India exposure to the students of J&K, these scholarships are limited to two (2) per institute plus seats in Centrally Funded Technical Institutions and Central Universities. Inter-changeability of slots amongst General Degree, Medical and Engineering streams is also permissible with the approval of the Inter-Ministerial Committee (IMC). The provisions of reservation as per J&K State Govt. Reservation norms is also provided for.

During the period from 1.1.2013 to 31.3.2014, three awareness Camps, one in Delhi, Jammu & Srinagar, were organized so as to create awareness amongst the stakeholders. As a result, the number of students applying for the scholarship increased comprehensively as compared to the previous years. During the period, scholarships have been awarded to 3562 students for the academic year 2012-13 and 3747 students for the academic year 2013-14 along with 2858 renewal of scholarship for the year 2012-13.

As a part of Selection procedure and admission process for the Academic Session 2014-15, counselling was conducted from 30.8.2014 to 5.9.2014 in Srinagar, Jammu & Kashmir by the All India Council for Technical Education (AICTE) and accordingly 2102 eligible students were allotted Colleges through the centralized counselling on the basis of merit and choice of Colleges given by the students.

(B) External Scholarships

The Ministry of Human Resource Development acts as facilitator in the award of foreign scholarships to students & scholars from India to enable them to study abroad and enhance their knowledge of developments taking place abroad. The External Scholarship Division of the Ministry processes Scholarships offered by various countries under Cultural/ Educational Exchange Programmes, for Indian students to study in the respective countries at the level of Post Graduate/Ph.D/Post Doctoral/ Research. In brief, after receiving the offer from the country, this Ministry advertises the offer of Scholarships. The Scholarship/Fellowship offers also circulated to all the concerned Universities/ Institutions, UGC, IGNOU & leading Newspapers etc. for Indian students. During the year applications are invited through on-line for award of External Scholarships.

The Commonwealth Scholarship/Fellowships Plan UK is the most prestigious worldwide external Scholarship covers a large number of disciplines, such as Remote Sensing Technology, Communication Engineering, Bio-Technology/Bio-Chemical Engineering, Robotics, Agronomy/Forestry, Social Science, Life Sciences, Management Studies, Environmental Studies, Law etc. For the academic Year 2015-16 the offer of Commonwealth Plan-2015 has been received from Govt. of UK and more than 2000 applications have been received covering 26 streams (PG/Ph.D) from Indian students and are under process.

The Agatha Harrsion Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching fellowship and is meant for scholars who have specialized in modern Indian studies in the field of History, Economics and Political Science. A consolidated stipend of ₹ 29347/- per annum is paid by the Government of India to the selected scholar placed at St. Anthony's College, Oxford (U.K.). The last fellow, joined the college in October 2014 for the academic year 2014-15.

During the financial year 2014-15 a budget provision of ₹ 90/- lakh has been made to meet the expenditure towards holding meetings of Selection Committees constituted for selection of scholars against Scholarships offered by various countries, for paying air fare & supplementary stipend to scholars for studies in China and for bearing full expenditure on Agatha Harrison Fellowship.

During the current year the following Indian Nationals have availed scholarships/fellowship under various

CEPs/EEPs and Commenwealth scholarship plan. The statement indicates the details of Indian Scholars sent to different countries are as under:

(Position as on 24.11.2014)

SL. No.	COUNTRY	2014-15		
		NOMINATED	ACCEPTED BY DONAR COUNTRY	UTILIZED
1.	Israel	13	7	7
2.	Korea	9	Reply awaited	Reply awaited
3.	China	23	18	16
4.	Japan	52	30	28
5.	Italy	22	19+1 Renewal	Under Process
6.	Mexico	6	Did not confirm yet	
7.	UK (CSFP)-2014	65	56	27
8.	New Zealand (CSFP)	2	2	2
9.	Sri Lanka Presidential Scholarship	3	Under Process	Under Process
10	Ms. Agatha Harison Memorial Fellowship	1	1	1

(C)   Grant of No Obligation to Return to India

"No Obligation to Return to India" (NORI), a letter which is required by a person who has gone to USA on J-1 visa to obtain a waiver from Embassy/Consulate General of India in the USA. The Embassy of India/Consulates General of India (CGI) in the USA issues waiver after obtaining 'No Obligation to return to India (NORI)' from the Ministry of Human Resource Development in respect of applicant. External Scholarship Division of this Ministry has issued 450 letters of "No Obligation to Return to India" (NORI) till 24.11.2014.

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Chapter 06

Adult Education

ADULT 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. Considerable progress has been made in Literacy rates of the country but still the literacy levels remain uneven across different States, Districts, Social Groups and Minorities. The Goal of Adult Education is to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy.

National Literacy Mission Authority (NLMA) is the operating and implementing organization at National Level for all the activities envisaged in National Literacy Mission. It has two main bodies namely Council and the Executive Committee. A Strategic Communication Group, Strategic Communication Implementation Group, National Resource Group and Directorate of Adult Education assist NLMA in the discharge of this mandate.

During the 12th Five Year Plan, NLMA shall strive to raise the literacy rate to 80% and reduce the gender gap to less than 10%. Saakshar Bharat have been re-vamped and aligned to new paradigm of lifelong learning. To promote a systematic lifelong learning, the country might require comprehensive legalization.

Of the 410 districts which qualify for coverage under Saakshar Bharat Programme, 393 districts in 26 States and 1 Union Territory covering about 1.62 lakh Panchayats have been sanctioned. During 2014-15 the programme has been continued in these 393 districts. Preparatory activities like Formation of Management Committees, Opening of Bank Accounts and Conducting the Survey have been completed in most of the districts. About 25.8 lakh Volunteer Teachers, 1.98 lakh Master Trainers and more than 11.8 thousand Resource Persons have been trained so far. About 42.6 million Basic Literacy Primers in 13 languages and 26 local dialects have been printed and distributed. Adult Education Centres (AECs) have been set up in over 1.52 lakh GPs to organize Continuing Education Programme. About 10.12 lakh literacy learning centres are currently functioning in different States of the Country with an enrolment of about 54.21 million learners in basic literacy. About 43.28 million learners have appeared so far in the biannual assessment tests conducted by The National Institute of Open Schooling (NIOS). About 31.30 million learners have successfully passed the assessment tests conducted under the Programme up to August, 2014. Till December 2014 an amount of ₹ 276.68 Crores was released as Central Share to State Literacy Mission Authorities (SLMAs) for the implementation of Saakshar Bharat Programme during 2014-15.

State Resource Centres (SRCs) are mandated to provide academic and technical resource support to adult and continuing education in the areas of development of teaching learning material, training of functionaries, environment building activities, action research, monitoring and evaluation etc. Presently there are 32 SRCs in the country. Jan Shikshan Santhans (JSSs) have continued to provide Vocational Training to non-literate, neo-literate adults and as well

as school dropouts by identifying such skills as would have a market in the region of their establishment. A Management Information System (MIS) has been developed with the aim of infusing efficiency, transparency, accountability and public scrutiny of JSSs functioning.

Directorate of Adult Education a subordinate office under the Department of School Education & Literacy provided support to NLMA in the implementation of the Programme. International Literacy Day was celebrated on 8th September, 2014. Saakshar Bharat Awards were distributed on that occasion. Media campaign through electronic media and interpersonal media were launched. Capacity building activities were undertaken. Monitoring of JSSs has been carried out and assessment of learners through NIOS was also supported.

Literacy

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.
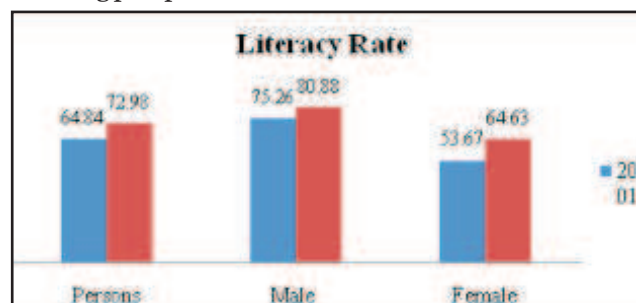
With the planned interventions and sustained efforts, considerable progress has been made. Literacy rate in 2001 was 64.84 percent, which improved to 72.98 percent in 2011. Interestingly, literacy rate improved sharply among females by 10.96 percent points from 53.67 to 64.63 percent as compared to a rise of 5.62 percent points in case of males from 75.26 to 80.88 percent.

The literacy levels remain uneven across different States, districts, social groups and minorities. While some of the States have achieved higher literacy levels due to the launching of special literacy drives and community support, a few States are still lagging behind. The literacy levels of Scheduled Castes and Scheduled Tribes have improved but the literacy level of Muslim community is still quite low. The Government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups.

Goal

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

NATIONAL LITERACY MISSION AUTHORITY

Mandate

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

Organizational Structure

NLMA has two main bodies, namely, the Council and the Executive Committee. The NLMA council is headed by the Minister of HRD and the Minister of State, HRD is the Vice-Chairperson. The Council is responsible for operating and implementing all the activities to be undertaken in respect of Adult Education. The Executive Committee (EC) of NLMA is headed by the Secretary, Department of School Education and Literacy. The Executive Committee of NLMA carries out all the functions of the NLMA in accordance with the policies and guidelines laid down by the council. A Strategic Communication Group has been set up under the Chairpersonship of Hon'ble

Minister of State for Human Resource Development for overseeing the entire gamut of strategic issues related to strategic communication. A Strategic Communication Implementation Group has also been set up under the Chairmanship of Joint Secretary (Adult Education) & Director General, National Literacy Mission Authority which is responsible for implementing the Communication Strategy.

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

Policy and Planning

During 11th Plan, Saakshar Bharat, a centrally sponsored scheme was launched in September, 2009 with prime focus on women and other disadvantaged groups in rural areas of low literacy districts of different States/UT. It lays emphasis on quality. Through large scale countrywide environment building and Mass Mobilization Campaigns, voluntary teachers/preraks have been motivated and trained in large numbers and community has been mobilized. During the 12th Five Year Plan, the programme shall strive to raise the literacy rate to 80% and reduce the gender gap to less than 10%. Saakshar Bharat will give special focus on young adults and out of school adolescents. At the same time, there is a need, not only to redefine literacy but also to go for a paradigm shift from basic literacy to lifelong learning. To achieve the goal of Adult Education, the National Literacy Mission Authority is implementing two schemes, namely, Saakshar Bharat Mission and Support to Voluntary Agencies for Adult Education and Skill Development.

SAAKSHAR BHARAT

Saakshar Bharat (SB), the new variant of the National Literacy Mission, was launched by the then Prime Minister, Dr. Manmohan Singh, on 8th September, 2009. Initially, the scheme was in operation till 31.3.2012, now Saakshar Bharat programme has been extended for XII Five Year Plan (2012-17).

Objectives

The Mission has four broad objectives, namely to:

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

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

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

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

Components:

Components of the programme are (i) Lifelong education, (ii) Basic education through equivalency to formal education system, (iii) Vocational skill development and (iv) Functional literacy.

Coverage

Under Saakshar Bharat a district, including a new district carved out of an erstwhile district that had adult female literacy rate of 50 percent or below, as per 2001 census, is eligible for coverage. In addition, all Left Wing Extremism Affected (LWEA) districts, irrespective of their literacy rate, are also eligible for coverage under the programme. Accordingly, 410 districts qualify for coverage, including 35 LWEA districts. 167 districts were covered during 2009-10. 115 districts were sanctioned during 2010-11 and another 90 districts were sanctioned during 2011-12. By end of December 2014, the programme has covered 393 districts in 26 States and 1 Union Territory.

Progress during 2014-15

Management Committees, Bank Accounts and Survey

Reconstitution of State Literacy Mission Authorities in all the 26 States/UT has been completed. Management Committees have been constituted in 97% of the districts, 95% of the Blocks and 96% of the Gram Panchayats covered under the programme. The survey conducted under the programme identified the potential Volunteer Teachers (VTs) for the implementation of Basic Literacy.

Setting up of Adult Education Centers

1,52,720 Adult Education Centers have been set up in as many GPs to provide continuing education facilities like library, reading room, awareness and short duration programmes for improvement of the living and working conditions of the adults of the rural areas in these Panchayats. Literacy classes are also being organized in some of the Adult Education Centres.

Training of Functionaries

About 25.8 lakh Volunteer Teachers have been trained by Master Trainers and 1.98 lakh Master Trainers have also been trained by Resource Persons. In addition about 12 thousand Resource Persons have also been trained so far. 2.41 lakh Preraks have also given orientation and training to organize activities in the AECs.

Distribution of literacy primers

SRCs have been developed Basic Literacy Primers in different languages. These primers have been approved by Quality Assurance Committee of the Directorate of Adult Education, Govt. of India. SLMAs have got these primers printed for use in Basic Literacy Programme. About 42.6 million Basic Literacy Primers in 13 languages and 26 local dialects have been printed and distributed so far for the learners.

Teaching Learning activities and Assessment & Certification of Basic Literacy

About 10.11 lakh literacy learning centers are functioning in different states of the country. Around 54.21 million learners have been enrolled under basic literacy up to November, 2014. Scientific assessment and certification of the competency levels of adults is a unique innovation introduced for the first time in the history of literacy movement in India. Only an adult, who conforms to prescribed competency levels in reading, writing and numeracy, is certified as literate. Assessments are conducted through a system developed by the National Literacy Mission Authority (NLMA) in consultation with National Institute of Open Schooling (NIOS). Learners are assessed in reading, writing and arithmetic skills. Assessments are also designed to gauge the learner's general awareness, including that of social issues and one's work life environment. Learners who score 40% marks in all

three components respectively are declared successful and given a certificate jointly by NLMA and NIOS. Unsuccessful candidates are given further chances to improve the grade in the skills they have not been successful. This type of assessment improves confidence in neo-literates and opens up avenues for them and lends robustness and credibility to the programme. Bi-annual assessments are conducted every year.

About 43.28 million learners have appeared in the biannual assessment tests conducted by NIOS. So far about 31.30 million learners have successfully passed the assessment tests conducted under the Programme upto August, 2014 and certified as literate. 28.6 million learners (including 20.5 million female) successfully passed the assessment test conducted under the programme by, March 2014. Out of 28.6 million learners, certified literates 6.7 million were Scheduled Castes (23.43%), 3.6 million Scheduled Tribe (12.59%) and 2.3 million minorities (around 8.04%). In addition, 41.08 lakh learners have been appeared in the last assessment test held in August, 2014 and about 27 lakh learners have been declared passed. The result of the remaining learners is under compilation. The next assessment test is scheduled to be conducted in month of March 2015.

Utilization of Funds

During the financial year, an amount of Rs.450.00 Crores was budgeted for Saakshar Bharat Programme as central share against which, an amount of Rs.276.68 Crores was released to SLMAs for implementation of Saakshar Bharat Programme up to December, 2014. Total amount sanctioned since 2009 under the scheme up to December 2014 is ₹ 2141.21 Crores.

ADVOCACY AND ENVIRONMENT BUILDING

Advertising and Publicity

The major activities under Advertising and Publicity Unit during 2014-15 were focused on Interpersonal Media Campaign for on-ground activation of Saakshar Bharat Programme. Though Saakshar Bharat Programme was conceived and designed as a coherent, cohesive and attractive programme, despite all efforts of environment building activities, the programme continues to be implemented in a truncated form and approach leaving a wide gap between programme design and implementation. The Interpersonal Media Campaign was conceived to accomplish the stated goals of Saakshar Bharat Mission with special impetus in terms of proactive support and cooperation of implementing agencies at the operational level. The campaign aims to reinforce the philosophy, spirit and conceptual vision of Saakshar Bharat among all stake holders especially at Gram Panchayat level. The campaign also intends to enhance the brand equity.

Recognizing the need and importance of converging with different programmes it was proposed to offer converged communiqué on the following themes: (1) Financial literacy, (2) Legal literacy: Duties, Rights & Entitlements, (3) Disaster Management and Civil Defence, (4) Electoral literacy and (5) Offerings of Saakshar Bharat. Some major tasks associated with this campaign include: (a) Development of IEC materials and (b) Capacity Building of literacy functionaries.

Print and Electronic Media:

A short film of 6 minutes duration on success stories "ROSHNI KI OOR" was produced and screened on the occasion of International Literacy Day held on 8th September, 2014. Audio and Video programmes were telecasted on prime time slots of Doordarshan National network and through All India Radio. Print advertisements were released through DAVP during ILD celebration and KRITI exhibition. Publicity campaigns through other mediums like Digital Cinema Theaters, print advertisements on the back of Railway tickets, on State Road Transport buses were also initiated during the year to promote the programme and to mobilize the learners.

The Union Minister for Human Resource Development, Smt. Smriti Irani addressing at the inauguration of the exhibition on literacy and livelihood – 'KRITI' organised by the National Literacy Mission Authority, in New Delhi on September 06, 2014.

Training of Key Resource Persons & Master Trainers:

The first round of initial training on converged communiqué was completed during 2013-14. During 2014-15 re-training of Key Resource Persons (KRPs) were organized on Legal Literacy (two programmes) at Indore, Financial Literacy at Bangalore and on Disaster Management at ATI, Mysore. The State Resource Centres across the country have trained about 5000 Master Trainers with the help of trained KRPs. A training manual for training of Volunteer Teachers was developed. The resource material on Pradhan Mantri Jan Dhan Yojna (PMJDY) was also developed and integrated with the IEC materials on Financial Literacy. Seminars, Workshops and Capacity Building Programmes were organized for the faculty members of State Resource Centres and representatives of State Directorates of Mass Education.

Model Adult Education Centres (AECs)

Saakshar Bharat Programme has provision for setting up of Adult Education Centres (AECs) at Gram Panchayat levels to provide institutional, managerial and resource support to literacy and life-long education at grass-root level. These AECs are the operational arm of the programme for delivering the entire range of activities including literacy, basic education, vocational education and continuing education within their territorial jurisdiction. Under the programme, budget allocations are made to provide infrastructure at these AECs to make them functional.

In order to attract learners and to support active Gram Panchayats, concept of Model AECs has been introduced by up-gradation of existing AECs as Model AECs through provision of additional infrastructure such as Computers, PA System, LCD Projector etc. in such AECs. Since, Saakshar Bharat programme does not have provision for such additional infrastructure, National Literacy Mission Authority have signed MOUs with Public Sector Enterprises such as Container Corporation of India(CONCOR), Power Finance Corporation(PFC) and Rural Electrification Corporation (REC) under which these PSEs have provided financial assistance to various State Literacy Mission Authorities (SLMAs) and State Resource Centres (SRCs) under their Corporate Social Responsibility(CSR) initiative for up-gradation of AECs as Model AECs. These PSEs have so far provided a total financial assistance of Rs.2275 lakhs to SLMAs/SRCs for setting up of total number of 904 Model AECs. Out of these 458 Model AECs have reportedly been set up so far. The remaining Model AECs are in the process of being set up by SLMAs/SRCs who have been provided financial assistance for the same. They have been advised to accelerate this process.

WePMIS – A Web Based Planning and Monitoring Tool

To meet the requirements of the Mission, the National Informatics Center (NIC) has developed WePMIS, a customized web based system for Planning, Monitoring & Impact Analysis. It is a work flow based application, networking the major stake holders of the scheme and facilitates Physical and Financial Planning, Monitoring, reviewing the progress and evaluating the impact of the Mission from the grass root level.

Funds and Accounts Management System (FAMS)

About 1.6 lakh implementing agencies have to maintain their own accounts and furnish utilization status to designated agency. Funds are expended by the implementing agencies as per approved financial norms for each component of the programme. For efficient management of the mission and optimal utilization of funds the Mission, with the help of Center for Development of Advanced Computing(C-DAC) has devised a comprehensive, transparent financial management system that enhanced accountability, facilitated regulation and robust monitoring of the flow of resources and their utilization by the implementing agencies.

The Banking System has been developed in conformity with the fund flow system of FAMS. The system is on the "Core Banking Solution" Platform, centralizing the data of all customers and enabling each branch to access.

Innovations

On account of comparatively lower literacy rates (59.1% against 64.83% national average as per 2001 Census) among Muslims and keeping in view of Sachar Committee strong suggestion for sharp focused policies on inclusive development and main stream of the Muslim Community and in pursuance of Prime Minister's New 15 Point Programme for the welfare of minorities including enhancing opportunities for education among Muslims, National Literacy Mission Authority, Ministry of Human Resource Development has designed a target focused approach for Muslim minorities to enhance literacy and basic education among the adults of Muslim Community in the name of Maulana Azad Taleem-e-Baligan under the scheme of Saakshar Bharat.

SCHEME OF SUPPORT TO VOLUNTARY AGENCIES FOR ADULT EDUCATION AND SKILL DEVELOPMENT

In order to promote Adult Education & Skill Development through the voluntary sector, a modified scheme, namely, Scheme of Support to Voluntary Agencies for Adult Education and Skill Development has been put in place with effect from 1st April, 2009. The main objective of the Scheme is to secure extensive as well as intensive involvement of the voluntary sector in the endeavour of the Government to promote functional literacy, skill development and continuing education among adults, under the overall umbrella of Saakshar Bharat. The SRCs and JSSs are major components of the Scheme which are provided recurring and non-recurring financial assistance as per Scheme parameters.

State Resource Centres (SRCs)

The SRCs are mandated to provide academic and technical resource support to adult and continuing

education through development and production of material and training modules. The main functions of SRCs are as follows (a) development of teaching-learning and training materials for literacy programmes (b) production and dissemination (including translation) of literature for adult education (c) training of literacy functionaries (d) undertaking motivational and environment building activities for adult education (e) multimedia works (f) running of field programmes (g) action research, evaluation and monitoring of literacy projects and (h) Undertaking innovative projects to identify future needs of literacy programmes. At present, there are 32 functional SRCs. SRCs are categorized into two categories, namely, 'A' and 'B' and are entitled to an Annual Grant up to ₹ 100 lakhs and Rs. 70 lakhs respectively.

During the financial year 2014-15 (up to 30.11.2014), an amount of ₹ 10.81 Crore has been released to the SRCs towards 1st instalment of the recurring grants.

During the year, the 32 functional SRCs in the country undertook various activities for implementation of the Saakshar Bharat programme across the country. Training of Master Trainers (MTs) and Resource Persons (RPs) and advocacy & awareness campaigns were undertaken through workshops, seminars and cultural activities. Each of the 32 SRCs also prepared and published Continuing Education (CE) material for neo-literates besides publishing, newsletters on monthly/quarterly basis highlighting their achievements and activities on Adult Literacy in their respective states. 5 Primers (Teaching Learning Material) have been prepared and approved in Urdu and Tribal languages of Sargujhia, Halbi, Chhattisgarhi & Kudukh while 3 Bridge Primers have also been prepared and approved in Hindi, Gujarati & Odiya.

Jan Shikshan Sansthans (JSSs)

JSSs have continued to provide vocational training to non-literate, neo-literate adults and as well as school dropouts by identifying such skills as would have a market in the region of their establishment. Out of total 271 sanctioned JSSs, only 252 JSSs are presently functional and the remaining are either defunct/cancelled.

JSSs are categorized into category 'A', 'B' and 'C' and are entitled to an Annual Grant up to ₹ 40 lakhs, ₹ 35 lakhs and ₹ 30 lakhs respectively. Skill development training is being imparted in nearly 450 vocational courses including Cutting and Tailoring, Beauty Culture and Health Care, Fashion Design, Electrical and Electronics, Automobiles Repairs, Soft Toys Making, Agriculture & Allied Courses, Cottage Industry Courses, Handicrafts, Bakery and Confectionery, Textile Technology, Leather Technology, etc.

In the selection of beneficiaries, priority is given to women, SCs, STs, OBCs, minorities and other economically weaker sections.

During the financial year 2014-15 (up to 20.11.2014) an amount of Rs. 36.13 Crore have been released to the JSSs towards 1st installment of the recurring grants. Grants released to the JSSs are specifically bifurcates into SC/ST/General component. In order to provide wider coverage of SCs and STs under the programme, 25% of the allocation is earmarked under SC component and 15 % is earmarked under ST component. A total of 2.70 lakh beneficiaries have been covered under various skill development programmes run by the JSSs in the financial year 2014-15 (up to 30.11.2014).

In order to improve the functioning of JSSs, standardization of curriculum of Vocational courses has been undertaken through NIFT and other reputed agencies. 414 vocational courses of MES of DGE&T, Ministry of Labour and Employment have been adopted by the JSSs. The principle objective of these efforts are to improve the quality of training imparted and which in turn, depends on the curriculum, quality of instructors and infrastructure available.

Steps have been taken to harmonise the various JSSs courses with the National Skill qualification Framework (NSQF). Consultations have been held with the national skill development authority and the National Occupational Standards (NOS). It has been decided to take up pilot project with selected JSSs and in few identified trades for standardization of the curriculum and training of Resource Persons (RPs) for launch of Qualification Pack (QP) and NOS based aligned courses.

An Evaluation of the scheme had been assigned to IIM Lucknow for JSSs and MDI Gurgaon for SRCs. The final reports have been received which have recommend the continuation of the scheme.

DIRECTORATE OF ADULT EDUCATION

Directorate of Adult Education is a subordinate office under the Department of School Education & Literacy. It provides academic and technical resource support to National Literacy Mission inter-alia in preparing guidelines for development of teaching learning material, organizing training and orientation programmes, producing media materials and harnessing of all kinds of media, assessment of learners etc. Main activities carried out during 2014-15 are given below:

Celebration of ILD 2014

The International Literacy Day was celebrated at Delhi on 8th September, 2014. Hon'ble President of India was the Chief Guest on this occasion. Smt. Smriti Zubin Irani, Minister of Human Resource Development, Government of India presided over the function. The Directors and Member Secretaries of State Literacy Mission Authorities, Directors of SRCs, JSSs and other dignitaries from various National and International Organizations participated in the programme.

Saakshar Bharat Awards

Hon'ble President of India, Shri Pranab Mukherjee presented Saakshar Bharat Awards 2014 to the best performing State, Districts, Gram Panchayats, SRC and JSS for outstanding work in the field of literacy and adult education.

The list of awardees is given below:

Best State	Rajasthan
Best Districts	Rajnandgaon (Chhattisgarh) Sikar (Rajasthan) Prakasam (Andhra Pradesh)
Best Gram Panchayats	Devgarh, Bharatpur Block, (Korea District Chhattisgarh) Doddagattiganabbe, Hosakote Block (Banglore Rural District, Karnataka) Banjaridand, Khadgawan Block, (Korea District, Chhattisgarh) Litiya, Rajnandgaon Block (Rajnandgaon District, Chhattisgarh) Kondamarripalli, Madanapalle Block (Chittoor District, Andhra Pradesh)
Resource Support Organisations	State Resource Centre, Bhopal (Madhya Pradesh)
	Jan Shikshan Sansthan, Malappuram (Kerala)

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Chapter 07

Technology Enabled Learning

TECHNOLOGY ENABLED LEARNING

NATIONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Department of Higher Education, Ministry of Human Resource Development is administering the National Mission on Education through Information and Communication Technology (NMEICT) Scheme *to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in anytime any where mode.* The three cardinal principles of Education Policy viz., access, equity and quality could be served well by providing connectivity to all colleges and universities, providing low cost and affordable access-cum-computing devices to students and teachers and providing high quality e-content free of cost to all learners in the country. The NMEICT Scheme encompasses all the three elements.

The two major components of NMEICT Scheme are *(a) content generation and (b) providing connectivity along with provision for access devices for institutions and learners. It seeks to bridge the digital divide, i.e. the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.*

SAKSHAT is envisaged as one stop education portal (www.sakshat.ac.in) to facilitate lifelong learning of the students, teachers and those in employments or in pursuit of knowledge free of cost to them. The portal is expected to be the main delivery platform for the contents developed under the NMEICT Scheme. INFLIBNET has taken up the initiative to create integrated one stop e-content portal for easy access to all the contents developed under the Mission.

Figure: Website of NMEICT (www.nmeict.ac.in/ www.sakshat.ac.in)

Achievements in respect of some of the projects sanctioned under NMEICT scheme are as follows:

(i) **Connectivity:** Establishment of 1 Gbps optical fiber connectivity to 419 universities/ university level institutions and up to 20 broadband connections of 512 Kbps speed each to the colleges and polytechnics in the country has been provisioned under NMEICT. So far connectivity to 403 universities/ university level institutions and 21310 colleges including polytechnics have been provided under NMEICT. Provision of a LAN of up to 400 nodes in each of the universities/ university level institutions connected through NMEICT is also available. In 50 universities LAN work has been completed. The funding pattern in NMEICT for connectivity is 75:25 i.e. 75% from the Central Government and 25% from the universities/ colleges/ polytechnics concerned. For NER States this ratio is 90:10. The connectivity is being provided on rental basis through the Bharat Sanchar Nigam Limited (BSNL) and Mahanagar Telephone Nigam Limited (MTNL). The information pertaining to the connectivity provided under NMEICT Scheme is available at www.nme.bsnl.co.in. Recently, it is has been decided that the campuses of 350 Universities, which have 1 Gbps bandwidth, are required to be Wi-Fi enabled.

(ii) **E-Content:** The Mission is in the process of creating high quality e-content for the target groups covering all disciplines at higher education level. The flagship program for e-content generation is National Program on Technology Enabled Learning (NPTEL). NPTEL is a joint initiative of IITs and IISc funded by the NMEICT which provides e-learning through online Web and Video based courses in engineering, science and humanities streams. Over 810 courses have been completed and made available in NPTEL website. Further about additional 200 e-content courses are getting generated.

Figure: Website of NPTEL (http://nptel.ac.in)

The highlights of NPTEL have been summarized in the following figure:

NPTEL Website - http://nptel.ac.in
- 810+ Courses
- 200 Million + page views

NPTEL Channel in YouTube - https://www.youtube.com/user/nptelhrd
- More than 16648 Videos
- 3 Lakh+ subscribers!
- More than 120 Million views !
- NPTEL - Most viewed Educational Channel !
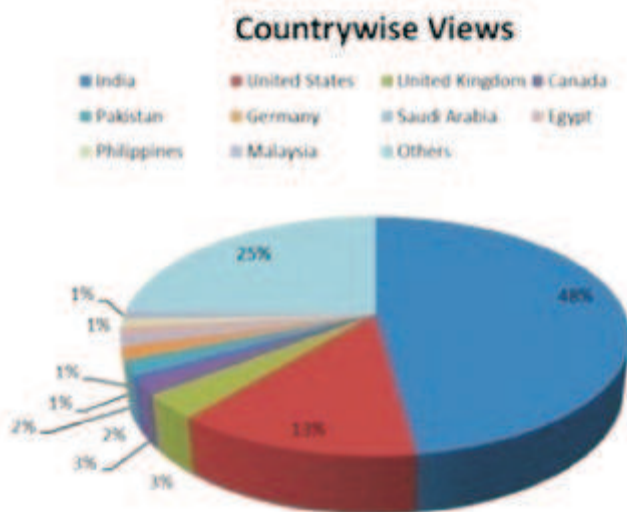
Figure: Highlights of NPTEL

Discipline wise the list of web and video courses created under Phases I and II of NPTEL which are available on the website is furnished in the table below:

Phase I:

S.No.	Discipline Name	Web	Video
1.	Civil Engineering	24	19
2.	Computer Science and Engineering	22	19
3.	Electrical Engineering	16	25
4.	Mechanical Engineering	27	23
5.	Electronics & Communication Engineering	20	24
6.	Basic courses (Sem 1 and 2)	16	21
7.	Biotechnology	-	1
8.	Chemistry and Biochemistry	-	1
9.	Metallurgy and Material Science Engineering	-	1
10.	Ocean Engineering	-	3
11.	Mining Engineering	-	1
	Total	**125**	**138**

Phase II:

S.No.	Discipline Name	Web	Video
1.	Aerospace Engineering	13	18
2.	Biotechnology	16	7
3.	Chemical Engineering	33	28
4.	Chemistry and Biochemistry	14	13
5.	Civil Engineering	32	24
6.	Computer Science and Engineering	10	31
7.	Engineering Design	6	3
8.	Electrical Engineering	8	13
9.	Humanities and Social Sciences	21	22
10.	Management	12	20
11.	Mathematics	24	26
12.	Mechanical Engineering	32	35
13.	Metallurgy and Material Sciences	12	16
14.	Ocean Engineering	1	17
15.	Physics	14	20
16.	Textile Engineering	13	2
17.	Electronics & Communication Engineering	4	17
18.	Nanotechnology	3	3
19.	Atmospheric Science	1	3
20.	Environmental Science	3	-
21.	Basic courses(Sem 1 and 2)	1	-
22.	Mining Engineering	1	-
23.	General	-	2
	Total	**274**	**320**

For Under Graduate (UG) courses, Consortium for Educational Communication (CEC) has been tasked for e-content generation content in 87 under graduate subjects in collaboration with its 17 media centers. The e-contents for eight UG subjects namely History, Botany, English Literature, Environmental Science, Anthropology, Mathematics, Hindi Language and Vocational Studies (Photography) are complete. E-content creation for another 21 subjects is likely to be completed shortly.

Figure: Website of CEC (http://cec.nic.in)

The subject wise status of the content created by CEC is furnished in the table below:

Completed Subjects:

Sr. No.	Subject Allotted	E-content Developed
1.	B. A. History	356
2.	B.A. Botany	280
3.	B.A./B.Sc. English Language	131
4.	B.A./B.Sc. Environmental Science	76
5.	B.A. Anthropology	193
6.	B.A. (Hons.) Mathematics	379
7.	B.A. / B. Sc. Hindi Language	147
8.	B.A.Vocational Studies (Photography)	27

Subjects likely to be completed shortly:

Sr. No.	Subject Allotted	E-content Module proposed as per subject mapping by Centre	E-content Developed till January, 2015
9.	B.A. Economics	350	242
10.	B.A. Communication & Journalism	312	340
11.	B.Sc. Zoology	300	243
12.	B.Com Commerce	355	713
13.	B. Sc. Computer Science	350	405
14.	B.A. Geography	340	420
15.	B.A. Performing Arts	290	328
16.	B.A. (Hons.) English Literature	399	399
17.	B.A. Hindi Literature	325	321
18.	B.A. Business Management	316	150
19.	B.Sc. Chemistry	350	184
20.	B.Sc. Geology	281	248
21.	B.Sc. Applied Physical Sciences (Electronics)	350	119
22.	B.A. Sociology	390	392
23.	B.Sc. Applied Life Science (Sericulture)	350	104
24.	B.A. Psychology	305	293
25.	B.Sc. (Hons) Microbiology	350	313
26.	B. A. Human Rights	210	179
27.	B.Sc. Applied Physical Sciences (Computer Science)	230	225
28.	B.Sc. (Hons) Statistics	300	198
29.	B.Ed.	300	340
	TOTAL Phase – I		**7745**

CEC has also started e-content creation for 58 subjects of Phase II.

For PG 77 subjects, e-content generation activity has been assigned to University Grants Commission (UGC). The Learning Management System for e-PG Pathshala (http://epgp.inflibnet.ac.in/), is available in open access and hosted on the INFLIBNET server as well as accessible through Sakshat Portal. Progress made under the project inter alia are as follows:

• Identified eminent professors (Principal Investigators [PIs]) in 72 subjects across central, state, deemed universities, IITs, etc. Each PI, in turn, deploy a team of 40-60 (approx.) subject experts for content writing or coordination;

• Customized and installed an open source Learning Management System to host the e-content;

• Developed 'e-Pathshala Management System', a platform to that facilitates interaction among the team members for each subject and maintain / track work progress made by stakeholders (paper coordinator, content writers, language editors, and reviewers);

• More than 1,200 modules are developed and hosted on e-PG Pathshala website;

• More than 5,000 modules are under review process;

• Several Workshop (13 by UGC + individual PIs level) were conducted for different domain experts;

(iii) Virtual Labs: Physical distances and the lack of resources make us unable to perform experiments, especially when they involve sophisticated instruments. Also, good teachers are always a scarce resource. Web-based and video-based courses address the issue of teaching to some extent. Conducting joint experiments by two participating institutions and also sharing costly resources has always been a challenge. With the present day internet and computer technologies the above limitations can no more hamper students and researchers in enhancing their skills and knowledge. Web enabled experiments can be designed for remote operation and viewing so as to enthuse the curiosity and innovation into students. This would help in learning basic and advanced concepts through remote experimentation. Today most equipment has a computer interface for control and data storage. It is possible to design good experiments around some of this equipment which

would enhance the learning of a student. Internet-based experimentation further permits use of resources – knowledge, software, and data available on the web, apart from encouraging skillful experiments being simultaneously performed at points separated in space (and possibly, time). Under the NMEICT Scheme, IIT Delhi is doing the Virtual Lab project with following objectives:

- To provide remote-access to Labs in various disciplines of Science and Engineering. These Virtual Labs would cater to students at the undergraduate level, post graduate level as well as to research scholars.

- To enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through remote experimentation.

- To provide a complete Learning Management System around the Virtual Labs where the students can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self evaluation.

- To share costly equipment and resources, which are otherwise available to limited number of users due to constraints on time and geographical distances.

These Virtual Labs do not require any additional infrastructural setup for conducting experiments at user premises. One computer terminal with broadband Internet connectivity is all that is needed to perform the experiments remotely. Virtual labs have provided both the students and teachers the access to quality labs in a wide range of topics, spanning different branches of science and engineering. Over 126 Virtual Labs have been developed so far. The discipline wise details are as furnished in the table below:

S.No.	Discipline	No. of Labs
1.	Electronics and Communication Engineering	21
2.	Civil Engineering	09
3.	Electrical Engineering	12
4.	Biotech and Biomedical Engineering	28
5.	Computer Science and Engineering	23
6.	Mechanical Engineering	08
7.	Physical Sciences	11
8.	Chemical Engineering	04
9.	Chemical Sciences	10
	Total	**126**

The Field trials of Virtual labs were conducted in over 170 Engineering Institutions around 30 universities comprising of Delhi & NCR, Haryana, Himachal Pradesh, Gujarat, Punjab, Rajasthan, Madhya Pradesh, Uttarakhand and Uttar Pradesh, Maharashtra, Kerala, Assam, Telangana, Tamilnadu, Andhra Pradesh, West Bengal states and total **5,36,595** student usages were collected lab-wise. The analysis of the user feedback data is given below in the form a pie-chart.
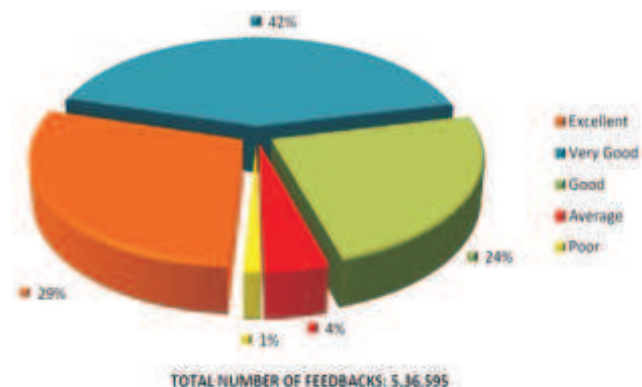
Figure: Overall Students Feedbacks

These Virtual Labs are also being extensively accessed on weekends, and outside regular lab hours.

(iv) Talk to a Teacher: The Talk to Teacher project sanctioned under NMEICT to IIT Bombay aims to make available good quality instruction, teaching methodologies, associated learning material and an access to teachers and teaching assistants to get their questions answered. In the phase II project is being implemented in collaboration with IIT Kharagpur which mandates to train 1, 50,000 teachers, across the country. This programme uses an ICT enabled methodology involving both synchronous and asynchronous modes. It enables outreach and engagement of a large number of teachers, and through them, a much larger number of students.

Under this programme, IIT Bombay conducts two-week ISTE workshops during the vacation periods in summer and winter. Live lectures are delivered at IIT Bombay, and the participating teachers attend them at a Remote Center close to their own college, and also attend tutorial and lab sessions conducted in the same center. The lecture transmission and live interaction take place through distance mode, using the A-VIEW technology and the internet, at selected remote centers across the country. Faculty coordinators are appointed

at each remote center, to handle the technology infrastructure and other operational logistics. Additionally, for each workshop, there is a workshop faculty coordinator for that subject, who organizes the conduct of the labs and tutorials at that center. Expert faculty members from various remote centers are invited to attend the five-day 'Coordinators training workshop' at IIT Bombay, at least two months prior the main workshop. These Coordinators then act as Workshop Coordinators during the main workshop, liaising between the participants at their Remote Centers and IIT Bombay from where the workshop is transmitted live. During the main workshop, the Workshop Coordinator at every center supervises the conduct of the tutorials and Labs. The contents generated through organization of workshops, include recorded video lectures, assignments, and study material given by the teaching faculty. These are released in Open Source on the portal for the benefit of students, teachers, and professionals.

Under this project, involving synchronous delivery of courses, more than 80,000 teachers have been trained.

(v) National Digital Library: Under the NMEICT, a project titled "Development of National Digital Library of India, Towards Building a National Asset" has been sanctioned to IIT, Kharagpur. The project is envisaged as a national knowledge asset which will provide ubiquitous digital knowledge source and will support and enhance education, research and innovation catering to the needs of all types of learner groups over the country. The project will help collate (and if needed generate) large number of e-contents for school, college and higher category students with special emphasis on the e-learning, virtual library and technology enhanced learning design covering the needs of learners with differing abilities, expectations and socio cultural background.

The proposed National Digital Library shall be developed to cater to the requirement of learning content for students of various categories and educational levels from primary to postgraduate, teachers, researchers, working professionals in general as well as special groups (like the legal and medical profession) and life-long learners. The

proposed National Learning Object Repository shall be used to serve learning content of various types including developed e-content, e-books, e-journals, scanned books, research papers, thesis, etc. The repository shall provide free access to quality e-contents to learners at all levels, and wherever possible to citizens at large. It will also provide online document delivery services of licensed e-resources across the country.

The repository will have various sections defined horizontally and vertically depending on user category, subject category, text, reference, books, journals, multi-media, question banks, visualizations, and the like. The special verticals for various levels will include schools, sciences, arts, commerce, law, economics, social sciences and medicine.

It is proposed to design and develop an OAI-PMH Server for metadata harvesting at national level. The contents from different digital repositories in India may be harvested with the help of the OAI-PMH protocol. Harvested digital contents will be indexed in one central server for online access. It may be required to make existing operational Digital Library OAI/PMH-compliant.

A web-scale Discovery Server will be developed to provide single window search facility of all e- resources collected from different Institutions, Universities and different Digital Library projects and all open access learning resources. Unicode-compliant multilingual environment will be created for storing, processing and retrieving of indigenous digital contents with regional language based interfaces.

The project will facilitate the uploading of in-house resources produced in an Institute by the faculty members, staff, and students into the National Digital Library Server. It will also provide cloud based solutions and support to university and college libraries for running their DL server in 24 × 7 mode. It will also provide infrastructural support to school and college libraries to access the learning materials from NDL.

Collaborative Learning Management Tools and Technology will be implemented. It proposes to develop immersive learning platforms to study subjects ranging from school geography, history and

science to advanced technical topics in engineering, medicine, architecture and social sciences. Virtual e-Learning will be implemented to help the remote access at National Level.

The project will provide a robust mirrored structure so that there is wide and failure-free access to the National Digital Library.

(vi) **Vidwan: Expert Database and National Researcher's Network:** The INFLIBNET Centre, Gandhi Nagar has taken an initiative under NMEICT called "Vidwan: Expert Database and National Researcher's Network" to i) collect of profiles of scientists, faculty members and research scientists working in leading academic and R&D organizations in India and abroad; ii) quickly and conveniently provide information about experts to peers, prospective collaborators, funding agencies, policy makers and research scholars in the country; iii) establish communication directly with the experts who possess the expertise needed by research scholars; iv) identify peer reviewers for review of articles and research proposals; and v) create information exchanges and networking opportunities among scientist. The database would be instrumental in selection of panels of experts for various committees, taskforce established by the Ministries / Govt. establishments for monitoring and evaluation purposes. Further, the availability of single point expert database will help the policy makers and funding agencies in their decision making and policy intervention. As on 31 December 2014, the database contains 14,358 profiles of experts from 1477 leading academic institutions, R&D organizations including IITs, CSIR, DRDO, etc.

(vii) **e-Yantra :** The **e-Yantra** project sanctioned under NMEICT to incorporate Robotics into engineering education with the objective of engaging students through exciting hands-on application of mathematics, computer science, and engineering principles, for creating robotics platforms has been very successfully demonstrated as the phase-I of the project. Presently, e-Yantra has been implemented in 100 colleges. e-Yantra is creating skills by setting up lab infrastructure for project based learning and training teachers in those 100 engineering colleges.

The figure below is the pictures of the Robots used in e-Yantra project:
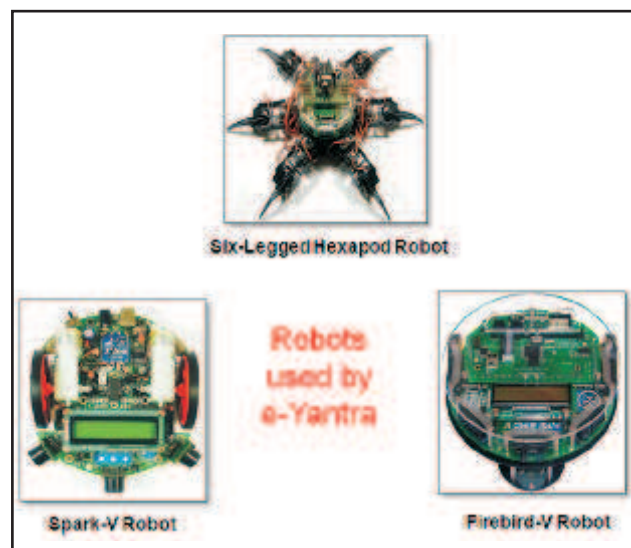
Figure: Robots used in e-Yantra Project

In e-Yantra, low cost SPARK V robots are used for introducing students to basic concepts of Robotics. Firebird V is a versatile platform for implementing more challenging and complex course projects where assemblies can be built on top of the robot. This robot is sufficient and necessary to teach students advanced concepts of embedded systems and Robotics. The Hexapod Robot is a variation of the Firebird V robot that has six legs with 18 servo motors. This robot is used to study and design different locomotion techniques useful in defense, and agricultural applications where rough terrains are encountered. All the projects and code are available on the e-Yantra web-site www.e-yantra.org as open source content.

(viii) E-Kalpa: The project **"e-Kalpa:** Creating Digital-Learning Environment for Design in India" has successfully demonstrated the achievement of the following objectives in its phase-I:

- Digital online content for learning Design with e-Learning programs on Design
- Digital Design Resource Database including the craft sector
- Social networking for Higher Learning with collaborative Learning Space for Design
- Design inputs for products of National Mission in Education through ICT

The content of e-Kalpa website named "D'source" includes 90 Courses on Design Learning in different domains, 250 Resources in the form of fine examples of Design and crafts, 110 Case studies of Design Projects undertaken by professionals and design students, 50 Video lectures and presentations by subjects experts and 600 examples of a visual Gallery that has documented works of the rich tradition of art and design seen across different regions of India.

(ix) Awareness/ Dissemination on National Mission on Education through Information & Communication Technology (NMEICT)

A presentation on NMEICT was made before the delegations of SAARC Nations, held on 30 October 2014. Further Hon'ble Minister, HRD addressed the delegates on 31st October 2014 and 'New Delhi Declaration on Education', was announced, stating that India shall share e-resources to the SAARC Nations.

For Dissemination of NMEICT products to various universities and engineering colleges – particularly in North East region, presentations of major NMEICT projects/products and plans were given at third annual NKN workshop held at IIT Guwahati during 15-17 December 2014. In this workshop apart from the overview given by NMEICT, various project coordinators also demonstrated the reach and effectiveness of TEL based initiatives of MHRD. This exclusive half-day program on NMEICT dissemination was chaired/ moderated by Scientific Secretary to Principal Scientific Advisor to Government of India. Over 600 participants from various universities/ colleges benefited from this program.

(x) Study Webs of Active Learning for Young Aspiring Minds (SWAYAM): MOOCs (Massive Open Online Courses) have emerged as the most

inexpensive mechanism for offering quality education online, to a very large number of learners. The approach incorporates important aspects of active learning, discussions forum, instant feedback through online quizzes, etc. It is believed that in coming years, this approach will be increasingly adopted in various blended forms, and is likely to lead to positive disruptive changes in the educational systems. Specifically for India, given the urgent need to reach out to largest possible number of learners, MOOCs are seen as the way forward to reach out to millions of learners across the country.

In line with Indian efforts to adopt technology enabled learning through the NMEICT Scheme, incorporation of MOOCs in our education system, has been initiated through several efforts. The Ministry of Human Resource Development is intending to develop indigenously its own MOOCs Platform called SWAYAM which is capable of running a number of courses concurrently with provision of concurrent access to large number of students over a time. In the MOOCs model, there shall be no upfront fee for registration of the course. However a fee shall be charged if one wants certification from the institutions. It is also proposed to introduce enablement for the students who clear the examinations of various MOOC courses earning appropriate credits as we go along.

IIT Kanpur has conducted five Online Courses of 4-5 weeks duration with certification, using Open Software's such as SAKAI. IIT Kanpur has also developed Software MOOKIT. It is planning to run 20 Courses on Agriculture Sciences shortly. IIT Madras along with its NPTEL Partners has completed three MOOC courses launched from March 2014 to Dec 2014, using Coursebuilder, with registration of 50,000, 20,000 & 30,000 students with Proctored examination and certification. IIT Madras has launched 12 MOOCs courses from 5th Jan. to 27th Feb. 2015 and examination for certification is being conducted on 22nd or 29th March 2015. 28 more courses are in the offing and being envisaged. Similarly IIT Bombay has offered twelve MOOCs so far.

To carry forward the activities, a Committee of Experts has been constituted by the Department of Higher Education to examine all aspects relating to setting up of platform for dissemination of MOOCs in e-learning mode.

* * * * *

Chapter 08

Language and Related Areas

LANGUAGE AND RELATED AREAS

CENTRAL HINDI DIRECTORATE

The direction given under article 351 of the Indian Constitution for the development of Hindi Language is as under-

"It shall be the duty of the Union to promote the spread of the Hindi language to develop it so that it may serve as medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India specified in the eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages".

In keeping with above cited constitutional injunction the Central Hindi Directorate was established on 1st March, 1960 as a subordinate office of the then Ministry of Education (which has now been renamed as Ministry of Human Resource Development, Department of Higher Education). The **four regional offices** of the Directorate are located in **Chennai, Hyderabad Guwahati and Kolkata.** This apex body of the Central Government, ever since its coming into being, has been persistently engaged in the execution of a multiplicity of important schemes for imparting an all- India character to Hindi, connecting divergent people through this language and striving consistently to get a place of prestige for it at the global level.

Directorate is implementing several important scheme and programmes pertaining to the development, promotion and enrichment of Hindi such as the following ones:

1. Preparation of Dictionaries
2. Correspondence Courses
3. Supplementary educational material
4. Standardisation of Devnagri Script and Hindi Vartani.
5. Scheme of Financial Assistance to voluntary Hindi Organizations for promotion of Hindi.
6. Publication of journals such as Bhasha/Varshiki/ Sahityamala.
7. Extension programmes
8. Free Distribution of Hindi Books.
9. Book Exhibitions and sale.

Target and achievements of Different Schemes of C.H.D during financial year 2014-15

Name of the scheme	Objective/Outcome	Target	Achievement
1	2	3	4
1. Teaching Hindi through correspondence courses	The aim of providing facilities for teaching Hindi to the people of non-Hindi speaking States. Indians settled abroad and the foreigners inclined to learn Hindi through correspondence courses. 1. Certificate Course in Hindi (English, Tamil, Malayalam and Bangla media) 2. Diploma Course in Hindi (English, Tamil, Malayalam and Bangla media) 3. Advance Diploma in Hindi 4. Civil Services Hindi Course	Modification and Printing of Lesson material, advertisement, admission, dispatch of material, examination and conducting of PCPs etc. Preparation of self taught and conversation guides	Admitted a total no. of 6,547 students in all the courses The CRC preparation of modified the lesson materials pertaining to Certificate and Advance Diploma Course as per the scheduled. Printed study material and supplementary materials for all the courses Dispatch of study material for all the enrolled students.

	5. Prabodh, Praveen and Pragya Course
	6. Development of supplementary teaching material
	  (a) Self taught
	  (b) Conversational Guide
	  (c) Personal Contact Programme
			Publication of advertisement work as per the schedule completed.
			A total no. of 03 Personal Contact Programmes were conducted Nationwide as per the schedule.
			Examination conducted Nationwide as well as at the Abroad Centres for all the courses and results of the said was declared as per the calendar.
			Preparation of MSS of one conversational guide is completed and two in number is under CRC preparation. MSS of one self -taught completed and same is under CRC preparation.

2.Hindi Through Cassettes	Hindi teaching and promotion through cassettes/DVDs and telecast on Gyan Darshan Channel – An educational TV of M/o HRD.	Preparation of 4 visual DVDs based on educational materials	Process of completion of the production of four DVDs as per the schedule.
3. Award to Hindi Authors	To promote Hindi Writers of Hindi & non-Hindi speaking States and Siksha puraskaar	24 writers	Under process
4. Schemes of Services and Programms	Promotion & propagation of Hindi Language & literature at national level	08 Shivirs 02 Yatras 20 Shodh Chhatra yatra Anudan 08 Pradhyapak Vyakhya-nmala 06 Sangoshthi	Completed 4 till date. Rest is under process Under process Under process Under process Completed 3 till date. Rest is under process.
5. (i) Grants to voluntary organization for the promotion of Hindi	Under this scheme, financial assistance may be given to the Organizations / Educational Institutions to continue and / or to expand their activities or tread fresh ground in the propagation and development of Hindi. The scheme has proved to be very useful and it not only enlists co-operation but also helps those engaged in the propagation of Hindi. Objective of the scheme is the promotion of Hindi language in Hindi and non Hindi speaking states.	270 VHOs	It is still to be decided in the forthcoming meeting of GIAC scheduled to be held in the month of November-December 2014.

(ii) Scheme of Financial assistance for Publication in Hindi	The object of publication is provide financial assistance to the various writer and manuscripts.	Grants for 84 Manuscripts	Do

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 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 per the above mandate 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

Achievement during year 2014-15:

Published :

Learners Glossary in Sociology(English-Hindi), Quarterly Journal Vigyan Garima Sindhu (Issue No. 81), Quarterly Journal Gyan Garima Sindhu (combined Issue No. 35 – 36 & Issue No. 37 & 38) .

Under Publication:

Quarterly Journal Gyan Garima Sindhu (Issue No. 39 & 40), Quarterly Journal Vigyan Garima Sindhu (combined Issue No. 82 – 83 & 84 - 85), Glossary Of Administrative Terms (Hindi-English) – Reprint, Glossary Of Administrative Terms (English- Hindi) – Reprint , Comprehensive Glossary Of Medical Sciences (English- Hindi),

Comprehensive Glossary Of Humanities and Social Sciences (English- Hindi) – Vol. I &II, Comprehensive Glossary Of Sciences (English- Hindi) – Vol. I &II, Definitional Dictionary of Jain Philosophy.

The mission of the Commission is to evolve and define scientific and technical terms in Hindi and other

Modern Indian Languages to facilitate change in the medium of instruction and the related works. Following are some of the important activities of the Commission:

Brief details of the Scheme/ Programme & Target/Achievement for the year 2014-15

Sl. No.	Name of the Scheme/ Programme	Brief details	Target/Achievement
1	Preparation of technical dictionaries /glossaries including Departmental Glossaries	Evolution and Standardisation of technical terms in Hindi and other Indian Languages, Publication of the coined and defined terms in the form of various glossaries and dictionaries.	Organizing technical sessions leading to evolution of 25000 terms and defining them. **Target achieved**
2.	Definitional Dictionaries	Defining the technical terms evolved by CSTT.	Organizing technical sessions leading to standardization of 4850 definitions and defining them. **Target achieved**
3.	Propagation Programmes	Propagation of the evolved terms through orientation programmes, seminars etc.	Organizing programmes leading to orientation and awareness about the work of CSTT to target of about 1850 beneficiaries. **Target achieved**
4.	Preparation and publication of University level books in Hindi/Regional Languages/ Monographs/Digests/ Journals	Identifying the courses of basic sciences, humanities, social sciences, engineering, medical and agriculture and preparing textbooks and reference materials for the these disciplines. Preparation of monographs on topics relating to different areas of science and technology. Providing latest information and promoting scientific and technical literatures in Hindi through the journals viz. Gyan Garima Sindhu and Vigyan Garima Sindhu.	20 Publications including regional language terminologies. **Target achieved**
5.	Grant-In-Aid For University Level Book Production	Providing grants to Hindi Granth Academies, Textbook Boards, University Cells in different parts of the country for the production of university level books in Hindi and other Regional languages.	Release of grants to organizations needy after UCs are received.
6.	Publicity And Advertisement	Creation of publicity material and organisation of exhibitions for the promotion of the works of the Commission.	Preparation of 20,000 copies of publicity materials and organising around 10 exhibitions. **Target achieved & 07 exhibitions**
7.	To specialized the departmental Library with specific terminological literature.	Purchase of Books including Dictionaries for the Library.	To facilitate terminology development with the quantitative and qualitative increase in the number of books. **Work in progress**
8.	Equipments	To improve the infrastructure, Purchase of Computer hardware and software etc. .	Purchase of Computer hardware and software etc.. **Work in progress**

KENDRIYA HINDI SANSTHAN, AGRA

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Govt. of India and controlled by Ministry of Human Resource Development, Department of Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis, The Sansthan is recognized as an **advanced center for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi**. It has eight departments at the Headquarer and eight Regional Centers located at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneswar & Ahmedabad. These centres participate in Teachers Training Programme, Research in comparative & Contrastive Linguistics and Preparation of Instructional material as per the need of Hindi learners of the feeler area. Besides it, the Sansthan has 4 affiliated colleges owned & governed by Govt. of Nagaland, Mizoram, Assam & Karnataka.

The Sansthan conducts more than 17 courses of Hindi Teaching and Training. More than 73527 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute till 2013-14. 4296 Foreign students from many countries have learnt Hindi from KHS under the programme "Propagation of Hindi Abroad".

Schemewise performance of Sansthan during the session-2014-15 is given hereunder:-

(A) TRAINING PROGRAMMES (Department of Teacher Education)

1. **Hindi Shikshan Nishnat (Equivalent to M.Ed.)** **Total 16 students**

   The programme is conducted at Headquarter only.

2. **Hindi Shikshan Parangat (Equivalent to B.Ed.)** **Total 47 students**

   The Programme is conducted at Headquarter.

3. **Hindi Shikshan Praveen (Equivalent to BTC)** **Total 63 students**

   The programme is conducted at the Headquarter-48 students and 15 students Demapur.

4. **Hindi Shikshan Vishesh Gahan (for unqualified primary Schools of N.E. States.)**

Conducted at Dimapur centre- (Agra-25, Dimapur-08) **Total 33 Students**

5. **Three year Diploma Course for Nagaland Total 39 students from Nagaland**

6. **Affiliated colleges of Mizoram, Nagaland, Mysore and Guwahati are also running some courses of Sansthan.**

   Affiliated colleges of Mizoram, Nagaland, Mysore and Guwahati are also running various courses of Sansthan where students are studying courses of Hindi Shikshan Parangat, Hindi Shikshan Praveen and two years Diploma course.

(B) TEACHING PROGRAMMES

1. **Vocational Courses (Evening Program-mes)**

   (i) Post M.A. Diploma in Applied Hindi Linguistics

   (ii) Diploma in Translation: Theory & Practice

   (iii) Diploma in Mass Communication & Journalism

   Total 83 Students

2. **Hindi Teaching Programme for Foreigners:**

   Under the scheme "Propagation of Hindi Abroad". The programme is offered to foreigners for teaching Hindi in which 131 students are studying in the current session. Of these 59 are at Agra Headquater and 72 at Delhi Centre.

3. **Short Term Courses**

   Under this scheme, Short Term Programmes (Orientation, Enrichment, Refresher and Language awareness programmes) are offered. This year 25 such programmes have been organized and 1275 teachers have been trained.

(C) Seminar:

During this year 01 National Seminar on Rajbhasha has been organized at Vishakhapattanam. 02 regional seminars has been organized at Agra and Varanasi.

(D) Audio Visual instructional Material

(A) 1. Two Educational Audio Programs in 'Hindi Surabhi' Series based on the selected poems of Mahadevi Verma and Soordas are under process.

2. Two Remedial Video Lessons based on Hindi Pronunciation are under process.

3. Two Multimedia Language Teaching Programmes are under process.

(B) Development of Lexical Resources

1. English Translation of Rajasthani & Braj Bhasha is under progress.

2. Laghu Hindi Vishwakosh- 5000 entries done

3. Proof reading & typing of 2304 entries done

(C) Hindi Lok Shabd Kosh Scheme

Entries Completed

Awadhi- Hindi-English-Lokshabda Kosh Romanization	-	Entries of 3200 words in Appendix
Vaishvari	-	Processing
Bundeli- Hindi-English-Lokshabda Kosh	-	3300 Entries
Garhwali- Hindi-English-Lokshabda Kosh	-	4000 Entries
Hariyanvi- Hindi-English-Lokshabda Kosh Entries	-	5000

Hariyanvi- Hindi-English- - Collection of Books
Baiswadi Kosh   is continue

CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE

During the current financial year (2014-15), the Central Institute of Indian Languages, Mysore conducted various programmes and developed various materials on Indian languages.

I. Audio-visual episodes on language and culture:

Bengali – 10, Kannada - 3, Tamil - 1 and Tulu - 1.

II. Academic programmes (seminars/ conferences etc.):

Around 30 regional/national/international seminars and conferences including the NER, TSP and General were conducted till 31st October 2014. Some 12 seminars/conferences are scheduled to be conducted during November 2014 to 15th March 2015.

22 Short Term Projects on Documentation of Language Varieties of the Scheduled Caste Communities under SC Plan are being assigned to various scholars all over India during the current and the last quarter of the year 2014-15.

SCHEMES

01. National Testing Service (NTS):

Programmes:

Sl.No.	2014-15	Hindi	Tamil	Urdu	General
I	Training cum Workshop Programme conducted	2	4	3	-
	Training cum Workshop Programme to be conducted before March 2015	8	10	6	2
II	Materials Production Workshops conducted	4	4	1	2
	Materials Production Workshops to be conducted	6	6	6	4
III	Seminars / Conference conducted	2	1	1	-
	Seminars / Conference to be conducted	4	3	2	2
IV	Programmes for North East conducted	-	-	-	-
	Programmes for North East to be conducted	3	-	-	-
V	Any other important programmes conducted	-	-	-	-
	Any other important programmes to be conducted	-	-	-	2

Material Produced:

Tamil	Hindi	Urdu
i) Explanations of GFR Terms–Language Part	i) GFR Language Part (Ready for printing)	i) Anthology of Papers presented o n National Conference held at CIIL, Mysore
ii) Explanations of GFR Terms–Literature Part (Ready for printing)	ii) GFR Literature Part (Under Process)	(Under Process)
iii) Papers presented on Research Methodology (Under Process)		
iv) Seminar Papers–Kaappiyam Karpitthalum Mathippidalum (Under Process)		
v) Conceptual Explanations of Evaluation Terminology (Final Scrutiny)		
vi) Glossary of Evaluation Terms (Final Scrutiny)		

02. Linguistic Data Consortium for Indian Languages (LDC- IL.):

I. Short term goal oriented projects for various Indian languages to accomplish the scheduled targets of LDC-IL i.e. text corpus cleaning, speech corpus segmentation and Part-of-Speech annotation organized for 45 days for each language.

Conducted (Apr – Oct 2014)

1. Manipuri, 2. Kashmiri and 3. Konkani

Proposed (Nov 14– Mar 15)

1. Nepali, 2. Bodo, 3. Kannada, 4. Sign language, 5. Assamese, 6. Punjabi and 7. Gujarati

II. Training programmes:

1. Five week training programme on Natural Language Processing organized for the students of Rajiv Gandhi University of Knowledge Technologies, Andhra Pradesh from 2nd June to 4th July, 2014.

2. Training programme on Chunking for LDC-IL staff conducted in two phases

(7-8th October, 2014 and 20-21st October, 2014)

III. Financial Support:

(Apr – Oct 2014)

1. National workshop on Data Analysis: Tools and Methods at the English and Foreign Languages University (EFLU), Shillong, Meghalaya on 7-8 August, 2014.

2. The 13th Tamil Internet Conference organized by the Pondicherry Institute of Linguistics and Culture, Pondicherry from 19th to 21st September, 2014.

3. International conference on Punjabi language on the topic "the place of Punjabi language in the age of science and technology" at Punjabi University, Patiala on 15-16th October, 2014.

4. National workshop on Part-of-Speech Tagging at Central University of Kerala, Kasargod, Kerala from 27-31st October, 2014

IV. Proposed (Nov 14– Mar 15)

1. National Workshop on Emerging Technologies in Teaching and Learning for three days at the Periyar Maniammai University, Thanjavur, Tamil Nadu from 19th to 21st November, 2014.

2. International workshop on Tamil Epigraphy: Corpus analysis, Database Construction and Information Retrieval at the Tamil University, Thanjavur, Tamil Nadu from 15-21st December, 2014.

3. The 11th International Conference on Natural Language Processing (ICON-2014) at Goa University, Goa from 18-21st December, 2014.

4. Winter School on Speech and Audio Processing (WiSSAP-2015) at Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT), Gandhinagar, Gujarat from 4-7th January, 2015.

5. National Seminar on Tamil Computing at SRM University, Kancheepuram District, Tamil Nadu from 12-13 February, 2015.

IV. Workshops proposed:

1. Tamil Speech Validation workshop from 17-21st November, 2014.

2. Workshop on Tone :

   i) Manipuri, ii) Punjabi and iii) Bodo

3. Zonal seminars on issues in Natural Language Processing:

   i) North, ii) East and iii) South

03. National Translation Mission (N.T.M.):

Training of Translators:

The NTM has set a target of training a total of 300 translators during the current financial year 2014-15. A total of 208 translators have taken part in the training programmes till October.

32 programmes/events on various topics/ issues related to translation were organized. This year NTM has initiated Grants-In-Aid Scheme.

04. Centres of Excellence for Studies in Classical Kannada (CESCK)

The CESCK has conducted a 10 days Orientation Programme in Classical Kannada. Around 40 enthusiastic scholars were participated.

05. Centres of Excellence for Studies in Classical Telugu (CESCT)

Two national seminars were conducted. Workshops to prepare the teaching/learning modules for teaching classical texts in Telugu and to conduct a short term orientation

programme are proposed during this year. It is also intended to assign some translation works to the experienced scholars and to publish some classical texts that are not available for wider public use.

06. Scheme for Preservation and Protection of Endangered Languages (SPPEL):

Under this scheme, a total number of 520 endangered languages/mother-tongues which are spoken by more/less than 10,000 speakers keeping in mind the degree of endangerment and reduction in the domains of usage are proposed to study. For the convenience of administration and supervision of work, this scheme will function in the following six zones. Under each zone, several institutions were identified to co-ordinate with the institute for the smooth functioning of the Scheme.

1. East Central Zone, 2. West Central Zone, 3. Northern Zone, 4. North East Zone, 5. Southern Zone and 6. Andaman & Nicobar

During this current financial year, 40 languages/mother tongues have been allotted to the Principal Investigators and documentation work is in progress:

East Central Zone (7): Tharua, Dhimal, Mru, Birhor, Binjhia/birjia/brijia, Gorum and Toto

North East Zone (12): Khamiyang, Singpho, Sherdukpen, Ranglong, Darlong, Komkar, Simong, Atong, Khampti, Uchai, Bawm and Ralte

Northern Zone (6): Rongpo, Chinali, Darmiya, Jad, Jangali and Kanashi / malani

Northern Zone (J & K) - (8): Bhadraliam, Khasha, Khana, Gojapuri, Hassadi, Siram, Paddari, and Meshabi

Southern Zone (7): Moopan, Muduga, Arandan, Kutiya, Paliya, Eravallan and Malaimalasar

Programmes conducted:

1. Three Days Phonetic Transcription Training Program (4-8-2014 to 6-8-2014) for the Resource Persons of SPPEL.

2. Training Programme on Field Techniques (18-8-2014 to 21-8-2014) with practical experience

in the field techniques for the Resource Persons and Technical Staff of SPPEL.

3. Field Visit on Jenu Kuruba Language (26-8-2014).

4. Orientation Meeting for Principal Investigators (26- 27 September, 2014).

Pilot Surveys in the following languages were conducted:

Language	Area covered
Hakkipikki	Andhra Pradesh, Karnataka
Bhunjia	Odisha, Madhya Pradesh, Telangana
Bagi	Arunachal Pradesh
Gahri	Himachal Pradesh
Bharwad/Bharwadi	Gujarat
Jenu Kuruba	Karnataka, Kerala, Tamil Nadu
Malayan	Tamil Nadu
Manda	Odisha, Madhya Pradesh, Telangana
Yobin	Arunachal Pradesh
Khamba	Arunachal Pradesh
Gutob Gadaba	Odisha, Madhya Pradesh, Telangana
Malasar	Mysore
Spiti	Himachal Pradesh
Dhimal	Darjeeling district, West Bengal

07. Material bank for neo literates and children:

The Central Institute of Indian Languages, in collaboration with the EMESCO Books, Hyderabad, prepared bilingual reading materials for neo-literates and school children in the following Indian languages spoken in the states of Andhra Pradesh, Assam, West Bengal, Jammu and Kashmir, Meghalaya, Nagaland, Gujarat, Maharashtra, Sikkim, Manipur, Odisha, Tamilnadu, Bihar and Uttar Pradesh during the current financial year: Ao, Assamese, Bengali, Bhoti, Dogri, Garo, Gujarati, Hindi, Kannada, Kashmiri, Khasi, Lepcha, Mangar, Manipuri, Marathi, Nepali,

Odia, Tamil, Telugu and Urdu. More than 700 books were published on stories or themes taken from Indian history, mythology and culture, and books of educational value such as Panchatantra, Hitopadesha and so on.

CENTRAL INSTITUTE OF CLASSICAL TAMIL, CHENNAI (CICT)

Government of India declared Tamil as a Classical language on 12th October 2004 and the task of implementing the Central Plan Scheme for Development of Tamil was entrusted to the Central Institute of Indian Languages (CIIL), Mysore, in July 2005. The components of the scheme for the Development of Classical Tamil included Certificate of honour to distinguished scholars of Classical Tamil Language, Tamil Language Promotion Board, Centre of Excellence for Classical Tamil and Fellowships for the study of Tamil as Classical Language. As the major component of the Scheme, the Centre of Excellence for Classical Tamil (CECT) was established in March 2006 with the required academic, technical and administrative staff on temporary contract. The proposal to establish the Central Institute of Classical Tamil (CICT) as an autonomous organization under the Ministry of Human Resource Development, Govt. of India was approved by the EFC on 13th August 2007 with a grant of Rs.76.32 crore for the XI Five Year Plan.

The Institute, established with the view of promoting the cause of Classical Tamil, is focusing exclusively on the researches 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 researches on ancient Tamil society and also documents and preserves objects relating to or reflecting the antiquity of the Tamils.

TEN MAJOR PROJECTS

With a view to promote the cause of Classical Tamil, CICT has mapped out various plans including preparation of definitive editions of forty-one classical Tamil texts; translation of these works into English and other major European languages as well as into major Indian languages; making of visual episodes on Classical Tamil language, literature, epigraphy and architecture; development of material for the online teaching of Classical Tamil; writing of a historical grammar of Tamil; undertaking diachronic and synchronic studies of Tamil dialects; creation of corpus of Classical Tamil texts; establishment of a digital library; study of India as a linguistic area; and promotion of multidisciplinary research on Classical Tamil--all of which will address the vital issue of the antiquity and uniqueness of Tamil.

Cumulative Physical Achievements from April – 2014 to November 2014 in the year 2014-15

I   CICT has sanctioned financial assistance for Rs.1,23,00,000/- to conduct seminars during the year 2014 -15.

II   CICT has sanctioned financial assistance for Rs.1,22,50,000/- to conduct Training Programmes during the year 2014 – 15

III The selection of Short Term Projects for the year 2014 -15 is in progress.

PUBLICATIONS

1. The CICT has published the following books :

    i)   A Compendium of Tirukkural Translation in English – Porutpal Part I

    ii) A Compendium of Tirukkural Translation in English – Porutpal Part II

    iii) A Compendium of Tirukkural Translation in English – Kamattuppal

    iv) Tirukkural Translations in Kannada

    v)   Tirukkural Translations in Telugu

2. Books title on "Tirukural in Punjabi" was released on 12-10-2014 at Punjabi Sahitya Academy in Ludhiana, Punjab.

3. Book Release and Multi Lingual Tirukkural Recitation Function was held on 13-11-2014 at Raj Bhavan, Chennai presided over by His Excellency of the Governor of Tamil Nadu.

REGIONAL LANGUAGE CENTRES (RLCS)

The Regional Language Centres provide support to all the States and Union Territories of the country in implementing the Three Language Formula in order to promote National Integration through multi-lingual education. The RLCs have undertaken 10-months language learning programme (July –April) in 20 Scheduled languages. This year the intake of teacher trainees are very less and for some languages no teacher trainee is joined. Hence, the Institute has taken up the series of common vocabularies by preparing books on common vocabularies in all the scheduled languages through time-bound short term projects and assigned to the RLCs for the languages where there is no 10 months' language learning programme.

1) **Eastern Regional Language Centre (ERLC), Bhubaneswar:**

    This Centre conducts teaching and research in Bengali, Maithili, Odiya and Santali languages. The language-wise intake of trainees during the FY 2014 -15 is as follows:

Sl. No.	Language	No. of trainees
01	Bengali	1
02	Maithili	0
03	Odiya	0
04	Santali	1
	Total	**2**

Short term projects assigned:

Preparing a series of common vocabularies in Maithili and Odia

1.   Maithili-Hindi Common Vocabulary.

2.   Odia-Bengali Common Vocabulary.

2) Northern Regional Language Centre (NRLC), Patiala:

This Centre conducts teaching and research in Dogri, Kashmiri, Punjabi, and Urdu languages. The language-wise intake of trainees during the FY 2014 -15 is as follows:

Sl. No.	Language	No. of trainees
01	Dogri	0
02	Kashmiri	0
03	Punjabi	2
04	Urdu	5
	Total	7

Short term projects assigned:

Preparing a series of common vocabularies in Dogri and Kashmiri

1. Dogri-Punjabi Common Vocabulary.

2. Kashmiri-Urdu Common Vocabulary.

3) North-Eastern Regional Language Centre (NERLC), Guwahati:

This Centre conducts teaching and research in Assamese, Bodo, Manipuri and Nepali languages. There is no intake of trainees during the FY 2014 -15:

Sl. No.	Language	No. of trainees
01	Assamese	0
02	Bodo	0
03	Manipuri	0
04	Nepali	0
	Total	0

Short term projects assigned:

Preparing a series of common vocabularies in Assamese, Bodo, Manipuri and Nepali

1. Assamese-Bengali Common Vocabulary.

2. Bodo-Assamese Common Vocabulary.

3. Manipuri-Bengali Common Vocabulary.

4. Nepali-Hindi Common Vocabulary.

4) Southern Regional Language Centre (SRLC), Mysore:

This Centre conducts teaching and research in Kannada, Malayalam, Tamil and Telugu languages. The language-wise intake of trainees during the FY 2014 -15 is as follows:

Sl. No.	Language	No. of trainees
01	Kannada	8
02	Malayalam	4
03	Tamil	13
04	Telugu	6
	Total	31

5) Western Regional Language Centre (WRLC), Pune:

This Centre conducts teaching and research in Konkani, Gujarati, Marathi and Sindhi languages. The language-wise intake of trainees during the FY 2014 -15 is as follows:

Sl. No.	Language	No. of trainees
01	Konkani	3
02	Gujarati	0
03	Marathi	3
04	Sindhi	0
	Total	6

Short term projects assigned:

Preparing a series of common vocabularies in Gujarati and Sindhi

1. Gujarati-Marathi Common Vocabulary.

2. Sindhi-Gujarati Common Vocabulary.

6) Urdu Teaching and Research Centre (UTRC), Solan:

This Centre conducts teaching and research in Urdu language. The intake of trainees during the FY 2014 -15 is as follows:

Sl. No.	Language	No. of trainees
01	Urdu	7
	Total	7

7) Urdu Teaching and Research Centre (UTRC), Lucknow:

This Centre conducts teaching and research in Urdu language. There is no intake of trainees during the FY 2014 -15:

Sl. No.	Language	No. of trainees
01	Urdu	0
	Total	0

Short term projects assigned:

Preparing a series of common vocabularies in Urdu

1. Urdu-Hindi-Bhojpuri Common Vocabulary.

2. Urdu-Hindi Common Vocabulary.

NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE (NCPSL)

The National Council for Promotion of Sindhi Language (NCPSL)was established as an autonomous Registered organization under the Ministry of Human Resource Development under Societies Registration Act of 1860 (Section 21) on 26.05.1994 vide registration no.1085 at Vadodara, Gujarat. The Headquarter of the Council is at Delhi since **2006.** The aim of the Council is to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language.

OBJECTIVES OF THE COUNCIL

• To promote, develop and propagate Sindhi Language.

• To take action for making available in Sindhi language the knowledge of Scientific and Technical Terminological development as well as the knowledge of ideas evolved in the modern context.

• To advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.

• To undertake any other activity for the promotion of Sindhi language as may be deemed fit by the Council.

For the purpose of propagation and development of Sindhi language, the following Schemes are being implemented:-

• Financial assistance to Voluntary Organizations for selected promotional activities relating to the Sindhi Language;

• Bulk purchase of Sindhi Books/Magazines/

Audio-Video Cassettes related to Sindhi, published/produced during the concerned financial year for free distribution to Educational Institutions/Schools/Colleges/Public Libraries, etc;

• Financial Assistance for publication of books in Sindhi Language;

• Conducting Sindhi Language Learning Classes; and

• Award to Sindhi Writers for Literary books.

FINANCIAL ASSISTANCE TO VOLUNTARY ORGANISATIONS

NCPSL provides adhoc financial assistance to registered voluntary organizations in respect of certain promotional activities relating to Sindhi Language. Voluntary Organizations/ Societies/ Charitable Endowments/ Trusts which are registered under the relevant Central or State Act prevalent for the time being, shall be eligible for assistance under the Scheme.

Provided that such registration has been made at least three full calendar years prior to the date of application for such assistance, and Provided that the applicant organization is not of the kind that it is registered or incorporated or functions in a manner that profits of any kind arising from its activities are distributed among its members or shareholders in the form of bonus or dividend.

Under the scheme of Financial Assistance to Voluntary Organization;

1. A workshop on "How to write Sindhi devnagri" has been organized on 24.08.2014 at Vadodara in which 80 teachers from various parts of Gujarat participated.

2. An inaugural function for establishment of Sindhi Chair in IGNOU has been proposed to be organized for which a convenient date & time has been sought from Hon'ble HRM.

3. A seminar in collaboration with IGNOU will be organized after the inaugural function.

4. The proposal received in response to the advt. for the year 2014-15 has been processed and the decision will be taken as soon as the Council/Executive Board will be re-constituted by the MHRD which is under consideration.

NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE

National Council for Promotion of Urdu Language

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

Establishment of Computer Applications and Multilingual DTP Centres

During the year 2014-15 (upto 31.10.2014), 10 new NCPUL fully aided Study Centre in the North Eastern Region through registered NGOs opened for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology. This is, in addition to existing 415 centres making a total of 425 in which 11920 students including 4768 girls got admission so as to give technical education to Urdu speaking boys and girls for making them employable technological work force. Till date 135371 students including 54628 girls have been awarded Diploma under this Scheme. About 60% students including girls have got employment in private and local institutions.

Calligraphy and Graphic Design Centres

So as to preserve and promote Traditional Calligraphy, 53 Calligraphy and Graphic Design Centres continued to teach about 1301 students registered in this course.

Grant-in-Aid (Urdu)

Financial assistance to 735 NGOs/agencies to support selected Urdu promotion activities for holding 187 seminars, 41 lecture series, manuscripts of 130 writers for providing printing assistance and 377 Urdu books of bonafide writers including proposed for approval.

Publishing Activities

NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisting 16 new titles, 19 reprints, 40 course books, 01 book supported for publication, 07 issues of Urdu Duniya, 07 issues monthly magazine Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehqeeq published.

Book Promotion

Promoting Urdu Books through sale and exhibition is done by holding Urdu Book Fairs. NCPUL participated in 04 Book Fairs organized by other agencies. 03 trips of Exhibition Van made to cover various districts of Uttar Pradesh and Madhya Pradesh.

Academic Projects/ Collaboration

NCPUL continued the various academic projects of production consisting of 03 Dictionaries, 02 Encyclopedia, 03 Terminology under progress, 02 Panel meetings, 02 workshops held. In addition to this, 10 projects/manuscripts finalized and sent to production section. Various projects under Unani Medicne, Mass Media, Legal Studies, Social Science, Life Science panel are under progress.

National/International Seminars/ Conferences / Workshops/Cultural events

- Three day international Research Scholar Seminar in collaboration with 'Ghalib Institute' from 26th to 28th September, 2014 at Delhi.

- Three Day World Urdu Conference on 'Socio-Cultural Development of Urdu in the 21st Century' from 30th October to 1st November, 2014 at New Delhi.

Short Term Course on Capacity building of Urdu working journalists

NCPUL is proposing a 'Short term course on capacity building of Urdu working journalists' at Bihar in January, 2015.

Distance Education (Urdu)

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 196 Urdu Study Centres established in addition to 598 existing centres for making total 1181 centres (756 Urdu Diploma (38 centres closed) and 425 CABA-MDTP) which includes Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer Course. About 1240 part-time Urdu teachers got employment and 62840 (50920 Urdu Diploma + 11920 CABA-MDTP) students including 30030 (25262 Urdu Diploma + 4768 CABA-MDTP) girls admitted. The

Urdu Online Learning course launched in which 11006 learners consisting 10359 Indian and 647 foreigners online registered themselves.

Promotion of Arabic and Persian

In addition to the above, NCPUL has been assigned the additional responsibility to promote classical language Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 105 new study centres in addition to existing 505 centres for making 586 (24 closed) centres continued. 1343 part time Arabic teachers got employment to teach 35137 learners including 15328 girls admitted on both the courses.

Vocational Course

- Six month Certificate course in Paper Machie started at 03 centres in collaboration with University of Kashmir in J&K state. 120 trainees trained and first batch of the course completed.

RASHTRIYA SANSKRIT VIDYAPEETHA (RSV)

The Vidyapeetha has been implementing the following programmes with the financial assitnace of MHRD through University Grants Commission, New Delhi.

1. **Centre of Excellence in Traditional Shastras:** The UGC recognized the Vidyapeetha as the Centre of Excellence in the subject of Traditional Sastras. The following activities are taken up under the scheme.

   1. Sastravaridhi Course
   2. Publications
   3. Audio and Video documentation
   4. Audio-Video Recording Centre activities

   5. Lipi Vikasa Pradarsini
   6. Electronic Tools for Ancient Script Learning
   7. Sanskrit Self Learning Kits
   8. Documentation of Artefacts
   9. Digitalisation of Manuscripts
   10. Yoga,Stress Management and Healing Centre
   11. Seminars/Workshops
   12. Post Graduate Courses to bridge Computer Science and Sanskrit Language Technology

2. **Valmiki Ramayana Project:** Under this Project, seven commentaries on seven Kandas of Valmiki Ramayana have been collected and translated into English. So far, Bala Kanda (Vol-I), Ayodhya Kanda (Vol-I & II), Aranya Kanda (Vol-I), Kishkinda Kanda (Vol-I), Sundara Kanda (Vol-I) were complete and Yudha Kanda, Uttarakanda are yet to be completed.

3. **Agamakosa Project:** Under this Project 11 volumes related to Vaikhanasa Agama have already been printed and now the work on Pancharatra Agama has been taken up.

Multi Lingual Etymological Dictionary: The project is one of the flagship programmes of the University. The languages considered for this dictionary are – Hindi, Gujarati, Oriya, Marathi, Assamese, Bengali, Telugu, Tamil, Kannada, Malayalam besides English. Hon'ble Chancellor, His Excellency Prajnana Vachaspati Dr. Janaki Vallabh Pattnaikji, the inspiration of the Project, held a Review meeting with scholars on 26th October, 2014 at the RSVidyapeetha, Tirupati and provided valuable insights into the work and suggested improvements.

(i) **Brief background of the Institution:** The Rashtriya Sanskrit Vidyapeetha was established by the Government of India in the year 1961 on the basis of the recommendations of the Central Sanskrit Commission appointed by the then Government of India with Dr. Moulana Abul Kalam Azad as a Minister for Education. The foundation stone for the Vidyapeetha was laid by Dr.Sarvepalli Radhakrishnan, former President of India in the year 1961. The Vidyapeetha got the status of "Deemed to be University" in the year 1987 vide

MHRD Notification No. F 9-2/85 U-3 dated 16th November, 1987 and since then it has been continuing as such at Tirupati, the abode of Lord of Seven Hills in Andhra Pradesh. The institution has completed its 24 years of successful existence as deemed university and 50 years as an Institution and celebrating Golden Jubilee Year. The Deemed University was formally inaugurated by the then Hon'ble President of India Dr. R.Venkatraman. The contributions made by the then HRD Minister and former Prime Minister of India, Dr. P. V. Narasimha Rao to elevate the Vidyapeetha to the status of Deemed University are unforgettable.

(ii)   Position about student and Faculty during 2014-15:

Students Intake – 2014-15																				
Total Sanctioned intake of students at UG & PG level* (category - wise)						Total Actual Admission at UG & PG level (category - wise)**														
Course/Category → ↓	Gen	SC	ST	OBC	Total	Gen.			SC			ST			OBC			Total		
						T	W	P	T	W	P	T	W	P	T	W	P	T	W	P
UG	160	47	26	168	401	220*	81	1	52	21	-	54	23	-	230	69	-	556	194	1
PG	175	52	27	186	440	135**	50	-	28	12	-	06	03	-	128	58	-	297	123	1
Grand Total	**335**	**99**	**53**	**354**	**841**	**355**	**131**	**1**	**80**	**33**	**-**	**60**	**26**	**-**	**358**	**127**	**-**	**853**	**317**	**2**

* All sanctioned intake may be grouped at UG and PG level.
** Please also indicate position of students belonging to PWD/Women against each category i.e. Gen/SC/ST/OBC

Faculty position – 2014-15																		
Post/Category	Total Sanctioned Strength of Faculty (Category-wise)						Faculty in Position (Category-wise)											
	Gen	SC	ST	OBC	PWD	Total	Gen	SC		ST		OBC		PWD		Total		
							Total	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women	
Professor	06	01	-	-	-	07	25	04	01	-	-	-	01	-	-	-	27	04
Associate Professor	15	01	-	-	-	16	10	01	-	-	-	-	-	-	-	-	10	01
Assistant Professor	42	06	03	06	03	60	23	05	04	02	03	-	04	01	02	-	36	08
Total:	**63**	**08**	**03**	**06**	**03**	**83**	58	10	05	02	03	-	05	01	02	-	73	13

(iii) Give details about Academic Reforms taken during 2014-15:-

Introduction of Choice-based Credit System; Semester System; Faculty Development Programmes; Bridge Courses; Shastra Varidhi Short Term Courses; Refresher Courses; Remedial / NET Coaching for SC/ST/OBC/Minority Students; Innovative Courses; Major/Minor Research Projects; SAP in Sahitya, Education & Darsanas;

RASHTRIYA SANSKRIT SANSTHAN (DEEMED UNIVERSITY), NEW DELHI

Sanskrit has played a vital role in the development of all Indian languages and even in few foreign languages and in the preservation of the cultural heritage of India in particular and the world in general. Almost all the Indian languages originated from Sanskrit and no Indian language could flourish without the linguistic support of Sanskrit. All the Indian languages are nurtured and nourished by the richness of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development in India. Fully conscious of this responsibility, the Government of India established RSKS in October 1970 as an autonomous organization registered under the Societies Act for propagation and preservation of Sanskrit language and literature and traditional Shastras and to encourage the learning of

Sanskrit all over the country and abroad. The Sansthan is fully financed by the Govt. of India and works as a vital agency of the Central Government in all policy matters related to Sanskrit language and culture.

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

The Rashtriya Sanskrit Sansthan is presently managing its 12 campuses situated at New Delhi (H.Q.), Allahabad (U.P.), Puri (Orissa), Jammu (J&K), Guruvayoor (Kerala), Jaipur (Rajasthan), Lucknow (U.P.), Sringeri (Karnataka), Balahar (Garli) (H.P.), Bhopal (M.P.), Mumbai (MH), and Agartala (Tripura). The campuses are pursuing research work leading to the degree of Vidyavaridhi (Ph.D) and also imparting education in various Sanskrit subjects at Acharya and Shastri level. The Shiksha Shastri (B.Ed.) is also available in ten campuses and Shiksha Acharya (M.Ed.) is available in 4 campuses at Jaipur, Jammu, Bhopal and Puri.

Graduate/Postgraduate Level Courses

The Rashtriya Sanskrit Sansthan offers teaching courses at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha, Siddhant Jyotisha, Sarva Darshana, Veda, Nyaya [Navya], Mimamsa, Advaita Vedanta, Dharma Shastra, Vedanta, Sankhya Yoga, Paurohitya, Jain Darshan, Bauddha Darshan, Puranetihasa as traditional subjects along with English, Hindi, Computer Science and Environmental Studies. Besides, tutorial facility

for one modern subject such as Political Science, History, Economics, Sociology etc. is also provided at Under Graduate Level. The course of Shiksha Shastri (B.Ed.) and Shiksha Acharya (M.Ed.) is also conducted in the Campuses. The Campuses also offer research programme leading to the degree of Vidyavaridhi (Ph.D). About 18,000 students appeared in the last examinations of the Sansthan.

Main activities

Sanskrit Saptahotsava: The Sansthan celebrated Sanskrit Saptahotsava from 8th to 14th August, 2014. During this period, a series of programmes were organized for the eminent Sanskrit Scholars and different competitions for the students. Sanskrit Divas was celebrated on 10th August, 2014 in collaboration with the Ministry of Human Resource Development, Govt. of India and Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi at National Museum Auditorium. The Valedictory function was held on 14th August, 2014 at Chinmaya Mission, New Delhi when prizes were also distributed to the winners of the competitions.

Swachh Bharat Abhiyan - The Rashtriya Sanskrit Sansthan, New Delhi and all its 11 campuses at different places of the country organized the Swachh Bharat Abhiyan from 25-09-2014 to 31-10-2014. During this period, cleanliness activities were taken up. All the officers, officials, teachers and students took part with enthusiasm. The oath for cleanliness was taken on 2-10-2014 by all present as per the guidelines prescribed by the Govt. of India.

Foundation Day - The Rashtriya Sanskrit Sansthan was established on 15-10-1970. The Foundation Day was celebrated on 15-10-2014 at the Head Quarters Office, New Delhi. Eminent scholars like Professor R.K. Sharma, former Joint Educational Advisor & Vice

Chancellor of Sanskrit Universities at Dharbhanga and Varanasi, Prof. Satyavart Shastri, Chairman, Second Sanskrit Commission and other distinguished guests were present. Shri R.P. Sisodia, IAS, Joint Secretary, Govt. of India chaired this programme.

Rashtriya Ekta Diwas - The Govt. of India has decided to celebrate Birth Anniversary of Sardar Vallabah Bhai Patel on 31st October every year as the Rashtriya Ekta Diwas. It gives massage for unity, safety and security of the country. Accordingly, the National Unity Day was celebrated on 31st October, 2014 in the Sansthan and all the campuses. Various scholars presented their views on the role of Sardar Vallabah Bhai Patel in making of United India.

National Education Day - The Rashtriya Sanskrit Sansthan celebrated National Education Day on 11th November, 2014 on the occasion of Birth Anniversary of Maulana Abul Kalam Azad, a great freedom fighter, eminent educationist and the first Union Minister of Education. Among other speakers, Dr. Dharmendra Kumar, Secretary, Delhi Sanskrit Academy delivered a special lecture on this occasion.

Financial Assistance Provided Under Various Schemes- The Sansthan provides financial assistance for Sanskrit teaching towards salary of

Sanskrit teachers in traditional Sanskrit Pathshalas/ Schools/Colleges, at the rate of ₹ 6000/- per month engaged in the propagation, development and promotion of Sanskrit and scholarships at the rate of ₹300/- per month to Sanskrit students, for construction and repair of buildings, for purchase of furniture and library books, etc. During the year, 591 Sanskrit Institutions/Organizations have been assisted with grant-in-aid amounting to ₹ 348.83 lakh under the Scheme of Development of Sanskrit Education. The Rashtriya Sanskrit Sansthan provides financial assistance to 21 Adarsh Sanskrit Mahavidyalayas and 4 Shodh Sansthans under which 95% of recurring and 75% of non-recurring expenditure is provided. These institutions are located at different parts of the country. During the year 2013-2014, 4667 students of these 25 institutions were benefited. The Sansthan also pays honorarium to 150 retired eminent Sanskrit Scholars at the rate of ₹6,000/- per month for teaching in Campuses, Adarsh Sanskrit Pathshalas and other State Sanskrit Colleges under the Shastra Chudamani Scheme. Financial assistance is also provided for organizing vocational training; purchase and publication of rare Sanskrit books & manuscripts and for organizing All India Elocution Contest, etc.

Financial Assistance To Sanskrit Dictionary Project, Pune - The Deccan College, Post Graduate and Research Institute, Pune undertook the project for preparation of Encyclopedic Sanskrit Dictionary on Historical Principles. The main source of the expenditure of this Project is made available by the Govt. of India through Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. A total amount of ₹ 707.15 lakh has been released by Rashtriya Sanskrit Sansthan.

Non-formal Sanskrit Education - A total number of 1076 centers for Non-formal Sanskrit Education are functioning at different places. Each centre is imparting education at three levels twice in a year. Through this programme, 34,488 students in the country have been benefited with Sanskrit learning during the year.

Financial Assistance for Teachers of Modern Subjects- The Sansthan also provides financial assistance towards salary of teachers of modern subjects in traditional Sanskrit Pathshalas/ Mahavidyalays and Sanskrit teachers for Secondary/ Higher Secondary Schools belonging to State

Government where the State Governments are not in a position to provide such facility. During the year, the Sansthan has given financial assistance to 67 institutions for Modern subject teachers and 19 Sanskrit teachers of Government Schools in different States for teaching Sanskrit. Sansthan has awarded scholarships to the extent of ₹ 353 lakh to 8,217 students from Class IX to Ph.D. level under one of the Schemes of Development of Sanskrit Education.

Samman Rashi to Sanskrit Pandits in Indigent Circumstances - The Sansthan also provides financial assistance in the form of Samman Rashi at ₹24,000/- per annum to the eminent Sanskrit Pandits above the age of 55 years who are in indigent circumstances. 299 Pandits are getting Samman Rashi under this programme.

The Presidential Award Scheme - Awards of Certificate of Honour for Sanskrit to 16 scholars including one international Award for NRI or Foreigner, 3 each for Arabic and Persian and one for Pali/Prakrit for scholars of eminence over 60 years of age and 5 awards of Maharshi Bardayan Vyas Samman in Sanskrit and one each in Pali/Prakrit, Arabic and Persian for young scholars in the age group of 30-40 years are announced on the eve of Independence Day every year. The awards are given away by the President of India in an Investiture Ceremony. For the year 2013, 14 awards in Sanskrit, including one international award for a foreigner scholar for their lifetime achievement in the field of Sanskrit, 2 in Persian and 3 in Arabic, one in Pali/Prakrit were awarded. In addition, awards of Maharishi Badrayan Vyas Samman were declared. These are 5 for Sanskrit, 1 for Persian, 1 for Arabic and 1 for Pali/Prakrit. The Award carries one time monetary grant of ₹5 lakh to Sanskrit Scholars and Rs.50,000/- per year for lifetime to other awardees. Maharshi Badrayan Vyas Samman carries one time monetary grant of Rs.1 lakh each.

Financial Assistance to Universities & Deemed Universities, etc.- Financial assistance to the extent of Rs.30.00 lakh has been allocated during the year to NGOs and Deemed Sanskrit Universities/ Universities for various programmes/activities for promotion and development of Sanskrit.

National e-Data Bank of Sanskrit Literature - In view of the rising trend of information technology, Rashtriya Sanskrit Sansthan has developed E-Books and Journals for development of Sanskrit. E-Books have been developed so that students/scholars can have access to these books at their comfort from their houses. These books facilitate Sanskrit learning as per the requirement of students/scholar. There are 551 Sanskrit Books which are rare, have been scanned and uploaded on the website of Rashtriya Sanskrit Sansthan. Besides this, 86 E-books and one E-journal are also available on the website. These books can have access from the URL www.sanskrit.nic.in. New Projects undertaken are (1) Project on Dictionary of Sanskrit and Indian Dialects and Sub-Dialects; (2) National e-Data Bank of Sanskrit Literature (3) Publication of Sanskrit Varta Quarterly News Bulletin and Sanskrit Vimarsa [Half Yearly Journal] (4) Publication of who is who & (5) Digitization of Manuscripts. (47,000 manuscripts digitized).

TV Telecast of Bhasha Mandakani- The Sansthan functions as a nodal agency for Planning and Monitoring of production of Sanskrit software for Bhasa Mandakini [language channel of Gyan Darahsan-GD-II] being telecast by IGNOU.

Special provision for North Eastern Region (NER) - The Sansthan is providing salary to teachers of voluntary Sanskrit Organizations, scholarship to students, grant-in-aid for Adarsh Sanskrit Mahavidyalaya and for organizing various Seminars, National Sanskrit Drama/Festival in NER. An amount of ₹ 58.75 lakh has been sanctioned to 250 Non Formal Sanskrit Education centers in NE Region. Scholarship amounting to ₹ 20.50 lakh has been disbursed to 640 students in NE Region. An amount of ₹ 43.20 lakh has been released for payment to 60 Sanskrit and 38 modern subject teachers under the Scheme for Development of Sanskrit Education. Besides these activities, the Sansthan has established its 12th campus in the State of Tripura and is named as Ekalavya Campus. The campus has started functioning at Agartala in West Tripura from the academic year 2013-14. The State Govt. of Tripura has allotted 3.25 acres of land at D.C. Nagar under Sadar Sub Division for the campus in favour of the Sansthan.

Mukta Swadhyaya Peetham (Institute of Distance Education) - Mukta Swadhyaya Pitham (The Institute of Distance Education) as recognized by the U.G.C., Distance Education Bureau is an institute under Rashtriya Sanskrit Sansthan. The study centres in campuses of the Rashtriya Sanskrit Sansthan are called Svadhyaya Kendras. It offers traditional

programmes from Prak Shastri to Acharya level. 966 students were enrolled during the year. Teaching is supported by meetings, workshops and orientation programmes.

RASHTRIYA SANSKRIT VIDYAPEETHA (DEEMED UNIVERSITY), TIRUPATI:

The Rashtriya Sanskrit Vidyapeetha was established by the Ministry of Human Resource Development, Government of India in the year 1961 on the basis of the recommendations of the Central Sanskrit Commission as a registered society at Tirupati. The Vidyapeetha has started functioning as a Deemed University from the year 1991.

(i)   Mandate :

The Vidyapeetha has the unique distinction of being only Institution wherein the Sanskrit is being taught in Sanskrit medium only.

The Vidyapeetha's mandate includes : (a) to preserve Shastraic tradition; (b) to undertake interpretation of the Shastras; (c) to establish their relevance to the problems in the modern context; (d) to provide means for intensive training in modern as well as Shastraic lore for teachers; (e) to achieve excellence in these disciplines so that the Vidyapeetha has a distinctive character of its own.

Programmes showing targets and achievements for the year 2014-15:

(1)   Students Enrolment–2014-15 : The Rashtriya Sanskrit Vidyapeetha imparts education in Sanskrit medium in Sastric subjects namely: Sahitya, Nyaya, Vyakarana, Jyotisha, Advaita Vedanta, Visistadvaita Vedanta, Dvaita Vedanta, Puranetihasa, Mimamsa, Samkhya Yoga, Dharmasastra and Agamas. The Vidyapeetha admits students on All India basis by conducting National level examination. The following courses are offered in the Vidyapeetha, viz. Prak-Sastri (Eq. to Intermediate); Sastri (Eq. to B.A.) ; Siksha Sastri (Eq. to B.Ed.) ; Acharya (Eq. to M.A.) ; Siksha Acharya (Eq. to M.Ed.) M.Phil. in 11 Sastras; Vidyavaridhi (Eq. to Ph.D.) and Vidyavachaspati (D.Litt.). The Vidyapeetha has 76 teachers working in 23 Departments. During the year 2014-15, the total strength of students admitted into various courses is 2018.

(2)   Publication of Books: The Vidyapeetha has so far brought out 270 books on Veda, Vedanta, Agama, Jyotisha, Nyaya, Vyakarana, Sahitya, Education, Sanskrit-Science and four CD-ROMs like Sanskrit Learning CD for beginners upto the year 2012-13 and 05 books were published during the year 2014-15. A research journal Mahasvini has been published bi-annually since the beginning of the Vidyapeetha.

(3)   Special Assistance Programmes – Dept. of Sahitya, Education and Darsanas : The three Special Assistance Programmes at the level of DRS-II sanctioned by UGC for the Departments of Sahitya, Education and Darsanas during the year 2011 are being continued during the year 2014-15.

(4)   Sanskrit Week Celebrations: As in yester years, this year also The Sanskrit Week Celebrations were conducted in the premises of Rashtriya Sanskrit Vidyapeetha, Tirupati during 5th to 11th August, 2014 with a grand festive fervor in connection with the auspicious day of Sravana Purnima.

(5)   All India Sanskrit Students' Talent Festival - 2015 : It has been decided to organize the 9th All India Sanskrit Students' Talent Festival from 27th to 30th January, 2015 to extract the hidden talent in traditional sastric knowledge of Sanskrit students drawn from all over India.

(6)   Mahamahopadhyaya Pattabhirama Sastri Vyakhyanamala – 2014-15 : Every year, a series of extension lectures are being held in memory of Mahamahopadhyaya Pattabhirama Sastri, the first Chancellor of Vidyapeetha. The lectures are arranged in various sastras during the academic year for the benefit of the faculty and students of the Vidyapetha. Scholars various parts of the country are invited to deliver lectures on traditional sastras. Mm.Pattarabhyirama Sastri Vyakhyanamala 2014-15 was inaugurated on 21.07.2014 by His Holiness Sri Sri Sri Subudhendra Tirtha Swamiji of Raghavendra Math, Mantralaya. While lightening the lamp Swamiji blessed the Vidyapeetha family by his auspicious presence. Vachaspati Dr. Vadiraja

Panchamukhi, Former Chancellor of Vidyapeetha attended as Chief Guest. Prof. Harekrishna Satapathy, Vice-Chancellor presided over the inaugural Session. First Lecture on 22-07-2014 was delivered by Dr. A.V. Nagasampige, Director, Poornaprajna Samshodhana Mandiram, Bangalore on 'Sakshi Pramanyam'.

(7) National Seminars / Workshops :

(i) The Dept. of Sahitya organised **a two day workshop on Research Methodology** to the students of Vidyapeetha on 26th and 27th July, 2014. Professor Harekrishna Satapathy, Vice-Chancellor inaugurated the workshop. Professor Sannidhanam Sudarsana Sarma, Former Vice-Chancellor of Sri Venkateswar Vedic University and Dean, Faculty of Sahitya and Samskruti presided over the inaugural function. Professor GSR Krishnamurthy, Head, Dept. of Sahitya explained the aims and objectives of the workshop. Dr.Rani Sadasivamurthi and Bharat Bhusan Rath were the co-ordinators. Prof.Ch.P.Satyanarayana, Prof.V.V.Jaddipal, Prof.C.Lalitharani, Prof.Satyanarayan Acharya, Dr.Rani Sadasiva Murthi, Dr.C.Ranganathan, Dr.K.Rajagopalan, Dr.Bharat Bhusan Rath were the resource persons of the workshop.

(ii) Motivation programme for Freshers : The Career Counselling Cell of Vidyapeetha has been functioning with the aim supporting the students in the development of spoken sanskrit, soft skills and communication ability to challenge the rigors of competitive tests. It is also training the students with different subjects to inculcate social values among them. Professor Harekrishna Satapathy, Hon'ble Vice-Chancellor inaugurated motivation programme for freshers on 23-06-2014 organised under CCC. Prof. Radhakantha Thakur, Dean, Academic Affairs; Professor GSR Krishnamurthi, Head, Dept. of Sahitya and Academic Co-ordinator attended the programme and gave their messages to the students. Dr.Vidyadhar Harichandan guided the students in learning Sanskrit. Professor Satyanarayana Acharya, Co-ordinator, Career Counselling Cell explained about the present sanskrit education system in India. As part of

the programme Hidimba Bhimasenam, A Sanskrit Telefilm directed by Rani Sadashiva Murthi was enjoyed by the students.

(iii) Bridge course for new comers in Acharya course : The Vidyapeetha has been conducting Bridge Courses to the students admitted in to different programmes. For the Academic Session 2014-2015 It was conducted from 03-07-2014 to 10-07-2014. More than 200 numbers of students from different Shastras i.e. Sahitya, Vyakarayana, Jyotisha, Dharma Shastra, Vedanta, V.Vedanta, D.Vedanta, Mimamsa, Purana and others attended the bridge course. The Learned Professors of our Vidyapeetha and invited outside scholars delivered many lectures of different subjects. Prof. Satyanarayan Acharya, Professor of Sahitya and Dr.A.Sachidananda Murthy, Asst. Professor of Education were the Co-ordinator and Addl. Co-ordinator respectively.

(iv) Hindi Diwas was observed on 14.09.2014 at Professor Ramaranjan Mukherjee Auditorium of Vidyapeetha. Professor Radhakanth Thakur, Dean Academic Affairs was the Chief Guest. Dr.Latha Mangesh, Asst. Professor of the Dept. of Hindi welcomed the gathering. The Chief Guest Professor Thakur gave away the prizes of the winners of various competitions namely Hindi Debate, Elocution, Essay Writing, Singing etc. organised as part of Hindi Diwas. The students and faculty enthusiastically participated in the competitions and proved their Hindi talent. Dr.Mohan Naidu proposed vote of thanks.

(v) National Workshop On Bhāskarāchārya: Life and Works (1114-1200 A.D) during 08-12, December 2014, at Rashtriya Sanskrit Vidyapeetha, Tirupati sponsored by the Department of Science and Technology (DST), New Delhi. This Workshop is organized by the Department of Mathematics, Rashtriya Sanskrit Vidyapeetha, Tirupati, in connection with the 900th birth anniversary celebrations of Bhāskarāchārya II.

(8) Directorate of Distance Education :

The Vidyapeetha has established the Directorate of Distance Education in the year 2003. The DDE has been offering courses from

Prak Sastri to Acharya level and also Diploma and Certificate courses through distance mode. The Courses offered by the DDE are recognized by the Distance Education Council (DEC), IGNOU., New Delhi.

(iv) Major Policy/Reforms taken during the year 2014-15:

(1) Common Facilities for Women: As per the guidelines of the UGC, the Vidyapeetha has established one Common Facilities Centre providing various facilities for the women staff and students of the Vidyapeetha. The centre was inaugurated by Dr. Killikriparani, Hon'ble Minister of State for Communications and IT, Government of India on 17th November, 2013 in the presence of Dr. Chinta Mohan, Hon'ble Member of Parliament (Rajyasabha). The Minister expressed here happiness to see the unique development of the institution.

(2) Annadanam Scheme: the University has introduced the Annadanam Scheme under which the Vidyapeetha hostels have been provided Rice, Wheat flour etc., free of cost out of the donations received from old students, teachers, philanthropists, etc. The Vice-chancellor, old students and teachers association of the Vidyapeetha put all efforts and rendered whole hearted support for the success of the scheme.

(3) Heritage Corridor depicting the contributions made by the Ancient Sages, Rishis and Vedantins were erected along side of the ring road of the campus to spread the message of their contributions to the contemporary society.

(4) Innovative Programme: Masters Degree in Ancient Indian Management Techniques was started to establish the linkage between traditional and modern management systems.

(5) In view of the achievements made by the Vidyapeetha the UGC has sanctioned II time for extension of the Centre of Excellence in Traditional Sastras. Under the scheme 12 programmes are being continued during the year under report.

Swachcha Bharat :

In response to call of the Hon'ble Prime Minister and Ministry's instructions programmes under Swachcha Bharat were organized and students, staff and scholars have participated voluntarily and under the NSS banner the programmes were organized.

E-patasala :

The UGC has sanctioned E-patasala for Vyakarana subject and 14 other proposals in respect of various shastras are being submitted for approval of UGC. This is the only Vidyapeetha which has got the unique distinction of being granted the prestigious academic programmes.

Rashtriya Sanskrit Vidyapeetha, Tirupati jointly organized with the Dept. of Statistics, SV University, Tirupati a National Workshop on Big Data Analytics and an International conference on Operational Research from 1-3 December, 2014.

A team of ten students from Bhutan and United States of America joined in the Vidyapeetha to study Sastri, Acharya and M.Phil courses. Vidyapeetha welcomed them and specially honoured those students during Sanskrit Week Celebrations.

Inaugural function of Sanskrit Week Celebrations were held on 05.08.2014 in the Indoor stadium of Vidyapeetha amidst brim-packed audience. The participation of Scholars, students, artists, members of press and the staff of Vidyapeetha made this occasion a grand success.

Professor Harekrishna Satapathy, Hon'ble Vice-Chancellor inaugurated motivation programme for freshers on 23-06-2014 organised under Career Counseling Cell. Prof. Radhakantha Thakur, Dean, Academic Affairs; Professor GSR Krishnamurthi, Head, Dept. of Sahitya and Academic Co-ordinator attended the programme and gave their messages to the students.

(i) Programmes/Schemes being implemented showing targets and achievement made during the year 2014-15

No.of publications brought out during 2014-15 are: 05

(ii) Major Reforms taken during the year 2014-15:

(i) Choice-based Credit System is introduced

(ii) Short Term Courses are being conducted

(iii) Faculty Development Programmes are conducted for Sahitya, Education departments

(iv) IAS Study Centre : Vidyapeetha started a special centre for IAS Coaching to the Vidyapeetha students. Inaugurating the Centre Dr. Aravinda Rao, Former Director General of Police, Govt. of Andhra Pradesh stated that IAS Officers hold key and strategic positions in the Union Government, States and public-sector undertakings and complimented the Vidyapeetha for starting the study centre, to encourage / motivate the students traditional shastra to compete with the general candidates for the competitive exams.

(v) Remedial Coaching Centre, Coaching Centre for UGC NET/SLET for SC/ST/Minorities

SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA

MISSION OF THE VIDYAPEETHA: The mission statement of the Vidyapeetha is "Vidya Vinde Amritum" that means "Education for Enlightenment". Thus the Vidyapeetha attempts to disseminate traditional knowledge and guides the students to become worthy citizens. The effort is to link the ancient wisdom of India to the modern concepts, social issues and problems.

Objectives of the Vidyapeetha:

(a) To preserve shastric tradition.

(b) To undertake interpretation of the shastras.

(c) To relate relevance of the shastras to the problems in the modern context.

(d) To provide means for intensive training in modern as well as shastric lore for teachers.

(e) To achieve excellence in its disciplines in order to have a distinct character of its own.

PROGRAMMES AND ACTIVITIES

For the attainment of the above-mentioned objectives, the Vidyapeetha undertakes the following programmes and activities:-

1. Conducts teaching of Sanskrit with traditional and modern perspectives at Graduate, Post-Graduate and Research levels.

2. Conducts teachers' training courses at Graduate (B.Ed.) and Post Graduate (M.Ed.) levels.

3. Conducts Certificate, Diploma and part time courses in various disciplines.

4. Conducts examinations at Graduate, Post-Graduate and other levels of high learning.

5. Co-operates with other organizations sponsoring joint projects of common interests.

6. Works to expand up Sanskrit library.

7. Works to enrich collection of manuscripts, edit and publish rare manuscripts and books of special importance.

8. Publishes research journals, namely, 'Shodha-Prabha','Vastushastravimarsh', 'Sumangali, Panchang etc.

9. Organizes different lecture series.

10. Organizes research seminars and conferences.

11. Organizes refresher courses in different branches of Sanskrit learning as and when sponsored by the University Grants Commission.

12. Organizes vocational courses in Sanskrit, Hindi and Computer Application.

13. Organizes various academic activities for students.

14. Conducts extra-curricular activities like N.C.C., N.S.S. & Sports.

15. Organizes various educational, cultural and social functions.

Details of Pass out Students

The Vidyapeetha has been conducting annual and semester-wise examinations two time in academic year for its various courses like Shastri, Acharya, M.Ed. & M.Phil. and one time for Shiksha-Shastri. The examination results of students admitted to Shastri, Acharya, Shikshashastri & Shikshacharya courses for the year 2013-14 are as follows :-

Examination	Number of students appeared		Number of Students passed								
	Total (Men + Women)	Women Only		Total (Men + Women)				Women (only)			
				I Div.	II Div.	III Div.	Total	I Div	II Div	III Div	Total
Shastri	96	11		45	21	02	68	01	04	--	05
Acharya	100	19		81	10	--	91	15	03	--	18
Shikshashastri	252	74	Theory	196	56	--	252	59	15	--	74
			Practical	239	13	--	252	71	03	--	74
Shikshacharya	31	12		30	--	--	30	12	--	--	12

MAHARISHI SANDIPANI RASHTIRYA VEDVDIYA PRATISHTHAN, UJJAIN (MSRVVP)

The Government of India, Ministry of Human Resource Development has established Maharishi Sandipani RashtiryaVed Vdiya Pratishthan (MSRVVP) in the year 1987 to preserve, conserve and develop the oral tradition of Vedic studies through Pathashalas as well as other means and institutions; and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it with the contemporary needs. For this purpose the Pratishthan provides financial assistance to Vedic Pathshalas and Guru ShishyaParampara Units towards honorarium to Ved teachers and stipend to students under the scheme of Preservation of Oral Tradition of Vedic Recitation.

Besides, MaharshiSandipaniRashtriya Veda VidyaPratishthan is also pursuing a number of programmes and activities for achievements of its objectives which are :

1. Organization of Seminars/Workshops

2. Organization of Vedic Sammelans

3. Publications: The out of print and rare texts relating to Vedic literature are reprinted and published by the Pratishthan.

4. Publication of Research Journal "VedVidya" in Hindi, English and Sanskrit.

5. Celebration of Veda GyanSaptahSamaroh

6. Vedic Classes for all

7. Correspondence Course for Vedic Education to disseminate Vedic kowledge among common people.

8. Preparation of Vedic Directory

9. Financial Assistance Aged Veda Pathis

10. Financial Assistance to Nityagnihotries

11. Fellowships for promoting Vedic Research.

12. Preparation of Audio-Video Tape Recording of Vedic Recitations

13. SandipaniRashtriya Veda VidyaPuraskar of Rs.1,00,000/- to promote the study of Vedic and Vedanga literature.

IMPLEMENTATION OF 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 as well as Annual Programme issued by that Department.

Offices notified during the year

During the period under report 28 offices/regional offices and schools under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976.

Monitoring of implementation of Official Language Policy

a) During the year 2014-15, target has been fixed to inspect 39 offices/Universities etc. by the Ministry. In view of this, ministry has inspected seven (7) offices till date. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of the subordinate offices from time to time.

b) Departmental Official Language Implementation Committee has been constituted in the Ministry under the Chairmanship of Joint Secretary (Central Universities & Languages). Meetings of this committee are being held regularly. Appropriate action is taken on the compliance of decisions taken in the meetings.

c) In accordance with the instructions of the Department of the Official Language, a special meeting on implementation of Official Language was held on 16.07.2014 under the chairmanship of Secretary (HE) which was attended by all the Bureau Heads.

d) In order to monitor the position of use of official language Hindi in its subordinates offices, universities etc., Quarterly progress report and minutes of the meetings of their Official Language Implementation Committee are obtained and reviewed by the Ministry and remedial measures are suggested by the Ministry.

Official Language Conference

During the year, the Ministry of Human Resource Development organised an All India Official Language Conference at Visakhapatnam on 22-23 May, 2014

Inspections by the Committee of Parliament on Official Language

Offices under this ministry are inspected by the Committee of Parliament on Official Language.

HINDI SALAHAKAR SAMITI

The re-structuring of the Hindi Salahakar Samiti of the Ministry is under process.

Training

In pursuance of the Official Language Policy of the Government, remaining employees of the Ministry, who are yet to be trained in Hindi typing and shorthand, are nominated in the training programmes conducted by the Department of Official Language.

No such employee remains in the Ministry yet to be trained in Hindi language and Hindi typing.

Departmental Magazine "Shikshayan"

In order to provide an appropriate forum to the officers and officials of this Ministry as well as offices under it, to express their creativity, a departmental magazine "Shikshayan" is brought out by the Official Language Division of this Ministry. This year 6th and 7th editions of the magazine have been published. Articles are being received for the 8th Edition of the Magazine which will be published soon.

Quarterly Hindi Workshop

For effective implementation of Official Language in the Ministry, As per the instruction of department of Official Language a quarterly official language workshop was organised at School of planning and Architecture, New Delhi on 02.07.2014. 28 Officers/Employees from the Delhi based offices of this ministry participated in this workshop.

Translation work

To comply with the Official Language Policy of the Government, the Official Language Division of the Ministry also performed translation work of all letters, documents, reports etc., required to be issued in Hindi and English, bilingually by the Ministry.

Hindi Fortnight in the Ministry

During the year, Hindi fortnight was celebrated in the month of September. On the occasion, competitions on Essay writing, Hindi Noting/Drafting, Poem recitation, Hindi Handwriting and Hindi Debate were organised. 87 participants participated in these competitions.

Website

Website of both the Departments of the Ministry has been made bilingually i.e. in Hindi and English. It is being updated from time to time.

Directions have been issued to all the offices under the Ministry to make their website bilingual.

"Hindi Shabd"

At the main entrance of the Ministry, one word used in the day to day work, is being displayed daily in Hindi and English under the heading "Aaj Ka Shabd" since March, 2008.

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Chapter 09

Copyright And Book Promotion

COPYRIGHT AND BOOK PROMOTION

COPYRIGHT

The Copyright office was established in 1958 under section 9(1) of the Copyright Act, 1957. It functions under the administrative control of the Department of Higher Education. It is headed by the Registrar of Copyright, who has quasi-judicial powers in handling cases relating to copyright. The main function of the Copyright office is to undertake registration of copyright. The Register of Copyright maintained by the Copyright office provides information regarding works of copyright to the general public. Now Copyright Office has been separated and functioning as a separate entity. In addition to registration, facilities like inspection of the Register and taking extracts thereof are also available in the Copyright office. As provided under section 13 of the Copyright Act, 1957. Copyright subsists in the following classes or works:

(a) Original literary, software, musical, and artistic works;

(b) Cinematographic films; and

(c) Sound Recording.

The Copyright office also registers changes in the particulars of copyright entered in the Register of Copyright in accordance with Rule 70 of the Copyright Rules, 2013. Acquisition of copyright is automatic and it does not require any formality. Copyright comes into existence as soon as a work is created and no formality is required to be completed for acquiring copyright. However, as per section 48 of the Act, certificate of registration of copyright and the entries made therein serve as prima facie evidence in a court of law with reference to dispute relating to ownership of copyright.

Section 47 the Act also provides for inspection of the Register of Copyrights or taking certified copies of the extracts from the Register of Copyrights by any interested person against payment of the prescribed fee. To facilitate this, an index of the works whose particulars have been entered in the Register is also maintained in the copyright office. While minor corrections and changes in particulars entered in the Register can be made by the Registrar, the copyright Board is empowered to expunge any entries made in the register on an application by the Registrar or any person aggrieved.

Procedure for registration of copyright: As per section 45 of the Copyright Act, 1957 either the author or publisher or owner of copyright or any other person interested in the copyright of a work can make an application in the prescribed format along with prescribed fee to the Registrar of copyrights for entering particulars of the work in the Register of copyrights. The Copyright Office provides registration facilities to all types of works and the applications for registration of works can be sent through post to Copyright Office and online applications also be filed. 7733 works have been registered moreover 10948 works have been received during this period i.e. from 01.04.2014 to 31.12.2014.

Modernization of Copyright Office: The E-filing facility has been started on 17-02-2014 and a new logo of Copyright with newly designed Certificate has also been issued. Digitization of copyright records is also being started soon.

Copyright Board: The Copyright Board, a quasi-judicial body, was constituted in September 1958 which had been functioning on part-time basis. The jurisdiction of the Copyright Board extends to the whole of India. The Board is entrusted with the task of adjudication of disputes pertaining to copyright registration and assignment of copyright, rectification of registration, grant of compulsory licences in respect of works withheld from public, unpublished Indian works, for benefit of physically disabled persons, production and publication of translations and works for certain specified purposes. The Board also determines and fixes rate of royalties for statutory licences for cover versions and broadcasting of literary and musical works and sound recordings. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The Copyright (Amendment) Act, 2012 provides for a three member permanent Copyright Board consisting of a Chairman and two other members. All required formalities to set up the Copyright board have been completed.

Copyright Societies: Section 33 of the Copyright Act, 1957 provides for setting up separate copyright societies for different categories of works. Till Amendment to the Act in 2012, four Copyright

Societies were registered; one each for cinematograph films [Society for Copyright Regulation of Indian Producers of Films & Television (SCRIPT)], musical works (Indian Performing Right Society Limited (IPRS), sound recordings [Phonographic Performance Limited (PPL)] and the Indian Reprographic Rights Organization (IRRO) for photocopy rights. Following the Copyright (Amendment) Act, 2012 that already registered above mentioned copyright societies have to be re-registered. Of these, IRRO has been re-registered on 15th September, 2014. The applications received from other societies are under scrutiny. A new copyright society namely, Indian Singers Rights Association (ISRA), Mumbai was registered as a performers rights society for singers under the amended Copyright Rules, 2013 Act on 14th June, 2013.

The Copyright (Amendment) Act, 2012: The Copyright (Amendment) Act, 2012 got the assent of the President on June 7, 2012 and the same was notified on June 8, 2012. The Amendment Act came into force w.e.f. June 21, 2012. The main reasons for amendments to the Copyright Act, 1957 include to bring the Act in conformity with WCT and WPPT; to protect the Music and Film Industry and address its concerns; to address the concerns of the physically disabled and to protect the interests of the author of any work; Incidental changes; to remove operational facilities; and enforcement of rights. Some of the important amendments to the Copyright Act in 2012 are extension of copyright protection in the digital environment such as penalties for circumvention of technological protection measures and rights management information, and liability of internet service provider and introduction of statutory licences for cover versions and broadcasting organizations; ensuring right to receive royalties for authors, and music composers, exclusive economic and moral rights to performers, equal membership rights in copyright societies for authors and other right owners and exception of copyrights for physically disabled to access any works.

The Copyright Rules, 2013: The Copyright Rules, 2013 were notified on 14 March, 2013 replacing the old Copyright Rules, 1958. The Rules, *inter alia,* provide for procedure for relinquishment of Copyright; grant of compulsory licences in the matter of work withheld from public; to publish or republish works (in certain circumstances); to produce and publish a translation of a literary or dramatic work in any language; licence for benefit of disabled; grant statutory licence for cover versions; grant of statutory licence for broadcasting literary and musical works and sound recordings; registration of copyright societies and copyright registration.

Copyright Enforcement in India: Chapter XII of the Copyright Act 1957 as amended in 2012 provides civil remedies i.e. information, damages etc. in Sections from 54-62 of the Act. Every suit or other Civil proceedings arising under this Chapter in respect of the infringement of copyright in any work or the infringement of any other right conferred by this Act shall be instituted in the district court having jurisdiction Further, Chapter XIII of the Copyright Act, 1957 provides for penalties for the offences committed under the Act as per the criminal remedies provided under Section 63, 63A, 63B, 64, 65, 65A, 65B, 66, 67,68, 68A and 69 of the Act. The State Governments are responsible for the enforcement of the copyright law through their respective police forces.

Copyright Enforcement Advisory Council (CEAC): It was set up in November 6, 1991, to review the progress of enforcement of the copyright Act periodically and improving enforcement of the Act. The term of CEAC is three years and is reconstituted after expiry of the three year term. The present term of CEAC had expired on 15/09/2012 and the CEAC has been reconstituted on 18.03.2013. The second meeting of newly reconstituted Copyright Enforcement Advisory Council was successfully organized under the Chairmanship of Secretary (Higher Education) on 19th November, 2014 at Vigyan Bhawan, New Delhi.

Meeting of Copyright Enforcement Advisory Council under the Chairmanship of Secretary (Higher Education) held on 19th November, 2014 at Vigyan Bhawan Annexe.

Deliberation in the CEAC meeting

Nodal Officer: On the request of this Ministry, all the States/ UTs have appointed the Nodal officers to promote the Copyright Enforcement mechanism in their respective States/UTs.

WORLD INTELLECTUAL PROPERTY ORGANIZATION (WIPO)

India is a member of the World Intellectual Property Organization (WIPO), since 1976, a specialized agency of the United Nations, which deals with the matter of WIPO. India is a member of Berne Convention and TRIPS Agreement. During the year, this Ministry has represented in the following meetings and Seminars on IPR and Copyright Programmes organized by WIPO and its Committees:-

(i)   WIPO SCCR Sessions:

Indian Delegation participated in the 27th Special Session of Standing Committee on Copyrights (SCCR) held in Geneva from 28th April to 2nd May, 2014 and the Marrakesh Treaty to facilitate Access to Published Works for persons who are blind, visually impaired or otherwise print disabled was signed by India on 30th April, 2014 and the same was ratified on 30th June, 2014. India was the first country to sign the Marrakesh Treaty.

Indian Delegation participated in the 28th Session of SCCR held in Geneva from 30.06.2014 to 04.07.2014 in which the following topics were discussed (i) Protection of Broadcasting Organization; (ii) Limitation and Exceptions; Libraries and Archives; Limitation and Exceptions in Research institutions.

Subsequently, Indian Delegation participated in the 29th Session of SCCR held in Geneva from 08.12.2014 to 12.12.2014 in which following topics were discussed (i) Protection of broadcasting organizations; (ii) Limitations and exceptions for libraries and archives.

(ii)   WIPO Workshop

Indian Delegation participated in WIPO Regional Workshop on the Opportunities and Challenges in the Implementation of the Beijing and Marrakesh Treaty at Singapore, February 11, 2014.

Subsequently, Indian Delegation will be participating in WIPO Special Workshop on the Protection of Copyright and Related Rights, in Tokyo, Japan from February 2-13, 2015.

SCHEME FOR THE PROMOTION OF COPYRIGHT AND INTELLECTUAL PROPERTY RIGHTS

The Scheme of Intellectual Property Education, Research and Public Outreach (now renamed as the Scheme for the Promotion of Copyright and Intellectual Property Rights) was introduced in the Tenth Five Year Plan Period by a merging of three co-related Plan schemes namely, (I) Scheme of Organizing Seminars and Workshops on Copyright Matters; (II) Scheme of Financial Assistance for Intellectual Property Right Studies; and (III) Financial Assistance for WTO Studies. For effective implementation of the cause of promoting awareness/research on Copyright/IPRS and WTO matters, the merger has proved useful.

Aims and Objectives

(i)   Encourage study of intellectual property rights in the Universities and other recognized institutions of higher education.

(ii)   Creating public awareness about copyright and IPR matters among public and academic community.

(iii)   Developing and encouraging study in specialized courses in IPRs in higher education system.

(iv)   Training of enforcement personnel, namely state police/custom officials about copyright and related issues.

(v)   Organizing seminars and workshops on copyright matters/IPRs matters in colleges, universities, and other recognized institutions.

(vi)   Creating knowledge resources on WTO matter.

(vii)   Developing inputs for policy formulation on WTO matters.

(viii) Developing negotiations strategies on WTO.

(ix)   Developing course awareness on WTO matters.

(x)   Evolving strategies of regional cooperation and regional training arrangements.

Scope of the Scheme

Under the scheme, financial assistance is given to UGC recognized Universities, other recognized educational institutions, registered voluntary organizations, registered copyright societies for the following purposes:

(i)   Institution of Chairs for Intellectual Property Rights Studies for Higher Education and also on WTO studies.

(ii) Organization of national/international workshops for developing teaching/learning material including syllabi.

(iii) Organizing seminars, workshops, etc. on study of Intellectual Property Rights and GATS.

(iv) Setting up of a Depository for IPR and WTO literature/material/ case studies at a nodal institution.

(v)   Preparation of instructional material for various levels of IPR courses/GATS in education services for direct teaching as well as teaching through distance education mode including commissioning of suitable resource persons for the purpose.

(vi) Organizing orientation and training programmes for potential faculty of teaching IPR and courses on GATS: WTO Regime.

(vii) Providing of scholarships and fellowships for conducting research in economic, social, legal and technological aspects of new and merging IPR areas/WTO: GATS international areas of interests to the country.

(viii) Holding meetings of the Academic Advisory Committee set up by the Ministry of Human Resource Development and taking following action on its decisions.

(ix) Organizing national or international seminars on copyright and neighbouring rights issues.

(x)   Organizing training courses on enforcement of copyright law.

(xi) Holding regional level meeting and organizing meetings with persons from the SAARC and Asian and Pacific Region.

(xii) Organizing Regional level meetings for developing Regional Trading Arrangements.

MHRD INTELLECTUAL PROPERTY RIGHTS CHAIRS (IPR CHAIRS)

Under the scheme 19 MHRD – IPR Chairs have been set up so far in various universities and institutes for development and growth of IPR education, research and training. Out of 19 MHRD – IPR Chairs, six (6) IPR Chairs are in universities (i.e. CUSAT, Cochin; faculty of Law, Delhi University; Delhi School of Economics; Jawaharlal Nehru University; Delhi, University of Madras and Tezpur University), six (6) IPR Chairs are in IITs (Delhi, Kanpur, Kharagpur, Bombay, Roorkee and Madras), five (5) IPR Chairs are in National Law Universities (NLSIU, Bangalore; NALSAR, Hyderabad; WBNUJS, Kolkata; NLIU, Bhopal; and NLIU, Jodhpur) and two (2) IPR chairs in IIMs (Kolkata and Bangalore). Some of these Chairs have created necessary infrastructure facilities, appointed faculty members and have started functioning fully, while few others are at different stages of operationalization.

MHRD-IPR Chairs Activities: Apart from policy support to the Ministry each MHRD IPR Chair has to conduct activities to conduct quality research resulting in academic papers of high value to generate and sustain interest in IPR research by holding national or international level IPR Conference, Seminar or Workshop on IPR issues including one programme of training of trainers every year, as per norms of the scheme.

WORLD TRADE ORGANIZATION (WTO)

With the emergence of World Trade Organization (WTO) from January 1, 1995, there have been many rounds of negotiations leading to a comprehensive agreement on international trade in services with the objective of progressive liberalization of trade in services. Initially they operated under GATS & focused on goods trade. With the emergence of WTO in 1995 the scope was extended to include services & Intellectual Property. Education is identified as one of the 12 services.

GATS basic structure:

•   The general obligations and disciplines contained in the main text (e.g. MFN).

•   The annexes dealing with rules for specific sectors;

•   The specific commitments of individual member to provide market access, any applicable

applications (e.g. market access, national treatment and adherence to the reference paper).

The GATS applies in principle to all service sectors except "services supplied in the exercise of governmental authority". These are services that are supplied neither on a commercial basis nor in competition with other suppliers. The negotiations take place under the framework of 'Offer' and 'request' approach. Countries make offers to the Foreign Service Providers to get trading access to their internal market. Similarly countries make request to their partners to grant access to their markets. GATS defines services trade as occurring via four modes of supplies all of which are relevant to education. GATS/WTO prescribes the following four modes of trade in services including Education Services:

➢ Cross Border Supply: delivery of education services via internet (distance education, tele-education, education testing services)

➢ Consumption Abroad: movement of students from one country to another for higher education.

➢ Commercial Presence: establishment of local branch campuses or subsidiaries by foreign universities in other countries, courses offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchises.

➢ Movement of Natural Persons:- temporary movements of teachers, lecturers, and education personnel to provide education services overseas.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment. Under 'Education Services' the Indian revised offer was to open up with Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

The main sub-sectors under the GATS in the area of education are: (i) Primary Education (CPC 921); (ii) Secondary Education (CPC 922); (iii) Higher Education (CPC 923); (iv) Post-secondary technical and vocational, university degree or equivalent; (v) Adult Education and (CPC924) and (vi) Other Education (CPC 929).

All schedules have two sections: (i) the horizontal commitment section, which establishes the limitations that apply to all sectors listed in the schedule; and (ii) the particular trade in services commitments that apply to a particular sector or sub-sector. In determining a country's sector-specific commitment, consideration must also be given to the overall horizontal commitments.

A "specific commitment" in the services schedule refers to the country's commitment to provide market access and national treatment for the service listed pursuant to the terms and conditions set forth in the schedule. Commitments are legally binding and once a specific commitment has been made, a government is "bound to the specific level of market access and national treatment and it cannot, at a later time, impose measures that would restrict entry into such markets.

Commitments and limitations to markets access and national treatment are entered in the service schedule with respect to each of the modes of supply. Therefore, a commitment on the sub-sector of higher education services (which is within the Education services sub-sector that in turn is within the broader sector classification of Education services) will have eight entries: 4 under the column of market access (one for each of the 4 different modes of supply) and 4 under the column of limitations on national treatment.

In the entries that read "none" mean that there are no limitations on national treatment of educational services as it relates to cross border supply (1) consumption abroad (2) and commercial presence. (3) There are also no market access limitations on the "consumption abroad" mode of supply of educational services.

However, wherever it is specified "unbound" in the schedule means that it may impose limitations on market access or national treatment with respect to the mode of supply identified and subject to the condition specified therein (e.g. termination of monopoly or horizontal commitments). The Government of India 'Offer' in Education services under the GATS framework is given below:

EDUCATION SERVICES		
	Market Access	**National Treatment**
Primary Education Services (CPC 921)	**Unbound**	
Secondary Education Services(CPC 922)		
Higher Education Services (CPC 923)	1) None subject to the condition that service providers would be subject to regulations, as applicable to domestic providers in the country of origin and applicable to the domestic providers in India. 2) None 3) None subject to the condition that fees to be charged can be fixed by an appropriate authority and that such fees do not lead to charging capitation fees or to profiteering. Subject further to such regulations, already in place or to be prescribed by the appropriate regulatory authority. 4) Unbound except as in the horizontal section	1) None 2) None 3) Will not have any right to get any aid or assistance from UDC or any other Government agency or will not be entitled to receive any subsidy as may be provided to the domestic service providers. 4) Unbound except as in the horizontal section
Adult Education Services (CPC 924)	**Unbound**	
Other Education Services (CPC 929)		

Book Promotion

Books are the expression of creativity and wisdom of human mind and mirror the knowledge of people and nation. Books have always played an important role in the progress of the society. The Book Promotion Division has a number of schemes and activities implemented through the National Book Trust with the aim of providing easy access of books for all segment of society, promoting reading habits, providing assistance to the development of the book publishing industry and encouraging the general popular literature.

NATIONAL BOOK TRUST, INDIA (NBT)

The National Book Trust, India, an apex body under the Ministry of Human Resource Development, Government of India, was established in 1957. The Trust is mandated by the Government of India to produce and encourage the publication of good books and to make them available at moderate prices to the public. The Trust is also mandated to arrange Book Fairs/Exhibitions and take all necessary steps to make the people book minded in the country.

Activities of the Trust

(a)   Publishing

The Trust publishes general reading material, which includes works of fiction, books on social sciences, medical science and cutting edge technology for all segments of society and for all age-groups. The Trust also publishes a wide variety of books for children and post-literacy reading material for neo-literates. The NBT publications are moderately priced in English, Hindi and other regional languages. The NBT publishes books under 19 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 of exchange of creative literature of different regions (i) Indian Literature (j) Indian Diaspora Studies (k)

General series and (l) Braille books.

The publishing in India is presently undergoing rapid changes due to technological advances and changes in the pattern of reading particularly among the youth. To meet these challenges, the Trust has been trying to adapt to this changing environment by bringing innovative changes in its publishing and book promotional activities. The Trust has been able to provide a wide variety of books for all age groups on all subjects. While strengthening its ongoing activities, the Trust has also initiated special efforts towards publishing books in many minor languages like Dhurbi, Dorli, Gondi etc. The Trust pays special attention to those genres of publishing, which, despite their importance, have not been adequately covered by other publishers in India. In addition, the Trust under Rajiv Gandhi-Longowal Accord publishes select books in Punjabi to promote the Punjabi language, its literature and culture. During the year 2014, the Trust has brought out 1519 titles in English, Hindi and other Indian languages as under:

Number of titles brought out by NBT in 2014

S.No	Language	Original	Translations	Reprints	Revised	Total
1.	English	31	-	365	03	399
2.	Hindi	65	15	666	07	753
3.	Assamese	-	-	62	-	62
4.	Bangla	06	06	21	01	34
5.	Dhurbi	-	04	-	-	04
6.	Dorli	-	04	-	-	04
7.	Gondi	-	04	-	-	04
8.	Gujarati	-	04	1	-	05
9.	Kannada	-	07	15	-	22
10.	Kashmiri	01	05	-	-	06
11	Malayalam	-	02	22	-	24
12.	Marathi	-	06	71	01	78
13.	Odia	04	06	-	-	10
14.	Punjabi	10	05	-	-	15
15.	Tamil	01	08	-	-	09
16.	Telugu	02	04	-	-	06
17.	Urdu	03	03	77	01	84
	Total	**123**	**83**	**1300**	**13**	**1519**

Sale and Distribution of NBT Publications

NBT Publications are presently promoted through direct selling, Agents, Distributors and bulk supply to State Governments. The publications are sold through NBT bookshops located in New Delhi, Mumbai, Kolkata and Bangalore. Following an MoU with Delhi Metro Rail Corporation (DMRC), NBT books are now available at Kashmere Gate and Vishwavidhyalaya Metro Stations. NBT books are also sold at NBT Book Promotion Centres across the country. During the period under review the Trust has registered a net sale of publications amounting to Rs. 25 crore.

Book Promotion Centre

With a view to strengthen the book promotional activities one Book Promotion Centre, is being set up in each State & UTs. During the year under review Book Promotion Centre were open in Kochi, Patna, Hyderabad, Agartalla, Guwahati, and Cuttack apart from the already existing Centers at Delhi, Calcutta, Mumbai, Chennai.

Organization of Book Fairs in India

During the year, the Trust organized 9 Book Fairs across the country including Mangalore Book Fair (4-12 January, 2014); Ramanathapuram Book Fair (25 January – 2February 2014); Perambalur Book Fair (31 January to 9 February 2014); Mandi Book Fair (16 to 22 June 2014); Shimla Book Fair (30 June to 6 July 2014); Tirunelveli Book Fair (18 to 27 July 2014);

Thiruvananthapuram Book Fair (4 to 12 October 2014); Utari Delhi Nagar Nigam Pustak Utsav (13 to 18 December 2014) and Indore Book Fair (6-14 December 2014).

Dr. A.P.J Abdul kala, farmer president of india, at the in inaugural function of NBT Ramanathapunam book fair (Tamil nadu).

Organization of New Delhi World Book Fair 2014

The Trust organised the annual New Delhi World Book Fair, 2014 from 15 to 23 February 2014 at Pragati Maidan, New Delhi. The Fair was organized in association with India Trade Promotion Organization (ITPO). Shri Pranab Mukherjee, Hon'ble President of India inaugurated the New Delhi World Book Fair, 2014. More than 1000 publishers, booksellers and distributors participated in the Fair including foreign participants from 26 countries like France, Iran,

The Union Minister for Human Resource Development, Smt. Smriti Irani addressing at the inauguration of the World Book Fair-2015, organised by the National Book Trust of India, in New Delhi on February 14, 2015.

Japan, Nepal, Poland, Pakistan, Singapore, Sri Lanka, South Korea and Saudi Arabia. The theme of the Fair was *Kathasagara*: *Celebrating Children's Literature*. A number of panel discussions, workshops, counselling sessions for young adults, storytelling sessions and interactive sessions with eminent children's authors and illustrators like Ruskin Bond, AbidSurti, ParoAnand, Kshama Sharma, Nina Sabnanietc were organised in the Theme Pavilion. Poland was the Guest of Honour country at the New Delhi World Book Fair, 2014. The other major features at the New Delhi World Book Fair were Authors' Corner, Kidz Bubble, CEOSpeak over Chairman's Breakfast, New Delhi Rights Table and "Desaj".

The next New Delhi World Book Fair is scheduled to be held from 14 to 22 February 2015.The theme of the Fair will focus on the folk-tradition and literature of the North-East. Singapore will be the Guest of Honour Country and South Korea will be the Focus Country at the Fair. Other activities to be held during the Fair include Authors' Corners, CEO Speak and the New Delhi Rights Table.

MOU on cooperation between the National Book Trust, India and SAPPRFT, People's Republic of China

A Memorandum of Understanding on Cooperation between the National Book Trust, India and State Administration of Press, Publication, Radio, Film and Television of the People's Republic of China was signed 18th September 2014 at Hyderabad House, New Delhi in the presence of the Hon'ble Prime Minister of India and the Hon'ble President of China. According to the MOU, China would be the Guest of Honour country in the New Delhi World Book Fair 2016 and the SAPPRFT will organize a series of cultural and publishing exchange activities during the New Delhi World Book Fair 2016.

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 330 International Book Fairs. During the period under review the Trust participated in 8 such International Book Fairs, including the prestigious Bologna Children's Book Fair (24 to 27 March 2014); Abu Dhabi International Book Fair (30 April to 5 May 2014);

Nepal Education & International Book Fair (29 May to 5 June 2014); Asian Festival of Children's Content (30 May to 4 June 2014); Seoul International Book Fair (11-22 June 2014); Beijing International Book Fair (27 to 31 August 2014); Frankfurt International Book Fair(8 to 12 October 2014); and Sharjah International Book Fair(5 to 16 November 2014)

India – Country of Focus at Asian Festival of Children's Content, 2014

India was the Country of Focus at the Asian Festival of Children's Content (AFCC) held at National Library Building, Singapore from 30 may to 4 June 2014. Mr Lawrence Wong, Minister for Culture, Community and Youth and 2nd Minister, Ministry of Communications and Information inaugurated the Festival. Mrs Vijay Thakur Singh, High Commissioner of India in Singapore was the special guest on the occasion. The Indian presentation included a special exhibit of over 200 recently published children's books in English, Hindi, Gujarati and Tamil, a set of specially curated panels displaying a visual journey of children's literature in India and illustrative elements including cut-outs of amazing legendary characters like Vyasa and Ganesh, Tenali Rama, Birbal, Swami etc. from Indian mythology and storytelling tradition. Several literary programmes were organized at the India pavilion.

Pustak Parikrama – Organizing of 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 12,000 Mobile Exhibitions throughout the country including the North eastern states. During the period under report, the Trust organized Mobile Book Exhibitions at about 900 places in 12 states including Chattisgarh, Gujarat, Haryana, Himachal Pradesh, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh.

National Centre for Children's Literature (NCCL)

The National Center for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of

children's books and for monitoring, coordinating, planning and aiding the publication of books for children in the country. The primary objective of setting up the NCCL is to collect and make available Indian and foreign material and expertise which are relevant to the promotion of a rapid and balanced development of children's literature. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners. With a view to promote and develop the reading habit of the children at the school level, the NCCL encourages setting up of Readers' Clubs at the schools throughout the country and also conducts surveys and takes up research work relating to children's literature. So far, over 35,000 Readers Clubs have been set up across the country. During the period under review, the NCCL established 700 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, 12 monthly issues of Readers' Club Bulletin, a bilingual magazine for promotion of reading habit among children were also brought out. During the period, a total of 29 programmes were hosted at different places across the country.

Observance of National Book Week

Every year during the National Book Week from 14-20 November, the Trust organizes a number of book promotional activities throughout the country to promote book mindedness among the masses. This year National Book Week was celebrated far more extensively, some new initiatives were taken and a special attention was given to tribal and remote areas of the country like Andhra Pradesh, Odisha among others. The celebration saw a large number of children from various schools and NGOs across the country. NBT also organized book exhibitions throughout the country. Besides, a number of book promotional activities, which included seminars, book review sessions, meet-the-author programmes, poets' meet and book release functions were held all over the country.

Celebration of NBT Foundation Day

As part of the 57th Foundation Day celebrations, the 3rd NBT Foundation Day Lecture on 'Books and Reading in Today's India,' was held in the NBT headquarters at Vasant Kunj, New Delhi on 1 August 2014. Ms Shashi Deshpande, eminent writer was the Guest Speaker on the occasion. Prof. K. Satchidanandan, noted poet and writer presided over the function.

Book Clubs

The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 1080 new Book Club members during the period. The Scheme provides 20% discount on all NBT publications.

Organizing of Literary activities like Seminars, Workshops and Book Release Functions and Publishers and Authors' Meet

During the period under review, the Trust organized over 100 literary activities like seminars; meet-the-author programmes, workshops for book promotion and book release functions including the Kolkata Festival of Children's Content at the Sri Aurobindo Institute of Culture, Kolkata (16 to 19 November 2014) and the release of recently published NBT title *Food Security of India*.

India Pavilion at Frankfurt Book Fair 2014

Language Advisory Panel Meetings

The Trust constitutes advisory panels for each Indian language by including eminent authors, translators, academics, and publishers to advise the Trust on the publishing programme of the respective languages. During the year, the Trust held three advisory panel meetings in Maithili, Urdu and Kashmiri.

Financial Assistance Programmes

The Ministry of Human Resource Development had entrusted the scheme of Financial Assistance to Voluntary/Private organizations for holding

Seminars/Training Courses/Workshops/Annual Conventions/Book Fairs related to the Book Promotional Activities to the Trust. Grants were released to 211 organizations during the year 2014 by the Trust to meet 75% of the approved expenditure of organizing Book Fairs/Exhibitions/Seminars, Workshop etc.

Besides, the Trust also provides assistance to authors and publishers for the publication of reasonably priced university level text and reference books and for books on Medical Science under its Subsidy Scheme. During the year under review, one title was published under this scheme with the financial grants of ₹ 68,496.

To promote Indian books abroad, the Trust has initiated the financial assistance programme for translations. Under the scheme, financial assistance will be given by the Trust to foreign publishers who are keen on translating Indian books into foreign languages. During the year, financial assistance was provided for the book The Missing Queen by Samhita Arni, first published by Zubaan, for its translation into Italian. The Italian edition was published by Lit. Edizioni. Besides, two proposals from France and Germany are under consideration.

Training Courses in Book Publishing

The Trust also organizes short term Training Courses in Book Publishing in various parts of the country with the objective to create a talent pool of trained professionals for the publishing industry. During the period under report two short-term publishing courses were held in Chennai and New Delhi.

Exchanging MOU between NBT and SAPPRFT, People's Republic of China at Hyderabad House, New Delhi in the presence of Hon'ble Prime Minister of India and Hon'ble President of the Republic of China

Dr A.P.J. Abdul Kalam, former President of India at the inaugural function of NBT Ramanathapuram Book Fair (Tamil Nadu)

National Book Promotion Council

The National Book Promotion Council (NBPC) functions as an advisory body to look into the problems concerning Publishing Industry and facilitate exchange of views on all major aspects of book promotion, inter-alia, covering writing / authorship of books, production, publication and sale of books, prices, and copyright, habit of book reading, availability and reach of books for different segments of population for various age-groups in different Indian languages and the quality and content of Indian books in general. The National Book Promotion Council (NBPC) earlier reconstituted on 21st October, 2011 for a further period of three years with eminent person in the field of books within the country, and other stakeholder as member and the same is to be reconstituted again.

Raja Ram Mohan Roy National Agency for International Standard Book Number (ISBN)

The Raja Rammohan Roy National Agency for International Standard Book Number (ISBN), Department of Higher Education, MHRD is engaged in registering works of Indian publishers, authors, institutions, universities and Government departments which are responsible for publishing books. The International Standard Book Number (ISBN) is a unique International Publishers Identifiers Number, which is meant for Monographic publications. The ISBN earlier was a ten-digit number now the same is replaced by a 13 digit number from 1.1.2007, which is designed to replace the handling of long bibliographical descriptive records. The ISBN is known throughout the world as a short and clear machine-readable identification number, which makes any book unambiguously identifiable. It is an essential instrument in modern distribution and nationalization opportunities in the book trade.

Since inception, the National Agency has allocated 33,549 prefixes in different categories. To obtain an ISBN, application is to be filed alongwith other requirements. The application form is available on the website of the Ministry also or it can be collected personally or by post by sending a request to the agency. The registration of ISBN is free of charge. The Raja Rammohan Roy National Agency for ISBN is

located at 4th floor, Jeevan Deep Building, Parliament Street, New Delhi-110001.

It was decided during 30th International ISBN Advisory Panel Meeting held in Berlin to introduce new ISBN system of 13 digits from earlier 10 digits with effect from 1.1.2007. The Raja Rammohan Roy National Agency for ISBN is a member of the International ISBN Agency and an annual fee of Rs. 2500 is paid for membership every year. The Agency has paid the annual membership fee for the year 2014-15 to International ISBN Agency, London.

There are five categories allotted by the International Agency under which publishers are registered and allotted numbers depending upon their requirement / production. The National Agency has registered 9549 Indian Publishers under various categories in FY 2014-15 as cited below:

Category	Number of registration
2	3
3	46
4	2500
5	3000
(Single ISBN (Author –cum-Publisher)	4000
Total	**9549**

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